



Final Evaluation Report

Education for Income Generation Project (EIG)



November 2013

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FINAL EVALUATION REPORT

EDUCATION FOR INCOME GENERATION (EIG) PROJECT

November 2013

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Abbreviations and Acronyms

C1	Component 1
C2	Component 2
C3	Component 3
CDCS	Country Development and Cooperation Strategy
CEAPRED	Center for Environmental and Agricultural Policy Research, Extension and Development
CTEVT	Council for Technical Education and Vocational Training
DADO	District Agriculture Development Officer
DCC	District Coordination Committee
DEO	District Education Officer
DEPROSC	Development Project Service Centre
DLSO	District Livestock Services Office
EIG	Education for Income Generation
FGD	Focus Group Discussion
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
FtF	Feed the Future
HHs	Households
HIV/AIDS	Human Immuno-deficiency Virus/ Acquired Immuno-deficiency syndrome
IDE	International Development Enterprises
INGO	International Non Government Organization
JTA	Junior Technical Assistance
KIRDARC	Karnali Integrated Rural Development and Research Centre
LDO	Local Development Office
LSP	Local Service Provider
MDGs	Millennium Development Goals
MWDR	Mid Western Development Region
NAC	National Advisory Committee
NGO	Non Governmental Organization
NSTB	National Skill Testing Board
OJT	On the Job Training
PHDG	Population, Health and Development Group
PSU	Primary Sampling Unit
RFP	Request for Proposal
RMA	Rapid Market Assessment
ROI	Return on Investment
RUSUF	Rural Society Upliftment Forum
SAPROS	Support Activities for Poor Producers of Nepal
SD	Standard Deviation
SLC	School Leaving Certificate
TOT	Training of Trainers
TEPP	Training and Employment Placement Provider
TTP	Technical Training Provider
TYIP	Three Year Interim Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United State Agency for International Development
VDC	Village Development Committee
WHO	World Health Organization
WI	Winrock International

Executive Summary

Purpose: The primary purpose of the final evaluation of EIG program was to assess its effectiveness to achieve sustainable impacts on beneficiaries especially with regard to employment and incomes and provide guidance to USAID in future program designs. The evaluation has focused on four components namely, literacy (Component 1 or C1), vocational (Component 2 or C2), agricultural productivity and enterprises (Component 3 or C3) and scholarship to Dalit (Component 4 or C4).

Background: USAID/Nepal supported Education for Income Generation (EIG) Program was a five-year (2008-2012), \$14.7 million program designed to respond to a root cause of conflict— exclusion of disadvantaged youth from relevant education, training and employment opportunities. The program combined literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes; and targeted scholarships for disadvantaged Dalit youth to increase access to higher (10+2 and college certificate) education. A cross-cutting theme was the provision of peace and reconciliation education for all participants in order to develop the knowledge, attitudes and skills for conflict resolution, peace building, and promotion of human rights. EIG's primary beneficiaries were disadvantaged, conflict-affected and internally displaced youth throughout the 15 districts of the Mid-Western Region of Nepal.

The goal of the EIG project was to increase youth's access to education and training for income generation and employment. Its major objectives were to increase literacy, vocational skills, agricultural productions and enterprise skills of disadvantaged youth. The program focused on areas historically prone to conflict and interethnic tensions. Overall, the project provided literacy and numeracy skills to 8,792 youth (8,374 females and 418 males), vocational skills to 11,521 (5,667 females and 5,854 males), agricultural productivity and entrepreneurship skills to 54,183 youth (44,158 females and 10,025 males), and scholarships to 421 (194 females and 227 males) Dalit youth.

Evaluation questions: This final evaluation has focused on all four components and has been framed in order to answer the six key evaluation questions namely; how well the EIG approach increased disadvantaged youth's access to employment and incomes? How have literacy, numeracy and entrepreneurship skills enhanced women's empowerment and increased agricultural productivity? How relevant was vocational education program to the short, middle, and long-term development needs of Nepal? What were the key challenges to the project? What are the prospects for sustainability of the end results produced and how effective was the program in building the capacity of Nepali organizations.

Methodology: In order to assess the EIG program a sample survey of beneficiaries was designed. A sample of beneficiaries from among the total beneficiaries of 74,496 from 15 program districts was drawn. A standard formula was used to estimate sample size and 600 households was determined as sample size but the number of beneficiaries of different types was about 800 individuals. Six districts were randomly chosen to interview 800 beneficiaries.

To address the six evaluation questions six different methods/approaches such as desk review, interview with stakeholders/implementers, meetings, FGDs with beneficiaries, interviews with beneficiaries in households and case studies were used. Appropriate tools/checklists/questionnaires were developed and administered by field researchers and senior evaluators in all six districts and in Kathmandu. The evaluation report includes information analyzed using

primary and secondary data of the project. In addition, quantitative data collected by interviewing 803 beneficiaries in their homes (240 literacy and numeracy class attendees, 98 vocational trainees, 422 agricultural productivity and enterprise class attendees and 43 Dalit scholarship recipients) have been analyzed. The findings have been enriched by analyzing qualitative information collected by conducting in-depth interviews with key implementing partners, focus group discussions with beneficiaries, and collecting case studies of beneficiaries.

Findings: The evaluation study shows that the EIG program approach was innovative; it linked basic literacy with life skills and agricultural entrepreneurship and productivity leading to employment and income generation. Vocational training program was unique as it entailed training providers to find employment for trainees unlike other general trainings. Furthermore EIG program leveraged resources (about \$1.4 million) for infrastructure and capacity building activities. The program was integrated; it initially provided basic literacy and numeracy skills to disadvantaged farmers, arranged services and resources to increase agricultural productivity and promoted marketing of products for income generation.

The innovative and integrated approaches of the EIG program were designed to meet the short, middle and long-term development needs of the project beneficiaries and sustainability of the program. The elements of sustainability included establishment and promotion of Local Service Providers, collection centers, agro vets, nurseries and group formation and registration with government. The program was efficient in terms of cost benefit ratio (1:13) reaching out to a large number of disadvantaged small holders and increasing income of households. Emphasis was given to encourage entrepreneurship so that with little investment economic growth could be achieved. Although the target was to empower 70,000 youth aged 16-35, by the end of the project period 74,917 disadvantaged youth benefitted from EIG.

Following EIG training more than 76 percent disadvantaged youth (85% males and 74% females) were employed. Employment was highest (87%) for agricultural productivity and enterprise followed by vocational graduates (86%), literacy (57%) and scholarship recipients (56%). Except for literacy (males 54% vs. females 57%) employment was higher for males in other three components; vocational training - males 90% vs. females 78%, agricultural productivity and enterprise - males 95% vs. females 86% and scholarship - males 58% vs. females 54%. Also the average annual household income of EIG beneficiaries has increased (Rs. 171,000) by 60 percent in 2012 compared to the year 2010 (Rs. 107,000). It was found that the average annual household income of EIG participants is higher (Rs. 171,000) for the Mid-Western Region than the figure (Rs. 160,000) reported by the Nepal Living Standards Survey of the government. Among the three types of beneficiaries agricultural productivity and enterprise group experienced the highest growth of income (Rs. 191,000), followed by vocational group – Rs. 163,000, literacy group – Rs. 149,000 and scholarship recipients – Rs. 102,000.

Achievement was remarkable especially with respect to female literacy. In all 52,532 women age 16-35 were made literate in 15 districts which constitute 70.5 percent of total project beneficiaries. Literacy, numeracy and entrepreneurship classes have brought tremendous changes in women's life; they have become literate, skilful, financially independent and self confident. Their chance of being employed improved and their hygiene and sanitation have also improved. Clearly women have been empowered.

About 20 percent literacy women graduates are self-employed; they do commercial vegetable farming. They can calculate profit and loss for which they use calculator and for communication they use cell phones. These are great achievements for rural women who were until recently illiterate. They take better care of their children with respect to education, hygiene and nutrition.

The conflict in the community has been reduced. Women are now more outspoken; their interaction with the local community has increased. They access resources and form groups for mutual benefits. Decision making positions of most of the local community groups are occupied by women.

Beneficiaries receiving vocational training have become independent and are earning well; this has boosted their self-confidence and helped build family life peaceful. The project adopted a conflict and gender sensitive approach in selecting the participants for the program. Women are engaged in non-traditional trades, such as masonry, carpentry and electrical wiring. Because of the boom in the construction industry in the Mid-west, many men and women with vocational training are employed in construction work. EIG trained vocational graduates have received CTEVT certificates which has increased their chance of getting employment anywhere in Nepal including abroad.

During the Life of Project 54,183 disadvantaged youth benefitted from agricultural productivity and agricultural enterprise trainings and 81.5 percent were females. Their annual household income increased by 51 percent in 2012 (Rs. 191,220) compared to the level in 2010 (Rs. 126,189). The agricultural trainees who are engaged in both off-farm and farm based production activities have contributed to the growth of agricultural productivity overall. Agricultural activities focused on high-value low volume commodities such as off-season vegetables, NTFPs, goat and pig raising that increase incomes and create jobs in agriculture value-chain enterprises.

In order to achieve high growth, marketing and business planning skills were imparted to agricultural trainees and several proactive steps were taken. During the LOP 191 LSPs, 25 collection centers and 12 distillation units were created. In addition, 365 nursery operators, 352 output traders, 101 VAHWs, 118 agrovets and 80 distillation units and 56 collection centers which were barely functional before have been strengthened by the EIG program.

During the life of project 421 Dalit youth (46.1% females and 53.9% males) age 16-35 received scholarship to study education, health, agriculture and community mobilization. Subject wise 331 students enrolled in Intermediate of Education, 36 in Community Medical Assistant, 28 in Junior Technical Assistant, 18 in Sub overseer class, 5 in social mobilization and 3 in Assistant Nurse Midwife. Of them 82 students were already employed by end of 2012 while nearly half (n=196) enrolled in higher education and the rest are pursuing their education.

The short term vocational courses with limited skills have immediate impact on the lives of the people and hence are relevant to short term needs of the nation. The trained and skillful workforce is not only employed but also have provided employment to others - about 11,000 under vocational training program alone. The training has laid foundation for more advanced skills. When youth are provided with more advanced skills related to the needs of business and technological advancements in sectors like construction, health, agriculture, information technology, hospitality, electricity etc as projected by National Planning Commission, they will certainly be relevant to the midterm and long term needs of Nepal.

The evaluation shows that among the self employed 96 percent would be able to sustain the results even after EIG is phased out. They said they would use knowledge and ability acquired/ work hard, get help from LSPs and agro vets and take loans if necessary from local Savings and Credit organizations.

The mechanism of linking vocational graduates to the markets will help beneficiaries to make use of their skills and reap benefits in the long run. The masons, carpenters, electricians, plumbers,

etc. are in high demand in the growing construction industry and therefore their sustainability of incomes is ensured by the market. Besides, the capacity of Technical Education and Placement Providers (TEPPs) has been enhanced by which continually creates opportunities for income generation, economic growth and sustainability.

Lessons Learned by component - Literacy program:

- Use of reward system created a sense of competition among participants and reduced irregularity.
- Because of improved literacy skills beneficiaries have started to help their children and siblings with their school home work.
- Literacy training module served as an effective platform for relaying messages easily and effectively in the community. Important messages such as the National Immunization Day (NID), Vitamin –A, Local Service Providers etc were shared through the classes.
- Joint and frequent monitoring from the district team and local stakeholders such as the CMC, made the beneficiaries more interactive.
- Mathematics sessions and the use of the calculator interested beneficiaries and reduced dropout.
- EIG literacy class participants were engaged and focused when multiple teaching methodologies (i.e. drama, role play, story, group discussion etc.) were used in class.
- Exposure visits by the class helped team building and skill transfer.
- Pre and post test encouraged the beneficiaries to work hard.

Vocational training:

- It was difficult for young trained women to meet the requirement of earning a minimum of Rs. 2,400 as they had to attend to their household matters after giving birth.
- Collaboration and comparison with other donors was difficult because EIG target youth had to be age 16-35 while for other donors there was no age barrier.
- EIGs field link and verification process was absolutely instrumental in ensuring compliance.
- For the growing construction activities in the Mid-west region occupational trades like masonry, carpentry, plumbing, electrical wiring and road construction-related trades were EIG targets. Jobs were increasing around Surkhet to Jumla road corridor and EIG was poised to train to meet the need in these emerging job markets.
- While FNCCI is well connected, EIG program learnt that they have not always been able to use their network of CCIs as expected.
- Rural young people migrate to India and elsewhere during the off farm season. It is difficult to verify income during those periods. Therefore, TEPP's verification of income six months after the training is subject to questions.
- Lack of fund for graduates to start their own enterprise was hindering the growth of income.

Agricultural productivity and enterprises

- Trained LSPs contribute to sustain the results as they work for the community.
- Market linkage and government registration of farmer groups will contribute to sustainability.
- Continuous dialogue among farmers, agro-vets, LSPs and cooperatives is essential to promote value chains and broaden the enterprise
- Dissemination of market information is essential for farmers to get better price for their produce.

- Coordination with GOs and other organization adds value to program implementation.
- Promotion of micro irrigation technologies (MITs) has produced good results
- The initiatives like development of Nursery Growers, LSPs, Agrovets, traders, MPCs, collection centers (Haat Bazars), irrigation, IPM, and linking them with DADO, DLDO and other service providers were effective for yielding good results and sustainability of the program.

Scholarship:

- Some scholarship holders worked as wage laborers to support their families and therefore they could not regularly attend classes.
- The scholarship program has helped boost students' self-confidence
- Some potential students had left high school 3-7 years prior to receiving an EIG scholarship.
- Monitoring of scholarship program was difficult as scholarship recipients attended institutions in different, often remote, districts.

Conclusions: The EIG program is a model of team work as it was implemented by 8 major organizations (2 international and 6 national) and numerous subcontractors. It has met its major objectives of increasing literacy, providing vocational skills, increasing agricultural productions and enhancing enterprise skills of disadvantaged youth and providing scholarships to Dalit youth to for higher education. The EIG program accomplished more than it was planned for. Employment opportunities have been increased and nearly 100,000 persons are employed due to the program. Also the income of the beneficiaries has increased by 60 percent in 2012 compared to the year 2010.

However, the project faced several challenges. The literacy and numeracy skills training was so popular that the classes were often over crowded and participants over age 35 were also interested. Job based vocational training was partially successful in sparsely populated high mountain districts. Some TEPPs did not opt for second round of contract to organize training because they could not fulfill their commitment of job placement. The condition that only young people under SLC could enroll in vocational training made it difficult for TEPPs in densely populated districts where such youth were few. EIG was successful in leveraging resources for agricultural activities but it was with great difficulties.

Recommendations: The evaluation team makes overarching and component specific recommendations.

Overarching recommendations:

- The EIG program was started during insurgency and therefore youth aged 16-35 were targeted. However, as the insurgency is over and several evaluation study participants expressed their concerns for age bar it is recommended that the age range be reconsidered in the future.
- The program beneficiaries should not be excluded on the ground of caste or ethnicity. Any Nepali who is economically deprived should be treated as disadvantaged.

Component specific recommendations follow:

Literacy:

- All facilitators conducting literacy training should use standard Nepali language. The local participants such as Tharu and other Terai based groups wanted to learn Nepali as well.

- Classes should be conducted in a more peaceful environment and in a spacious place. Respondents in the survey pointed out about several cases of disturbances while attending class and also complained about too small rooms for classes.
- Trainers should be more creative and use a combination of methods, media and materials.
- Literacy training should be conducted only on day time because conducting them at night makes it difficult for participants as well as female teachers to return home at night.

Vocational training:

- A mechanism of following up of the graduates after six months should be developed so that they are given needed support to stay in the same job or find another job. This will not only help the graduates but also the institution itself build an image of caring-for-graduate-institution.
- No trainer should be allowed to teach any course without TOT from a standard training.
- The TEPPs should ensure that the skills are rightly taught along with the core skills the list of which is available in literacy course book.
- Teaching methodologies should include more demonstration, discussion, role play, simulation exercise, practice with feedback until the trainee reaches the level of competence required by industries and business. This should be constantly monitored in the TEPPs.
- Curricula endorsed by the authorized body like CTEVT should only be used.
- First installment of 25 percent to TEPPs should be raised to 40 percent as per their request.
- Some EIG beneficiary graduates were self-employed but earn less than Rs. 2,400 per month, and therefore were not counted as achieving the EIG targets. They, however, were earning up to Rs. 2,000 per month. The program had not recognized the success of these individuals, yet they were beneficiaries. The project should define a new amount to set standard.
- Providing training without any training allowance is a new venture in Nepal and should be replicated in other programs as it worked out well in EIG program
- Vocational skills training program should be continued and expanded to other districts of Nepal or in FtF program areas too.

Agricultural productivity and enterprises:

- Agricultural training should be of longer duration; beneficiaries reported trainings as short as 2 hours to 2 days for agricultural productivity. They also want refresher training.
- Number of participants in one class should be reduced to 10 from 20. This way the number of training locations and the coverage would be better too.
- Livestock and crop integrated farming system should be taught as this would result in improved fertilizer, biogas etc.
- Training should focus more on renewable energy and evergreen agriculture (leguminous roots) and agriculture land technology in slope areas. Trees like epilepil, tanki, bahar should be promoted as ecological agriculture.
- EIG should disseminate the successes of the program among policy makers with a view to integrate the model of income generation in national program.
- The LSPs need very specialized and precise technical trainings in order for them to be more capable of delivering service to farmers, and continuous dialogue among farmers, agro-vets and cooperatives. This is essential to promote value chains and broaden the enterprise.

Contents

	<u>Page</u>
ACKNOWLEDGEMENT	i
TEAM MEMBERS	ii
ABBREVIATIONS AND ACRONYMS	iii
EXECUTIVE SUMMARY	iv
TABLE OF CONTENTS	x
I INTRODUCTION	1
1.1 Project context	1
1.2 Development hypothesis	1
1.3 Project interventions	1
1.4 Project activities	2
1.4.1 Literacy Training	2
1.4.2 Vocational Training and Employment	2
1.4.3 Agricultural Productivity and Enterprise Training	2
1.4.4 Scholarships	2
II EVALUATION PURPOSE AND QUESTIONS	3
III EVALUATION METHODOLOGY AND LIMITATIONS	4
IV EVALUATION FINDINGS.....	7
4 Overall Result Areas.....	7
4.1 EIG approach, disadvantaged youth, employment and incomes.....	7
4.1.1 Sample survey findings	7
4.2 Program components	11
4.2.1 Literacy and numeracy - Component 1.....	11
4.2.2 Results of vocational training - Component 2.....	13
4.2.3 Agricultural productivity and enterprise- (Component 3).....	15
4.2.4 Entrepreneurship.....	15
4.2.5 Scholarship program	17
4.2.6 Selected case studies of beneficiaries	17
4.3 Relevancy of vocational education program to the short, middle, and long-term development needs of Nepal.....	17
4.4 Key Challenges.....	18
4.5 Program Effectiveness	19
4.5.1 Strength of the project	19
4.5.2 Weaknesses of EIG program	21
4.5.3 Constraints	23
4.5.4 Program achievements	24
4.5.5 Capacity building of Nepali organizations (implementing partners)	25
4.5.6 Lessons Learned	25
4.5.7 Unexpected outcomes	27
4.6 Sustainability	28
V CONCLUSION	30
VI RECOMMENDATIONS	32
APPENDIX TABLES	35

List of Tables, Figures and Boxes

Table 3.1	Methods, tools and sample covered	4
Table 4.1	Average monthly income of respondents or their family member when they were working as migrant by EIG trained or not	11
Table 4.2	Rating of vocational training program by the trainees	14
Table 4.3	Increase in food sufficiency (FS) by districts, 2013	15
Table 4.4	Percent distribution of sample respondents by component according to whether they made business plan before starting an enterprise by sex	16
Table 4.5	Rate of return (RR) of investment in 3 components in percent by district	16
Table 4.5	Estimates of number of persons employed due to EIG program	21
Figure 1	Percent of EIG trained youth employed y sex and component	8
Figure 2	Average annual income of respondents by component	9
Figure 3	Average annual household income of respondents for last three years by component	9
Figure 4	Average annual household income for last three years by male and female headed households	10
Figure 5	Average annual household income of respondents for last three years by component and sex of household head	10
Figure 6	Decision making positions of local organizations	13
Figure 7	Household annual income before and after EIG training	16
Box 1	Percentage distribution of sample respondents by component, according to sex	7
Box 2	Percent distribution of respondents by whether self employed or working for others by sex according to component	8

APPENDIX TABLES

I	Statement of Work (SOW)	36
II	Sampling design	58
III	Stakeholder interview guide	60
IV.1	Literacy program FGD Guideline	62
IV.2	Vocational training FGD Guideline	65
IV.3	FGD Guideline for participants of agricultural productivity and/or enterprises	68
V.1	Literacy Training	71
V.2	Vocational training	88
V.3	Agricultural	98
V.4	Scholarship	115
VI.1	Case Study: Literacy program participant	120
VI.2	Case Study: Vocational trainee	122
VI.3	Case Study: Agricultural productivity	124
VI.4	Case Study: Agricultural enterprise owner	127
VI.5	Case Study: Scholarship holding participant	130
VII		
Table 1	Percent distribution of respondents by sex and caste/ethnicity according to program component	132
Table 2	Average age of EIG sample survey respondents by program component	133
Table 3	Annual individual income reported by individuals at the time of enrolment for training ..	133
Table 4	Average annual income of respondents by component according to sex	134
Table 5	Average annual household income of respondents by component according to sex	135
Table 6	Percent distribution of literacy trainee sample respondents by district according to literacy rating	136

Table 7	Percent distribution of literacy trainee sample respondents by district according to numeracy skill rating	136
Table 8	Percent distribution of literacy trainee sample respondents mentioning usefulness of literacy training in life	136
Table 9	Percent distribution of sample respondents mentioning shortcomings in life before literacy training	137
Table 10	Percent distribution of respondents mentioning changes brought about in life after literacy training	137
Table 11	Percent distribution of respondents mentioning application of knowledge after literacy training	137
Table 12	Percent distribution of respondents mentioning life skills learned in the literacy training	138
Table 13	Distribution of respondents reporting organizations providing vocational training by district	138
Table 14	Distribution of respondents reporting trade they took part in vocational training by district	138
Table 15	Percent of respondents according to knowledge and skills learned in EIG training by district	140
Table 16	Percent of respondents by application of knowledge and skills learned in EIG training according to district	141
Table 17	Distribution of respondents mentioning contribution of literacy class to business by district	142
Table 18	Distribution of respondents mentioning type of training received by district	142
Table 19	Distribution of respondents mentioning type of agricultural enterprise they run by district	143
Table 20	Percent distribution of sample respondents by component according to rating of business plan by sex	143
Table 21	Average investment in and gain from business entities under three components by district	144
VIII	Caste study – 1 Literacy	145
	Caste study – 2 Vocational	145
	Caste study – 3 Agricultural	145
	Caste study – 4 Scholarship	146
	Caste study – 5 Vocational	147
IX		
Table 1	Percent distribution of respondents mentioning unexpected outcomes according to component and sex	147
Table 2	Percent distribution of sample respondents by component and sex according to whether they would continue with the results they have achieved	148
Table 3	Percent distribution of sample respondents by component and sex according to perceived ways of sustaining with the results they have achieved	148

I. INTRODUCTION

USAID/Nepal supported *Education for Income Generation Program* (EIG) was a five-year, \$14.7 million program designed to respond to a root cause of conflict-exclusion of disadvantaged youth from education, training and employment opportunities. This multifaceted program combined literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural household incomes; and targeted scholarships for disadvantaged youth to increase access to higher (10+2/college certificate) level education. A cross-cutting theme throughout these activities was the provision of peace and reconciliation education for all participants in order to develop knowledge, attitudes and skills for conflict resolution, peace building, and promotion of human rights.

EIG's primary beneficiaries were disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. The project started in January 2008 and ended in December 2012.

1.1 Project context

In the context of Nepalese economy characterized by low economic growth rate but high population growth, coupled with high unemployment and under-employment and destabilized by conflict it is a real challenge to improve access to employment opportunities although it is in dire need. Lack of equity in education created a society divided between those with and without access to income generating opportunities. Due to the predominance of subsistence agriculture in Nepal, only about 16 percent of the total labor force is engaged in paid employment. Self-employment in the agriculture sector is the dominant form of employment in the country, employing more than 81 percent of active workers. Meanwhile, about 20 percent of rural and urban workers are wage laborers. The official unemployment rate was 3.26 percent in 2000 and the under-employment rate was as high as 45 percent. Structural barriers, both economic and social, are the key reasons for this, as they preclude many groups of people from accessing formal and non-formal education. These barriers leave these groups with few opportunities to build a productive livelihood.

1.2 Development hypothesis

If the disenfranchised out-of-school youth, illiterate women and those displaced by the conflict have the opportunities for employment and productive remuneration, they are less likely to opt for violence and end up being recruited by either party to the conflict. With income and better livelihood opportunities, these groups can be saved from developing a general sense of hopelessness and vulnerability leading to the prevention of creating a destabilizing force in a country already devastated by conflict and instability.

1.3 Project interventions

The goal of the EIG project was to increase youth's access to education and training for income generation and employment. Its major objectives were increased literacy, vocational skills, agricultural productions and enterprise skills of disadvantaged youth. The program was focused on areas historically prone to conflict and interethnic tensions.

The multifaceted EIG program addressed the issues of lack of income options by increasing access to productive job opportunities and improving incomes of the poor and disadvantaged, while also creating a workforce that is crucial for the country's economic growth.

EIG offered a package of literacy, technical and vocational training, agricultural productivity and enterprise training, and scholarships for disadvantaged youth aged 16-35. Depending on their interest and need, the youth are offered training on one or more of the components. As of end of 2012, total of 74,496 youth have been trained, exceeding the target goal of 70,000 youth trained and productively employed by 2013. In addition 421 Dalit youth aged 16-35 have been provided with scholarships for higher education.

The cornerstone of this program is its demand driven approach through conducting training courses that meet the needs of the labor market and linking youth to pre-identified employment opportunities. This is creating a much higher employment success rate upon graduation from the training. Linking agriculture production to markets and embedding agriculture technical services through local input service providers is another hallmark of the program.

As conflict mitigation was a key aspect, the program was initially named "*Education for Income Generation and Conflict Mitigation*". However, with the ending of the insurgency and the political developments, the most significant being the 2006 *Comprehensive Peace Agreement*, and the initiation of the peace process thereafter, the program in 2009 was renamed as "*Education for Income Generation*" by removing "*Conflict Mitigation*".

The EIG Program was implemented by Winrock International (WI) through a consortium of two international and eight Nepali local organizations. In August of 2010, a Performance Audit was conducted by the USAID's Office of Inspector General. In March 2011, Winrock International conducted a mid-term review through a team of consultants.

1.4 Project activities

To meet the project goal, the EIG program carried out the following activities:

1.4.1 Literacy Training: The program trained youth aged 16-35 in integrated entrepreneurship focused literacy, with added lessons on life skills, peace-building, health, nutrition, HIV/AIDs awareness, and anti- trafficking. The 10-month course included sessions on the alphabet, basic arithmetic, reading, record keeping, and accounting for self-employment. This training served as a foundation for additional vocational skills, agricultural productivity, or enterprise training.

1.4.2 Vocational Training and Employment: Depending on the job demands of the local market, youth were trained in various vocations such as masonry, electrician, motor cycle mechanic, and carpenter. Trainees were then linked to potential employers.

1.4.3 Agricultural Productivity and Enterprise Training: The program provided agriculture training with a market-driven, value-chain approach to increase income and food sufficiency. Young farmers were introduced to and trained in micro-irrigation systems, high-value vegetable, cereal crop production, non-timber forest products such as chamomile, menthe, citronella, lemon grass, fisheries, goat rearing, pig and poultry farming. They also received farmers' group management, marketing and planning training. The program linked agriculture produce to markets and facilitates services through local service providers.

1.4.4 Scholarships: The EIG program provided scholarships to Dalit youth, a marginalized population, to increase their chances of pursuing studies in the formal education system and selected technical fields. Many of the students go on to become teachers in their communities.

II. EVALUATION PURPOSE AND QUESTIONS

The primary purposes of the evaluation as required by SOW (Appendix I) are to:

- Assess the effectiveness of the EIG program to achieve sustainable impacts on beneficiaries especially in regards to employment and incomes.
- Identify and document good (or best) practices and lessons learned and factors that influenced program effectiveness.
- Examine the intended and unintended consequences of the program
- Provide guidance to USAID in future program designs.

With these purposes in mind, the evaluation team has tailored recommendations with the objective of improving the development learning and future programming for USAID.

The audience of the evaluation report is USAID/Nepal Mission, and the Agency as a whole. The evaluation learning will benefit the Government of Nepal, USAID's implementing partners, other donors and local organizations that are planning and implementing vocational training, agriculture and livelihoods development programs and projects. Learning from the EIG Program will also help the Mission in increasing the understanding of demand driven approaches to vocational training, employment, entrepreneurial literacy and its linkage with agriculture. The lessons and good practices will be instrumental in informing the implementation approaches for the upcoming Feed the Future (FtF) project as some of the elements of the EIG project are also included in the FtF interventions.

As USAID/Nepal is developing its Country Development and Cooperation Strategy (CDCS) for the next five years, the learning from this evaluation will help improve the future programming directions. The CDCS will have greater emphasis on local capacity building. This evaluation has looked at learning with respect to working with local Nepali organizations as implementing partners.

The evaluation has focused on outcomes, sustainability, project methodology, strengths/weaknesses, challenges and constraints, client satisfaction, cost effectiveness, unexpected outcomes and lessons learned. The evaluation questions in the next section further define these areas.

This final evaluation has focused on all four components of the EIG Program. The evaluation has been framed in order to answer the key evaluation questions listed below.

- a. How well did the EIG approach increase disadvantaged youth's access to employment and incomes? The evaluation has undertaken an analysis of the incomes of participants before and after EIG interventions; it has estimated the changes in incomes due to EIG interventions.
- b. How have literacy, numeracy and entrepreneurship skills enhanced women's empowerment, increased agricultural productivity and improved nutritional outcomes.
- c. How relevant is a vocational education program to the short, middle, and long-term development needs of Nepal?
- d. What were the key challenges to the project for achieving its results, and what strategies were effective/ successful in overcoming these challenges?
- e. What are the prospects for sustainability of the end results produced by the EIG program? What practices or strategies of the project contribute to the sustainability of the results and how effective are they?
- f. How effective was the EIG program in building the capacity of Nepali organizations (implementing partners) and why?

III. EVALUATION METHODOLOGY AND LIMITATIONS

3.1 Data Collection Methods/Approaches: The evaluation team collected data from multiple sources to ensure accuracy and that all beneficiaries and stakeholders are considered. The evaluation involved both quantitative and qualitative methods and procedures including document/ desk review, secondary data analysis, meetings, primary data collection through in-depth interviews, focus group discussions, interviews with beneficiaries in households (sample survey, see Appendix II) and case studies (Table 3.1).

Table 3.1 Methods, tools and sample covered

Method/tool	Sample covered	No.
Document review	USAID and EIG documents such as Statement of Work, Project PMP and Work plans (Years 1-5), Activity Approval Document, Annual report, quarterly reports, monthly reports, accrual reports, success stories and Yearly Income Impact Assessments (October 2009, October 2010, October 2011)	
Key informant (stakeholders') interview	CEPRED (1), FNCCI (1), IDE (2), Jadibuti Udhyog (1), SAPROS (1), RESHUNGA Driving Training Center (1), RUSUF (1), UNESCO Club Nepalgunj (1), DADO (2), Haat Bazar Byawasthapan Committee (1), LDO (1), UNYC Nepal (1), Bio Gas Construction and Energy Development (1), SEWA Foundation Nepal (1), Action for Development (1), CTEVT (1), WINROCK (3), DEPROSC (1), KIRDARC (1), National Employment Training Center (1), Center for Rural Technology (1), SKILL Nepal (1), ALLIANCE (1), FSKILL (1), SUNDAR NEPAL (1), AWAJ (1), DEUTI HERBAL (1), MANIKEJ URJA (1), teachers (11), LSPs (13), Employers (8),	64
Focus group discussion	Young women and men who received EIG training who were not sampled in individual interviews	8
Individual interviews with EIG beneficiaries	Youth both women and men who received EIG training	803
Case studies	2 case studies of literacy trainees, 5 case studies of agricultural productivity and enterprise trainees, 4 case studies of vocational trainees and 2 case studies of scholarship recipients	13

i. Desk Review/Secondary Data Analysis: Winrock International through a consortium of two international and eight Nepali local organizations implemented the EIG Program and a number of documents on the project have been produced. The evaluation team reviewed and conducted secondary analysis of information contained in the documents that were made available and included the followings:

- Statement of Work, Project PMP and Work plans (Years 1-5), Activity Approval Document
- Annual report, quarterly reports, monthly reports, accrual reports
- Success stories
- Yearly Income Impact Assessments (October 2009, October 2010, October 2011)

In addition, some comparisons have also been made with data or documents from other sources. The evaluation team members shared the desk review work. The team leader, besides managing the whole task, also reviewed and analyzed the above documents. Quantitative analysis using relevant data from different sources/ project reports were carried out. The agricultural expert reviewed and analyzed information related to agricultural productivity and enterprise training. The vocational training expert reviewed and analyzed data and documents related to vocational training and employment. The female team member reviewed and analyzed secondary information from various documents related to gender, gender equity, and empowerment. Every member noted down information related to costs and benefits of the program.

ii. Consultative Meetings with Stakeholders- Central Level: In order to consolidate the findings from review and analyses of documents the relevant stakeholders were met for consultation. This also ensured their ownership and accountability towards program inputs and desired results. During the study process, the evaluation team met with the following stakeholders:

- Winrock/EIG Staff
- Ministry of Education (CTEVT)
- Staff of selected other donor and INGO staff
- FNCCI

Discussion checklist (see Appendix III) developed by the evaluation team was administered by the concerned evaluation team member when meeting with the stakeholder. In the checklist issues like key challenges to the project for achieving its results, and strategies that were effective/ successful in overcoming these challenges were enquired with relevant stakeholders.

iii. Consultative Meetings with Stakeholders- District Level: Relevant stakeholders/ implementers as well as direct and indirect beneficiaries of EIG program at district level were met and their opinions and experiences with the EIG program were collected using discussion checklist (see Appendix III). The stakeholders include the followings:

- Beneficiaries
- Local Development Office (LDO)
- Community members
- District Agriculture Development Officer (DADO)
- District Coordination Committee
- EIG project implementing partners
- VDC Secretaries of selected VDCs

iv. Focus Group Discussions: In all, Eight FGDs with youth were conducted. Two female FGDs (see Appendix IV.1 for Literacy FGD Guideline) were conducted with women who took part in literacy and numeracy skills training; two FGDs were conducted on vocational training (one male and one female group - see Appendix IV.2 for Vocation FGD Guideline), four FGDs were conducted with men and women who were trained in agricultural productivity and enterprise (three female FGDs and one male FGD - see Appendix IV.3 for Agriculture FGD Guideline). They discussed about training, knowledge and skills gained and utilized and outcome of their participation in the program.

v. Target Groups: Primary Quantitative Data Collection: Primary quantitative data were collected from youth who took part in four components of the program. The sample size of beneficiaries was 800 including literacy and numeracy trainees, vocational trainees, agricultural productivity and enterprise and scholarship recipients. The information required for quantitative study was gathered at the household level. There were specific questionnaires for literacy program participants (see Appendix V.1 for Literacy), vocational training participant (see Appendix V.2 for vocation), agricultural productivity and enterprise training participants (see Appendix V.3 for agriculture) and scholarship recipients (see Appendix V.4 for scholarship recipients), which sought household and individual level information.

By administering individual level questionnaires to project beneficiaries background information, data on trainings given by EIG, usefulness and relevancy of the training, expected training output, contextualization of the content, logistics management, trainer's / resource person's expertise in the training content and delivery, knowledge and skills acquired, formative and summative evaluation procedures of the trainees, application of knowledge and skills (transfer), employment (self or working for other), earning in terms of return on investment (ROI), any change in life after work and so on were collected. Knowledge and skills on cross cutting issues like HIV and AIDS, and conflict mitigation have also been explored/ assessed.

vi. Case Studies: Some case studies (see Appendix VI.1 to VI.5 for Case Study Guideline) of males and females both good and not so good who were trained by the program have been documented. Case studies of youths who received literacy and agricultural training, vocational training and employment,

agricultural productivity and enterprise training and scholarships have been documented. From the sampled six districts 13 (three males and 10 females) case studies have been prepared.

The inputs from USAID for evaluation tools were taken into account. The tools, i.e., questionnaires, checklists and guidelines were first developed in English and then translated into Nepali.

For data collection a large number of field researchers were trained and mobilized in six sample districts as shown in the map below. Three senior consultants, field manager and gender officer also visited field sites. The evaluation took three and a half months from 13 December 2012 to 13 March 2013.



Total fund for evaluation from USAID was US\$59,930 which includes VAT US\$6,895 (see Appendix I).

Limitations

The evaluation report is based mainly on analysis of primary data collected in sample districts, review of documents and reports made available by USAID/Nepal, key informant interviews with different stakeholders and field visits by evaluation team members. Key informants included persons from different organizations comprising of government high level officials of the Ministry of Agriculture, EIG and its implementing partners, and other key national and international agencies.

This evaluation is limited to the assessment of the effectiveness of the EIG project, documentation of the EIG approach in making a difference in the lives of disadvantaged youth in Mid-Western region, documentation of best practices, informing and recommending on the future long-term Feed the Future (FtF) project as some of the elements of the EIG project are also included in the FtF interventions. In addition, the learning from this evaluation will help improve the future programming directions with greater emphasis on local capacity building. This evaluation has looked at learning with respect to working with local Nepali organizations as implementing partners.

The robustness of the evaluation design was compromised by a number of factors: lack of baseline information for comparison, constraints in interviewing a large number of beneficiaries and possible biases of key stakeholders and partners. The evaluators have sought to mitigate these limitations and minimize possible biases through triangulation of methods using data collected through primary and secondary sources.

IV EVALUATION FINDINGS

4. Overall Results Areas

4.1 EIG approach, disadvantaged youth, employment and incomes: The study finds that the EIG program *approach* was innovative and used integrated approaches aiming to increase the efficiency, effectiveness and impact of the program. EIG designed special action approaches and applied them to meet the short, middle and long-term development needs of Nepal and sustainability of the program. The program was efficient in terms of cost benefit ratio reaching a large number of needy disadvantaged small holders and increasing income level of households to improve their livelihood. Emphasis was given to make disadvantaged illiterate youth literate, increase farm production, impart vocational and numeracy skills and encourage entrepreneurship so that with little investment economic growth could be achieved. Although the target was to empower 70,000 youth aged 16 to 30 initially and 16-35 later following USAID, Inspector General's Audit Report¹, by the end of the project period (December 2012) 74, 917 disadvantaged youth were benefitting from EIG. The EIG project has four major components namely, literacy (Component 1 or C1), vocational (Component 2 or C2), agricultural productivity and enterprises (Component 3 or C3) and scholarship to Dalit (Component 4 or C4).

Overall, the project provided literacy and numeracy skills to 8,792 youth (8,374 females and 418 males), vocational skills to 11,521 (5,667 females and 5,854 males), agricultural productivity and entrepreneurship skills to 54,184 youth (44,158 females and 10,025 males), and scholarships to 421 (194 females and 227 males) Dalit youth. Different project reports claim that most of these trainees have been employed, largely self employed. Also their incomes particularly those of vocational graduates have increased from virtually none to an average of more than Rs. 4,400 a month².

4.1.1 Sample survey findings

The evaluation sample survey data shows that 81 percent of beneficiaries are females (Box 1). By component 95 percent of beneficiaries are females in literacy or C1, followed by agricultural productivity and enterprises (87%), scholarships (56%) and vocation (37%). Of the total sample respondents 98.5 percent were identified as disadvantaged³ and if 1.5 percent are taken as advantaged group then a little over 1,000 were from advantaged group⁴ but they were very poor (Table not shown). Based on caste/ethnicity distribution, overall 80 percent beneficiaries are disadvantaged defined as those respondents other than Bahun/Sanyasi and Chhetri/Thakuri and by sex the corresponding figures are 79 percent for females and 84 percent for males (Appendix VII, Table 1)

Component	Sex		Total %	Total n
	Female	Male		
C1	94.6	5.4	100.0	240
C2	36.7	63.3	100.0	98
C3	86.7	13.3	100.0	422
C4	55.8	44.2	100.0	43
Total %	81.3	18.7	100.0	803

The respondents at the time of the survey (January 2013) were, on average 28.7 years old, ranging from 16 to 48 years. The average age was highest (29.9 years) for males taking part in literacy classes and lowest for male scholarship respondents (21.0 years, Appendix VII, Table 2). Following EIG training more than 76 percent youth were engaged in gainful employment either self employed or working for

¹USAID. 2010. **Audit of USAID/Nepal's Education for Income Generation Program (Audit Report No. 5-367-11-003-P)**. Office of the Inspector General. Manila Philippines. December 14.

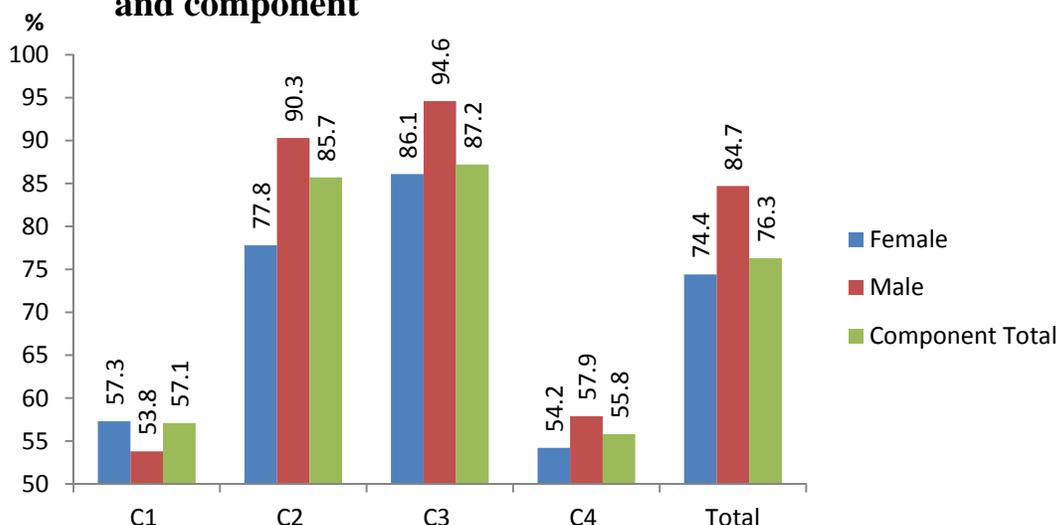
² USAID/Nepal. No date. **USAID/Nepal's Education for Income Generation (EIG) Program component 2: Vocational Skills Training for Employment**. P. 2.

³ Females, respondents from Karnali zone, non Bahun Chhetri or conflict affected respondents are classified as disadvantaged.

⁴ Total beneficiaries 74,917*(1.5%)=1,120.

others (Figure 1). By component immediate employment was highest (87%) for agricultural productivity and enterprise followed by vocational graduates (86%), literacy (57%) and scholarship recipients (56%). Except in literacy component employment was higher for males in three components than for females (Figure 1).

Figure 1 Percent of EIG trained youth employed by sex and component



Source: Sample survey data

Among those currently employed, most (89%) are self-employed and the rest work for others (Box 2). Nearly all are self employed among literacy and agricultural productivity and enterprise trainees while among the vocational graduates it is only 38 percent; apparently persons with vocational skills work for already established business entities rather than starting up a new enterprise. By sex self employment is nearly 100 percent among females while among their male counterparts it is 63 percent.

In the evaluation, attempt has been made to examine whether change of income has taken place after the EIG training and this

was explored in several ways. Every survey respondent was asked what his /her annual individual income was last year and what his /her household income was in the last three years preceding the survey. The respondents who participated in agricultural productivity and enterprise were also asked to report annual household income by different sources such as agriculture production, cash crops, livestock, service and other sources before and after the EIG training.

Individual annual income

Analysis of EIG baseline income data showed that individual average annual nominal income reported by trainees at the time of first joining the training was Rs. 1,836 and this varied from Rs. 613 in Mugu to Rs. 4,127 in Dolpa (Appendix VII, Table 3). The individual average annual nominal income estimated based

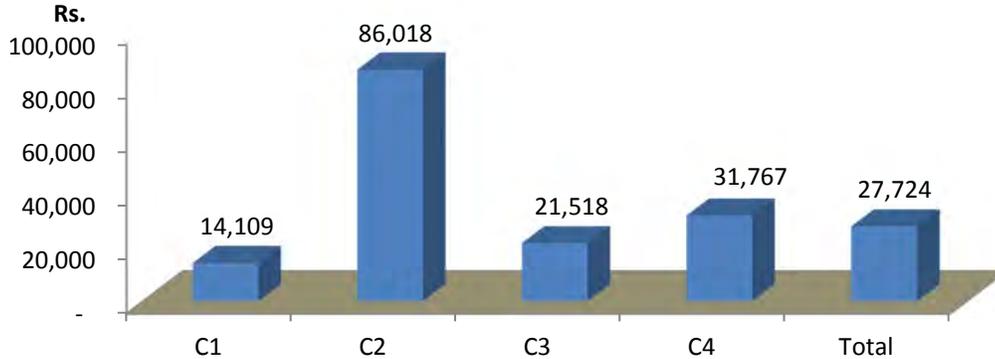
Box 2 Percent distribution of respondents by whether self employed or working for others by sex according to component,

Employment and sex	C1	C2	C3	Total %
Self employed: Female	99.2	53.6	98.4	96.0
Male	85.7	30.4	94.3	62.9
Total	98.5	38.1	97.8	89.5
Working for others:				
Female	0.8	46.4	1.6	4.0
Male	14.3	69.6	5.7	37.1
Total	1.5	61.9	2.2	10.5
Total: Female n	130	28	315	473
Male n	7	56	53	116
Both sexes n	137	84	368	589

Source: Sample survey data

on the reporting of sample survey respondents is Rs. 27,724 (Figure 2). By component vocational trainees reported highest average income of Rs. 86,018 followed by scholarship recipients (Rs. 31,767), agricultural productivity and enterprise (Rs. 21,518) and literacy trainees reported the lowest average

Figure 2 Average annual income of respondents by component



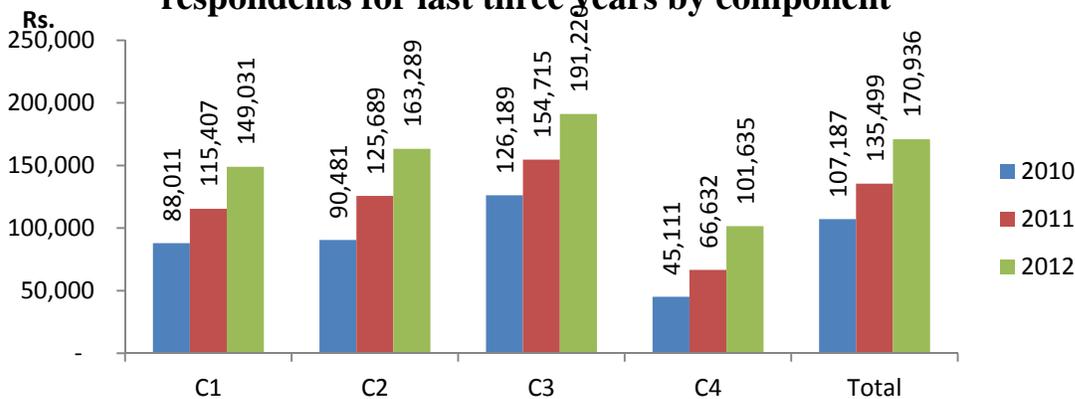
Source: Sample survey data

income of Rs. 14,109. By sex of respondents the average annual income of females was much lower than that of males in every component (Appendix VII, Table 4). It must be noted that individual annual income was reported by only about half of the respondents saying that since they work in the family together no individual income is recorded and among them 51 percent literacy, 6 percent vocational, 54 percent agricultural productivity and enterprise and 42 percent scholarship respondents reported individual annual income.

Household annual income

Every sample survey respondent was asked to report his/her approximate annual household income for the last three years separately. Income data are not that easy to obtain but the interviewers were trained to discuss about family expenses and sources of household income and eventually to arrive at a consensus figure of annual income. The nominal income figures for the last three years were used to estimate average incomes by component. The estimates show that the average total household income for 2012 was Rs. 170,936 and the corresponding figures for 2011 and 2010 were Rs. 135,499 and Rs. 107,187 (Figure 3).

Figure 3 Average annual household income of respondents for last three years by component

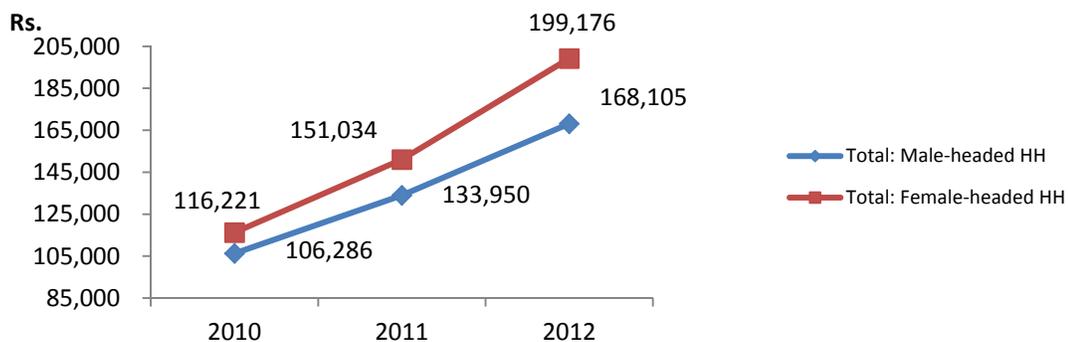


Source: Sample survey data

The latest year average income increased by 60 percent compared to the figure in 2010 and in 2011 the percentage growth of income was 26 percent. The growth of income was highest (125% in 2012) for the scholarship component although in absolute nominal figure it was lowest. The total average income of Rs. 170,936 of the six sample districts is higher than the average income of Rs. 159,868 reported by Nepal Living Standard Survey 2010/11⁵. The average annual household income was highest (Rs. 191,220) for trainees that took part in agricultural productivity & enterprise followed by households of vocational trainees (Rs. 163,289), literacy trainees (Rs. 149,039) and scholarship recipients (Rs. 101,635, Figure 3).

Male headed average annual household income was found lower than that of female headed household income in 2010. This trend continued until 2012 too but the gap between male headed and female headed household income has widened with women headed household income growing faster than male headed household income (Figure 4).

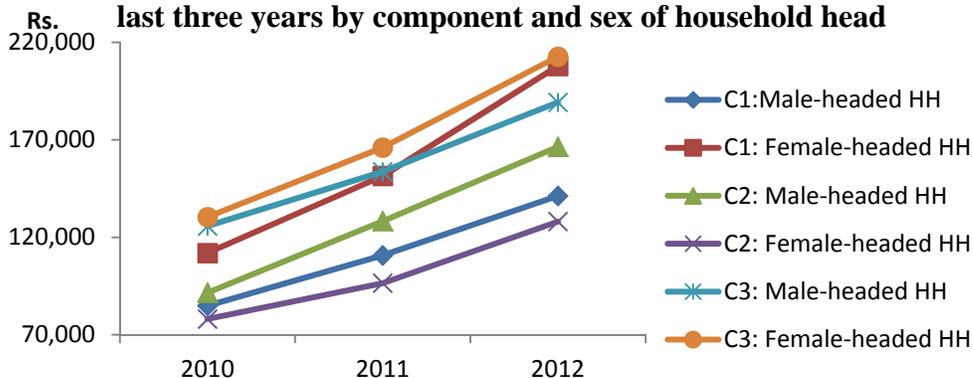
Figure 4 Average annual household income for last three years by male and female headed households



Source: Sample survey data

Component three respondents belonging to female headed households has highest annual average household income (Rs. 212,644) in 2012 followed by component one respondents belonging to female headed households (Rs. 207,889) (Figure 5). Average annual household income was higher for component two respondents belonging to male headed households.

Figure 5 Average annual household income of respondents for last three years by component and sex of household head



Source: Sample survey data

⁵ CBS. 2011. Nepal Living Standard Survey 2010/11. Statistical Report Vol. II. NPC, Government of Nepal. September.

Furthermore, the revealing fact is that the household income of female trainees except for vocational trainees is consistently higher than that of households of male trainees; female literacy trainees household income in 2012 was Rs. 151,613 vs. 105,923 for male trainee households and the corresponding figures for component C3 females and males were Rs. 192,658 and 181,822 and for component C4 females and males were Rs. 104, 733 and Rs. 98,211 (Appendix VII, Table 5). This clearly shows that investment on women by EIG program is relatively more productive than on men.

Income of migrants with and without EIG training

The survey respondents were asked whether they migrated to areas or country other than their home district and about 8 percent (n=65) reported working outside. Most of them (n=28) went to India, followed by Kathmandu (n=6), Qatar (n=1) and the rest went to other districts of Nepal. Their average monthly income was Rs. 8,359 and the respondents who were trained by EIG before leaving had higher income (Rs. 8,849) than those who were not trained (Rs. 7,752, Table 4.1).

Respondent were also asked whether their family members worked outside their home district during the last three years preceding the survey. Some 35 percent (n=267 of 760 total) respondents⁶ reported having their family members working outside their home district. Most (39%) of them work in India, followed by Malaysia (14%), Saudi Arabia (13%), Qatar (9%), Dubai/ UAE (6%), Kathmandu (5%) and the rest work in other districts of Nepal. The average monthly income earned by those migrants was Rs. 13,949⁷ and those who had not had EIG training reported slightly higher income (Rs. 13,981) than their counterparts (Rs. 13,385) who had EIG training (Table 4.1).

Table 4.1 Average monthly income of respondents or their family members when they were working as migrant by whether EIG trained or not

Whether EIG trained before going elsewhere for work	Respondent working as migrant		Respondent's family member working as migrant		Respondent's family member who returned home	
	Average	n	Average	n	Average	n
Yes	8,849	36	13,385	13	11,071	7
No	7,752	29	13,981	229	11,578	96
Total	8,359	65	13,949	242	11,544	103

Upon enquiring about family members who returned home after working outside their home district some 14 percent (n=107) said that their family members have returned home. These migrants worked mainly in India (47.7%), Qatar (7.5%), Dubai/ UAE (7.5%), Saudi Arabia (5.6%), Malaysia (5.6%), Kathmandu (3.7%), Kuwait (1%) and the rest worked in other districts of Nepal. These migrant while working outside made an average monthly income of Rs. 11,544 (Table 4.1). Of the total returnees 7 had EIG training before leaving home and they made, on average, slightly lower income (Rs. 11,071) than their counterparts (Rs. 11,578) who have not had EIG training.

4.2 Program components

This section discusses evaluation results with respect to three program components namely literacy, vocational training, agricultural productivity and enterprises and scholarship.

4.2.1 Literacy and numeracy: EIG conducted Literacy Training classes in project districts in places that were convenient to the beneficiaries. Literacy class was 9-10 month long and received additional instructions on nutrition, innovative agriculture, and math. The Literacy Class Management Committee consisting of 5 to 7 persons was responsible for this activity. The program was regularly monitored by

⁶ Scholarship respondents were not asked this question.

⁷ Not all respondents could report income of their migrant family members and therefore the total number on which mean income was estimated is lower than 267.

EIG staffs and concerned district government officials. The participants were taught about nutrition, how to ensure a balanced diet for children, how to take care of oneself during pregnancy, the importance of regular checkup, sanitation, general child care, Vitamin A, availability of public health services, and how to form Mothers' Group. The classes also covered additional math such as division, interest calculation, business planning, and supplemental agriculture lessons.

The survey questionnaire included questions on the subjects that were taught in the literacy class. Of the total 240 literacy sample respondents who participated in the survey from six districts 83 percent reported taking part in module I literacy training for 3 months and 55 percent of them came to know about EIG training from EIG participants or staff.

Literacy participants were tested on their reading and writing skills by the survey interviewers and they found that 57 percent were good, very good or excellent, 31 percent satisfactory and 12 percent poor. The corresponding figures with regard to their numeracy skills were 73 percent, 14 percent and 13 percent. (Appendix VII, Tables 6 & 7).

Usefulness of literacy program: The sample respondents said that after the training they can read and write/ can speak out (66%), can calculate (33%), got knowledge to do vegetable farming (11%), got knowledge about HIV/AIDS (10%), got knowledge about sanitation (8%), learnt how to run a business (5%), learned how to use calculator (5%), self awareness increased; can control anger (4%), got knowledge about loans, learned income generation skills, can use mobile, learned to become independent, learnt to live, together/ conflicts reduced, got knowledge about nutrition, and can teach children to do home work (Appendix VII, Table 8).

Shortcomings in life before participating in literacy program: In response to the inquiry what were they missed in life before literacy class most said that they are now literate. Prior to joining literacy class they could not write (83%), could not read (80%), could not calculate (75%), and could not socialize (33%), no knowledge of health, nutrition and sanitation (33%), unable to manage marketing (11%), unable to manage business entity (8%) and so on (Appendix VII, Table 9).

Application of knowledge: The literacy participants have also put their knowledge into practice. They mentioned that now they can manage farm or business (60%), use calculator (43%), use mobile (34%), help children with school work (28%), read notices posted in the community (23%), read the newspaper (8%), can write name (6%) and do accounting (3%) (Appendix VII, Table 10).

Changes brought about in life by literacy class: After the literacy classes the respondents have had some changes in their life. They said they became literate (78.8%), ability increased to undertake daily activities (43.8%), became skilful (43.3%), financial independence increased (34.2%), self esteem increased (33.8%), became easy to take part in agricultural and other trainings (32.1%), motivation to work increased (27.5%), independence generally increased (25.8%), chance of being employed increased (4.6%) and so on (Appendix VII, Table 11).

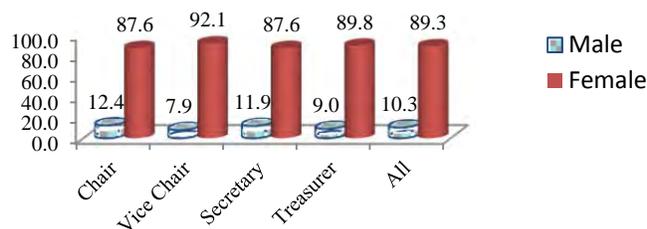
Of the total 240 literacy program participants interviewed in the sample 93 percent (n=222) took part in module II literacy training program too.

Life skills: The survey respondents who had taken part in Model II literacy training program learned a number of life skills. In the training most of them learned the life skills such as to be able to differentiate between good and bad things (94%), to be able to talk without hesitation (92%), to be able to learn skills useful for life (89%), self awareness/self esteem (92%), empathy (88%), effective communication (87%), interpersonal relationship (91%), coping with anger and emotion (85%), coping with stressful situations

(94%) and creative thinking (94%). Prior to the training only about 5 percent of the respondents mentioned having knowledge of these life skills (Appendix VII, Table 12).

Social inclusion: Examination of social inclusion aspect reveals that most respondents (80%) were members of certain community group. Apparently there was proliferation of community groups in the study areas; these respondents mentioned belonging to some 69 groups. Most decision making positions such as Chair, Vice Chair, Secretary and Treasurer are occupied by women; only 10 percent males are in decision making positions (**Figure 6**).

Figure 6 Decision making positions of local organizations



Domestic and community conflict: The survey participants mentioned that from the EIG training they have learned to cope with conflict situation. They have learned that all should live together in harmony, there should be no conflict in the family, they are capable to convince others about the value of peace, caste discrimination should not be there, and menstruating women need not stay out of home. Overall, 62 percent respondents said that the community members have noticed peace is prevailing in their communities (Table not shown).

Nutrition: Compared to only about half of respondents with kitchen gardens before the training, now nearly all (97%) have kitchen garden. Of them overwhelming (95%) respondents reported increase in family consumption of vegetables after the EIG training and as a result the nutrition status of the family members should be improved. About 17 types of green vegetables are grown in the kitchen garden and some 60 percent of the produce is sold in the market while the rest is consumed at home. Nearly 90 percent respondents learned about proper kitchen gardening from EIG training.

HIV and AIDS: The EIG training in the literacy course also provided knowledge on prevention of HIV transmission. Most respondents have good knowledge of how HIV is transmitted. Most respondents (94%) said that it is transmitted by having sex with HIV/AIDS infected person followed by infected blood (64%), unsterilized needles, blades, & ear piercing instrument (58%), infected and expectant mother to fetus (31%), but about 1 percent also still have misconception about transmission as they said HIV is transmitted by taking food taken by infected person.

Hygiene and sanitation: Seventy nine percent of respondents reported that they have latrine in their house. Some 13 percent reported having flush toilet but the majority (59%) have latrine with pan and the remaining 28 percent have *khalde* (pit) latrine. Most respondents (57%) constructed their latrine after the EIG training.

Safe motherhood: Teaching about safe motherhood practices is part of the EIG literacy training program. In the survey respondents were asked where do women in their community deliver their babies and in response 58 percent said that they deliver in a health facility, i.e., hospital, Public Health Centre, Health Post or Sub Health Post. In comparison, prior to the EIG training most births took place at home (78%).

4.2.2 Results of vocational training: The entry criteria for the vocational EIG training was below SLC. Most of the training course consisted of a total of 390 hours. CTEVT's curricula were used to impart skills suitable to the locality. The training consisted of 70 percent practical and 30 percent theory. Classes were not only classroom based but had the provision for on the job trainings (OJT) where beneficiaries

had hands on practical experience. Training was conducted by the TOT trained personnel who had knowledge and skills in the related vocational areas. As mentioned earlier a total of 11,521 youth have been trained in 51 trades.

For this evaluation 98 youth were studied from six sample districts and their distribution is given in Box 1 above. Training providers as reported by sample respondents included almost 90 percent from EIG/USAID, and the rest from F- Skill, AFD, Skill Nepal, Sundar Nepal, Surkhet Trade School and 2 percent from other sources (Appendix VII, Table 13). Of the survey participants only a few (5%) attended other programs which averages most of the participants devoted their time on learning vocational skills.

Learning and outcome: Out of the 18 courses, the majority (64%) of the sampled respondents mentioned taking part in Masonry, Embroidery/ Tailoring and Furniture Making courses (Appendix VII, Table 14). The majority of male participants chose Masonry, Furniture making and Basic Electric Wiring courses totaling 76 percent. The majority of female participants (69%) chose Embroidery/ Tailoring, Brick Molder, and Masonry courses. Female participants did not participate in Automobile/motorbike Technician, Basic Plumbing, Mechanical skills, Waiter/Waitress, Jewelry Making , and Industrial Wiring. Six courses namely, Masonry, Furniture Maker, Basic Electric and House Wiring, Brick Molding, Cook, Offset Press Assistant, were taken by the participants of both sexes.

Masonry, furniture making and tailoring/ embroidery skills were learnt by 29 percent, 16 percent and 14 percent of the participants respectively making up almost 60 percent in total (Appendix VII, Table 15). Other skills they learnt also were related to construction like brick molding, designing construction structure and pillar making skills but the number of participants reporting these skills was small. It is noted that some participants also learnt entrepreneurship skills which are important to get employment. The training also covered beauty parlor, cooking and watering, printing and jewelry making.

Vocational training data shows that not all skills that the respondents learned were applied. Some participants said that they had no chance to apply the skills. Machinery skills were applied by 40 percent male participants against 11 percent female, and mechanic skills by 7 percent male against 0 percent female (Appendix VII, Table 16). Sex disaggregated data show that none of the female participants applied furniture making, construction, entrepreneurship, grill making, and plumber skills. On the other hand, none of the male participants applied cooking, printing, and entrepreneurship skills.

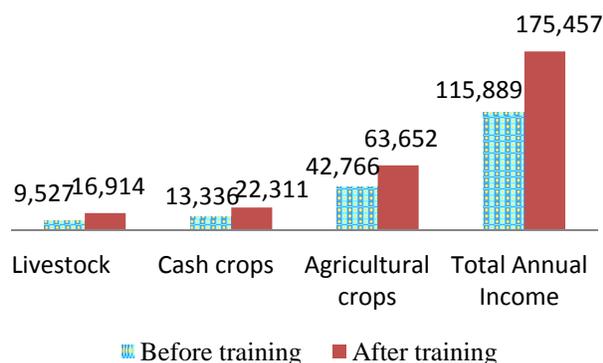
Table 4.2 shows that the training was rated as good and very good by 80 percent of the participants. However, 10 percent of the participants made suggestions to improve the training which included logistic aspects like giving the training in a spacious but warmer place and peaceful environment, and providing necessary materials and equipment as per the nature of the trade. Other suggestions included providing training that uses new technology, adding training on tailoring on *kurta* making, arranging training of trainers for the trainees and providing investment package.

Table 4.2 Rating of vocational training program by the trainees

District	Rating of training program					Total
	Poor	Satisfactory	Good	Very good	Excellent	
Rolpa	0.0	0.0	50.0	50.0	0.0	100.0
Dang	4.5	9.1	31.8	54.5	0.0	100.0
Banke	0.0	23.1	65.4	7.7	3.8	100.0
Bardiya	0.0	14.3	57.1	28.6	0.0	100.0
Surkhet	0.0	20.0	20.0	50.0	10.0	100.0
Jumla	0.0	37.5	37.5	25.0	0.0	100.0
Total %	1.0	17.3	48.0	31.6	2.0	100.0
Total n	1	17	47	31	2	98

4.2.3 Agricultural productivity and enterprise (Component 3): The EIG program gave emphasis to agriculture production, trades, and small scale processing such as essential oils from NTFP and therefore, it was able to train 54,184 disadvantaged youths in agriculture alone. Of the 422 trainees who took part in the evaluation study 63 percent (n=267) had also taken part in literacy classes. They mentioned that literacy and agricultural production and enterprise activities were very much interlinked and literacy class helped them to increase agricultural production and run agricultural enterprises. The contribution of literacy class to the respondents mentioned were that they learnt how to use a calculator & mobile (49%); became literate (42%); it helped to increase income (30%) and so on (Appendix VII, Table 17). Result shows that total annual income of each beneficiary household increased from Rs. 116,000 before the EIG program to Rs. 175,000 after the intervention of the program (**Figure 7**).

Figure 7 Household annual income before and after EIG training



Agriculture Production and Household

Income: The production in agriculture increased mainly due to the access/availability of improved seeds after the intervention of the project. Result shows that the beneficiaries with improved seed users after the project increased by 89 percent, while those using improved seeds before the project were only 11 percent. About half of the beneficiaries (46%) have access to marketing services promoted by the project. After the project intervention, the household income was increased by 49 percent due to increase in agriculture production, 69 percent due to cash crops, and 79 percent due to livestock.

Types of training provided: The beneficiaries were given a number of trainings that helped them to increase agricultural productivity and set up agricultural enterprises. They were given training on seasonal vegetables, offseason vegetables, cereals, livestock (Poultry farming), NTFP, fishery, seed, spices, IPM and nursery as shown in the (Appendix VII, Table 18).

Food Sufficiency: The survey data show that out of total 422 HHs surveyed in six districts, 37 percent (n=156) HHs had no food sufficiency for 12 months before the intervention. The food sufficiency (SF) for these HHs increased from 5 to 8 months (Table 4.3).

Table 4.3 Increase in food sufficiency (FS) by districts

Districts	Number of HHs	Increase in FS (months)
Jumla	29	5 to 8
Rolpa	17	5 to 6
Dang	13	6 to 10
Banke	45	6 to 9
Bardiya	25	4 to 7
Surkhet	27	4 to 6
Total	156	5 to 8

Agricultural enterprises: By the self employed sample study trainees (n=359) some 15 different types of agricultural enterprises are in operation. Forty percent respondents were involved in high value vegetables farming, 31 percent were doing agricultural farming, 16 percent were engaged in Mentha, Chamomile farming, Mentha-Lemon grass and Citronella farming (Appendix VII, Table 19).

4.2.4 Entrepreneurship: USAID/Nepal supported EIG program was designed to respond to a root cause of conflict—exclusion of disadvantaged youth from relevant education, training and employment opportunities and one of the main activities included combined literacy and life skills education to increase agricultural productivity and raise rural income. In addition vocational training was provided to youth to engage in both agricultural and non-agricultural sectors to increase income. All types of training emphasized entrepreneurship so that the youth after the

training engage in income earning activities either buy starting some enterprise on their own or working for already established economic entity.

Business plan: In all training programs basic and simple business plan was taught and the sample respondents were tested by field interviewers on their knowledge and practice of business plan. The interviewers asked self employed respondents whether they had prepared a business plan for their enterprise and 78 percent reported positively. More (79%) female respondents made business plan than their male counterparts (70%, Table 4.4). The interviewers found that 96 percent business plans were good, very good or excellent and male trainees business plans were rated slightly better than their female counterparts (Appendix VII, Table 20).

Table 4.4 Percent distribution of sample respondents by component according to whether they made business plan before starting an enterprise by sex

Component	Business plan	Made business plan		
		Male	Female	Total
C1	% making business plan	83.3	79.1	79.3
	Total self employed	6	129	135
C2	% making business plan	41.2	86.7	62.5
	Total self employed	17	15	32
C3	% making business plan	78.0	78.3	78.3
	Total self employed	50	309	359
Total %	Making business plan	69.9	78.8	77.6
Total n	Self employed	73	453	526

Investment and gain/profit: The survey respondents who started their own enterprise after completing training were asked whether they made any investment in their business/enterprise. They were also asked to give information on the gains they made from their enterprises. The respondents from all three components are doing well as the gain from investment is at least three times the investment (Appendix VII, Table 21).

Rate of return on investment: The estimated rate of return on investment⁸ on all three components is overall 400 percent and this rate varies by component (Table 4.5). The rate of return on investment is lowest (397%) for literacy component, highest (491%) for agricultural and productivity component and in between for vocation (410%).

Table 4.5 Rate of return (RR) of investment in 3 components in percent by district

District	C1 Literacy			C2			C3		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Rolpa	233	6	64.12	205	3	143.44	750	25	727.28
Dang	829	24	1234.93	468	7	467.03	766	39	523.63
Banke	392	39	466.65	357	3	73.9	532	113	821.16
Bardiya	275	30	251.33	487	12	404.46	354	84	308.4
Surkhet	275	29	246.14	364	6	342.5	328	48	273.44
Jumla	114	7	121.44	133	1	.	329	15	279.04
Total	397	135	629.36	410	32	362.12	491	324	607.48

⁸ Calculating the Rate of Return on Investments:

Let's say you invest \$100 in stock, which is called your capital. One year later, your investment yields \$110. What is the rate of return of your investment? We calculate it by using the following formula:

$((\text{Return} - \text{Capital}) / \text{Capital}) \times 100\% = \text{Rate of Return}$

Therefore, $((\$110 - \$100) / \$100) \times 100\% = 10\%$.

Your rate of return is 10%.

4.2.5 Scholarship program

During the life of project 421 Dalit youth (46.1% females and 53.9% males) age 16-35 received scholarship to study education, health, agriculture and community mobilization. The scholarship program has helped boost students' self-confidence. The 43 sample study participants said the program has been very helpful and would recommend their fellow Dalit youth also seek scholarship in future. Those scholarship recipients who were employed after completing their studies made average monthly income 7 times more (Rs. 6,353) the average income they used to make (Rs. 923) before the scholarship.

4.2.6 Selected case studies of beneficiaries

Case studies of direct beneficiaries of the project have also been collected. It is seen that the project has reached a large number of youth mostly women who were disadvantaged and marginalized but a few case studies are presented here as illustrations. Case study one is about literacy and entrepreneurship. A 24-year old married woman is now functionally literate because she took part in literacy program of EIG. After the literacy training for 10 months she began commercial vegetables farming. She says after the literacy training she has increased her income while before that she was making nothing. During the farming season she makes about Rs. 15,000/- a month while at other times she makes at least Rs. 4,000/- a month (For details see Appendix VIII, Case Study 1).

Case study 2 is about vocational training. Prem Bahadur Thapa Magar of Banke district was a restaurant owner before vocational training provided by EIG and made only about Rs. 8,000 a month. However, after the EIG vocational training he has become more efficient and productive entrepreneur. Now he earns over Rs. 30,000/- a month (see Appendix VIII, Case Study 2).

Case study 3 is about agricultural productivity and enterprise. Rupan Chaudhari of Bardiya district has become agricultural entrepreneur after participating in EIG training. He is very grateful to EIG as it opened his eyes. From his agricultural enterprise he makes above Rs. 400,000 a year while before EIG he barely survived from his family farm. (For details see Appendix VIII, Case Study 3)

Case study 4 is about scholarship recipient. Scholarship holder Hasta Bahadur B.K. from Surkhet is very poor from Dalit family. With great hardships he managed to complete SLC. Soon after SLC he got EIG scholarship and now he works as JTA in Surkhet and makes Rs. 8,000/ a month. He says he has achieved a lot in his life and this was made possible because of EIG (For details see Appendix VIII, Case Study 4).

Case study 5 is about a women who took part in vocational training program to become a carpenter. She said she did not want to join the class but because the training organizers wanted to have at least 20 pupils in the class she was persuaded to join the class. After the training she is not using carpentry skill but running a grocery shop (For details see Appendix VIII, Case Study 5).

4.3 Relevance of vocational education program to the short, middle, and long-term development needs of Nepal: Nepal's long term development needs as stated in the Three Year Plan (TYP) -2011-2013 are to:

- i. Eliminate all types economic and social discrimination by materializing national and international commitments and guarantee of human rights;
- ii. Plan and execute programs for those groups and communities who are lagged behind economically, socially and educationally and ensure their participation in the state affairs; and
- iii. Control the events that violate human rights and develop the human rights and culture. Similarly one of the Millennium Development Goals of Nepal is to eradicate extreme poverty and hunger.

EIG program has helped the most disadvantaged unemployed and under-employed youth –Dalit, janajati, women and conflict affected – leading to higher sustainable income and improved food security in all the 15 districts of Nepal's Midwestern region. The 16-35 year olds productive workforce has been provided

51 training courses on employment oriented vocational skills as shown by the rapid market assessment (RMA).

The short term courses with limited skills have immediate impact on the lives and standard of the people and hence are relevant to short term needs of the nation. The trained workforce is not only employed but also has provided employment to about 11,000 under vocational training program alone (Table 4.6). The training has laid foundation for more advanced skills. If the youth are provided with more advanced skills related to the needs of the business and technological advancements in sectors like construction, health, agriculture, information technology, hospitality, electricity etc. as projected by National Planning Commission, it will certainly be relevant to the midterm and long term needs of Nepal.

4.4 Key Challenges: The EIG program has achieved tremendously as the data above support it but those achievements were not without challenges while the program was in operation. The lessons learned and challenges by component are summarized below:

Key challenges in literacy and numeracy training:

- Monitoring of classes sometimes was difficult as they were conducted at night, and it was difficult for the female staff.
- Thinking that teaching in mother tongue would make it easier for non-Nepali speakers the EIG program initially asked teachers to use local languages but the trainees after sometime demanded Nepali language as medium of instruction. The reason for this demand was that the local participants wanted to learn Nepali as well. Subsequently non native Nepali speakers took EIG literacy classes verbally in both Nepali and the local language.
- The project had focused on disadvantaged young women in year 1 and 2. However, it was found challenging to engage men in literacy because of the seasonal migration of men to labor destinations in Nepal and India. During year three the team attempted to engage more men in the literacy courses but the challenge was to retain men in the class.
- EIG's model of an integrated, hands-on, entrepreneurial literacy was very popular despite the fact that there was no allowance. The business literacy class was in high demand and staff were often requested by those in the community who were over age 30 to just be allowed to sit in. These requests were dealt with by either recommending the individual to other literacy programs and/ or allowing three or four additional students (to avoid overcrowding) to sit in the class.
- Youth was eligible for EIG literacy training if he/she was age 16-35 but need for literacy is higher among older people who are proportionately more illiterate than their younger counterparts. Besides productivity of persons age 35-50 would be high too and with literacy and numeracy skills they would be potentially quite productive.

Key challenges in vocation training:

Some of the challenges the program faced related mainly to management of the training:

- Training model was hard to implement in the hilly and mountainous regions of the country because employment placement was not that easy.
- Resources were only focused on training, no resource was allocated to link graduates to markets, or improving access to markets. The implementing organizations had to make extra effort for this.
- It was difficult to ensure that half of the training participants in all marketable trades were women.
- There was lack of resources (capital, tools, etc.) for graduates for initial start-up costs for self-employment.
- Subsidized programs of other projects/organizations sometimes created difficulties in selecting beneficiaries and conducting training. Sometimes beneficiaries left the EIG training to join another program where they received allowance.

- After employment women got married, left the village of birth, or became pregnant and as a result could not engage in gainful employment which was required by the project.
- A number of implementing partners reported that the criterion of recruiting students who have not completed SLC for vocation training was prohibitive. Youth without SLC are difficult to find even in rural areas.
- Several implementing partners reported that the first installment that USAID paid for work was too low to run training smoothly.

Key challenges in agricultural productivity and enterprises training:

- One of the key strategies of the EIG program was leveraging resources for infrastructure development such as construction of canals, MUS, water harvesting ponds, essential oil distillation units, buildings for collection centers and Haat Bazars etc. It was difficult to find the stakeholders who could provide the financial/material resources. Effective guidance and feedbacks from project's National Advisory Committee and District Coordination Committees, regular meetings and lobbying attempts, effective coordination and continuous dialogue between beneficiaries, GOs, political leaders, civil society leaders, community based organizations and other service providers were effective in leveraging resources. EIG leveraged \$1,358,364 or 9.24% of the total project cost.
- Reaching disadvantaged communities of rural remote districts where other projects did not reach, selection of beneficiaries and mobilizing them to the mainstream program was one of the challenging parts at the beginning of project. Formation of DCC as guided by the NAC, and guidelines prepared by the DCC helped to overcome the associated problems.
- Due to the strikes and district closures the EIG project was affected as markets, financial and educational institutions closed on strike days and travel halted to the project's field activities.

Key challenges in scholarship program

- Some students had to do work at home and had difficulty in attending regular classes. EIG staff made home visits and counseled parents about the importance of attending classes full time and as a result students became regular class attendants.

Key challenges in program implementation

- Staff retention was difficult because soon staff found out that other organizations pay more than what they make several staffs left the job.
- During earlier years insurgency was a threat but later frequent strikes hindered project progress.
- Staffing in Karnali zone was challenging because educated people would not go to such areas. In addition, travelling to Karnali areas from Nepalgunj was irregular as flights would hardly go on time. People travelling to Karnali areas would get stuck for several days due to weather conditions.
- Working in remote high mountain areas of Karanli zone was formidable. The PHD field staff who went to Jumla for data collection were stuck for some days because of snowfall. Implementation of project activities was also difficult during the life of project.

4.5 Program Effectiveness

This section attempts to address the evaluation RFP question under 'effectiveness': What were the major strengths of the project? Were there any weaknesses? What have been its major achievements (was there any changes in the lives of youth who participated in the EIG program? Any changes in the capacity of implementing partners observed? What were the lessons learned? Were there any unintended outcomes – positive and negative? These issues are examined, as far as possible, one by one as follows:

4.5.1 Strength of the project

Strength of literacy program: Women said the EIG literacy program has made them **literate**. They can now write their names and read messages given in posters stuck on walls, etc. This was not possible

before the program. They say this is a great strength of the project; they have become more independent, self confidence has developed and now they can speak out which was impossible before. Six literacy class women who participated in FGD in Liwang, Rolpa said, “Prior to literacy class we could not tell our own names, we could not speak out in public. After attending the literacy class we are not hesitant to speak out; we can speak without any embarrassment before the public. We can now read what is written on the posters stuck in the walls and we can write our names.”

Women empowerment: EIG has played an important role in empowering women. Women have become more independent, self confident and are using the knowledge and skills they have learned in the training in a very productive way, they have become successful entrepreneurs, they are part of groups and they have learnt the importance of savings and credit. As they are more aware of nutrition now, their own nutrition, nutrition of their children and families have improved. Moreover, safe motherhood aspects have also improved.

“This literacy training has made me independent, it has made me literate, has increased my knowledge and helped me establish my own business. I earned Rs. 50,000 during the first season of this year. Before I was only a housewife, I did not know anything about vegetables farming, we always had to buy vegetables for our family.” Laxmi Jaisi, age 24, Surkhet (Case Study).

Strength of vocational training program: Job placement for trainees: When EIG made sub-contract with an organization one condition of the EIG program was that 80 percent of the vocational trainees should be gainfully employed earning an average income of at least Rs 3,000/- a month for the first six months which most organizations achieved. This is a strong point of the EIG training program.

Monitoring: The joint monitoring of the program with LDO, DEO, representatives from health and agriculture, district administration committee was conducted twice a year to evaluate the program, first in the beginning of the year and then at the end of the year. The TTP had to present their plans in the first and last meeting. Feedback was given in the meeting and they were incorporated in the training implementation process as required. This mechanism worked well as expressed by most of the stakeholders in the districts and central level. However, the LDO and district administration seemed too busy and had little time to give focused intervention in such events. Additionally, EIG staff visited the graduate’s work place and routinely checked the ledger of the employers too. Technical support and communication was also very good, managers were always available through phone. Payment was also made on time.

Market linkage: To quote RUSUF “Before the training, nothing was systematic, there was no market linkage, no co-ordination with businesses, but after the training, we have good market linkage and everything is running very systematically.”

Other strengths of vocational training were:

- Short term technical training ensuring that 50 percent of participants are women and securing employment of 80 percent of the graduates
- Rapid Market Assessment before training to identify jobs
- Rigorous beneficiary selection process and counseling of and commitment from the beneficiary’s family for support in the case of women participants
- Presence of project staff in all project districts where the training is conducted
- Trainings conducted in the villages are linked to local job opportunities and OJT in most cases
- Additional information on life skills, HIV/AIDs, and entrepreneurship has empowered people to talk about these issues
- Web-based Monitoring and Evaluation (M&E) system

Strength of agricultural productivity and enterprise training program:

- A major strength of the EIG project was that all the households selected were completely new households that were not included in other projects. Moreover, EIG reached out to remote areas including Karnali.
- EIG organized smallholders for capacity development and increased agriculture production and marketing, and small enterprise development (non-farm activities) for income generation.
- In the agricultural sector it improved efficiency of the services for increased agriculture production and enterprise development leading to increased income of the disadvantaged poor HHs.
- EIG was efficient in terms of cost benefit ratio and in terms of how many farmers were reached and increased the income level of farmers (average annual income was Rs. 191,220 in 2012).
- A network of collection centers, nursery growers, Agrovets, LSPs, MIT dealers and essential oil producers was established in the districts.

4.5.2 Program achievements: In spite of the challenges and constraints, the program was successful to achieve the target and improve the economic and social situation of the mid-western area of Nepal briefly described below.

The target of the program were youths (who were jobless but energetic). This program helped channelize their energies to do something constructive instead of getting involved in conflicts. It therefore contributed to Nepal's peace building and development efforts.

The program has made a huge contribution to the short term development needs of the country; it has transformed the unskilled group of people to semi- skilled persons. It has imparted skills and fulfilled the need for improving skills to some extent. People that were involved in family farms or subsistence farming have now shifted to semi-commercialized or commercialized farming. Overall the program has substantially contributed to employment creation in the region. As mentioned earlier, of the total trained persons 76 percent are employed and in addition those who have started their economic enterprise have offered opportunities for employment for others. Based on sample survey it is estimated that some 38,000 persons are employed by various economic enterprises started by EIG trained persons. If both EIG trained and other persons are put together it is estimated that nearly 100,000 persons are employed in the region due to EIG program (Table 4.6). This must have contributed to the growth of national income .

Table 4.6 Estimates of number of persons employed due to EIG program

Component	% employed	Total trainees	Total employed among trainees	Number of other persons employed	Total persons employed
Literacy	57.1	8,792	5,020	2,857	7,878
Vocational	87.2	11,521	10,046	1,176	11,222
Agricultural productivity & enterprise	85.7	54,183	46,435	34,025	80,460
Scholarship	55.8	421	235	0	235
Total	76.3	74,917	61,736	38,058	99,794

Broad based MIS system was very efficient to record each beneficiary from day 1 to day end.

Literacy and numeracy training:

- Under the literacy program achievement was quite remarkable especially with respect to female literacy. In all 52,532 women aged 16-35 were made literate in 15 districts by conducting 1,486 classes by 715 teachers. They constituted 70.5 percent of total project beneficiaries⁹.

⁹ 412 Dalit scholarship recipients are not included here because all of them were already SLC graduates when they received the scholarship for higher studies.

- The sample survey shows that the growth of annual household income of women who took part in literacy and entrepreneurship program was 69 percent in 2012 compared to the income in 2010 and the corresponding figures for vocational graduates and agricultural program beneficiaries were 81 percent and 52 percent respectively (Table 4.3).
- In response to the inquiry in the survey what changes were brought about in life by literacy training the women said that they became literate, their ability to undertake things better increased, became skilful, financial independence increased, self esteem increased, can now take part in agriculture and other trainings, motivation to work increased, independence generally increased, chance of being employed improved, improvement in sanitation and so on.
- Three in five literacy women graduates are self-employed; they grow mostly vegetables to sell in local markets. They know basic methods of calculating profit and loss for which they use calculator and for communication they use cell phones. These are great achievements for rural women folks who were until recently illiterate, ignorant and docile.
- The evaluation survey also shows that now they take better care of their children with respect to education, hygiene and nutrition. They have learned to live in social harmony, conflict in the community has been reduced.
- Women are now more outspoken; their interaction with the local community has increased. They access resources and form groups for mutual benefits. Decision making positions of most of the local community groups are occupied by women.

Vocational training graduates:

- The criterion for selection of beneficiaries for the EIG was that 50 percent should be women. This has made the women more skilful and empowered. They can run their families better using the knowledge and skills that they have acquired from EIG.
- Beneficiaries who received vocational training have become independent and are earning a living; this has boosted their self- confidence; and helped in building peace within the family. The project has been successful in adopting a conflict and gender sensitive approach, as most beneficiaries were females. This has definitely boosted the confidence of women and helped them increase their independence and self esteem, they definitely feel empowered.
- These employed and self-employed youth are earning at least 2,400 rupees per month during their first 3-6 months and thereafter also. Women have engaged in non-traditional skill trades, such as masonry, carpentry, and electrical wiring. Because of the boom in the construction industry in the mid-west and particularly in the newly developing road corridors, many better paying jobs were in the construction trades for the beneficiaries.
- EIG partners in skill training and employment have said that the EIG-developed system has made them better trainers and more skilled at locating job markets to ensure employment. It was revealed that the success of the program was seen not only in the gainful employment, but also in the creation of employment for others in the community by EIG graduates.
- The Midterm review report also revealed that women graduates from EIG trainings had been exposed to a large local network of entrepreneurs and professionals such as trainers, businessman, employers, contractors, wholesalers and other business types. This increased exposure to these individuals and businesses has increased their confidence to the point that they continue to be interested in moving up and gaining higher skills either on the job or with additional training.
- The training was able to bring ownership and enthusiasm of the TEPPs with massive mobilization of human resources and creation of demand for skills and job linked with them. Because of the experience with working for EIG, the partners are hopeful that they would be involved in similar projects in future; they have expertise to conduct rapid market assessment.
- Skill test was carried out by CTEVT and certificates were awarded after the participants passed the test.

Agricultural productivity and agricultural enterprise graduates: In this component three achievements are numerous. They are briefly presented below:

- During the LOP 54,184 youth benefitted from agricultural productivity and agricultural enterprise trainings and 81.5 percent were females. In component 3 to the overwhelming majority beneficiaries were women. Their annual household income increased by 51 percent in 2012 compared to the level in 2010.
- The participants of agricultural productivity and agricultural enterprise trainees are engaged in both off-farm and farm based production activities thereby increasing agricultural productivity overall. C3 activities focused on high-value low volume commodities such as off-season vegetables, NTFPs, goat and pig raising that increased incomes and created jobs in agriculture value-chain enterprises.
- In order to achieve this, marketing and business planning skills were imparted to the trainees and proactive agricultural development steps such as creation of collection centers, establishment of distillation units, agrovets, output traders, nursery operators, VAHWs and LSPs were created. During the LOP 191 LSPs, 365 nursery operators, 352 output traders, 101 VAHWs, 118 agrovets were created and 92 distillation units and 81 collection centers were established. All these worked as synergies to contribute to the increase in agricultural commodity production.

4.5.3 Weaknesses of EIG program: Despite strengths of the EIG program some weaknesses were also noticed. The common weaknesses for all four components were:

- Teaching facilities were makeshift. Rooms for teaching were not easily available. Strikes obstructed teaching, teaching materials and black boards were thrown away in protests by people. Classes had to be conducted at a beneficiary's house in one case.
- There was not enough support for people wanting to start up their own business or getting self employed; EIG program just conducted trainings and imparted skills, it did not help in startup capital or linking beneficiaries to banks or micro finances.

Weaknesses in vocation program:

- As the training duration was for 3 months, the tenure of the staff for follow up of graduates for job placement was also terminated. The graduates were left unattended after 6 months when TEPPs got their payment.
- No TOT was given for the trainers of some courses e.g. driving. Trainees were entrusted with the trainers with no training on teaching methodology.

Vocational course structure of EIG training

Course (language)	Trade specific modules	Life skills	HIV/AIDS Awareness	First Aid	Entrepreneurship	OJT	Total hrs	Developer
Automobile (Nepali)	4	Yes	No ^a	No ^a	Yes	Yes	375	USAID
Jewelry (Nepali)	1	Yes ^b	No ^a	No ^a	Yes	Different ^c	390	USAID
Brick molding ^d (Nepali)	Yes	No	No	No	No	No	270	F-skill
Plumber (English)	Yes	No	No	No	No	No	No course description	CTEVT

Source: EIG program course ^a =Included but under life skills ^b= Included but not exact skills ^c= apprenticeship model used instead ^d = VAW and HIV AIDS awareness included

- The above Table is a sample of courses from among the ones taken by the respondents of the survey. The above Table shows no uniformity in the course hours, OJT provision, language of the course and source of the courses. Non-trade specific courses were not included in all courses. The most amazing finding about the jewelry making course was that it included unauthentic life skills like awareness, preparing applications, obey rules, personal aim, protection from HIV, protection from inferiority complex .The authentic list of life skills in Nepal is considered to be

the ones introduced by UNICEF country office which are incorporated in USAID/Nepal's publication in Nepali prevocational course part II also. These include the following 10 skills: self-awareness, empathy, effective communication, interpersonal relationship, capacity to control emotions, capacity to manage tension, creative thinking, decision making capacity, critical thinking ability, and capability to solve problems. Apprenticeship model was applied in the form of OJT. The qualification requirement for training course was diploma in jewelry and it is virtually impossible to find such trainers.

- As some courses were taught without curricula e.g. cooking, it posed difficulty on the part of the trainers and trainees.
- Though many courses were in Nepali language, some courses such as Plumber, Light vehicle driving, Bamboo Furniture Making were still in English. This posed difficulty on both trainees and trainers.
- The evaluation showed that only 50 percent graduates were employed during the evaluation period. This was far less than the expectation of the project.
- Trainees reported that they were not provided with sufficient materials to perform practical work, teaching methodologies were dominated with more lecture and less demonstration and practical exercises followed by feedback.
- The educational qualification required of the trainers of most of the diploma subjects in the respective course. To find qualified trainer in jewelry making course might be difficult especially in the region where the training events were organized.
- It was noteworthy that most of the curricula were developed by CTEVT, an authentic organization to develop TEVT curricula. However, no mention of authentic validating body as a source of curricula was made in the curricula developed by other organizations.
- It was surprising to note that trainees did not mention the name of the tasks (except in a FGD interview) they learnt during the training when asked. This might be that they were not given enough practice by performing the tasks to produce a product, service or result which could be checked by averages of performance guide.

Weaknesses in agricultural productivity and enterprise program C3:

- Follow up refresher training for the beneficiaries was not included in the program which makes it difficult to scale up technical skills and knowledge sharing of new innovations.
- Retaining of beneficiaries and follow up was not that strong

4.5.4 Constraints: The EIG program had to face constraints too in implementing various activities and some of them are listed below:

Constraints in literacy and numeracy training:

- A few social barriers for women were faced, as some classes were conducted at night, it was hard for women to attend classes, some husbands also opposed to their wives attending classes. Also, it was hard to monitor classes sometimes as they were conducted at night, and it was difficult for the female staff and therefore sometimes male staff had to accompany the female participants.

Constraints in vocational training:

- Due to budgetary constraints, adequate follow up program could not be carried out to meet the demand of the beneficiaries. The partner organizations realized this constraint during follow up of older groups (1st year and 2nd year).
- Some staff were overburdened because updating field link data was a mandatory requirement and the whole process was time consuming.
- Stringent criteria for financial procedures, (such as installments, meeting the 80 percent employment after training) were sometimes hard and worked as constraint to the quality of the

program. Some implementing partners went to the extent of not contracting any work with EIG after the first round.

Constraints in agricultural productivity and enterprise program:

- The growth of agricultural productivity of upland rain-fed farming system was slow mainly due to the absence of irrigation provision.
- The small holders lacked organization skills.

4.5.5 Capacity building of Nepali organizations (implementing partners): Interviews with concerned officials of local NGOs implementing EIG program reveal that their capacity to implement income generation project has been increased as mentioned by them below.

“Due to our working experience with EIG we have received other similar projects; we are currently working with Helvetas that uses the same modality. We are training 200 participants in wood carving, bamboo furniture making and Thanka painting.” (Arun Mainali, National Employment Training Center, Kathmandu).

“This project has helped our organization to collaborate with other stakeholders; it has linked us with other similar projects. We are currently implementing a similar project called Gift of Asia sub-contracted from an international organization.” (Pabitra Shahi, Awaj Nepal, Surkhet).

“After implementing EIG’s vocational training our capacity to conduct trainings has increased. We have received more knowledge and skills on how to conduct trainings. We are confident that we can successfully conduct similar trainings if provided with budget by NGOs or government. This credit goes to EIG”. (Dev Man Chaudhary, UNYC Nepal, Bardiya).

“Our capacity now after implementing the EIG project has definitely increased. We feel that if other organizations are there to support us, we can conduct any type of training now. There has also been an improvement in the capacities of our trainers, in our management capacities, our budgeting and networking skills have improved because of the training. We have also become more skillful in monitoring and supervision. If we have financial support we feel that we can conduct any type of training. At the moment we are conducting small trainings on our own.”(Mr. Ramesh Aryal, Bio Gas Construction and Energy Development pvt.ltd. Bardiya).

“Our capacity as well as the capacity of other value chain players has increase after implementing the EIG project. Our strength in vegetable seed production in Surkhet and Pyuthan districts and marketing of seeds was very successful”. (An official of CEAPRED).

4.5.6 Lessons Learned

Literacy and numeracy training:

- Use of reward system created a sense of competition among participants and reduced irregularity.
- Because of improved literacy skills beneficiaries have started to help their children and siblings with their school home work.
- Literacy training module served as an effective platform for relaying messages easily and effectively in the community. Important messages such as the National Immunization Day (NID), Vitamin –A, LSP etc were shared through the classes.
- Joint and frequent monitoring from the district team and local stakeholders such as the CMC, made the beneficiaries more interactive.
- Mathematics sessions and the use of the calculator interested beneficiaries and reduced dropout.

- EIG literacy class participants were engaged and focused when multiple teaching methodologies (i.e. drama, role play, story, group discussion etc.) were used in classes.
- Exposure visits by the class helped team building and skill transfer.
- Pre and post test encouraged the beneficiaries to work hard.

Vocational training:

- Overall it was difficult for young trained women to meet the requirement of earning a minimum of Rs. 2,400 as they had to attend to their household matters after giving birth. As they were unable to work full time they made about Rs. 2,000 or less which was still helpful.
- EIG wanted to collaborate with other donors doing similar training in the same districts, but EIG's criteria and other donors' criteria did not match. For instance, EIG' target youth had to be age 16-35 while for other donors there was no age barrier.
- In the past in Nepal, training was provided by many organizations without having to ensure employment. There were still many training organizations that had not yet practiced EIG's demand driven training and it had been challenging to change the mindset of some of the established training providers. EIGs field link and verification process was absolutely instrumental in ensuring compliance.
- For some graduates it was difficult to secure job and then meet the minimum wage requirement of 3 months after graduation. The income increased as the graduates worked and they recommended additional months of up to 6 months to meet required income level.
- As infrastructure development and construction activities were growing in the Mid-west region occupational trades such as masonry, carpentry, plumbing, electrical wiring and road construction-related trades were EIG targets. Jobs were increasing around Surkhet to Jumla road corridor and EIG was poised to train to meet the need in these emerging job markets.
- While FNCCI is well connected, EIG program learnt that they have not always been able to use their network of CCIs as they expected. The CCIs were expecting payments for any undertaking and as a result FNCCI network was not as successful as expected.
- Rural young people migrate to India and elsewhere during the off farm season. It is difficult to assess and verify income during those periods. Therefore, TEPP's verification of income six months after the training is subject to questions.
- Lack of financial resources for graduates for initial start-up cost for self-employment must have contributed to reducing income. In case of women graduates, their employment was influenced by marriage and then further by childbirth and child rearing.

Agricultural productivity and enterprises:

- Trained LSPs will contribute to sustain the results as they work for the community.
- Market linkage and government registration of farmer groups will contribute to sustainability.
- Continuous dialogue among farmers, agro-vets, LSPs and cooperatives is essential to promote value chains and broaden the enterprise
- Dissemination of market information is essential for farmers to get better price for their produce.
- Coordination with GOs and other organization adds value to program implementation.
- Promotion of micro irrigation technologies (MITs) has produced good results
- The initiatives like development of Nursery Growers, LSPs, Agrovets, traders, MPCs, collection centers (Haat Bazars), irrigation, IPM, and linking them with DADO, DLSO and other service providers were effective for yielding good results and sustainability of the program.

Scholarship:

- Some scholarship holders had to work as wage laborers to support their families and therefore could not regularly attend classes.

- The scholarship program has helped boost students' self-confidence
- Some potential students had left high school 3-7 years prior to receiving an EIG scholarship.
- Monitoring and assessing of scholarship program was difficult as scholarship recipients attended institutions in different, often remote, districts.

4.5.7 Unexpected outcomes: In the survey unexpected outcomes of all three programs were also inquired. Overall, 49 percent mentioned that with little investment income increased several times; highest proportion (60%) of agricultural trainees mentioned this followed by vocational trainees (47%) and literacy participants (19%, Appendix IX, Table 1). High proportions of females mentioned high return on investment among vocational (60%) and agricultural respondents (61%). Other main unexpected outcomes the respondents mentioned were increased productivity, becoming capable to teach others like children what they learned and so on. About 21% respondents overall did not experience any unexpected outcome after the training. A few more unintended outcomes of the EIG program based on various reports, interviews and field observation are summarized below:

Literacy and numeracy training:

- Literacy trainee women beneficiaries have started taking care of their children's education, nutrition and hygiene
- After the literacy training, parents are more aware about psychological well being of their children; they try to solve their children's problem lovingly instead of scolding and smacking them.
- Hygiene and sanitation of beneficiary households have improved to a great deal.
- Literacy teachers have also become entrepreneurs themselves.
- Husbands and in-laws of women beneficiaries also turned supportive of EIG literacy class after much convincing.

Vocational training:

- Some of the changes brought about by EIG program was more than expected. For instance, brick molding training in the Chaudhary communities ended up in unexpected outcome because, their houses have improved and so have the lives of people; the whole VDC has undergone a lot of positive changes since the training. Trainees from the Chaudhary community have now become trainers and are doing a very good job. The TEPPs did not expect it to be so successful.
- Some implementing partners opened up some additional field offices; this was also an unexpected outcome.
- EIG beneficiaries have trained and hired other people on their own. This has had multiplying effect. Now many people have indirectly benefited from the program.
- Some organizations incurred financial losses and were not keen on continuing work with EIG, this was a negative unintended outcome of this program. These organizations could not meet the requirements of the contract on time and therefore lost their fund.

Agricultural productivity and enterprises:

- Value added activities in kitchen gardening and commercial vegetable farming have reduced drought, soil properties improved resulting from increase in quality manure use, IPM technology and other associated activities of sustainable soil management. Also soil moisture content and water storage have increased for multiple use and shock has been minimized.
- Farmers are meeting regularly, group registers are being maintained and group savings have increased and as a result credit facility has been established for group members.
- Farmers are making necessary changes by networking with value chain actors and practices of knowledge sharing, lobbying and advocacy campaign.

- Rural women's networks have been developed and women's programs have been strengthened in remote rural and mountain areas.
- LSPs, nursery growers and agro-vets have added value on technical backstopping and social mobilization.

4.6 Sustainability: All sample respondents who were self employed were asked whether they would be able to continue with current results even after the phase out of the EIG project and in response 95.8 percent respondents mentioned positively (Appendix IX, Table 2).

Sustainability of results achieved in literacy: With EIG program the respondents acquired knowledge and life skills and increased their family income but the project evaluators were inquisitive whether the level of achievements would continue even after the program phases out. Therefore the respondents were asked how they would continue with their results and in response they mentioned a number of reasons for continuity. They said they would use knowledge and ability acquired/ would work hard (31%), continue getting help from LSP (18%), get help from agrovet (12%), get help from groups/ through discussion/ loans (10%), take loans (10%), get help from family and friends (9%), and so on (Appendix IX, Table 3).

Other ways to sustain current results as reported by some stakeholders and some beneficiaries in their discussions are summarized below:

Literacy and numeracy training:

- The increased income of the beneficiaries has made quality of life better (better future, children's' education, family health and nutrition, social dignity, access to resources/services) and therefore, they will continue using the knowledge and skills they have learnt in the long run. It is evident from discussion with participants as follows:
“We were penny less but now we have started vegetable farming & our financial situation has improved drastically. Our husbands used to get angry when we went outside the house before, but now they support us because we can plant vegetables, take it to the market & calculate profit & losses ourselves. I can even use a calculator & mobile now, so we have no problems in selling vegetables now, I will continue selling vegetables in the future”. (Literacy beneficiary aged 20 Bardiya , Focus group participant)
- The literacy program beneficiaries got opportunity for practical learning and gaining technical skills. They will continue using these skills for their entire life under a range of different settings (life skills, negotiation skills, accessing/using government offices and services, accessing credit and micro-enterprise skills, etc).
- The literacy component of the EIG program not only helped the beneficiaries but also developed the capacity of a large number of teachers (715) who managed 1,486 classes throughout the project period, they are still imparting knowledge and some of them have become entrepreneurs. *“EIG training has definitely strengthened my capacity, I did not go out of my house before the training, I was a girl so I wasn't allowed to speak to anyone else. I wasn't even able to introduce myself to anyone because I lacked confidence. When, I attended EIG's TOT program, conducted a few classes, my thinking changed, I started being more comfortable while talking to others, everyone knows me now. I am also a member of the forest committee; I am also a member of the school management committee. I am involved in different other organizations. This training has definitely built my confidence. I feel like I can do any type of work no matter how difficult it may be, I will definitely use the skills gained in all areas of life”* EIG , literacy teacher, Surkhet.

Vocational training:

- As EIG was working with the most vulnerable and poor and ensuring that they all have the technical skills and the links to the markets for which their skill is tailored or their product is to be

sold, they will continue to use their skills and benefit in the long run which is supported by the statements below:

“Although EIG program is over, we have gained knowledge and skills that we will definitely use in the future. Because we have gained valuable knowledge and skills, we can work in any part of the country now”. (Vocational FGD participants, Banke.)

“I can continue working even after EIG is gone, because if we keep working hard more and more people will come to know about my skills and at the same time, my skills will also be sharpened therefore I think I can continue working” Pradip Budha, 20, Mason , FGD, Surkhet

“I have already constructed many houses; people have come to know of my work. If you work hard it is easy to earn income and I will continue my work in the future too.” Shankhar Tamang, 21, Mason.

- Post training support such as linking beneficiaries to employers and providing on the job training is contributory to sustainability.

Agricultural productivity and enterprises:

- Registration of EIG agriculture, NTFP, and livestock groups with government line agencies such as DADO, DLSO, Cooperatives, Enterprise Development Office (Cottage Industry Office) in the districts has proved to be important and will enhance the sustainability of project activities.
- Promotion of LSPs, Agro-vets and other value chain actors have played an important role in ensuring that efforts are sustainable even though the project is over.
- EIG created important linkages along the value chain and supported the establishment and promotion of community-managed collection centers that work for a critical mass of beneficiaries and other smallholders. Other sub-components irrigation, quality seeds/seedlings, microfinance and cultivation practices etc designed and developed contribute to sustainability. Through these methods, the EIG approach is transformational and sustainable.
- Part of the market driven approach was to build the capacity of LSPs and because they are paid through private sector commission (fee for services) and not project funding, they are a key part of long-term sustainability of the approach.

V CONCLUSION

The EIG program was implemented through a team of partners including two international organizations, eight major local organizations and numerous subcontractors in 15 districts. It has met its major objectives of increasing literacy, providing vocational skills, increasing agricultural productions and enhancing enterprise skills of disadvantaged youth and making provision of scholarships to Dalit youth to pursue higher education.

It is evident that the EIG program has provided trainings and scholarships to 74,917 disadvantaged youth age 16-35 which is more than the original target of reaching 70,000 youth. In all, the project provided literacy and numeracy skills – component 1 to 8,791 youth, vocational skills - component 2 to 11,521, agricultural productivity and entrepreneurship skills -component 3 to 54,184 youth, and scholarships - component 4 to 421 Dalit youth. Most of these trainees/beneficiaries are engaged in gainful employment largely self employed (76%). Also the income of their households has increased by 60 percent in 2012 compared to the year 2010. The evaluation study found that the average annual household income of EIG participants is higher (Rs. 171,000) for the Mid Western Region than the figure (Rs. 160,000) reported by the NLSS of the government.

The EIG program approach was innovative, needs based and demand driven. It was needs based particularly for the illiterate disadvantaged youth who were just hanging out for lack of employment or became victims especially young women, of various types of exploitations and lost hope in life. The project implementation strategy of not only imparting literacy to participants but also linking them to employment within agriculture in components 1 and 2 attracted and retained participants in the program; in many literacy programs elsewhere participants are not retained nor it proves to be functional because that is not linked to any gainful employment.

Component 2 approach has been a demand driven training approach in that prior to organizing training, availability of jobs were identified. Only organizations committing to produce results were given contracts to organize trainings. These organizations called Training & Employment Placement Providers [TEPPs] provided vocational trainings in 51 trades.

Component 3 strategy was to identify clusters which had the potential for growth of income generating activities. Linking agriculture production to markets with support to the value chain i.e. inputs (skills, equipment, quality seeds, organic manure, timely and right type of pesticides, etc) to grow productivity, agro-processing, transportation and trade was an important strategy to attract small holders to engage in farming. To create marketing opportunity for agricultural products collection centers have also been created at different places so that the farmers can sell their produce through the centers. For sustainability of this system Local Service Providers (LSPs), agrovets, farming cooperatives have been established. The local government entities are supportive of the program as they have been involved in the program as advisors or trainers or counselors during the project period and thus public private partnership has been set up.

The literacy, numeracy and entrepreneurship training for illiterate youth brought drastic changes in life as they became aware of their rights and responsibilities, started earning following literacy and skill based training and acquired self confidence in life. For many youth literacy combined with training in agricultural productivity and agricultural enterprises opened their eyes to entrepreneurship. They learned how to make money with little investment and business literacy. Some educated youth got opportunity to acquire hands-on-skills such as masonry, carpentry, electrical wiring, plumbing and similar other trades and landed in jobs which yielded them relatively high income in their community. Dalit educated youth were especially targeted to prepare them as change agents in their respective communities. In Nepal's

orthodox Hindu society due to social and cultural barriers many Dalit youth do not access education, health and other services made available by the government. For instance, basic schooling is free in Nepal but many Dalit children do not enroll and even if they enroll it is difficult for them to pursue schooling because of social barriers. With a view to address this problem of Dalit youth EIG program made special provision to give scholarship to educated Dalit youth to go for higher education and serve their community upon completion. This objective has been accomplished as educated Dalit are now serving their communities as school teachers, health providers and community mobilizers.

However, the project achievements were not without challenges. The literacy and numeracy skills training was so popular that the class size tended to be over crowded by participants and many times participants over age 35 were also interested. Job based vocational training was partially successful in sparsely populated high mountain districts where jobs were not readily available. Some TEPPs did not opt for 2nd round of contract to organize training because they could not fulfill their commitment of job placement. One of the eligibility criteria was to be under SLC to enroll in vocational training and this made it difficult for TEPPs in densely populated districts where such youth were few. EIG was successful in leveraging resources for component 3 activities but it was with great difficulties.

VI RECOMMENDATIONS

Based on the analysis of information from primary data such as quantitative survey of beneficiaries in six districts, qualitative information including FGDs, case studies, key informant interviews, field visits and secondary information such as project reports, FieldLink data and presentations made by EIG staff on project activities, the following sets of overarching and component specific recommendations are made to improve the intended impact of the project:

Overarching recommendations:

- The EIG program was started during insurgency and therefore youth aged 16-35 were targeted. However, as the insurgency is over and several evaluation study participants expressed their concerns for age bar it is recommended that the age range be reconsidered in the future. In stakeholder's words "*Briquetting had to be dropped because all participants were young and below 25 years old; they were immature and could not handle the responsibility as briquetting is very intensive.*" Gyanendra Raj Sharma (CRTN).
- The program beneficiaries should not be excluded on the ground of caste or ethnicity. Any Nepali who is economically deprived should be treated as disadvantaged. "*Criteria for selection was too rigid, people had to be under SLC , conflict affected and from Dalit groups aged 16-30 years; this criteria was very hard to apply because most young people these days pass SLC. By following this criteria we excluded Brahmin and Chettri who were economically very poor and in need of support, if the criteria was based on economic priorities instead of social priorities that would have been better.*" Padam Bhandari , SEWA Foundation, Nepal"

Component specific recommendations follow:

Literacy and numeracy training:

- All facilitators conducting literacy training should use standard Nepali language.
- Classes should be conducted in a more peaceful environment and in a spacious place. "*Rooms for teaching were not easily available. Strikes obstructed our teaching, teaching materials and black boards were thrown away in protests by people. We also received threats telling us to conduct literacy classes at home instead of class rooms. Despite these challenges because the participants were very enthusiastic to learn, a participant volunteered and classes were conducted at her house and the whole course was completed there.*" Sunita Chaudhary, 24 , Literacy teacher, Sisiniya , Dang
- Trainers should be more creative and use a combination of methods, media, and materials in training.
- The duration and time of the training should be reconsidered especially if the time is during the night. "*We faced some social barriers for women, as some classes were conducted at night, it was hard for women to attend classes, some husbands also opposed to their wives attending classes. It was hard to monitor classes sometimes as they were conducted at night, and it was difficult for the female staff.*" Kailash Rijal, DEPROSC

Vocational training:

- A mechanism of following up the graduates even after six months should be developed so that they are given needed support to stay in the same job or find another job or any other viable options. This could be done by staying in contact with the graduates and establishing a placement unit or assigning one staff member in the TTEPs to carry out the functions. EIG program would have already oriented the staff on helping the graduate find job or become self-employment. This will not only help the graduates but also the institution itself build an image of caring-for-graduate-institution.

- As the importance and necessity of TOT is highly realized to bring quality in CTEVT training, no trainer should be allowed to teach any course without TOT from a standard training.
- Teaching without curricula has been obsolete now. No matter how small the course is, a complete curriculum and resource allocation should be the first priority of all TEPPs which the organization awarding the contract/subcontract must ensure.
- Regarding deviation from the standard life skills introduced by UNICEF, the TEPPs should ensure that the skills are rightly taught along with the core skills the list of which is available in literacy course book.
- It was found that some courses such as Plumber, Light vehicle driving, Bamboo Furniture Making were still in English. The definite way to address this problem is to get the courses translated into standard Nepali language and distribute to trainees and trainers.
- Regarding the lower rate of graduates in Jumla, TEPPs must be more active to link the graduates with the employer and guide the graduates on job seeking and presenting skills besides looking into the teaching and learning process in the training rooms.
- As a conducive learning environment would be free of noise and discomfort the training venue should be spacious and undisturbed by noise for which the activity and skills of the trainer to introduce engaging and interesting activities are required.
- Sufficient materials are needed to learn skills of acceptable standards with student oriented teaching methodologies like more and more demonstration, discussion, role play, simulation exercise, practice with feedback until the trainee reaches the level of competence required by industries and business. This should be ensured with constant supervision and monitoring system in the TEPPs.
- In case of unavailability of diploma holder in a subject like jewelry making, an experienced jewelry maker in the locality could be sought and TOT imparted to such person. EIG program could suggest the amendment in the course that way.
- As the standard curricula only can have all elements there, such a curricula should be endorsed by the authentic body like CTEVT and TEPPS must use only such curricula.
- One of the skills required of any graduates is presentation skills. If one cannot express ask what s/he can do, his/her chance of getting job in the workforce are reduced. The graduates should be taught in such a way that they are able to tell the skills and knowledge they can do and know. Enough exercise should also be facilitated with the use of performance guide for each skill learnt. The TEPPs should ensure that their trainers teach using performance guide.
- Sometimes the strict criteria of training that the beneficiary should be female has made it impossible to conduct some training which could be conducted if the entry criteria was flexible enough to allow the male also to enter the training program if the other elements were acceptable. Therefore, if the required number of females could not be found, the gap could be filled by male individuals if they met the requirements other than the gender. This is also to suggest that trades should be taught based on the needs of men and women which means trades suitable for men should be taught to men and vice versa.
- A request to CTEVT should be made that skill test standards for improved cooking stoves be made which this will further ensure quality assurance of the trade as the trainees are trained following the occupation standards.
- The scope of improved cooking stove was found to be increasing, and the products should be expanded in western Nepal as they are efficient but less expensive tools to cook food.
- EIG only gave 25 percent of the funds as first installment which was too little for organizers to start up their business. This should have been raised to 40 percent to enable the organizers to set up their business and work.
- The criteria that 50 percent participants should be women should be revised for some trades.
- Construction fields, contractors/ and employers are becoming more aware of competencies of the workers and are likely start giving more priority for NSTB type skills testing. In occupations,

such as masonry, carpentry, plumbing, arc welding, shuttering carpentry, and bar bending the skills test are likely to be useful when the trained youth go for additional training and/or job upgrades. For workers going abroad the NSTB certificate is of immediate value. Skill testing in EIG based on the NSTB model will be provided for those youth trainees for the overseas market and for those that are going into construction trades that have established skill levels. In some cases it was found that the NSTB certificate can be used in securing bank loans, but it was also discovered that possessing an EIG certificate can accomplish this as well.

- Some EIG beneficiary graduates were self-employed but earned less than Rs. 2,400 per month, and therefore were not counted as achieving the EIG targets. They were earning between Rs. 1,500 to Rs. 2,000 per month. The program had not recognized the impact on these individuals, yet they were beneficiaries. To be able to reflect the true impact upon those who had made less than the project defined amount a new category should be set up and their employment and income should be included in the report.
- Training the trainees without any training allowances is a new venture in Nepal and should be replicated in other programs as it worked out well in EIG program
- Vocational skills training program should be continued in targeted districts and expanded to other districts of Nepal as far possible by conducting RMA in the country and in some countries abroad FtF program based on the recommendations made in this report.

Agricultural productivity and enterprises:

- Agricultural training should have been of longer duration; beneficiaries reported trainings as short as 2 hours to 2 days for agricultural productivity, they felt that it was too short for in-depth understanding. They also said they were not given refresher trainings and it was hard for them to remember what they were taught.
- Another issue reported by the beneficiaries was that, for a training to start, it was compulsory to have 20 members in a group, even people that were not really interested or enthusiastic about the subjects being taught were included in the group just to fulfill this criteria. The trainings should have included less number of people in a group for e.g. 10 instead of 20 because if this was done the number of training locations would have increased and this would ensure better coverage.
- Training should include promotion of local food diversity and food consumption diversification; trainers should demonstrate how different varieties of foods can be prepared from one crop. For instance, dhido, pop corn, pudding, etc can be prepared with corn alone.
- Future training should focus more on promotion of renewable energy, climate smart evergreen agriculture – fruit, fodder tree and high value plants such as Stevia or other shrub plant mixed farming, Agro-forestry, Sloping Agriculture Land Technology (SALT) in slope land terraces and sustainable soil management technology. Fodder trees such as Ipil-Ipil (*Leucaena leucocephala*), Tanki (*Bauhinia longifolia*), Badahar (*Artocarpus lakoocha*), and barren land can be transformed into green stretches of abundant grass such as valuable Amriso plant and masala plants to control soil erosion loss and promote ecological agriculture.
- It would be ideal to disseminate the EIG program with the policy makers with a view to integrate its model of income generation in national program because such projects can contribute to the overall development of the country.
- It is very important to replicate this program and involve high level public-private partnerships. It is recommended that successes of EIG be taken up by the upcoming projects related to agriculture development and livelihood improvement and government's rural youth employment schemes.
- The LSPs need very specialized and precise technical trainings in order to perform/deliver better to farmers, and continuous dialogue among farmers. Agro-vets, LSPs and cooperatives is essential to promote agriculture value chains especially in developing commercial pockets and promote enterprise development.

Appendices

STUDY TEAM MEMBERS

Dr. Yagya Bahadur Karki	-	Team Leader
Dr. Tara Nath Pande	-	Agriculture Specialist
Mr. Bhoj Raj Neupnae	-	Vocational Training Specialist
Ms. Smritee Bajracharya	-	Gender and Health
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- 7= Salima Miaya
- 8= Ganga Pokherl
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- 11= Ambika Bista
- 12= Bhim Karki
- 13= Tulshi Ram Poudyal
- 14= Ramesh Thapa
- 15= Tilak Pokherl
- 16= Deepak Chudali
- 17= Sudip Roka
- 18= Nara Bahadur Shahi
- 19= Ship Bahadur Buda

Statement of Work (SOW)

Introduction:

This statement of work (SOW) is for a final performance evaluation of USAID/Nepal's EIG Program. EIG is a five-year, \$14.7 million program designed to respond to a root cause of conflict—exclusion of disadvantaged youth from relevant education, training and employment opportunities. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes; and targeted scholarships for disadvantaged youth to increase access to primary, secondary and higher level (10+2 and college certificate level) education. A crosscutting theme throughout these activities is the provision of peace and reconciliation education for all participants in order to develop the knowledge, attitudes and skills for conflict resolution, peace building, and promotion of human rights.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. The project started in January 2008 and is scheduled to end in January 2013. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming. The scope of the evaluation is guided by the evaluation questions in Section 6.

Project Context:

The EIG program was designed during the insurgency period, with the intention of enabling disadvantaged youth to lead productive lives and thereby mitigate the impact of conflict. An additional challenge was posed by returning labor migrants, the majority of whom are unskilled and poorly educated, who return to Nepal after an average of two years overseas to be confronted by an economy destabilized by conflict and unable to absorb them. Given Nepal's low economic growth rate, coupled with high unemployment and under-employment, an improved access to employment opportunities was crucial. Lack of equity in education created a society segregated between those with and without access to income generating opportunities. At the project design period, the Nepalese work force stood at about 10 million people, of which 92% are rural-based. Due to the predominance of subsistence agriculture in Nepal, only about 16% of the total labor force was engaged in paid employment. Self-employment in the agriculture sector was the dominant form of employment in the country, employing more than 81% of active workers. Meanwhile, about 20% of rural and urban workers were wage laborers. The official unemployment rate was 3.26% in 2000 and the under-employment rate was as high as 45%. Structural barriers, both economic and social, are the key reasons for this, as they preclude many groups of people from accessing formal and non-formal education. These barriers leave these groups with few opportunities to build a productive livelihood.

Development Hypothesis:

If the disenfranchised out-of-school youth, illiterate women and those displaced by the conflict have the opportunities for employment and productive remuneration, they are less likely to opt for violence and end up being recruited by either party to the conflict. With income and better livelihood opportunities, these groups can be saved from developing a general sense of hopelessness and vulnerability leading to the prevention of creating a destabilizing force in a country already devastated by conflict and instability.

Project interventions and achievements:

The goal of the EIG project is to increase youth's access to education and training for income generation and employment. Its major objectives are increased literacy, vocational skills, agricultural productions and enterprise skills of disadvantaged youth. The program is focused on areas historically prone to conflict and interethnic tensions. The multifaceted EIG program addresses the issues of lack of income options by increasing access to productive job opportunities and improving incomes of the poor and disadvantaged, while also creating a workforce that is crucial for the country's economic growth.

EIG offers a package of literacy, technical and vocational training, agricultural productivity and enterprise training, and scholarships for disadvantaged youth between the ages of 16 and 30. Depending on their interest and need, the youth are offered training on one or more of the components. As of March 2012, 74,360 youth have been trained, exceeding the target goal of 70,000 youth trained and productively employed by 2013.

The cornerstone of this program is its demand driven approach through conducting training courses that meet the needs of the labor market and linking youth to pre-identified employment opportunities. This is creating a much higher employment success rate upon graduation from the training. Linking agriculture production to markets and embedding agriculture technical services through local input service providers is another hallmark of the program.

As conflict mitigation was a key aspect, the program was initially named 'Education for Income Generation and Conflict Mitigation'. However, with the ending of the insurgency and the political developments, the most significant being the 2006 Comprehensive Peace Agreement, and the initiation of the peace process thereafter, it was decided that the program would be renamed by removing 'Conflict Mitigation'. Thus, in 2009 the program was named, through a contract modification, as Education for Income Generation'.

The EIG Program is implemented by Winrock International (WI) through a consortium of two international and eight Nepali local organizations. In August of 2010, a Performance Audit was conducted by the USAID's Office of Inspector General. In March 2011, Winrock International conducted a mid-term review through a team of consultants.

Project activities:

To meet the project goal, the EIG program is carrying out the following activities:

Literacy Training: The program trains youth from ages 18-35 in integrated entrepreneurship-focused literacy, with added lessons on life skills, peace-building, health, nutrition, HIV/AIDS awareness, and anti-trafficking. The 10-month course includes sessions on the alphabet, basic arithmetic, reading, record keeping, and accounting for self-employment. This training serves as a foundation for additional vocational skills, agricultural productivity, or enterprise training.

Vocational Training and Employment: Depending on the job demands of the local market, youth are trained in various vocations such as masonry, electrician, motor cycle mechanic, and carpenter. Trainees are then linked to potential employers.

Agricultural Productivity and Enterprise Training: The program provides agriculture training with a market-driven, value-chain approach to increase income and food sufficiency. Young farmers are introduced to and trained in micro-irrigation systems, high-value vegetable production, including crops or non-timber forest products such as chamomile and lemon grass, fisheries, and goat rearing. They also

receive marketing training. The program links agriculture produce to markets and facilitates services through local input service providers.

Scholarships: The program provides scholarships to Dalit youth, a marginalized population, to increase their chances of pursuing studies in the formal education system and selected technical fields. Many of the students go on to become teachers in their communities.

The main outcomes of the Education for Income Generation Program are:

1. Improved literacy, life skills and peace building skills for disadvantaged youth
2. Increased number of disadvantaged youth securing employment based on technical skills training
3. Improved training opportunities to increase rural incomes through agricultural productivity and self-employment
4. Increased number of scholarships extended to Dalit and other disadvantaged youth to facilitate enrollment in the formal education system

Key project achievements:

The major achievements of the EIG program are summarized below:

- Literacy: Over 30,000 disadvantaged youth have graduated from the literacy program. In addition, 25,171 of the literacy graduates also received agriculture training to more than double their income on average. EIG has developed a ten-month four volume curricula for business literacy and trained over 700 teachers and conducted 1,454 classes.
- Vocational Training and Employment: 11,284 disadvantaged youth completed skills training (50% are women). Income impact assessment data indicates that more than 80% of graduates have jobs or self-employment with monthly incomes of 2,400 Nepali rupees or above.
- Agricultural Productivity and Enterprise Training: 43,395 marginalized youth have been trained in high-value agricultural production and are linked to private sector agriculture input (seed, drip irrigation equipment etc.) and output markets. They have doubled their income and increased their access to nutritious foods (vegetables and animal source-protein). An additional 7,038 youth have participated in EIG's entrepreneurship training, many through non-farm value chain opportunities. This has increased the annual average incomes by \$383 or 236%. Further, in the food insecure Karnali Zone 6,704 households have increased their food security through EIG supported activities in staple crop production, food and seed storage, and off-season vegetable production.
- Scholarships: 421 Dalit youth have received scholarships to pursue intermediate level education, mostly in teaching. Some are also in technical fields such as junior technical assistants (agriculture), community medical assistants, and assistant midwife nurses.

The Evaluation: Purpose, Audience and Use

The primary purposes of the evaluation are to:

- Assess the effectiveness of the EIG program to achieve sustainable impacts on
- beneficiaries especially in regards to employment and incomes.
- Identify and document good (or best) practices and lessons learned and factors that
- influenced program effectiveness.

- Examine the intended and unintended consequences of the program Provide guidance to USAID in future program designs.

With these purposes in mind, the evaluation team must tailor recommendations so that they improve the development learning and future programming for the Agency.

The audience of the evaluation report will be the USAID/Nepal Mission, and the Agency as a whole. The evaluation learning will benefit the Government of Nepal, USAID's implementing partners, other donors and local organizations that are planning and implementing vocational training, agriculture and livelihoods development programs and projects. Learning from the EIG Program should also help the Mission in increasing the understanding of demand driven approaches to vocational training, employment, entrepreneurial literacy and its linkage with agriculture. The lessons and good practices will be instrumental in informing the implementation approaches for the upcoming FtF project as some of the elements of the EIG project are also included in the FtF interventions.

As USAID/Nepal is developing its Country Development and Cooperation Strategy (CDCS) for the next five years, the learning from this evaluation will help improve the future programming directions. The CDCS will have greater emphasis on local capacity building. This evaluation will look at learning with respect to working with local Nepali organizations as implementing partners.

The evaluation should focus on outcomes, sustainability, project methodology, strengths/weaknesses, challenges and constraints, client satisfaction, cost effectiveness, unexpected outcomes and lessons learned. The evaluation questions in the next section will further define these areas.

Evaluation Questions:

The final evaluation will focus on all four components of the EIG Program. The evaluation must be framed in order to answer the key evaluation questions listed below:

1. How well did the EIG approach increase disadvantaged youth's access to employment and incomes? Please give examples. The evaluation must undertake an analysis of the incomes of participants and non-participants and estimate the changes in incomes due EIG interventions. They must also make comparisons of the cost and incomes with other similar programs.
2. How has literacy, numeracy and entrepreneurship skills enhanced women's empowerment, increased agricultural productivity and improved nutritional outcomes
3. How relevant is a vocational education program to the short, middle, and long-term development needs of Nepal?
4. What were the key challenges to the project for achieving its results, and what strategies were effective/ successful in overcoming these challenges?
5. What are the prospects for sustainability of the end results produced by the EIG program? What practices or strategies of the project contribute to the sustainability of the results and how effective are they?
6. How effective was the EIG program in building the capacity of Nepali organizations (implementing partners) and why?

Evaluation Method:

The evaluation methodology should comprise of an appropriate balance of quantitative and qualitative methods and procedures. Some of the required methods include secondary data analysis, focus groups discussions, interviews and surveys. Information can be collected through a review and analysis of secondary information paired with collection and analysis of primary information. Triangulation of findings will be required to address inherent bias. This was a unique project with a wide range of activities and implementing partners. A desk review must include design and project documents (e.g. planning performance reports). The core indicators, targets and achievements identified in the Performance Monitoring Plan (PMP) will provide limited information on project outputs and progress. Evaluators should specifically look for additional results-oriented information. Desk review should also include analysis of contextual indicator information for the applicable regions—employment, agricultural and literacy statistics etc. Information is available from a number of sources such as the government and other donors.

Semi-structured interviews with focus groups and key informants can be interspersed for flexibility and efficiency. For quantitative methods, the process must fulfill adequate statistical rigor and data should be disaggregated by gender. A survey must be conducted for this and sampling techniques must be submitted. Round tables and short workshops might also be appropriate for assessment and learning with implementing partners, USAID staff, NGOs, the private sector, relevant donors and the Government of Nepal. Evaluators should rely on a number of sources and techniques to answer the evaluation questions and propose appropriate qualitative and quantitative methods. Evaluators should select the project sites, beneficiaries and activities independently for data collection.

The evaluation team should make a presentation of its evaluation methodology to the technical team in the General Development Office of USAID/Nepal before finalizing the methodology

Performance Information Sources:

Documents for desk review will be made available and include the following:

- Statement of Work, Project PMP and Work plans (Years 1-5), Activity Approval
- Document
- Annual report, quarterly reports, monthly reports, accrual reports
- Success stories
- Mid Term Review Report (March 2011)
- Yearly Income Impact Assessments (October 2009, October 2010, October 2011)

These documents will be made available at the start of the assignment.

Stakeholders include implementers as well as direct and indirect beneficiaries

- Beneficiaries
- Community members
- District Coordination Committee
- VDC Secretaries of selected VDCs
- Local Development Office (LDO)
- District Agriculture Development Officer
- Winrock/EIG Staff

Other stakeholders include the following:

- District Officers of related line agencies (e.g. District Agricultural Office, District Development Committee)
- Staff of selected other donor and INGO staff
- USAID GDO team

Timeline and Deliverables:

Timeline

The timeline for this SOW is September 17, 2012 – November 30, 2012. Given the 56-day period for the consultancy, this timeline includes some flexibility for unexpected interruptions or non-working days if needed.

Estimated number of Work Days	Estimated Number of Actual Work Days	Activities
Day 1-Day 9	9	Documentation review, planning, and initial Kathmandu-based interviews Preparation of Evaluation Workplan
Day 10-Day 35	26	Field work (including travel to and from field sites)
Day 36-49	14	Internal team review of findings and debriefing; prepare and deliver a separate presentation, as scheduled by USAID, to outline major findings / recommendations. Drafting of the Preliminary Draft Evaluation report and submission to USAID.
Day 50-54	0	Review of Preliminary Draft Evaluation Report by USAID
Day 55-61	7	Finalization of draft report

The Contractor must submit the final draft report no later than 21 days after field work is completed. USAID/Nepal will provide comments within 10 working days of the submission of the draft report. The Contractor must submit a revised final draft within 10 working days after receipt of comments from USAID/Nepal. The evaluation report will be final only after it is cleared in writing by USAID/Nepal.

Deliverables

To make the field time as efficient as possible, preparation must include completing a majority of the documentation review, establishing interview guides, developing team protocol and responsibilities, and establishing the evaluation schedule.

The Contractor must complete the following deliverables as outlined below. The deliverables must be submitted to the USAID/Nepal Contracting Officer Representative (COR). Deliverables include an evaluation methodology, presentation and a final evaluation report with recommendations.

1. A detailed operational Work Plan which includes the methodologies to be used in the evaluation. The work plan will be submitted to the COR at USAID/Nepal.
2. Presentation of the evaluation methodology to the technical team in General Development Office before beginning the evaluation.

3. Preliminary Draft Evaluation Report must be submitted to the USAID COR, who will provide preliminary comments prior to the final Mission debriefing.
4. Power Point Presentation on important findings, conclusions and recommendations to an audience of USAID/Nepal Mission, partners, donors, Government of Nepal.
5. Draft Evaluation Report which clearly describes the findings, conclusions and recommendations. The report must also include best practices, case studies and lessons learned. USAID will provide comment on the draft report within 10 working days of submission.

The format for the evaluation report shall be as follows, modified as necessary:

1. Executive Summary: salient findings, conclusions and recommendations
 2. Table of Contents
 3. Introduction: purpose, audience, and task synopsis
 4. Background: overview of project strategy and components and of evaluation purpose
 5. Methodology: description of methods and limitations
 6. Findings/Conclusions/Recommendations
 7. Issues: technical, administrative, and other
 8. Future Directions
 9. References (including bibliographical documentation, meetings, interviews and focus group discussions);
 10. Annexes: SOW, evaluation methods, schedules, interview lists and tables in succinct, pertinent and readable formats. Should also include any “statements of differences” regarding significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team.
6. hard copies of evaluation report, 20-30 pages, not including graphs, diagrams, tables, annexes, cover pages, and table of contents, with good quality spiral binding.

The evaluation report should demonstrate a clear line of analysis between findings, conclusions and recommendations. The report must be in concise and clear English with visual summaries such as graphics, charts and summary data tables. The evaluation report should meet the criteria outlined in the Evaluation Report Review Sheet in Annex 3.

7. Soft copy of evaluation report, in MS Word and PDF format.
8. Raw data and records of the evaluation report (e.g. interview transcripts, survey responses etc.) in electronic form collected by the evaluation team separately from the report.

Deliverable	Submission
Evaluation Work Plan	Day 7
Evaluation Methodology	Day 7
Presentation on Evaluation Methodology	Day 9
Power point Presentation on important findings, conclusions, lessons learnt, and recommendations	Day 47
Preliminary Draft Report	Day 49
Draft Evaluation Report	Day 61

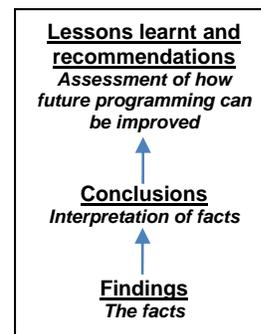


Figure 1: The foundation of the evaluation report

The Team Leader has the final responsibility for prioritizing which conclusions and recommendations are highlighted in the report. If there are additional recommendations or alternatives in addition to those highlighted, they can be included in an annex.

Different perspectives or subject matter expertise within an evaluation team will sometimes lead to a different interpretation of facts. Footnotes may be used to draw attention to different interpretations of findings.

The evaluation team must refer to USAID TIPS on ‘CONSTRUCTING AN EVALUATION REPORT’, NUMBER 17, 1ST EDITION, 2010, for organization of this evaluation report.¹⁰ A draft outline must be submitted to USAID/Nepal at the end of Week 1. Figure 1 demonstrates the links that USAID/Nepal expects to see between findings, conclusions and recommendations.

Terms and Conditions of the Consultancy:

Each member of the evaluation team will be required to sign a Non-Disclosure Agreement (Attachment 1) and Disclosure of Real or Potential Conflict of Interest for USAID evaluations (Attachment 2).

Composition of the Evaluation Team:

The evaluation team must be made up of 3 non-USAID development professionals with expertise in project evaluation, vocational training, agriculture and literacy. The Team Leader must have extensive knowledge and experience leading and conducting project evaluations and evaluation methodologies. One member must be a vocational training expert and one member must be an agriculture expert. There should be both male and female members in the evaluation team. At least one member of the team must have experience in cost benefit analysis.

The evaluation team members should not be employees of any of the organizations that are receiving funds from the EIG Program. Following paragraphs specify requirements and responsibilities for the Team Leader, Vocational Training and Agriculture.

Team Leader: The Team Leader must have a minimum of Master's Degree and at least 10 years of relevant research experience (strong monitoring and evaluation skills) as lead. Team Leader must have strong monitoring and evaluation skills... Proven experience in similar types of studies (evaluation). S/he must have excellent written and spoken English language skills. The Team Leader shall have the authority and responsibility to conduct and manage the evaluation and submit deliverables to USAID/Nepal. The responsibilities include: technical leadership for and supervision of team members; quality control and timeliness of all deliverables; preparation or supervision of evaluation methodology, logistical plan, data collection, and report preparation; serve as a primary point of contact for the evaluation team to USAID Contracting Officer and his/her representative. The Team Leader will lead the presentations to USAID/Nepal and other stakeholders on the findings, conclusion, and recommendations of the evaluation and ensure timely submission of all deliverables.

Vocational Training Expert: Master’s Degree, at least 7 years of experience in vocational training. The Vocational Training Expert will work with the team to develop evaluation methodology and evaluate the appropriateness and effectiveness of vocational training interventions. S/he should have a good knowledge of vocational skills and placement for employment. The Vocational Training Expert will interact with subcontractors, the private sector, local NGOs on various aspects of vocational training program implementation, including planning, design, implementation, sustainability, and best practices.

10

Agriculture Expert: Master's Degree, at least 7 years of experience in implementing agriculture programs. S/he will work with the team to develop an evaluation methodology and evaluate the appropriateness and effectiveness of agriculture and income generation interventions (business development, market development and the value chain approach). The Agriculture Expert will interact with subcontractors, on various aspects of agriculture program implementation, including planning, design, implementation, sustainability, and best practices.

Logistics:

The evaluation team is responsible for managing all logistics required for completing the evaluation. This includes but is not limited to arranging for transportation, meeting venues, appointments for meetings and insurance coverage during period of performance of this PO.

USAID/Nepal will provide at least one copy of the EIG planning and reporting documents and may provide other reference materials as required.

USAID/Nepal Participation:

USAID/Nepal staff may join the evaluation team as and when necessary. USAID/Nepal staff may participate as an additional member of the team during primary data collection, specifically during Semi Structured Interviews with focus groups, key informants, implementing partners. The USAID/Nepal team participant will manage his/her own logistics through close coordination with the Team Leader. To ensure against bias or conflict of interest, the USAID/Nepal team member's role will be limited to participating in the fact-finding phase, and contributing to the analysis. The final responsibility for analysis, conclusions and recommendations will rest with the independent members and Team Leader.

Reporting and Dissemination:

The evaluation team must provide USAID/Nepal with at least two original hard copies in good quality spiral-bound documents and one electronic version of the presentation and the final report. The electronic version of the final report should be provided in MS Word and PDF format including the raw data and records should be given to the COR as mentioned above under Deliverables.

The final, approved report must be entered in the Development Experience Clearinghouse database (DEC). The evaluation team leader is responsible for submitting the final, branded and approved report into the DEC. Please see <https://dec.usaid.gov/dec/home/Default.aspx> for instructions on how to submit reports into the DEC database.

Contact Person/Technical Directions:

USAID/Nepal Director of General Development Office (GDO) and/or his designee (Anita Mahat-Rana) at amahat@usaid.gov will act as the in-country point of contact (POC) for this PO.

Period of Performance:

The anticipated date of this PO is o/a December 14, 2012 to March 13, 2013. The period of performance includes some flexibility for unforeseen circumstances such as bandh, strikes. It also includes non-working days.

Contractual Amount, Payment Plan:

The total contractual amount for the performance of work specified in this PO is US\$59,930. This includes daily rates and other direct costs. The total amount also includes 13% VAT of US\$6,895. The contractor shall submit an invoice along with the “Public Voucher SF-1034” to the Office of the Controller (OC) for payment indicating the purchase order number and description of services. OC, pursuant to FAR Clause 52.232.25 “Prompt Payment”, will make payment close to 30 days. The Contractor will be paid in equivalent local currency not to exceed the total of US\$59,930 in consideration of services rendered and as required by this order and accepted by GDO, USAID/Nepal.

Daily Rates (Fee):	\$27,794
Other Direct Cost:	\$25,241
13% VAT:	\$6,895
Total:	\$59,930

Note:

The first installment of payment will be 40% of the total amount of the PO upon successful completion of deliverables 1 and 2. The POC will approve after inspection on the SF-1034 voucher submitted by the Contractor.

The remaining 60% payment will be made after the successful completion of deliverables 3, 4 and 5. The POC will approve after inspection on the SF-1034 voucher submitted by the Contractor.

**PHD Group the Contractor is responsible for making payments to all the evaluation team members for this EIG program evaluation.

Contract Type:

This is a Fixed-Price Purchase Order.

Accounting and Appropriation Data:

Operating Unit (OP):	Nepal
Distribution Code:	367-M
Program Area:	A25; A26
Program Element:	A140
Bilateral Obligation Record #:	367018200GDO20; 367017805GDO23; 367018201GDO12
Fund:	ES 2009/2010; ES 2010/2011; DV 2008/2009
Amount:	\$59,930

Technical Direction:

Technical directions for this work will be provided by the in country POC. Technical directions, as used herein, are directions to the Contractor that fill in details, suggest possible lines of inquiry, or otherwise complete the general scope of work. Technical directions must be within the terms of this PO, shall not be changed or be modified in any way, and shall not constitute changed within the meaning of the clause FAR 52.243-4 Changes (Jun 2007).

Note:

The Contractor must notify the Contracting Officer through the POC of any changes in the performance of the contract per FAR 52.243-7 Notification of Changes (APR 1984).

Purchase Order Clauses:

This purchase order incorporates one or more clauses by reference, with the same force and effect as if they were given in full text. Upon request, the Contracting Officer will make their full text available. Also, the full text of a clause may be accessed electronically at this address: <http://www.arnet.gov>.

Drug-Free Workplace, FAR 52.223-6

Availability of Funds, FAR 52.232-18

Prompt Payment, FAR 52.232-25

Changes-Fixed-Price, FAR 52.243-1

Termination for Convenience of the Government (Fixed-Price), FAR 52.249-2

Excusable Delay, FAR 52.249-14

EXECUTIVE ORDER ON TERRORISM FINANCING (FEB 2002):

The Contractor/Recipient is reminded that U.S. Executive Orders and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the responsibility of the contractor/recipient to ensure compliance with these Executive Orders and laws. This provision must be included in all subcontracts/sub awards issued under this contract/agreement.

Attachment 1:

Non-Disclosure Agreement:

PRECLUSION FROM FURNISHING CERTAIN SERVICES AND RESTRICTION ON USE OF INFORMATION

With respect to proposal submitted dated September 20, 2012 in response to solicitation of USAID/Nepal's evaluation of EIG dated August 30, 2012, the undersigned hereby agrees and certifies to the following:

(a) This SOW calls for the contractor to furnish important services in support of the evaluation of the Education for Income Generation Program (EIG). In accordance with the principles of FAR Subpart 9.5 and USAID policy, the contractor shall be ineligible to furnish, as a prime or subcontractor or otherwise, implementation services under any contract or task order that results in response to findings, proposals, or recommendations in the evaluation report within 18 months of USAID accepting the report, unless the head of the contracting activity, in consultation with USAID's competition advocate, authorizes a waiver (in accordance FAR 9.503) determining that preclusion of the contractor from the implementation work would not be in the government's interest.

(b) In addition, by accepting this contract, the contractor agrees that it will not use or make available any information obtained about another organization under the contract in the preparation of proposals or other documents in response to any solicitation for a contract or task order.

(c) If the contractor gains access to proprietary information of any other company in performing this evaluation, the contractor must agree with the other company to protect the information from unauthorized use or disclosure for as long as it remains proprietary, and must refrain from using the information for any purpose other than that for which it was furnished. Contractor must provide a properly executed copy of all such agreements to the contracting officer.

Signature: _____

Name Typed or Printed: _____

Date: _____

Attachment 2: Disclosure of Real or Potential Conflict of Interest for USAID Evaluations

Instructions:

Evaluations of USAID projects will be undertaken so that they are not subject to the perception or reality of biased measurement or reporting due to conflict of interest.¹¹ For external evaluations, all evaluation team members will provide a signed statement attesting to a lack of conflict of interest or describing an existing conflict of interest relative to the project being evaluated.¹²

Evaluators of USAID projects have a responsibility to maintain independence so that opinions, conclusions, judgments, and recommendations will be impartial and will be viewed as impartial by third parties. Evaluators and evaluation team members are to disclose all relevant facts regarding real or potential conflicts of interest that could lead reasonable third parties with knowledge of the relevant facts and circumstances to conclude that the evaluator or evaluation team member is not able to maintain independence and, thus, is not capable of exercising objective and impartial judgment on all issues associated with conducting and reporting the work. Operating Unit leadership, in close consultation with the Contracting Officer, will determine whether the real or potential conflict of interest is one that should disqualify an individual from the evaluation team or require recusal by that individual from evaluating certain aspects of the project(s).

In addition, if evaluation team members gain access to proprietary information of other companies in the process of conducting the evaluation, then they must agree with the other companies to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.¹³

Real or potential conflicts of interest may include, but are not limited to:

1. Immediate family or close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.
2. Financial interest that is direct, or is significant/material though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.
3. Current or previous direct or significant/material though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.
4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.
5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.
6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.

¹¹ USAID Evaluation Policy (p. 8); USAID Contract Information Bulletin 99-17; and Federal Acquisition Regulations (FAR) Part 9.5, Organizational Conflicts of Interest, and Subpart 3.10, Contractor Code of Business Ethics and Conduct.

¹² USAID Evaluation Policy (p. 11)

¹³ FAR 9.505-4(b)

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	
Title	
Organization	
Evaluation Position?	<input type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> 2. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> 3. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> 4. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> 5. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> 6. <i>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i> 	
<p>I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.</p>	
Signature	
Date	

ATTACHMENT 3: Checklist for Evaluation Report Review

Title of study being reviewed: _____

GOOD PRACTICE ELEMENTS OF AN EVALUATION REPORT¹⁴

Keyed to USAID's 2011 Evaluation Policy

EVALUATION REVIEW FACTOR	1	2	3	4	5	Comments
STRUCTURE OF THE REPORT						
1. Does the evaluation report have a cover sheet attached indicating the type of evaluation conducted (e.g. performance evaluation or impact evaluation) and general design?						
2. If a performance evaluation, does the evaluation report focus on descriptive and normative evaluation questions?						
3. If the evaluation report uses the term "impact evaluation," is it defined as measuring the change in a development outcome that is attributable to a defined intervention (i.e. impact evaluations are based on models of cause and effect and require a credible and rigorously defined counterfactual)?						
4. Regardless of the type of evaluation, does the evaluation report reflect use of sound social science methods?						
5. Does the report have a Table of Contents (TOC)?						
6. Do Lists of Figures and Tables follow the TOC?						
7. Does the report have a Glossary of Terms?						
7.1.1 Are abbreviations limited to the essential?						
8. Is the date of the report given?						
9. Does the body of the report adhere to the 20 page guide?						
10. Is the report well-organized (each topic is clearly delineated, subheadings used for easy reading)?						
11. Does the report's presentation highlight important information in ways that capture the reader's attention?						
12. Is the report well written (clear sentences, reasonable length paragraphs, no typos, acceptable for dissemination to potential users)?						
13. Does the evaluation report focus on the essential issues concerning the key questions, and eliminate the "nice to know", but not essential information?						
14. Does the evaluation report disclose either lack of a conflict of interest by all evaluation team members and/or describe any conflict of interest that existed relative to the project being evaluated?						
15. As applicable, does the evaluation report include statements regarding any significant unresolved differences of opinion on the part of funders, implementers and/or members of the evaluation team?						
EXECUTIVE SUMMARY						
16. Does the evaluation report begin with a 3- to 5-page standalone summary of the purpose, background of the project, main evaluation questions, methods, findings, conclusions, recommendations and lessons learned (if applicable) of the evaluation?						
17. Does the Executive Summary concisely state the main points of the evaluation?						
18. Does the Executive Summary follow the rule of only saying what the evaluation itself says and not introducing new material?						
INTRODUCTION						
19. Does the report introduction adequately describe the project?						
19.1 Does the introduction explain the problem/opportunity the project was trying to address?						

¹⁴ In addition to the USAID 2011 Evaluation Policy, good practices in evaluation reporting have also been drawn from:
 Morra Imas, Linda and Ray C. Rist. 2009. The Road to Results: Designing and Conducting Effective Development Evaluations. Washington, DC.: The World Bank.
 Scriven, Michael. 2005. Key Evaluation Checklist.
 Stufflebeam, Daniel L. 1999. Program Evaluations Metaevaluation Checklist.

19.2	Does the introduction show where the project was implemented (physical location) through a map?						
19.3	Does the introduction explain when the project was implemented?						
19.4	Are the "theory of change" or development hypotheses that underlie the project explained? (Does the report specify the project's inputs, direct results (outputs), and higher level outcomes and impacts, so that the reader understands the logical structure of the project and what it was supposed to accomplish?)						
19.5	Does the report identify assumptions underlying the project?						
19.6	Does the report include sufficient local and global contextual information so that the external validity and relevance of the evaluation can be assessed?						
19.7	Does the evaluation report identify and describe any critical competitors to the project that functioned at the same time and in the project's environment?						
19.8	Is USAID's level of investment in the project stated?						
19.9	Does the evaluation report describe the project components funded by implementing partners and the amount of funding?						
20.	Is the purpose of the evaluation clearly stated?						
21.	Is the amount of USAID funding for the evaluation indicated?						
22.	Are all other sources of funding for the evaluation indicated as well as the amounts?						
23.	Does the report identify the evaluation team members and any partners in the evaluation?						
24.	Is there a clear statement of how the evaluation will be used and who the intended users are?						
25.	Are the priority evaluation questions presented in the introduction?						
26.	Does the evaluation address all evaluation questions included in the Statement of Work (SOW)?						
26.1	Are any modifications to the SOW, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline indicated in the report?						
26.2	Is the SOW presented as an annex?						
26.3	If so, does the annex include the rationale for any change with the written sign-offs on the changes by the technical officer?						
SCOPE AND METHODOLOG							
27.	Does the report provide a clear description of the evaluation's design?						
27.1	Is a design matrix or similar written tool presented in an annex that shows for each question/sub question the measure(s) or indicator(s) used to address it, the source(s) of the information, the type of evaluation design, type of sampling if used, data collection instrument(s) used, and the data analysis plan?						
28.	Does the report state the period over which the evaluation was conducted?						
29.	Does the report state the project time span covered by the evaluation?						
30.	Does the evaluation report indicate the nature and extent of consultation on the evaluation design with in-country partners and beneficiaries?						
31.	Does the evaluation report indicate the nature and extent of participation by national counterparts and evaluators in the design and conduct of the evaluation?						
32.	Does the report address each key question around which the evaluation was designed?						
33.	Is at least one of the evaluation questions directly related to gender analysis of outcomes and impacts?						
34.	Are data sex-disaggregated?						
35.	In answering the questions, does the report appropriately use comparisons made against baseline data?						
36.	If the evaluation is expected to influence resource allocation, does it include information on the cost structure and scalability of the intervention,						

	as well as its effectiveness?						
36.1	As appropriate, does the report include financial data that permits computation of unit costs and analysis of cost structure?						
37.	Is there a clear description of the evaluation's data collection methods (summarized in the text with the full description presented in an annex)?						
37.1	Are all tools (questionnaires, checklists, discussion guides, and other data collection instruments) used in the evaluation provided in an annex?						
37.2	Does the evaluation report include information, as appropriate, on the pilot testing of data collection instruments?						
37.3	Does the evaluation report include information, as appropriate, on the training of data collectors?						
38.	Are all sources of information properly identified and listed in an annex?						
39.	Does the evaluation report contain a section describing the "strengths" and "limitations" associated with the evaluation methodology (e.g. selection bias, recall bias, unobservable differences between comparator groups, small samples, only went to villages near the road, implementer insisted on picking who the team met with, etc)?						
40.	Does the evaluation report indicate the evaluation methodology took into account the time, budget, and other practical considerations for the evaluation such as minimizing disruption and data burden?						
41.	Does the report have sufficient information to determine if the evaluation team had the appropriate methodological and subject matter expertise to conduct the evaluation as designed?						
42.	If an impact evaluation was designed and conducted, does the evaluation report indicate that experimental methods were used to generate the strongest evidence? Or does the report indicate that alternative methods for assessing impact were utilized and present the reasons why random assignment strategies were not feasible?						
43.	Does the evaluation report reflect the application and use to the maximum extent possible of social science methods and tools that reduce the need for evaluator-specific judgments?						
44.	Does the evaluation scope and methodology section address generalizability of the findings?						
ANALYSIS							
45.	Are percentages, ratios, cross-tabulations, rather than raw data presented, as appropriate?						
46.	When percentages are given, does the report always indicate the number of cases used to calculate the percentage?						
46.1	Is use of percentages avoided when the number of cases is small (<10)?						
47.	Are whole numbers used or rounding-off numbers to 1 or 2 digits?						
48.	Are pictures used to good effect?						
48.1	Relevant to the content						
48.2	Called out in the text and placed near the call-out						
49.	Are charts and graphs used to present or summarize data, where relevant?						
49.1	Are the graphics easy to read and simple enough to communicate the message without much text?						
49.2	Are they consistently numbered and titled?						
49.3	Are they clearly labeled (axis, legend, etc.)						
49.4	Is the source of the data identified?						
49.5	Are they called out in the text and correctly placed near the call-out?						
49.6	Are the scales honest (proportional and not misleading by virtue of being "blown-up")?						
FINDINGS							
50.	Are FINDINGS specific, concise and supported by strong quantitative and qualitative evidence?						
50.1	As appropriate, does the report indicate confirmatory evidence for FINDINGS from multiple sources, data collection methods, and analytic procedures?						

51. Are adequate data provided to address the validity of the "theory of change" or development hypothesis underlying the project, i.e., cause and effect relationships?						
52. Are alternative explanations of any observed results discussed, if found?						
53. Are unplanned results the team discovered adequately described?						
54. Are opinions, conclusions, and recommendations kept out of the description of FINDINGS?						
CONCLUSIONS						
55. Is there a clear distinction between CONCLUSIONS and FINDINGS?						
56. Is every CONCLUSION in the report supported by a specific or clearly defined set of FINDINGS?						
57. Are the CONCLUSIONS credible, given the FINDINGS the report presents?						
58. Can the reader tell what CONCLUSIONS the evaluation team reached on each evaluation question?						
RECOMMENDATIONS						
59. Are RECOMMENDATIONS separated from CONCLUSIONS? (Are they highlighted, presented in a separate section or otherwise marked so that the reader sees them as being distinct?)						
60. Are all RECOMMENDATIONS supported by a specific or clearly defined set of FINDINGS and CONCLUSIONS? (Clearly derived from what the evaluation team learned?)						
61. Are the RECOMMENDATIONS practical and specific?						
62. Are the RECOMMENDATIONS responsive to the purpose of the evaluation?						
63. Are the RECOMMENDATIONS action-oriented?						
64. Is it clear who is responsible for each action?						
65. Are the RECOMMENDATIONS limited/grouped into a reasonable number?						
LESSONS LEARNED						
66. Did this evaluation include lessons that would be useful for future projects or programs, on the same thematic or in the same country, etc.?						
67. Are the LESSONS LEARNED highlighted and presented in a clear way?						
68. Does the report indicate who the lessons are for? (e.g., project implementation team, future project, USAID and implementing partners, etc.)						
BOTTOM LINE						
69. Does the evaluation report give the appearance of a thoughtful, evidence-based, and well organized effort to objectively evaluate what worked in the project, what did not and why?						
70. As applicable, does the evaluation report include statements regarding any significant unresolved differences of opinion on the part of funders, implementers and/or members of the evaluation team?						
71. Is the evaluation report structured in a way that will promote its utilization?						
72. Does the evaluation report explicitly link the evaluation questions to specific future decisions to be made by USAID leadership, partner governments and/or other key stakeholders?						
73. Does the evaluation report convey the sense that the evaluation was undertaken in a manner to ensure credibility, objectivity, transparency, and the generation of high quality information and knowledge?						

ATTACHMENT 4: Performance Indicators Actual vs. FY Targets by Component (Component 1)

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned Current Year	Planned cumulative Years(s)	Planned LOP	% Complete Current Year	% Complete Current Year(s)	% Complete LOP
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment * (see definition 1 below)	# of recipients	0	0	0	0	0	30,842	3,200	26,800	30,000	0%	115%	103%
B	Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training *2	# of recipients	0	0	0	0	0	25171	2240	18760	21000	0%	134%	120%
C	Number of literacy and life skills trainees entering self-employment or starting small businesses *3	# of recipients	0	0	0	0	0	6396	960	8040	9000	0%	80%	71%
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training *4	# of recipients	0	392	0	0	392	31234	3200	26800	30000	12%	117%	104%
E	Number of people trained through USAID supported health programs *5	# of recipients	0	392	0	0	392	31234	3200	26800	30000	12%	117%	104%
F	Number of people benefiting from USG Supported Social Services *9	# of recipients	392	0	0	0	392	32796	3200	26800	30000	12%	122%	109%
G	Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected *6	# of recipients	392	0	0	0	392	32796	3200	26800	30000	12%	122%	109%
H	Number of people trained in conflict mitigation/resolution skills with USG assistance *7	# of recipients	0	392	0	0	392	31234	3200	26800	30000	12%	117%	104%
I	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful *8	# of recipients	392	0	0	0	392	32796	3200	26800	30000	12%	122%	109%

1: Number of recipients that have passed the nine month Literacy, Life Skills and 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 Skills and 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 Skills and 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 Skills and 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 Skills and Entrepreneurship.

9: Number of recipient that have enrolled in the nine month Literacy, Life Skills and Entrepreneurship.

(Component 2)

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned Current Year	Planned cumulative Years(s)	Planned LOP	% Complete Current Year	% Complete Current Year(s)	% Complete LOP
A	Number of formal linkages formed w/employers and business associations to maximize employment opportunities * (see definition 1 below)	# of MOU or LOA	0	0	0	0	0	146	15	85	100	0%	172%	146%
B	Number of sites for vocational education training *2	# of training sites	33	40	0	0	73	509	10	105	115	730%	485%	443%
C	Number of training events conducted *3	# of training events	21	57	0	0	78	511	40	400	400	195%	128%	128%
D	Percent of training course graduates retaining quality employment three months after graduation *4	# of recipients	83%	85%	0%	0%	83%	82%	80%	80%	80%	76%	109%	94%
E	Number of people benefiting from USG-Supported Social Services *5	# of recipients	701	321	0	0	1022	11761	1000	10000	11000	102%	118%	107%
F	Number of people from at risk groups reached through USG-supported conflict mitigation activities *6	# of recipients	701	321	0	0	1022	11761	1000	1000	11000	102%	118%	107%
G	Number of youth completing USG-funded workforce development programs *8	# of recipients	389	711	0	0	1100	11284	1000	1000	11000	110%	113%	103%
H	Number of persons participating in USG funded workforce development program *10	# of recipients	701	321	0	0	1022	11761	1000	1000	11000	102%	118%	107%
I	Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program *9	# of recipients	558	354	0	0	912	8312	1200	7600	8800	76%	109%	94%
J	Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful *7		701	321	0	0	1022	11761	1000	1000	11000	102%	118%	107%

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 are employed and have retained employment at the time of verification for at least 1 month or more employment with a monthly income of NRs. 2400 or above in Nepal, or NRs. 4000 or above in India, NRs. 15000 or above in other countries at the time of impact study, within 3 months of the completion of training.

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

6: Number of recipients that are enrolled in the Vocational training. At risk youth include all of the following: The disabled, Returnees, IDPs, Ethnic minorities, Other socially excluded groups (Dalits), Female heads of household.

7: Number of recipients that are enrolled in Vocational training in which training on HIV and AIDs prevention through other behavior change beyond abstinence and or being faithful is included.

8: Number of recipients that have passed the Vocational Training. Pass defined: At the end of the training course, training providers conduct a practical test in which they have to complete the task at a satisfactory level.

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

10: Number of recipients that are enrolled in the Vocational training.

(Component 3)

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned Current Year	Planned cumulative Years(s)	Planned LOP	% Complete Current Year	% Complete Current Year(s)	% Complete LOP
A	Number of targeted youth increasing income * (see definition 1 below)	# of youth	0	0	0	0	0	39087	18075	39087	50000		100%	78%
B	Number of targeted youth graduating from training course to improve agriculture productivity *2	# of youth	0	0	0	0	0	43395	0	40000	4000		108%	108%
C	Number of different sectors around which training courses are conducted *3	# of sectors	5	5	0	0	5	20	0	20	20		100%	100%
D	Number of targeted youth increasing income through micro-enterprise training *4	# of youth	0	0	0	0	0	7038	4745	5255	10000	0	134%	70%
E	Average number of months of food sufficiency per household generated by course graduates *5	# of months	0.0	0.0	0.0	0.0	0.00	3.95	3	3	3	0	132%	132%
F	Number of Households increasing food sufficiency *6	# of HH	0	0	0	0	0	6704	500	4500	5000	0	149%	134%
G	Average \$ value of annual income from microenterprises implemented or expanded by course graduates *7	amount	0	0	0	0	0	459	250	250	250	0	184%	184%
H	Average annual % increase in income for ag productivity course graduates *8	% increase	0%	0%	0%	0%	0%	227%	100%	100%	100%		227%	227%
I	Number of people benefiting from USGsupported social services (disaggregated by sex, vulnerable children, war victims)*10	# of youth	0	0	0	0	0	54157	0	30915	5000		175%	108%
J	Number of people from "atrisk" groups reached through USG-supported conflict mitigation activities *9	# of youth	0	0	0	0	0	54157	0	30915	5000		175%	108%
K	Number of individuals reached through community outreach that promotes HIV/AIDs prevention through other behavior change beyond abstinence and or being faithful *11	# of youth	0	0	0	0	0	50657		30915	48000		164%	106%
L	Number of targeted youth achieving a 100% or greater increase in income *12	# of youth	0	0	0	0	0	35661		0				
M	Number of targeted youth increasing income by \$250 per annum through microenterprise training *13	# of youth	0	0	0	0	0	6977		0				

1: Number of recipients increasing income (any 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 statistically significant random sample providing a confidence rate of 95% on reported results.

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 (any income) through micro-enterprise a year after the start of the first training received under component three. The figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results.

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 figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results. 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 figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results. 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 has been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results.

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 figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results. 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 and AID prevention education is included.

12: Number of recipients increasing income by at least 100% from the sale of agricultural products a year after the start of the first training received under component three. The figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results.

13: Number of recipients increasing income by at least \$250 per annum from the sale of agriculture products and increasing sales of agriculture micro-enterprises. The figures have been extrapolated from the finding of a statistically significant random sample providing a confidence rate of 95% on reported results

(Cross Cutting Cumulative)

Indicator Type	Cross Cutting Indicators	Female	Disadvantaged	Total
HIV ¹	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful.	78269	95214	95214
Conflict Mitigation Training ¹	Number of people trained in conflict mitigation/resolution skills with USG assistance.	78269	95214	95214
Conflict ²	Number of people from at risk groups reached through USG-supported conflict mitigation activities.	58148	74360	74360
Social Services ³	Number of people benefiting from USG-supported social services.	58148	74360	74360
1 C1+C2 for Y1, Y2 onwards C1+C2+C3. As this is training it can be double counted				
2 C1+C2+C3, and is unique count				
3 C1+C2+C3, and is unique count				

Sampling design

For practical purposes it was not possible to cover all households of the 15 districts and therefore a sample of households was proposed.

Sampling frame: All 15 districts of the Mid-Western Development Region (MWDR) were included in the sampling frame. For sampling purposes total households of these districts with youth who have benefitted from the EIG program activities were used.

Sample size determination: According to the RFP, of the total trained youth over 75 percent put their knowledge and skills into practice¹⁵. The sample size for the evaluation study was therefore estimated using this proportion and the cluster sampling design. The sample size was determined using the following formula:

$$n = \text{deff} * [z^2pq/d^2] \text{ (Lwanga and Lemeshow, WHO, 1991¹⁶)}$$

Where: n= the desired sample size

Deff = design effect of cluster sampling (often set at 2)

z= the standard normal deviate, usually set at 1.96, which corresponds to the 95 per cent confidence level.

p= the proportion in the target population estimated to have a particular characteristics.

q= 1.0-p.

d= degree of accuracy desired, often set between .01 and .05.

Assuming only 75 percent of youth in MWDR put their knowledge and skills into practice, 5 percent accuracy, and a design effect of 2 for cluster sampling, 578 households were required to examine the effectiveness of the program. For practical purposes this figure was rounded to 600 households. According to the RFP, as of 2012 March 74,360 youth were trained and this was taken as the final number from which to sample the number of youths to study¹⁷. In order to estimate coverage of the EIG program approximate number of youth age 18-35 was estimated using the preliminary census data of 2011¹⁸ and the number came to 1,040,798 for MWDR¹⁹ implying EIG program coverage of 7.14 percent. The distribution of total number of trainees i.e., 74,496 by district is shown in Table 1.

Table 1 Distribution of trainees in 15 districts of the Mid Western region, December 2012

Ser no.	District	Trainees	Ser no.	District	Trainees	Ser no.	District	Trainees
1	Banke	13896	6	Humla	1631	11	Pyuthan	3388
2	Bardiya	14506	7	Jajarkot	1459	12	Rolpa	2965
3	Dailekh	4347	8	Jumla	4305	13	Rukum	2126
4	Dang	6549	1	Kalikot	3299	14	Salyan	4401
5	Dolpa	1429	10	Mugu	1874	15	Surkhet	8321
All 15 districts								74,496

Source: EIG

¹⁵ On page 9 of the RFP it is seen that 80% of trainees receiving vocational training ended up in jobs or was self employed but similar information is not found for other categories of trainees and therefore 75% is used for sample size estimation.

¹⁶ Lwanga, S.K. and S. Lemeshow. 1991. *Sample size determination in health studies*. WHO.

¹⁷ The final number by end of project was 74,496.

¹⁸ CBS. 2011. Preliminary Results of National Population Census 2011. National Planning Commission. Government of Nepal. Kathmandu. September.

¹⁹ In Mid-Western Region the proportions of population age 18-35 were 29.0% (total), 27.8% (male) and 30.2% (female) in 2001. Source: CBS and UNFPA. 2002. Population Census 2001: National Report. National Planning Commission Secretariat (NPCS), Kathmandu, Nepal.

The sample size estimated for this study was 600 households (at least one trainee to interview from each household) and in view of the time constraints it was thought that sampling of 6 districts from the total 15

3.1.3 Selection of households comprising of trainees: To select the study cluster, a listing of all trainees by address (ward #, Municipality/Village Development Committees) was prepared so that cluster sampling could be conducted. A VDC was considered a cluster and served as the Primary Sampling Unit (PSU). As the selection of interviewees had to be done from the list provided by EIG, relatively it took more time to locate a respondent in the randomly selected VDC. The selection of VDCs from EIG list was done in Kathmandu.

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
STAKEHOLDER INTERVIEW GUIDE

Form No.

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Time discussion started: Hour: _____ Minute: _____

INTRODUCTION AND CONSENT

USAID/Nepal supported *Education for Income Generation Program* (EIG) for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and will document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming.

The interview usually takes around 40 minutes. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

Your participation in this study is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED 1 DOES NOT AGREE TO BE INTERVIEWED 2 END

Name of interviewer: Date (d/m/y).....

EFFECTIVENESS

- How and to what extent the target groups benefitted from the literacy training program? What about vocational training; have the target groups benefitted from it? And what about entrepreneurship trainings; has this been beneficial to the intended audience?
- Are there any good examples (case studies) of women and girls or persons belonging to Dalit community who have benefitted from the project?
- To what extent have the planned outputs (*trainings to disadvantaged community members, trainings made accessible to all, provision of good quality training and other program level outputs*) been achieved as per the project document?
- To what extent have the planned outcomes (*number of planned youths to train*) been achieved as per the project document?

Probe: What improvements in the national indicators/at the district level have been made in peace building during the programme period?

Probe: To what extent are these changes attributable to project efforts and what will be the implications of them in terms of the future programmes responding to issues related to peace building and economic development?

Probe: Can you provide specific examples of how the project approach/modality worked effectively?

Probe: To what extent do the outputs (*training methods, quality*) meet acceptable standards of quality?

Probe: To what extent do the outcomes (*recognition of trainees by government*) meet acceptable standards of quality?

Literacy

What literacy activities were provided by the programme, and to what extent did these meet the needs of the target audience?

Probe: To what extent did it reach those most in need?

Was there any special strategy used to address the different literacy needs of men and women?

Probe: What lessons were learned from the EIG programme implemented during the project cycle?

Vocational training

What types of vocational trainings were provided by the programme to the potential victims of conflict, and to what extent did these meet the needs of the youth population?

Probe: To what extent did it reach those most in need?

Probe: What lessons were learned from the EIG programme implemented during the project cycle?

Entrepreneurship training

What entrepreneurship trainings were provided by the programme, and to what extent did these meet the needs of the young people 16-35?

Probe: To what extent did it reach those most in need?

Probe: What lessons were learned from the EIG programme implemented during the project cycle?

Probe: What was the percentage of male and female participants?

Scholarship support

What types of scholarship support were provided by the programme, and to what extent did these meet the needs of the Dalit youths?

Probe: To what extent did the programme reach those most in need?

Probe: What lessons were learned from the programme implemented during the project cycle?

Probe: What was the percentage of male and female youths?

What is your perspective as stakeholder if any project component(s) can be replicated?

RELEVANCE

- a) To what extent do the outputs and outcomes of EIG are relevant to Nepal's short term development needs?
- b) What about the midterm and long term development needs? How relevant is the EIG program in this respect?
- c) How appropriate and realistic were the programme strategies and activities in terms of socio-economic, climate proofing agriculture and political environment in which this project operates? What were the major risks faced by the project?
- d) To what extent the modality of programme implementation worked well? What practical difficulties, challenges faced during the implementation? If so, could you explain them? (Probe: no support from management, no material supply, no capacity, little experience, unhealthy competition, uncooperative environment - politics, ethics.etc)
- e) How could the obstacles/constraints be overcome to bring an improvement in the training?
- f) How did the project contribute to the Government of Nepal's peace building and development goals as well as policies?
- g) How did the project improve participation and protection of youth, women and the delivery of services to conflict affected areas?

EFFICIENCY

- a) To what extent have the programme inputs (human, technical, and financial) been used efficiently? How and where could improvements have been made to improve efficiency without compromising quality?
- b) To what extent the project adopted the conflict sensitive approach and gender consideration in the project design and implementation?

IMPACT

- a) What were the major strengths of the project?
- b) What have been its major achievements (were there any changes in the lives of women, girls, young men who participated in the programme)?
- c) Any changes in the knowledge of service providers observed?
- d) What were the best lessons learned from this project?
- e) What were the shortcomings of the programme?
- f) Probe: Were there any unintended outcomes including gender relation positive or negative?

MANAGEMENT

- a) To what extent did management support/hinder the progress of implementation of the project?
- b) Were joint M&E activities timely undertaken with partner agencies?
- c) How appropriate and effective was the programme monitoring and evaluation?
- d) Was the recommendation/feedback from M&E efficiently incorporated to improve the program?

SUSTAINABILITY

- a) To what extent and in what ways the project contributed to enhance national capacities in government, civil society and NGOs to deliver effective service?
- b) How do you rate your own capacity before and after the training? Can you run further trainings on your own, or do you still need support? If so, what kind of support? What capacity have you built after the support from USAID/EIG project, have you got any contract from similar donors after this assignment was over?
- c) To what extent is the programme owned, willing to continue by other partners (government, INGOs, NGOs)?
- d) What has been the exit strategy for USAID support to the programme?
- e) Is there any planning to scale up and replicate the proven initiatives/techniques in other areas/districts?
- f) Is there any scope of endorsing the proven initiatives and techniques in the government regular program that will lead to greater sensitization and knowledge sharing to the general public?

SUMMARY

- a) Could you mention the significant achievement from the training?
- b) Do you have any recommendations / suggestions/insights/thoughts/related to policy/financing/budget/modalities on the training interventions to be used in the next training to be planned?

Confidential, information to be used for research purposes only

“Education for Income Generation in Nepal Program”
SOL-367-12-000010
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
(LITERACY PROGRAM FGD Guideline)

INTRODUCTION AND CONSENT

Two persons conducting it: Moderator and note taker

Introduction

Hello. My name isand my friend is We are from the Population, Health and Development Group, which is conducting a study for USAID. USAID has been implementing a project in this district with the aim of training disadvantaged youth to find employment opportunities and improve their health and wellbeing. We are here to find out how this project has been helping people in your community. We would very much appreciate your participation in this study. This information will help USAID to improve its program in the country. The study usually takes around half an hour. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

My friend will try to take notes of major things that you express. However, it would be difficult to remember everything and take notes that you say during the discussion. For this reason we would like to use a tape recorder. This will capture all your ideas. I hope you would not mind us using tape recorder.

To moderator: Make sure that the participants do not have objection against the use of tape recorder. If they give their consent please continue, if not thank them and stop here.

<u>IDENTIFICATION</u>	
1) Name of District:	
2) Name of VDC/Municipality:	
3) Ward Number:	
4) Name of Village/Tole:	
5) Name of organization conducting/training:	
6) Name of the training:	
FGD FACILITATOR (Name).....	
NOTE TAKER (Name).....	
Date FGD conducted (d/m/y).....	
Time FGD started: Hour: ___ Minute: ___	

Before starting our discussion, can each of you please give me some personal information?

Background information						
SN.	Name of Participants	Completed Age	Ethnicity	Marital Status	Education	Occupation
1.						
2.						
3.						
4.						
5.						
6.						
7.						

8.						
9.						

Thank you very much. It is alright. Let us now start our discussion.

Topics for discussion

Warming-up

- Talk about farming season
- Talk about the weather

It is nice to know more about each of you. We are interested to talk more with you all. That is why we are here in your area. We have a lot of ground to cover, so let us move onto the subject. During discussion if you want to add anything, you can stop me.

To FGD moderator: Encourage every participant to respond to every query.

- (To FGD moderator: Take what you get and probe :)
- ▶ What about that?
- ▶ Can you explain that?
- ▶ How do you feel about that?
- ▶ Tell me more about that.
- ▶ (Probe why, why, why or why not.)

LITERACY

MODULE 1: BASIC READING, WRITING, MATHEMATICAL SKILLS

- 1) How did you feel about yourself before attending the literacy training?
Probe for each of the following:
(no access to services/resources, unaware of my own rights, unaware of knowledge/ technical skills, low self esteem , unable to raise voice or participate in campaigns/meetings)
- 2) Do you think this program was effective in reducing socio-economic problems faced by your own caste /ethnic group?
Probe: yes, how?
Probe: No, how?
- 3) What skills have you acquired through this literacy training?
Probe: *(Reading, writing, basic calculations, HIV AIDS, nutrition, civic responsibilities, social inclusion, conflict mitigation)*
- 4) What component of the training did you find best?
Probe: *(Literacy, vocational training, agricultural productivity, agricultural enterprise)*
- 5) What do life skills mean to you?
Probe: *(Able to differentiate between good and bad qualitiesDevelop insight strength/ capacity)*
- 6) What kind of life skills have you learnt from the training
- 7) Has this training improved your access to the information/knowledge on services, rights, resource use, role and responsibilities including participatory ability in livelihood improvement and development processes?
Probe: *(education, health, food quality and nutrition, sanitation and environment, HIV/AIDS, peace building)*
If yes, how?
If no, why?
- 8) What is your impression on the quality of the training module, teaching material/ quality, classroom / lab etc?
(Impressive, very impressive, not impressive)
If yes, why and how?
If no, why?

9) Do you think this literacy program has enhanced your ability to do things, strengthened your family, and contributed to socio-economic development?

Probe: yes, how?

Probe: No, how and why not?

10) How would you rate these training programs, highly beneficial, just okay or somewhat beneficial?

Probe: *level of effectiveness*

Probe: yes, how and why?

Probe: No, how and why not?

11) Would you like to make recommendations for further improvements?

If yes, how the literacy training program should be improved?

If no, why?

Thank you very much for your help. We appreciate your concerns and frankness.

Namaste.

Time interview ended: hourminute

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“Education for Income Generation in Nepal Program”
SOL-367-12-000010
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
(VOCATIONAL TRAINING FGD Guideline)

INTRODUCTION AND CONSENT

Two persons conducting it: Moderator and note taker

Introduction

Hello. My name isand my friend is We are from the Population, Health and Development Group, which is conducting a study for USAID. USAID has been implementing a project in this district with the aim of training disadvantaged youth to find employment opportunities and improve their health and wellbeing. We are here to find out how this project has been helping people in your community. We would very much appreciate your participation in this study. This information will help USAID to improve its program in the country. The study usually takes around half an hour. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

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Date FGD conducted (d/m/y).....					
Time FGD started: Hour: ___ Minute: ___					

Before starting our discussion, can each of you please give me some personal information?

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Thank you very much. It is alright. Let us now start our discussion.

Topics for discussion

Warming-up

- Talk about farming season
- Talk about the weather

It is nice to know more about each of you. We are interested to talk more with you all. That is why we are here in your area. We have a lot of ground to cover, so let us move onto the subject. During discussion if you want to add anything, you can stop me.

To FGD moderator: Encourage every participant to respond to every query.

- (To FGD moderator: Take what you get and probe :)
 - ▶ What about that?
 - ▶ Can you explain that?
 - ▶ How do you feel about that?
 - ▶ Tell me more about that.
 - ▶ (Probe why, why, why or why not.)

VOCATIONAL TRAINING

1. How many of you earned any income before the training?
Probe: Yes; No ... Why? (*Not employed, no skills, illiterate*)
2. If Yes, How much did you earn per month approximately before training?
Probe: Rs..... (*Average..*)
(*Ask each participant*)
3. How many of you are employed now?
Probe: If yes what are you doing? *Self employed (if self employed, are other people working under you? Employed by a firm or company. If not why?*
4. Did the training help you find employment?
5. And has your income increased after training?
Probe: Rs..... (*by how much compared to before the training*) (*Average..*)
(*Ask each participant*)
6. What skills have you learned from the training; ask each participant about the skill acquired.
Probe: (*Readymade food production skill, Dairy enterprise running skill, Income generation from community forest plants, Skills to produce goods from bamboo, cane and nigalo, Bee keeping skill, Goat raising, Fish farming, Vegetable farming, Coffee farming, Production and sale of spices, Apple farming and processing, Tea and snack shop, Agro vet shop, Fruit and vegetable shop, Incense stick enterprise, Candle enterprise, Tika production enterprise, Electronic goods, repairing & wiring enterprise, Beauty Parlour/ saloon*)
7. And have those skills contributed to improving your life?
If yes, how and why?
If not, why?
8. In your opinion, how relevant was the vocational training to address the socio- economic problems faced by the disadvantaged youth of this area/community?
Probe: If it was relevant, how?
(*There was no training available in this area/community before this training, it enhanced ability to read, write, calculate, facilitated business etc.....*)

Probe: If it was not relevant, why not?
(*The timing was not right, too long, too difficult to understand, too basic.....*)

9. Do you think the EIG vocational training program was effective?
If yes, how?
10. Should this type of training be expanded elsewhere?
If yes, how?
If no, why?
11. Do you think this training program should be improved?
If yes, how?
If no, why?
12. Now the EIG program has phased out from your community. Do you think you will still be able to use your acquired skills and earn money for your family?
If yes, how?
If no, why?
13. How could you be helped to make the acquired skills work for you to earn more income in the future?
14. Do you have any important suggestions to the EIG program?

Thank you very much for your help. We appreciate your concerns and frankness.

Namaste.

Time interview ended: hourminute

Confidential, information to be used for research purposes only

“Education for Income Generation in Nepal Program”
SOL-367-12-000010
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
(FGD Guideline for participants of agricultural productivity and/or enterprises)

INTRODUCTION AND CONSENT

Two persons conducting it: Moderator and note taker

Introduction

Hello. My name isand my friend is We are from the Population, Health and Development Group, which is conducting a study for USAID. USAID has been implementing a project in this district with the aim of training disadvantaged youth to find employment opportunities and improve their health and wellbeing. We are here to find out how this project has been helping people in your community. We would very much appreciate your participation in this study. This information will help USAID to improve its program in the country. The study usually takes around half an hour. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

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- ▶ What about that?
- ▶ Can you explain that?
- ▶ How do you feel about that?
- ▶ Tell me more about that.
- ▶ (Probe why, why, why or why not.)

1. Which group do you belong to ...

Vegetables

Livestock

NTFP

Fish

Seed

Spices

Cereals

2. Name of the group?

3. When the group was started?

4. How many members are there in the group?

5. What is the composition of the group?

6. Do you conduct monthly meetings?

7. How much saving do you have in your account?

8. How much credit do you give to your members?

9. Have you maintained book keeping?

10. What is your perception on creative skill development and commercialization of small scale agriculture introduced by EIG in your community?

- Probe: Impressive, Medium, , people are not happy ..

11. What types of production/services were you involved in before EIG? Probe: Subsistence or commercial, why?

12. What types of production/services were you involved in after EIG program? Probe: Subsistence or commercial, why?

13. Is there any problem in the production process including access to inputs and technical/financial services?

Probe: If yes..... Ask what the problems are? (inputs: quality seeds, fertilizer, pesticides) ... technical (access to information, booklets, posters, equipment, irrigation services. financial (access to loan, interest rate etc).

14. Has the EIG introduced new initiative, more labour demanding?

Probe: Burden in women's labour .. (mother of children)

15. How has EIG's initiative improved your livelihood?

Probe: Child education, health and nutrition, environment and sanitation, peace building, conflict mitigation, social harmony, empowerment, relationship and structure (form and orientation).

16. Is current land right provision, a problem issue for productivity?

If yes, how?

17. Any suggestions to improve it?

18. Is there any information or knowledge sharing and learning centre in your community?

19. Has the EIG's initiative on food production and use of local diversified nutritional food intake improved the health of children and their mothers and other family members at household level?

What do you think of it?

Probe: malnutrition of the children and mother reduced, safe deliveries, family members healthy.

20. What is the perception of non beneficiary neighbouring families on this innovation? Have you shared these initiatives with them?

21. What are the constraints and challenges related to the new initiative introduced by EIG?

22. What are the key practices?

23. What are the lessons learnt from these initiatives?

24. Do you think you will continue producing good results after EIG has phased out?

25. If yes, how will you do it? (Probe: support from LSPs, marketing possibilities, earning possibilities, most incomes will accrue to farmers not middle men and so on)

26. If no chance of sustain the current results, why?

27. What is your perception on current development of agriculture related small enterprise development promoted by EIG?

28. Are you happy with the support you have received in your agricultural activities through DADO, NGO family/neighbours, LSPs, local businessmen?

29. Which of the practices or methods used by EIG is useful and which is not? How could it be made more useful? (age, caste, eligibility, methods, facilities)

30. Do you have any recommendations for future programming?

Thank you very much for your help. We appreciate your concerns and frankness.

Namaste.

Time interview ended: hourminute

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
SOL-367-12-000010
Literacy Training
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group

Form No.					
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Time interview started: Hour: ____ Minute: ____

<u>IDENTIFICATION</u>	
1) Name of District:	
2) Name of VDC:	
3) Ward Number:	
4) Village Name:	
5) Name of household head:.....	
6) Name of respondent:.....	
7) Interviewer's name:..... Date :.....	
8) Supervisor's name: .....Date :.....	

INTRODUCTION AND CONSENT
 Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal. USAID/Nepal supported *Education for Income Generation Program (EIG)* for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and will document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming.

The survey usually takes around 40 minutes. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

Your participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:
 AGREES TO BE INTERVIEWED 1 DOES NOT AGREE TO BE INTERVIEWED 2 END.

Section 1: Respondent's Background

Interviewer: Now I would like to ask some questions about you and your household

Q. No	Questions	Codes	GO TO Q.
-------	-----------	-------	----------

Q. No	Questions	Codes	GO TO Q.
101	How many members are there in your family?	Total members:	<input type="text"/> <input type="text"/>
102	How many are males?	Total male members:	<input type="text"/> <input type="text"/>
103	How many are females?	Total female members:	<input type="text"/> <input type="text"/>
104	In what month and year were you born?	Month: Year: Don't know month 98 Don't know year 99	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
105	Where were you born?	District of birth Not in Nepal (specify country).....	→ 107
106	VDC/Municipality	.....
107	How old are you?	Age in completed years: Don't know 98	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
108	What is your caste/ethnicity?	Caste/ethnicity	
109	Have you ever attended school?	Yes 1 No 2 → 111	
110	What is the highest class you completed?	Grade:	<input type="text"/> <input type="text"/> → 112

Q. No	Questions	Codes			GO TO Q.
111	Now I would like you to read this sentence to me. [Show card to respondent. If respondent cannot read whole sentence, probe: Can you read any part of the sentence to me?]	Cannot read at all	1		
		Able to read only parts of sentence	2		
		Able to read whole sentence	3		
		No card with required language	4		
		Blind/visually impaired	5		
112	What is your main occupation that gives you the most income? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
113	What is your secondary occupation? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
114	What was your approximate annual income in the last 12 months?	Rs.			
		No income	998		
		No answer	999		
115	What was the approximate annual income of your household in the last three years? Rs. No answer	Last year (2012)	Two years ago(2011)	Three years ago (2010)	
115A	Have you ever worked outside your district?	Yes	1		
		No	2 → 123		
116	When was it the last time	.....months ago			
117	Where were you at that time?	Name of place			
		Country (specify) _____			
118	How long did you stay there?	.....months			
119	What work did you do there?	Work (specify) _____			
120	How much did you earn from that job per month at that time?	Amount			
121	Did you get any EIG training before leaving for that place?	Yes	1		
		No	2 → 123		
122	What type of EIG training did you receive before going to another place?	Type of training received (specify).....			
123	Has any member of your family left home to work in places other than your district during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes	1		
		No	2 → 147		
124	How many of them have left home and work in a place other than your district?	Number of persons			

Q. No	Questions	Codes	GO TO Q.
125	Now let us talk about each of them.] Let us first talk about the member who most recently left home to work in a place other than your district. When that family member left home?	Month=====	
		Year=====	
126	What is the name of that person?	Name=====	
		=====	
127	How old is that person now?	Age (completed):	
		=====	
		Don't know=====	98
		=====	
128	Is that person male or female?	Male=====	1
		Female=====	2
129	What is his/her caste/ethnicity?	=====	
130	What is your relationship to the member who left home ?	Relation=====	
131	Where does that person work?	Name of district =====	
		Outside Nepal (<i>specify</i>)=====	
132	What job is he/she doing there?	Job (specify)	
		Don't know	98
133	How much does he/she earn from that job?	Rs.	
134	Did he/she get any EIG training before leaving for that place?	Yes	1
		No	2 → 136
135	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)..	
CHECK Q124: IF THERE IS A SECOND MEMBER WORKING ELSEWHERE, ASK THE FOLLOWING QUESTIONS.			
Now let us talk about the second family member who has left home and works in a place other than your district			
136	When that family member left home?	Month=====	
		Year=====	
137	What is the name of that person?	Name=====	
		=====	
138	How old is that person now?	Age (completed):	
		=====	
		Don't know=====	98
		=====	
139	Is that person male or female?	Male=====	1
		Female=====	2
140	What is his/her caste/ethnicity?	=====	
141	What is your relationship to the member who left home ?	Relation=====	

Q. No	Questions	Codes	GO TO Q.				
142	Where does that person work?	Name of district =====: Outside Nepal (<i>specify</i>)=====					
143	What job is he/she doing there?	Job (specify) Don't know 98					
144	How much does he/she earn from that job?	Rs.					
145	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2 → 147					
146	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)					
147	Has any members of your family most recently returned home after working in places other than your district(during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes 1 No 2 → 201					
148	How many of them have returned home after working in places other than your district?	=====Persons					
149	Now let us talk about the members who most recently returned home after working in places other than your district. When that family member returned home?	Month=====	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
		Year=====	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
150	What is the name of that person?	Name=====					
151	How old is that person now?	Age (completed): =====	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
		Don't know=====	98				
152	Is that person male or female?	Male===== 1 Female===== 2					
153	What is his/her caste/ethnicity?	=====					
154	What is your relationship to the person?	Relation=====					
155	Where did that person work?	Name of district =====: Outside Nepal (<i>specify</i>)=====					
156	What job was he/she doing there?	Job (specify) Don't know 98					
157	How much did he/she earn from that job?	Rs.					
158	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2 → 160					
159	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)					

CHECK Q148: IF THERE IS SECOND MEMBER ASK THE FOLLOWING QUESTIONS. Now let us talk about the second family member who recently returned home after working in places other than your district.

Q. No	Questions	Codes	GO TO Q.				
160	When that family member returned home?	Month===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> Year===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>					
161	What is the name of that person?	Name=====					
162	How old is that person now?	Age (completed): ===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> Don't know===== 98					
163	Is that person male or female?	Male===== 1 Female===== 2					
164	What is his/her caste/ethnicity?	=====					
165	What is your relationship to the person?	Relation=====					
166	Where did that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====					
167	What job was he/she doing there?	Job (specify) Don't know 98					
168	How much did he/she earn from that job?	Rs.					
169	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2 → 201					
170	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)					

Literacy Training

Now I would like to ask you some questions about literacy training.

Q. No	Questions	Codes	GO TO Q.
201	How did you come to know about the literacy training program?	Through a friend or neighbour 1 Through local media 2 Through a relative or family member 3 Person who had got EIG training 4 Other (<i>specify</i>) _____	
202	Who encouraged you to join this literacy training program? (Single response)	Family 1 Neighbour or friend 2 NGO or social mobilizer 3 Self 4 Person who had got EIG training 5 Other (<i>specify</i>) _____	

(Interviewer: Module -1 training is about basic reading, writing, and mathematical skills)

203	In what year and month did you join the literacy module 1 training?	Year: Month:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>				

Q. No	Questions	Codes	GO TO Q.
204	For how many months did you attend the Model 1 training?	Months: <input type="text"/> <input type="text"/>	
205	You have learned to read and write with literacy program? Can you show me how you would write your name and home address? Writing skill rating	..... ..... ..... Poor 1 Satisfactory 2 Good 3 Very good 4 Excellent 5	
206	You have also learned how to do calculation in the training, now I will give you a small problem, can you do the calculation and show me. Calculation rating	Problem: Cauliflower is sold at Rs 20 per kg and famer sells 10 kg cauliflower in the market. Can you tell me how much money he/she gets by selling 10 kg cauliflower at that rate? Answer Rs. Poor 1 Satisfactory 2 Good 3 Very good 4 Excellent 5	
207	Did you find the literacy training useful?	Yes 1 No 2	
208	Would you recommend this training supported by EIG program to others?	Yes 1 No 2 Do not know 8	
209	How did you find the lessons of the training? (Multiple response)	Too basic 1 About right 2 Too advance 3 Too difficult 4 Too confusing 5 Other (<i>specify</i>) _____	
210	What did you find most useful in this training?	..... ..... .....
211	Overall, how would you rate module 1 ?	Poor 1 Satisfactory 2 Good 3 Very good 4 Excellent 5	
212	Do you think you had some shortcomings in your life before the training?	Yes 1 No 2 → 214	

Q. No	Questions	Codes				GO TO Q.
213	What kinds of shortcomings did you experience before attending this training? (Multiple response)	Could not read	1			
		Could not write	2			
		Could not calculate	3			
		Unable to manage stress.....	4			
		Unable to control organization	5			
		Poor	6			
		Unemployed	7			
		Could not socialize	8			
		No knowledge of health, nutrition and sanitation	9			
		Other (<i>specify</i>) _____				
214	Did literacy program help to solve your problems?	Yes	1			
		No	2			
215	What kinds of methods were used in the training & how did you find it?	Poor	Fair	Good	Very good	
	1. Reading	1	2	3	4	
	2. Lectures	1	2	3	4	
	3. Visual aids, transparencies	1	2	3	4	
	4. Video tapes	1	2	3	4	
	5. Group activities	1	2	3	4	
	6. Group discussion	1	2	3	4	
	7. Consultation on problems	1	2	3	4	
	8. Role play	1	2	3	4	
	9. Other (<i>specify</i>) _____	1	2	3	4	
216	In what ways do you use your new literacy skills?	To manage or support the management of a farm or business				1
		To help my children with school work				2
		Read the newspaper				3
		Read notices posted in the community				4
		Other (<i>specify</i>) _____				
217	Do you think this Module 1 should be improved?	Yes	1			
		No	2	→	220	
218	What suggestions do you have to improve it?	.....			
					
					
219	Did Module 1 training result in any of the following improvements for your quality of life? (Multiple response)	Increased financial independence				1
		Increased independence generally.....				2
		Increased ability to undertake daily activities ...				3
		Became literate.....				4
		Became skilful				5
		Increased motivation to work				6
		Improved chance of being employed				7
		Increased self esteem				8
		Other (<i>specify</i>) _____				
220	After completing Module 1 training, did you also join Module 2 training?	Yes	1			
		No	2	→	1201	

Life Skill

(Interviewer: Module 2 training is about Life skill, Peace building, HIV/AIDS, Nutrition, Conflict Mediation, Sanitation, Social Inclusion)

Q. No	Questions	Codes		GO TO Q.
301	In what year and month did you join the literacy module 2 training?	Year:	<input type="text"/>	
		Month:	<input type="text"/>	
302	For how many months did you attend the module 2 training?	Months:	<input type="text"/>	
303	What do life skills mean to you? <i>Circle all responses which the respondent mentions unprompted. Then ask, "Is there anything else." Then, read each question and circle "2" for "Yes" or "3" for "No."</i>			
	Life skill	Unprompted Yes	Prompted Yes No	
	1. Able to differentiate between good and bad qualities	1	2 3	
	2. Able to talk loudly	1	2 3	
	3. Develop capacity for living	1	2 3	
	4. Other (specify): _____	1		
304	What major skills have you learn from this (Module 2) training? <i>Circle all responses which the respondent mentions unprompted. Then ask, "Is there anything else." Then, read each question and circle "2" for "Yes" or "3" for "No."</i>			
	Major skills	Unprompted Yes	Prompted Yes No	
	1. Self awareness/self esteem	1	2 3	
	2. Empathy	1	2 3	
	3. Effective communication	1	2 3	
	4. Interpersonal relationship	1	2 3	
	5. Coping with anger and emotion	1	2 3	
	6. Coping with stressful situations	1	2 3	
	7. Creative thinking	1	2 3	
	8. Critical thinking	1	2 3	
	9. Decision making capacity	1	2 3	
	10. Capacity to solve problems	1	2 3	
	11. Other (specify): _____	1		
305	Were you aware about all these life skills before the training?	Yes	1	
		No	2	

Peace building

Q. No	Questions	Codes		GO TO Q.
401	Do you have citizenship certificate?	Yes	1	
		No	2 →	403
402	Did you obtain citizenship certificate before or after the training?	Before the training	1	
		After the training	2	
403	Do you have birth registration of your child/ren?	Yes	1	
		No	2 →	405

Q. No	Questions	Codes	GO TO Q.
404	Did you get birth certificate of your child/ren before the training or after it?	Before the training 1 After the training 2	
405	Do you have marriage certificate	Yes 1 No 2	
406	Are you using any government services since EIG literacy training?	Yes 1 No 2 → 501	
407	Can you tell me which services are you using?	..... 1 2	
408	Were you using any government services before EIG literacy training?	Yes 1 No 2 → 501	
409	Can you tell me which services were you using?	..... 1 2	

Social Inclusion

Q. No	Questions	Codes	GO TO Q.
501	Are you a member of any community group/organization?	Yes 1 No 2 → 505	
502	Which community group(s)? (Multiple response)	MPC 1 CFUG 2 Water user's group 3 VDC 4 Municipality 5 Other (<i>specify</i>) _____	
503	How many members are there in your group/organization?	No. of members	
504	What is the composition of the group/organization?	Gender (1=Male, 2= Female)	Caste/ethnicity
	1. Chair		
	2. Vice chair		
	3. Secretary		
	4. Member		
	5. Member		
	6. Member		
7. Member			
505	Were you a member of any group/organization before the EIG literacy training?	Yes 1 No 2 → 601	
506	How many persons were members in that groups?	.....

Q. No	Questions	Codes		GO TO Q.
507	What was the composition of the group/organization before the training?	Gender (1=Male, 2= Female)	Caste/ethnicity	
	1. Chair			
	2. Vice chair			
	3. Secretary			
	4. Member			
	5. Member			
	6. Member			
7. Member				

Conflict mitigation

Q. No	Questions	Codes		GO TO Q.
601	Was there any case of conflict between the people/families in your community before the project start?	Yes	1	603
		No	2	
602	Did you notice any change with regard to conflicts in your community after the training?	Yes	1	701
		No	2	
604	If yes, what changes have you noticed now?	.....	

Nutrition

Q. No	Questions	Codes			GO TO Q.
701	What are the symptoms of malnourishment of a baby/child? <i>Circle all responses which the respondent mentions unprompted. Then ask, "Is there anyone else." Then, read each question and circle "2" for "yes" or "3" for "no."</i>				
	Symptoms of malnourishment	Unprompted Yes	Prompted Yes No		
	1 Baby is a chronic crier	1	2	3	
	2 Baby does not show interest in playing	1	2	3	
	3 Baby's hands and legs are thin/shrank	1	2	3	
	4 Baby is wrinkled	1	2	3	
	5 Baby's face and hands are swollen	1	2	3	
	6 Baby's belly looks large	1	2	3	
	7 Baby's hair looks dry	1	2	3	
	8 Baby's height is not normal	1	2	3	
9 Baby's weight is not normal	1	2	3		
702	Can you tell me how can a baby be saved from malnourishment? <i>Circle all responses which the respondent mentions unprompted. Then ask, "Is there anyone else." Then, read each question and circle "2" for "yes" or "3" for "no."</i>				
	Prevention of malnourishment	Unprompted Yes	Prompted Yes No		
	1 Baby should be fed colostrums (first milk) at birth	1	2	3	
	2 Baby should be fed breast milk regularly at least up to first 6 months	1	2	3	
	3 Baby should be fed additional foods including breast milk after 6 months	1	2	3	
	4 Baby should be given all vaccines in the first year of birth	1	2	3	
	5 Baby should be given vitamin A two times a year from 6 months to 5 years of age	1	2	3	

Q. No	Questions	Codes			GO TO Q.
	6 Take the baby to a health facility regularly for check up and growth monitoring until five	1	2	3	
703	Have you heard about growth monitoring?	Yes	1		→ 707
		No	2		
704	Do you take your child to monitor/measure the growth?	Yes	1		
		No	2		
705	If yes, where do you take your child to measure the growth?	.....		
706	How many times do you measure/ monitor the growth of your child in a year?	No. of times			
707	What types of food items does your family take in a single meal? (Multiple response)	Rice	1		
		Daal	2		
		Green vegetables.....	3		
		Dairy	4		
		Egg/meat/fish	5		
		Packet food (noodle/chocolate/biscuit/ bread etc	6		
		Other (<i>specify</i>)			
708	Does your family take more green vegetables, meat and fish after the EIG training?	Yes	1		
		No	2		
709	Who in your household decides what foods babies and children eat?	Self	1		
		Mother	2		
		Father	3		
		Grandmother	4		
		Grandfather	5		
		No children in family	6		
		Other (<i>specify</i>)			
710	Before the training who used to decided in your family what foods children needed to eat?	Mother	1		
		Father	2		
		Grandmother	3		
		Grandfather	4		
		Other (<i>specify</i>)			
711	Do you prefer commercial/ package foods to local foods to feed your family?	Yes	1		
		No	2	→	713
712	When do you feed your family commercial packaged foods in a week?	.....		
713	Are local foods healthier than commercial/ package foods?	Yes	1		
		No	2	→	715
714	Where did you learn that local foods are better than packaged foods?	EIG training	1		
		Media	2		
		Friends	3		
		Other (<i>specify</i>)			
715	Do you have a kitchen garden?	Yes	1		
		No	2	→	801

Q. No	Questions	Codes	GO TO Q.
716	What do you normally grow in your kitchen garden?	Green vegetables 1 Tomatoes 2 Peas 3 Potatoes 4 Other (<i>specify the name</i>)	
717	How much of the kitchen garden products do you consume in the family:	All 1 Three quarters 2 Half 3 One quarter 4 None 5 Other (<i>specify</i>)	
718	Has your family increased consumption of vegetables after EIG training compared to the time before the training?	Yes 1 No 2	
719	Who in your household made the decision to do kitchen garden?	Self 1 Mother 2 Father 3 Grandmother 4 Grandfather 5 Other (<i>specify</i>)	
720	Who in your household takes care of kitchen garden?	Self 1 Mother 2 Father 3 Grandmother 4 Grandfather 5 Other (<i>specify</i>)	
721	What benefits did you have after you did the kitchen garden?	..... .....
722	Where did you learn about the kitchen garden?	Through EIG training 1 Media 2 Print media 3 Friends 4 Other (<i>specify the name</i>)	
723	Did you have kitchen garden before the training?	Yes 1 No 2 Not well managed 3	

HIV/AIDS

Q. No	Questions	Codes	GO TO Q.
801	Have you ever heard of HIV/AIDS?	Yes 1 No 2	→ 901

Q. No	Questions	Codes		GO TO Q.
802	From which source/s have you heard, seen/read about HIV/AIDS? And from what source did you first learn about it? (Ask for the first source after asking all sources and circle only one answer in the last Colum)	Any source	First source	
	1. Through EIG training	1	1	
	2. Media	2	2	
	3. Friends/neighbour	3	3	
	4. NGO	4	4	
5. Other (specify) _____				
803	Do you know how is HIV/AIDS transmitted from one person to another person?	Having sex with HIV/AIDS infected person ...	1	
		Through blood (unsterilized needles, blades, & ear piercing instrument)	2	
		From infected and expectant mother to foetus...	3	
		Other (specify) _____	4	
		Do not know	98	
804	Are you aware of any HIV/AIDS infected person in your village?	Yes	1	
		No	2	
805	Would you let an HIV/AIDS infected person to enter your home?	Yes	1	
		No	2	
806	Would you let an HIV/AIDS infected person to enter your home after the training?	Yes	1	
		No	2	

Anti Trafficking

Q. No	Questions	Codes			GO TO Q.
901	Do girls/women from your village go elsewhere to earn income?	Yes	1		
		No	2	→ 1001	
902	You said girls/women go elsewhere to earn income, but are you aware that they are also trafficked for money?	Yes	1		
		No	2		
903	On what excuses are they trafficked Circle all responses which the respondent mentions unprompted. Then ask, "Is there anyone else." Then, read each question and circle "2" for "yes" or "3" for "no."	Unprompted	Prompted		
	Excuses of trafficking girls/women	Yes	Yes	No	
	1 They are taken to India as wife	1	2	3	
	2 They are taken to another city as friend	1	2	3	
	3 They are taken elsewhere on the excuse of making money	1	2	3	
	4 Other (specify) _____	1	2	3	

Q. No	Questions	Codes	GO TO Q.
904	How did you know that girls/women trafficking (<i>taken elsewhere on different excuses</i>) takes place?	It has been going on for many years 1 Learned about it at the EIG training..... 2 Learned about it at the EIG training discussion 3 Other (<i>specify</i>) Do not know 8	
905	Were you aware of female trafficking before the training?	Yes 1 No 2	

Sanitation/Personal hygiene: Family Latrine

Q. No	Questions	Codes	GO TO Q.
1001	Does your household have toilet facility?	Yes 1 No 2	1005
1002	What type of toilet do you have?	Flush latrine 1 Pan latrine 2 Other (<i>specify</i>)	
1003	When did you construct it?	Before the training 1 After the training 2	

Safe Motherhood

Q. No	Questions	Codes	GO TO Q.
1101	Where did most women in your community deliver babies before training?	Hospital 1 PHC 2 Health Post 3 Sub Health Post..... 4 Own home 5 Other (<i>specify</i>) 6	
1102	Where do most women in your community deliver babies after training?	Hospital 1 PHC 2 Health Post 3 Sub Health Post..... 4 Own home 5 Other (<i>specify</i>) 6	
1103	Who decides where a pregnant woman delivers her baby?	Woman herself..... 1 Husband 2 Mother-in-law..... 3 Father-in-law..... 4 Other (<i>specify</i>)	

Q. No	Questions	Codes	GO TO Q.
1201	Did you start earning after completing module 1 / Module 2/ Module 3 of literacy training?	Yes 1 No 2	1221
1202	Are you self employed or working for others?	Working for others 1 Self employed..... 2	1220
1203	What enterprise/business are you running?	Name of enterprise/business	

Q. No	Questions	Codes	GO TO Q.
1204	When did you start it?	.....months ago	
1205	Are you working alone in your business?	Yes 1 No 2	1211
1206	How many people have you employed?	.....persons	
1207	How many of them are on daily wages?	.....persons No one on daily wages 97	1209
1208	Can you give me some information about the persons you have employed?		
	Name of persons on daily wages	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2
			Family member=1, Relative=2, Other =3
			Caste/ ethnicity
			Wages per day, Rs.
1209	How many of them are on salary?	.....persons No one on salary 97	1211
1210	Name of persons on salary	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2
			Family member=1, Relative=2, Other =3
			Caste/ ethnicity
			Monthly salary, Rs.
1211	Now let us talk about income and expenditure of your business		
	How much total capital have you invested for your business so far? Rs	How much have you made (gain) from business so far? Rs	Profit (total capital – total income) Rs
			Return on investment (total gain-total investment/total investment*100)
1211A	Have you taken loan for your business?	Yes 1 No 2	1212
1211B	How much loan have you taken?		
	What amount? Rs.....	When? .....month/ .....year	From whom/where/ institution?
1212	Do you run your business with a business plan?	Yes 1 No 2	1214
1213	Can you show us your plan? (<i>ask interviewer to see the business plan and rate it?</i>)	Poor 1 Good 2 Very good..... 3 Excellent..... 4	
1214	Any unexpected results you got from this enterprise?	..... ..... .....

Q. No	Questions	Codes	GO TO Q.
1215	Are you facing any constraints/obstacles in running your business?	Yes 1 No 2	→ 1218
1216	What constraints/obstacles are you facing in running your business?	..... ..... .....
1216A	Is it difficult for you to get seed or farming materials?	Yes 1 No 2	→ 1216C
1216B	What difficulties are you facing?	..... .....
1216C	Has EIG program helped you to get seeds or farming materials?	Yes 1 No 2	→ 1217
1216D	How is EIG program helping you?	..... ..... .....
1217	How did you overcome them?	..... ..... .....
1218	Now you are earning money doing business after the EIG training but EIG training is stopped. Do you think you will be able to continue your business in future too?	Yes 1 No 2	→ 1221
1219	How will you be able to continue your business?	..... .....	→ 1221
1220	How much are you earning a month from that job?	Rs.	
1221	Did you have any business before the training?	Yes No 2	→ 1223
1222	How much did you earn a month then?	Rs.	
1223	What are you doing now, if not earning any income or doing any business?	Looking for job 1 Just beginning a business 2 Participating in another training 3 Running the old business 4 Other (specify)	

Time interview ended: Hour: _____ Minute: _____

Thank you for your time and cooperation in answering my questions.

INTERVIEWER COMMENTS AND OBSERVATIONS

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
SOL-367-12-000010
Vocational Training
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group

Form No.				
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Time interview started: Hour: ____ Minute: ____

<u>IDENTIFICATION</u>	
1) Name of District:	
2) Name of VDC:	
3) Ward Number:	
4) Village Name:	
5) Name of household head:.....	
6) Name of respondent:.....	
7) Date of interview:.....	
8) Interviewer's name:..... Date :.....	
9) Supervisor's name: .....Date :.....	

INTRODUCTION AND CONSENT
 Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal. USAID/Nepal supported *Education for Income Generation Program (EIG)* for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and will document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming.

The survey usually takes around 40 minutes. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

Your participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED **1** DOES NOT AGREE TO BE INTERVIEWED **2** END. →

Section 1: Respondent's Background

Interviewer: Now I would like to ask some questions about you and your household

Q. No	Questions	Codes			GO TO Q.
101	How many members are there in your family?	Members:			
102	How many are males?	Male members:			
103	How many are females?	Female members:			
104	In what month and year were you born?	Month:			
		Year:			
		Don't know month	98		
		Don't know year	99		
105	Where were you born?	District of birth			→ 107
		Not in Nepal (specify country).....			
106	VDC/Municipality:	.....		
107	How old are you?	Age in completed years:			
		Don't know	98		
108	What is your caste/ethnicity?	Caste/ethnicity			
109	Have you ever attended school?	Yes	1		→ 111
		No	2		
110	What is the highest grade you completed?	Grade:			
111	What is your main occupation that gives you the most income? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
112	What is your secondary occupation? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
113	What was your approximate annual income in the last 12 months?	Rs.			
		No income	998		
		No answer	999		
114	What was the approximate annual income of your household in the last three years?	Last year (2012)	Two years ago(2011)	Three years ago (2010)	
		Rs.			
		No answer			
115	Have you ever worked outside your district?	Yes	1		→ 201
		No	2		
116	When was it the last time	.....months ago			
117	Where were you at that time?	Name of place			
		Country (specify) _____			

Q. No	Questions	Codes	GO TO Q.				
118	How long did you stay there?months					
119	What were you doing there?	Work (specify) _____					
120	How much did you earn from that job per month at that time?	Amount					
121	Did you get any EIG training before leaving for that place?	Yes 1 No 2 → 201					
122	What type of EIG training did you receive before going to another place?	Type of training received (specify).....					
123	Has any member of your family left home to work in places other than your district during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes 1 No 2 → 147					
124	How many of them have left home and work in a place other than your district?	Number of persons					
125	Now let us talk about each of them.] Let us first talk about the member who most recently left home to work in a place other than your district. When that family member left home?	Month===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Year===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>					
126	What is the name of that person?	Name=====					
127	How old is that person now?	Age (completed): ===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> Don't know===== 98					
128	Is that person male or female?	Male===== 1 Female===== 2					
129	What is his/her caste/ethnicity?	=====					
130	What is your relationship to the member who left home ?	Relation=====					
131	Where does that person work?	Name of district ===== Outside Nepal (specify)=====					
132	What job is he/she doing there?	Job (specify) Don't know 98					
133	How much does he/she earn from that job?	Rs.					
134	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2 → 136					
135	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)..					
CHECK Q124: IF THERE IS A SECOND MEMBER WORKING ELSEWHERE, ASK THE FOLLOWING QUESTIONS. Now let us talk about the second family member who has left home and works in a place other than your district							

Q. No	Questions	Codes	GO TO Q.
136	When that family member left home?	Month===== Year=====	
137	What is the name of that person?	Name=====	
138	How old is that person now?	Age (completed): =====	
		Don't know=====	98
139	Is that person male or female?	Male=====	1
		Female=====	2
140	What is his/her caste/ethnicity?	=====	
141	What is your relationship to the member who left home ?	Relation=====	
142	Where does that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====	
143	What job is he/she doing there?	Job (specify) Don't know	98
144	How much does he/she earn from that job?	Rs.	
145	Did he/she get any EIG training before leaving for that place?	Yes No	1 2 → 147
146	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)	
147	Has any members of your family most recently returned home after working in places other than your district(during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes No	1 2 → 201
148	How many of them have returned home after working in places other than your district?	=====Persons	
149	Now let us talk about the members who most recently returned home after working in places other than your district. When that family member returned home?	Month=====	
		Year=====	
150	What is the name of that person?	Name=====	

Q. No	Questions	Codes	GO TO Q.
151	How old is that person now?	Age (completed): =====	<input type="text"/> <input type="text"/>
		Don't know=====	98
152	Is that person male or female?	Male=====	1
		Female=====	2
153	What is his/her caste/ethnicity?	=====	
154	What is your relationship to the person?	Relation=====	
155	Where did that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====	
156	What job was he/she doing there?	Job (specify) Don't know	98
157	How much did he/she earn from that job?	Rs.	
158	Did he/she get any EIG training before leaving for that place?	Yes No	1 2 → 160
159	What type of EIG training did he/she receive before going to another place?	Type of training received (specify) .....	...
CHECK Q148: IF THERE IS SECOND MEMBER ASK THE FOLLOWING QUESTIONS. Now let us talk about the second family member who recently returned home after working in places other than your district.			
160	When that family member returned home?	Month=====	<input type="text"/> <input type="text"/>
		Year=====	<input type="text"/> <input type="text"/>
161	What is the name of that person?	Name=====	
162	How old is that person now?	Age (completed): =====	<input type="text"/> <input type="text"/>
		Don't know=====	98
163	Is that person male or female?	Male=====	1
		Female=====	2
164	What is his/her caste/ethnicity?	=====	
165	What is your relationship to the person?	Relation=====	
166	Where did that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====	
167	What job was he/she doing there?	Job (specify) Don't know	98
168	How much did he/she earn from that job?	Rs.	

Q. No	Questions	Codes	GO TO Q.
169	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2	2 → 201
170	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)	

Section 2: Training recipients

Q. No	Questions	Codes	GO TO Q.																									
201	Can you please give me details of the location of the latest EIG training you attended?	District : VDC/Municipality Ward No.																										
202	What were the names of the EIG vocational trainings you attended?																											
	Please list the trainings you attended?																											
	<table border="1"> <thead> <tr> <th>S No.</th> <th>Name of training</th> <th>Duration (month)</th> <th>Provider (org.)</th> <th>Date</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S No.	Name of training	Duration (month)	Provider (org.)	Date	1.					2.					3.					4.						
S No.	Name of training	Duration (month)	Provider (org.)	Date																								
1.																												
2.																												
3.																												
4.																												
203	In addition to the vocational trainings did you attend other training programs also?	Yes 1 No 2	2 → 205																									
204	Please list the trainings you attended?																											
	<table border="1"> <thead> <tr> <th>S No.</th> <th>Name of training</th> <th>Duration (month)</th> <th>Provider (org.)</th> <th>Date</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S No.	Name of training	Duration (month)	Provider (org.)	Date	1.					2.					3.					4.						
S No.	Name of training	Duration (month)	Provider (org.)	Date																								
1.																												
2.																												
3.																												
4.																												
205	Can you tell me about the knowledge and skills you learned from EIG training?																										
206	What knowledge and skills you learned are you applying now?																										
207	Did you earn any income before the training?	Yes 1 No 2	2 → 209																									
208	What work did you do before the training?																										
209	How much did you earn per month before training?	Rs.																										
210	Are you employed now?	Yes 1 No 2	2 → 230																									
211	Are you self employed or working for others?	Working for others 1 Self employed..... 2	1 → 231																									
212	What enterprise/business are you running?	Name of entity																										
213	When did you start it?months ago																										

Q. No	Questions	Codes	GO TO Q.
214	Are you working alone in your business?	Yes No	1 → 220 2
215	How many people have you employed?	.....persons	
216	How many of them are on daily wages?	.....persons No one on daily wages	97 → 218
217	Can you give me some information about the persons you have employed?		
	Name of persons on daily wages	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2
			Family member=1, Relative=2, Other =3
			Caste/ ethnicity
			Wages per day, Rs.
218	How many of them are on salary?	.....persons No one on salary	97 → 220
219	Name of persons on salary	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2
			Family member=1, Relative=2, Other =3
			Caste/ ethnicity
			Monthly salary, Rs.
220	Now let us talk about income and expenditure of your business		Return on investment (total gain-total investment/total investment*100)
	How much total capital have you invested for your business so far? Rs	How much have you made (gain) from business so far? Rs	Profit (total capital – total income) Rs
220A	Have you taken loan for your business?	Yes No	1 2 → 221
220B	How much loan have you taken?		
	What amount? Rs.....	When? .....month/ .....year	From whom/where/ institution?
221	Do you run your business with a business plan?	Yes No	1 2 → 223
222	Can you show us your plan? (<i>ask interviewer to see the business plan and rate it?</i>)	Excellent..... Very good Good Poor	4 3 2 1
223	Did you have any unexpected results from this enterprise?	..... ..... ..... .....

Q. No	Questions	Codes	GO TO Q.
224	Are you facing any constraints/obstacles in running your business?	Yes 1 No 2	2 → 228
225	What problems have you faced?	..... ..... .....
226	How did you overcome them?	..... ..... .....	→ 228
227	How much are you earning a month from that job?	Rs.	
228	Now you earning from business or working for others after the EIG training but EIG training is stopped. Do you think you will be able to continue your earning in future too?	Yes 1 No 2	2 → 231
229	How will you be able to continue your earning/business?	..... ..... .....	→ 231
230	What are you doing now, if not earning any income or doing any business?	Looking for job 1 Just thinking to begin a business..... 2 Participating in another training 3 Running the old business 4 Other (specify)	
231	Has the EIG training affected your family relationship?	Yes 1 No 2	2 → 233
232	What impact, if any, has the EIG training had on your relationship with others in your household (e.g. spouse, parents, siblings, in-laws)	..... ..... ..... .....

Q. No	Questions	Codes	GO TO Q.
233	Who makes decisions about money in your household?	Self 1 Mother 2 Father 3 Husband 4 Wife 5 Mother in law 6 Father in law 7 Son 8 Daughter 9 Other (specify) _____	
234	Who made decisions about money in your household before the EIG training?	Self 1 Mother 2 Father 3 Husband 4 Wife 5 Mother in law 6 Father in law 7 Son 8 Daughter 9 Other (specify) _____	
235	Do you lack any skills/resources to do your business/job?	Yes 1 No 2	2 → 237
236	What resources/ skills do you need?	..... ..... .....
237	Do you have any problems of selling your products/service?	Yes 1 No 2	2 → 239
238	What are the problems?	..... .....
239	Has this training made any change in you, your family, neighbourhood, your organization or firm?	Yes 1 No 2	2 → 242
240	If yes specify?		
241	How do you plan to make the learning from the training sustainable?	..... .....
242	How would you rate the training, overall?	Poor 1 Satisfactory 2 Good 3 Very good 4 Excellent 5	

Q. No	Questions	Codes		GO TO Q.
243	What specific comments/feedback and suggestions do you have about the training?	Comments/feedback	Suggestions	
	1. Logistics			
	2. Content relevance and usefulness			
	3. Trainers			
	4. Method of training			
	5. Training time/hours/duration			
	6. Instructional materials			
	7. Method of trainee evaluation			
	8. Practical side of the training			
	9. Theoretical side of the training			
10. Guidance and counselling for employment				
244	Have you shared your knowledge and skills learned from EIG training with others?	Yes	1	→ 247
		No	2	
245	How many people have you learned those skills?None	→	247
246	What skills have they learned from you?		
247	Do you have any COMMENTS about the training		

Time interview ended: Hour: ____ Minute: ____

Thank you for your time and cooperation in answering my questions.

INTERVIEWER COMMENTS AND OBSERVATIONS

Vocational Skill Training List

Skill Sub-Sector	Skill Sub-Sector	Skill Sub-Sector
1. Arc Welder	18. Embroidery/ Tailoring	35. Mechanical (Motor Rewinding/ Bicycle and Rikshaw Repair)Helper
2. Automobile / Motorbike Technician	19. Food Processing / Making	36. Micro Hydro Operator
3. Bag Maker (Cloth/ woolen)	20. Freeze and AC Technician	37. Offset Press Assistant
4. Bakery	21. Furniture Maker	38. Plastic material Production
5. Bamboo/ Cane Furniture Maker/ Handicraft Maker	22. Gabion Masonry	39. Pump set Tube well and Submersible Pump Repairing
6. Bar Bending	23. Gabion Wire Weaving	40. Screen Print
7. Barber/Hair Cutting	24. Gardener	41. Security Guard
8. Basic Electrical House Wiring	25. Gift Items Production	42. Shuttering Carpentry
9. Basic Plumbing	26. Hotel Assistant	43. Solar Electrical Technician Level-1/ Radio Repair / Mobile Repair
10. Brick Molding	27. House Keeping	44. Sweet and Snacks Making
11. Briquette Manufacturing	28. House Painter	45. Sweet Box Maker
12. Candle and Incense Production	29. Improved Cooking Stove	46. Telephone Cable Jointer
13. Care Giver	30. Industrial Wiring	47. Tika and Beads Making
14. Carpentry/ Advanced Carpentry	31. Jewelry Making	48. Tractor Maintenance
15. Carpet Weaver	32. Khaja Nasta Vendor	49. Village Animal Health Worker
16. Color TV Repair and Maintenance (first time offered)	33. Light Vehicle Driving	50. Waiter and Waitress
17. Cook	34. Masonry	51. Wood carving

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
SOL-367-12-000010
Agricultural training: Participant
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group

Form No.				
-----------------	--	--	--	--

Time interview started: Hour: _____ Minute: _____

IDENTIFICATION	
1) Name of District:	
2) Name of VDC:	
3) Ward Number:	
4) Village Name:	
5) Name of household head:.....	
6) Name of respondent:.....	
7) Interviewer's name:..... Date :.....	
8) Supervisor's name: .....Date :.....	

INTRODUCTION AND CONSENT
 Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal. USAID/Nepal supported *Education for Income Generation Program (EIG)* for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and will document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming.

The survey usually takes around 40 minutes. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

Your participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED **1** DOES NOT AGREE TO BE INTERVIEWED **2** END. →

Section 1: Respondent's Background

Interviewer: Now I would like to ask some questions about you and your household

Q. No	Questions	Codes	GO TO Q.
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Q. No	Questions	Codes			GO TO Q.
101	How many members are there in your family?	Members:			
102	How many are males?	Male members:			
103	How many are females?	Female members:			
104	In what month and year were you born?	Month:			
		Year:			
		Don't know month	98		
		Don't know year	99		
105	Where were you born?	District of birth:	1	→ 107	
		Not in Nepal (Specify country):	2		
106	VDC/Municipality:			
107	How old are you?	Age in completed years:			
		Don't know	98		
108	What is your caste/ethnicity?	Caste/ethnicity			
109	Have you ever attended school?	Yes	1	→ 111	
		No	2		
110	What is the highest class you completed?	Grade:			→ 112
111	Now I would like you to read this sentence to me. [Show card to respondent. If respondent cannot read whole sentence, probe: Can you read any part of the sentence to me?]	Cannot read at all	1		
		Able to read only parts of sentence	2		
		Able to read whole sentence	3		
		No card with required language	4		
		Blind/visually impaired	5		
112	What is your main occupation that gives you the most income? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
113	What is your secondary occupation? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
114	What was your approximate annual income in the last 12 months?	Rs.			
		No income	998		
		No answer	999		
115	What was the approximate annual income of your household in the last three years?	Last year (2012)	Two years ago(2011)	Three years ago (2010)	
		Rs.			
		No answer			
115A	Have you ever worked outside your district?	Yes	1	→ 123	
		No	2		

Q. No	Questions	Codes	GO TO Q.								
116	When was it the last timemonths ago									
117	Where were you at that time?	Name of place Country (specify) _____									
118	How long did you stay there?months									
119	What work did you do there?	Work (specify) _____									
120	How much did you earn from that job per month at that time?	Amount									
121	Did you get any EIG training before leaving for that place?	Yes 1 No 2 → 123									
122	What type of EIG training did you receive before going to another place?	Type of training received (specify).....									
123	Has any member of your family left home to work in places other than your district during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes 1 No 2 → 147									
124	How many of them have left home and work in a place other than your district?	Number of persons									
125	Now let us talk about each of them.] Let us first talk about the member who most recently left home to work in a place other than your district. When that family member left home?	Month===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> Year===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>									
126	What is the name of that person?	Name=====									
127	How old is that person now?	Age (completed): ===== <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> Don't know===== 98									
128	Is that person male or female?	Male===== 1 Female===== 2									
129	What is his/her caste/ethnicity?	=====									
130	What is your relationship to the member who left home ?	Relation=====									
131	Where does that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====									
132	What job is he/she doing there?	Job (specify) Don't know 98									
133	How much does he/she earn from that job?	Rs.									
134	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2 → 136									

Q. No	Questions	Codes	GO TO Q.
135	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)..	
CHECK Q124: IF THERE IS A SECOND MEMBER WORKING ELSEWHERE, ASK THE FOLLOWING QUESTIONS. Now let us talk about the second family member who has left home and works in a place other than your district			
136	When that family member left home?	Month=====	<input type="text"/>
		Year=====	<input type="text"/>
137	What is the name of that person?	Name=====	
		=====	
138	How old is that person now?	Age (completed):	<input type="text"/>
		=====	
		Don't know=====	98
		=====	
139	Is that person male or female?	Male=====	1
		Female=====	2
140	What is his/her caste/ethnicity?	=====	
141	What is your relationship to the member who left home ?	Relation=====	
142	Where does that person work?	Name of district =====	
		Outside Nepal (specify)=====	
143	What job is he/she doing there?	Job (specify)	
		Don't know	98
144	How much does he/she earn from that job?	Rs.	
145	Did he/she get any EIG training before leaving for that place?	Yes	1
		No	2 → 147
146	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)	
147	Has any members of your family most recently returned home after working in places other than your district(during the period from 17 Paush 2065 (Jan 1, 2009) to 16 Paush 2069 (Dec 31, 2012)?	Yes	1
		No	2 → 201
148	How many of them have returned home after working in places other than your district?	=====Persons	
149	Now let us talk about the members who most recently returned home after working in places other than your district. When that family member returned home?	Month=====	<input type="text"/>
		Year=====	<input type="text"/>
150	What is the name of that person?	Name=====	
		=====	

Q. No	Questions	Codes	GO TO Q.
151	How old is that person now?	Age (completed): =====	<input type="text"/> <input type="text"/>
		Don't know=====	98
152	Is that person male or female?	Male=====	1
		Female=====	2
153	What is his/her caste/ethnicity?	=====	
154	What is your relationship to the person?	Relation=====	
155	Where did that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====	
156	What job was he/she doing there?	Job (specify) Don't know	98
157	How much did he/she earn from that job?	Rs.	
158	Did he/she get any EIG training before leaving for that place?	Yes No	1 2 → 160
159	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)	
CHECK Q148: IF THERE IS SECOND MEMBER ASK THE FOLLOWING QUESTIONS. Now let us talk about the second family member who recently returned home after working in places other than your district.			
160	When that family member returned home?	Month=====	<input type="text"/> <input type="text"/>
		Year=====	<input type="text"/> <input type="text"/>
161	What is the name of that person?	Name=====	
162	How old is that person now?	Age (completed): =====	<input type="text"/> <input type="text"/>
		Don't know=====	98
163	Is that person male or female?	Male=====	1
		Female=====	2
164	What is his/her caste/ethnicity?	=====	
165	What is your relationship to the person?	Relation=====	
166	Where did that person work?	Name of district ===== Outside Nepal (<i>specify</i>)=====	
167	What job was he/she doing there?	Job (specify) Don't know	98
168	How much did he/she earn from that job?	Rs.	

Q. No	Questions	Codes	GO TO Q.
169	Did he/she get any EIG training before leaving for that place?	Yes 1 No 2	2 → 201
170	What type of EIG training did he/she receive before going to another place?	Type of training received (specify)	

Section 2: Agricultural Productivity

Q. No	Questions	Codes	GO TO Q.
201	What were the sources of your income in the past 12 months and how much income did you earn before and after the training? (<i>Interviewer: write down incomes from different sources in rupees</i>)	Before training Rs.	After training Rs.
	Sources of income		
	1. Agricultural products: rice, corn, wheat, millet, beans, vegetables, fruit, etc		
	2. Cash crops: sugarcanes, oilseeds, etc.,		
	3. Livestock: domestic animals, milk, birds, fish, etc.		
	4. Non-farm enterprise income: income from home enterprises and self-employment outside agriculture, etc.		
	5. Transfers: income from remittances and transfers, etc.		
	6. Service: salaries		
	7. Wages		
	8. Other		
	Total		
202	Please tell me the food security of your household before and after the training?	Food lasted for .....months before training Food lasted for .....months after training Food lasted for 12 months before & after training	→ 204
203	How do you meet the need of food requirement for family for rest of the months? Multiple responses	Wage labour 1 Industry work 2 Farm labouring 3 Remittance money 4 Other (<i>specify</i>) _____	
204	Can you tell me the total quantity of cereal crop production of your household per year <u>before</u> you joined the EIG training? (<i>Make sure that the respondent tells about every crop the household produces such as rice, wheat, barley, maize, millet, mustard etc</i>)	Rice .....Muri/ kg Wheat Muri/ kg Barley Muri/ kg Maize Muri/ kg Millet Muri/ kg Mustard Muri/ kg Grand total _____	

Q. No	Questions	Codes			GO TO Q.
205	Can you tell me the total quantity of cereal crop production of your household per year <u>after</u> you joined the EIG training? <i>(Make sure that the respondent tells about every crop the household products such as rice, wheat, barley, maize, millet, mustard etc)</i>	Rice	Muri/ kg		
		Wheat	Muri/ kg		
		Barley	Muri/ kg		
		Maize	Muri/ kg		
		Millet	Muri/ kg		
		Mustard	Muri/ kg		
		Grand total _____			
206	Can you tell me the total quantity of vegetable crop production of your household per year <u>before</u> you joined the EIG training? <i>(Make sure that the respondent tells about every crop the household products such as green vegetable, tomato, potato, cauliflower, peas, brinjal etc)</i>	Green vegetable	Muri/ kg		
		Tomato	Muri/ kg		
		Potato	Muri/ kg		
		Cauliflower.....	Muri/ kg		
		Peas	Muri/ kg		
		Brinjal	Muri/ kg		
		Peas	Muri/ kg		
		Carrots	Muri/ kg		
		Cabbage	Muri/ kg		
		Cucumber	Muri/ kg		
		Karela	Muri/ kg		
		Other (specify) _____			
		Grand total _____			
207	Can you tell me the total quantity of vegetable crop production of your household per year <u>after</u> you joined the EIG training? <i>(Make sure that the respondent tells about every crop the household products such as green vegetable, tomato, potato, cauliflower, peas, brinjal etc)</i>	Green vegetable	Muri/ kg		
		Tomato	Muri/ kg		
		Potato	Muri/ kg		
		Cauliflower.....	Muri/ kg		
		Peas	Muri/ kg		
		Brinjal	Muri/ kg		
		Peas	Muri/ kg		
		Carrots	Muri/ kg		
		Cabbage	Muri/ kg		
		Cucumber	Muri/ kg		
		Karela	Muri/ kg		
		Other (specify) _____			
		Grand total _____			
208	What types of agricultural products related training have you received from EIG program?	Yes	No	Duration of training in months/days	
	1. Seasonal Vegetables	1	2		
	2. Offseason Vegetables	1	2		
	3. Cereals	1	2		
	4. Livestock	1	2		
	5. Poultry	1	2		
	6. NTFP	1	2		
	7. Fish	1	2		
	8. Seed	1	2		
	9. Spices	1	2		
	10. IPM	1	2		
	11. Other (specify) _____				

Q. No	Questions	Codes		GO TO Q.
209	What is your average annual income before and after training from the following	Before training(Rs)	After training(Rs)	
	1. Seasonal Vegetables			
	2. Offseason Vegetables			
	3. Cereals			
	4. Livestock			
	5. Poultry			
	6. NTFP			
	7. Fish			
	8. Seed			
	9. Spices			
10. Other (specify) _____				

(Interviewer: CHECK Q 208 IF the respondent has got training in vegetables farming ask the following)

VEGETABLES

301	When did you start using improved seed for vegetable crops?	Before training 1 After training 2	
302	Can you sell your vegetables easily in the market?	Yes 1 → 304 No 2	
303	If no, why?	.....
304	Has EIG program done anything on vegetables marketing?	Yes 1 No 2 → 306	
305	If yes, what has it done?	.....
306	What kind of irrigation system are you using for vegetable production?	Treadle pump 1 MUS 2 Drip irrigation 3 Other (specify) _____	
307	Who supported it? (Multiple responses)	EIG 1 NGO 2 Neighbour/friends 3 Government 4 Other (specify) _____	
308	Do you know about vegetable nursery?	Yes 1 No 2 → 401	
309	Where did you learn about nursery management?	EIG 1 NGO 2 Neighbour/friends 3 Government 4 Other (specify) _____	
310	Are you using your vegetable nursery skills?	Yes 1 No 2	

(Interviewer: CHECK Q 208 IF the respondent has got training in cereal crops farming ask the following)

CEREAL

Q. No	Questions	Codes	GO TO Q.
401	When did you start using improved seed for cereal crops?	Before training 1 After training 2	
402	How much cereal do you produce last year?	..... kg	
403	Can you sell your cereal easily in the market?	Yes 1 No 2	→ 405
404	If no, reasons?	.....
405	What kind of irrigation system are you using for cereal production?	Treadle pump 1 MUS 2 Drip irrigation 3 Other (<i>specify</i>)	
406	Who supported it? (Multiple responses)	EIG 1 NGO 2 Neighbour/friends 3 Government 4 Other (<i>specify</i>)	

(Interviewer: CHECK Q 208 IF the respondent has got training in livestock/poultry farming ask the following)

LIVE STOCK/POULTRY

501	Did you use to keep livestock/poultry before the training?	Yes 1 No 2	
502	Did you start livestock/poultry farming after the EIG training?	Yes 1 No 2	→ 601
503	How did you manage your livestock/poultry ?	<u>Before training</u> | <u>After training</u>	
504	Do you know what are the four key skills of livestock/poultry management?	Yes 1 No 2	→ 507
505	Can you please tell me what they are? (answer only for interviewer: shed management, breed, feeding & veterinary treatment).	..... .....
506	Where did you learn those skills? (Multiple answers)	EIG 1 NGO 2 Neighbour/friends 3 Media 4 Other (<i>specify</i>)	

Q. No	Questions	Codes	GO TO Q.																																	
507	What kind of livestock/poultry were you keeping before EIG training?	<table border="1"> <thead> <tr> <th>Name</th> <th>Type</th> <th>Number</th> </tr> </thead> <tbody> <tr><td>Buffalo</td><td>.....</td><td>.....</td></tr> <tr><td>Cow</td><td>.....</td><td>.....</td></tr> <tr><td>Goat</td><td>.....</td><td>.....</td></tr> <tr><td>Pig</td><td>.....</td><td>.....</td></tr> <tr><td>Sheep</td><td>.....</td><td>.....</td></tr> <tr><td>Yak</td><td>.....</td><td>.....</td></tr> <tr><td>Chickens</td><td>.....</td><td>.....</td></tr> <tr><td>Ducks</td><td>.....</td><td>.....</td></tr> <tr><td>Pigeons</td><td>.....</td><td>.....</td></tr> <tr><td>Other (specify) _____</td><td></td><td></td></tr> </tbody> </table>	Name	Type	Number	Buffalo	Cow	Goat	Pig	Sheep	Yak	Chickens	Ducks	Pigeons	Other (specify) _____			
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Yak																																		
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Ducks																																		
Pigeons																																		
Other (specify) _____																																				
508	What kind of livestock/poultry are you keeping after EIG training?	<table border="1"> <thead> <tr> <th>Name</th> <th>Type</th> <th>Number</th> </tr> </thead> <tbody> <tr><td>Buffalo</td><td>.....</td><td>.....</td></tr> <tr><td>Cow</td><td>.....</td><td>.....</td></tr> <tr><td>Goat</td><td>.....</td><td>.....</td></tr> <tr><td>Pig</td><td>.....</td><td>.....</td></tr> <tr><td>Sheep</td><td>.....</td><td>.....</td></tr> <tr><td>Yak</td><td>.....</td><td>.....</td></tr> <tr><td>Chickens</td><td>.....</td><td>.....</td></tr> <tr><td>Ducks</td><td>.....</td><td>.....</td></tr> <tr><td>Pigeons</td><td>.....</td><td>.....</td></tr> <tr><td>Other (specify) _____</td><td></td><td></td></tr> </tbody> </table>	Name	Type	Number	Buffalo	Cow	Goat	Pig	Sheep	Yak	Chickens	Ducks	Pigeons	Other (specify) _____			
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Chickens																																		
Ducks																																		
Pigeons																																		
Other (specify) _____																																				
509	Did you have skill of raising livestock/poultry before the EIG training?																																		

(Interviewer: CHECK Q 208 IF the respondent has got training in NTFP ask the following)

NON TIMBER FOREST PRODUCE (NTFP)

601	Were you involved in NTFP (jadibuti plants) production?	Yes 1 No 2	
602	Are you involved in NTFP (jadibuti plants) production after EIG training?	Yes 1 No 2 → 701	
603	Where do you grow NTFP plants?	Own land 1 Leased land 2 Community land 3	
604	How big is the size of the land where you produce NTFP?	Bigha Kattha Dhur Ropani Aana Paisa	
605	What type of NTFP are you growing?	Chamomile 1 Mentha 2 Lemon grass 3 Citronella 4 Other (specify) _____	
606	How much oil do you produce annually?	Oil (litter)/ Kg	Value in Rs.
	1. Chamomile		
	2. Mentha		
	3. Lemon grass		
	4. Citronella		
	8. Other (specify) _____		

Q. No	Questions	Codes	GO TO Q.
607	Can you sell your NTFP products easily in the market?	Yes 1 No 2	1 → 609 2
608	If no, specify the reasons?	..... .....
609	Has EIG program helped marketing NTFP products?	Yes 1 No 2	1 2 → 611
610	If yes, what kinds of help has EIG provided?	..... .....
611	Do you have a NTFP distillation unit?	Yes 1 No 2	1 2 → 701
612	If yes, when was it established?	Before EIG 1 After EIG 2	1 2
613	Who supported to establish it?	EIG 1 NGO 2 Neighbour/friend 3 Government 4 Other (<i>specify</i>)	1 2 3 4
614	What is the capacity of the distillation unit?	..... .....
615	Did EIG program have any role in managing or strengthening distillation unit?	Yes 1 No 2	1 2 → 701
616	What roles did EIG have in managing and strengthening the distillation unit? Can you explain it?	..... .....

(Interviewer: CHECK Q 208 IF the respondent has got training in Fish farming ask the following)

FISH

701	Were your raising fish before taking part in EIG program?	Yes 1 No 2	1 2
702	Did you start raising fish after taking part in EIG program?	Yes 1 No 2	1 2 → 801
703	How big is your pond?	..... square meter	
704	What type of fishes are you keeping?	.....
705	How much fish do you produce per year?	.....
706	Can you sell your fish easily in the market?	Yes 1 No 2	1 → 708 2
707	If, No can you specify the reasons?	.....

Q. No	Questions	Codes	GO TO Q.
708	Do you do any farming on the edges of fish pond?	Yes 1 No 2	801
709	What types of farming do you do?	.....

(Interviewer: CHECK Q 208 IF the respondent has got training in seed farming ask the following)

SEED

801	Were your producing seeds before taking Part in EIG program?	Yes 1 No 2	
802	Did you start producing seeds after taking part in EIG program?	Yes 1 No 2	901
803	What types of seeds are you producing?	Improved 1 Hybrid 2 Local 3 Other (specify) _____	
804	How much seed do you produce?	.....
805	What is the size of land area that you use for seed production?	Bigha Kattha Dhur Ropani Aana Paisa	
806	Can you sell your seeds easily in the market?	Yes 1 No 2	808
807	If, no can you specify the reasons?	.....
808	Did EIG program have any role in marketing seeds?	Yes 1 No 2	810
809	What roles did EIG have in marketing seeds? Can you explain it?	..... .....
810	How do you store your seeds?	Seed bin 1 Big pot 2 Bamboo basket 3 Other (specify) _____	901 901
811	Who provided the storing bin?	.....

(Interviewer: CHECK Q 208 IF the respondent has got training in spices farming ask the following)

SPICES

901	Were your growing spices before taking part in EIG program?	Yes 1 No 2	
902	Did you start growing spices after taking part in EIG program?	Yes 1 No 2	1001
903	What types of spices are you growing?	Ginger 1 Turmeric 2 Garlic 3 Other (specify) _____	
904	How much spices do you produce?	.....

905	What is the size of land area you use for spices production?	Bigha Kattha .....Dhur Ropani Aana Paisa	
906	Can you sell your spices easily in the market?	Yes 1 No 2	→ 908
907	If, No can you specify the reasons?	.....
908	Did EIG program have any role in marketing spices?	Yes 1 No 2	→ 1001
909	What roles did EIG have in marketing spices? Can you explain it?	..... .....

Ask all respondents

SUPPORT, MARKETING AND PLANNING COMMITTEE MEMBERSHIP AND COLLECTION CENTRE

1001	Have you received any support for agricultural activities?	Yes 1 No 2	→ 1005
1002	When did you receive it?	Before training 1 After training 2	
1003	What types of support did you receive?	..... .....
1004	Who supported you in your agricultural activities? (Multiple responses)	DADO 1 NGO 2 Family/neighbours 3 LSPs 4 Local businessman 5 No support 6 Agro-vet Other (<i>specify</i>)	
1005	Are you a member of agri marketing and planning group/ committee?	Yes 1 No 2	→ 1007
1006	When did you join it?	Before training 1 After training 2	
1007	Do you have problems in obtaining agricultural materials, seeds and seedlings?	Yes 1 No 2	→ 1007
1008	What problems do you face?	..... .....
1009	Has EIG program helped you in obtaining agricultural materials, seeds and seedlings?	Yes 1 No 2	→ 1011
1010	What types of help has EIG provided?	..... .....
1011	How are you selling your agricultural produce? (Multiple responses)	Collection centre 1 Businessman 2 Sell by self 3 Other (<i>specify</i>)	

1012	When did you start selling them through collection centre?	Before training	1
		After training	2

AGRICULTURAL ENTERPRISE AND INCOME

2001	Did you start earning after completing agricultural training?	Yes	1			
		No	2	→ 2024		
2001A	Has your income increased after completing agricultural training?	Yes	1			
		No	2			
2002	Are you self employed or working for others?	Working for others	1	→ 2020		
		Self employed.....	2			
2003	What enterprise/business are you running?	Name of enterprise/business				
2004	When did you start it?	.....months ago				
2005	Are you working alone in your business?	Yes	1	→ 2011		
		No	2			
2006	How many people have you employed?	.....persons				
2007	How many of them are on daily wages?	.....persons				
		No one on daily wages	97 →	2009		
2008	Can you give me some information about the persons you have employed?					
	Name of persons on daily wages	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2	Family member=1, Relative=2, Other =3	Caste/ ethnicity	Wages per day, Rs.
2009	How many of them are on salary?	.....persons				
		No one on salary	97 →			2011
2010	Name of persons on salary	Organization from which training received; if no training write "none"?	Sex: Male=1 Female =2	Family member=1, Relative=2, Other =3	Caste/ ethnicity	Monthly salary, Rs.
2011	Now let us talk about income and expenditure of your business				Return on investment (total gain-total investment/total investment*100)	
	How much total capital have you invested for your business so far?	How much have you made (gain) from business so far?	Profit (total capital – total income)			
	Rs	Rs	Rs			
2011A	Have you taken loan for your business?	Yes	1			
		No	2	→	2012	

1211B	How much loan have you taken?		
	What amount?	When?	From whom/where/ institution?
	Rs.....	.....month/ .....year	
2012	Do you run your business with a business plan?	Yes 1 No 2	→ 2014
2013	Can you show us your plan? (<i>ask interviewer to see the business plan and rate it?</i>)	Poor 1 Good 2 Very good..... 3 Excellent..... 4	
2014	Any unexpected results you got from this enterprise?	..... ..... .....
2015	Are you facing any constraints/obstacles in running your business?	Yes 1 No 2	→ 2018
2016	What constraints/obstacles are you facing in running your business?	..... ..... .....
2017	How did you manage the constraints/obstacles?	..... ..... .....
2018	Now you are earning money doing business after the EIG training but EIG training is stopped. Do you think you will be able to continue your business in future too?	Yes 1 No 2	→ 2021
2019	From what sources do you get support to run your enterprise?	..... .....	→ 2021
2020	How much are you earning a month from that job? (person working for other)	Rs.	
2021	Did you earn any income before EIG training?	Yes 1 No 2	→ 3001
2022	Did you have any business before the training?	Yes 1 No 2	→ 2024
2023	How much did you earn a month then?	Rs.	→ 2027
2024	What are you doing now, if not earning any income or doing any business?	Looking for job 1 Just beginning a business 2 Participating in another training 3 Running the old business 4 Other (specify)	
2025	Did you earn any income in between the completion of training and now?	Yes 1 No 2	→ 2027
2026	How much did you earn a month then ?	Rs.	

2027	Do you lack any skills/resources to do your business/job?	Yes	1	| 2 → 2029
		No	2	
2028	What resources/ skills do you need?	<u>Skill</u>	<u>Resource</u>	
2029	Do you have any problems of selling your products/service?	Yes	1	| 2 → 2029
		No	2	
2030	What are the problems?	.....	
2031	Has this training made any change in you, your family, neighbourhood, your organization or firm?	Yes	1	| 2 → 2033
		No	2	
2032	If yes specify?	.....	
2033	How do you plan to make the learning from the training sustainable?	.....	

EMPOWERMENT

3001	Who in your household physically worked on the land/management of livestock during the last season? (Multiple answers)	Self	1	
		Mother	2	
		Father	3	
		Husband	4	
		Wife	5	
		Mother in law	6	
		Father in law	7	
		Son	8	
		Daughter	9	
		Other (<i>specify</i>) _____		
3002	Who in your household generally makes the decision about which crops to plant/ buying and selling of livestock? (Multiple answers)	Self	1	
		Mother	2	
		Father	3	
		Husband	4	
		Wife	5	
		Mother in law	6	
		Father in law	7	
		Son	8	
		Daughter	9	
		Other (<i>specify</i>) _____		
3003	Who in your household takes care of the farm/livestock?	Self	1	
		Mother	2	
		Father	3	
		Husband	4	
		Wife	5	
		Mother in law	6	
		Father in law	7	
		Son	8	
		Daughter	9	
		Other (<i>specify</i>) _____		
3004	I will now ask you about consumption of			Livestock/

	vegetables, cereals and livestock/poultry you produce one by one. How much of the vegetables, cereals and livestock/poultry does your family consume ? Is it all, three quarters, half, one quarter or none?		vegetables	cereals	poultry	
		All				
		Three quarters				
		Half				
		One quarter				
		None				
3005	And what about consumption of NTFPs, fish and spices you produce. How much of the NTFPs, fish and spices you produce does your family consume ? Is it all, three quarters, half, one quarter or none?		NTFPs	fish	spices	
		All				
		Three quarters				
		Half				
		One quarter				
		None				
3006	Let us now talk about some important issues before and after the EIG training?	Before training (1=Yes, 2=No)	After training (1=Yes, 2=No)			
	Access					
	1. Right to control over income					
	2. Right to own productive assets					
	3. Right to own property					
	Awareness					
	4. Awareness on legal rights					
	5. Awareness about service providers					
	Participation in marketing and planning network/community					
	6. Marketing and planning network in your community?					
	7. Representation in marketing and planning network?					
	8. Participation in marketing and planning works?					
	9. VDC/DDC level network?					
	10. If yes, please give the name of the network					
	11. Meeting schedule?					
	12. Ability to raise voices/concern issues in the meeting?					
	Policy and regulatory changes					
	13. Awareness about micro-enterprise policy?					
	14. Ability to prepare a business plan/plan of action?					
	15. Awareness of district level micro-enterprise program and policy?					
	16. Access of receiving support from government line agencies for enterprise promotion?					
	17. Ability to raise voices for inclusions of micro-enterprise development programme at VDC and DDC level planning and action?					
3007	Did you take part in EIG literacy program?	Yes	1			
		No	2 →	End inter		
3008	Can you tell me how much was the literacy program helpful in promoting your current enterprise/business??	.....	.....	

Time interview ended: Hour: _____ Minute: _____

Thank you for your time and cooperation in answering my questions.

INTERVIEWER COMMENTS AND OBSERVATIONS

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
SOL-367-12-000010
Scholarships
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group

Form No.				
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Time interview started: Hour: _____ Minute: _____

<u>IDENTIFICATION</u>	
1) Name of District:	
2) Name of VDC:	
3) Ward Number:	
4) Village Name:	
5) Name of household head:.....	
6) Name of respondent:.....	
7) Date of interview:.....	
8) Interviewer's name:..... Date :.....	
9) Supervisor's name: Date :.....	

INTRODUCTION AND CONSENT
 Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal. USAID/Nepal supported *Education for Income Generation Program (EIG)* for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

EIG's primary beneficiaries are disadvantaged, conflict-affected and internally displaced youth throughout the Mid-Western Region of Nepal. This evaluation will examine the effectiveness of the EIG interventions, investigate intended and unintended consequences of the program, and will document lessons learnt and good practices that can be shared throughout the Agency to improve development learning and future programming.

The survey usually takes around 40 minutes. I assure you that your name will not be shared with anyone else and your answers to my questions will be combined with answers from many other people so that no one will know that the answers you give me today belong to you. Your privacy is protected, and I assure that your answers will be kept confidential.

Your participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED
1
DOES NOT AGREE TO BE INTERVIEWED
2
END. →

Section 1: Respondent's Background

Interviewer: Now I would like to ask some questions about you and your household

Q. No	Questions	Codes	GO TO Q.
-------	-----------	-------	----------

Q. No	Questions	Codes			GO TO Q.
101	How many members are there in your family?	Members:			
102	How many are males?	Male members:			
103	How many are females?	Female members:			
104	In what month and year were you born?	Month:			
		Year:			
		Don't know month	98		
		Don't know year	99		
105	Where were you born?	District of birth			→ 107
	Not in Nepal (specify country).....				
106	VDC/Municipality:			
107	How old are you?	Age in completed years:			
		Don't know	98		
108	What is your caste/ethnicity?	Caste/ethnicity			
109	Have you ever attended school?	Yes	1		→ 111
		No	2		
110	What is the highest class you completed?	Grade:			
111	What is your main occupation that gives you the most income? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
112	What is your secondary occupation? (Single response)	Farmer	1		
		Service	2		
		Business	3		
		Daily wage earner.....	4		
		Housewife	5		
		Other (specify) _____			
113	What was your approximate annual income in the last 12 months?	Rs.			
		No income	998		
		No answer	999		
114	What was the approximate annual income of your household in the last three years? Rs. No answer	Last year (2012)	Two years ago(2011)	Three years ago (2010)	
115	Have you ever worked outside your district?	Yes	1		→ 201
		No	2		
116	When was it the last timemonths ago			
117	Where were you at that time?	Name of place			
		Country (specify) _____			

Q. No	Questions	Codes	GO TO Q.
118	How long did you stay there?	.....months	
119	What were you doing there?	Work (specify) _____	
120	How much did you earn from that job per month at that time?	Amount	
121	Did you get any EIG training before leaving for that place?	Yes 1 No 2 → 201	
122	What type of EIG training did you receive before going to another place?	Type of training received (specify).....	

Section 2: Scholarships

Now I would like to ask you some questions about scholarships.

Q. No	Questions	Codes	GO TO Q.
201	How did you come to know about the scholarships?	Through a friend or neighbour 1 Through local media 2 Through a relative or family member 3 Other (<i>specify</i>) _____	
202	Who encouraged you to apply this scholarship program?	Family 1 Neighbour or friends 2 NGO or social mobilizer 3 Self motivated 4 Other (<i>specify</i>) _____	
203	Was it difficult to get the scholarship?	Yes 1 No 2 → 205	
204	If yes, please explain?	..... .....

Q. No	Questions	Codes	GO TO Q.
205	What was the selection process for the scholarship?	Application 1 Interview 2 Exam 3 Other (<i>specify</i>) _____	
206	What did you receive as part of the scholarships? (Multiple responses)	Tuition fee 1 Admission fee 2 Dress 3 Books & Stationary 4 Food & rent 5 Other (<i>specify</i>) _____	
207	Which scholarship program did you participate in?	Intermediate in education 1 Junior Tech asst program 2 Community medical asst program 3 ANM program 4 Sub-Overseer 5 Other (<i>specify</i>) _____	
208	Overall, how would you rate this scholarship program?	Poor 1 Satisfactory 2 Good 3 Very good 4 Excellent 5	
209	What were you doing before applying for the scholarship program?	..... ..... ..... .....
210	How has this scholarship benefited you?	..... ..... ..... .....
210	Has this scholarship inspired you to get higher/further education?	Yes 1 No 2	
211	Has this scholarship helped you to contribute to the development of your community?	Yes 1 No 2	→ 213
212	How do you contribute to your community?	Teacher Junior Technician Medical assistance ANM Sub-overseer Other (<i>specify</i>) _____	

Q. No	Questions	Codes	GO TO Q.
213	Would you recommend this scholarship program to others?	Yes 1 No 2 Do not know 8	
214	Did the scholarship course result in any of the following improvements in your life? (Multiple response)	Increased financial independence..... 1 Increased independence generally..... 2 Increased ability to undertake daily activities ... 3 Improved education/new or improve skill 4 Improved health and wellbeing..... 5 Increased motivation to work 6 Improved chance of being employed 7 Increased self esteem 8 Improved quality of life generally 9 Other (<i>specify</i>) _____	
215	What kind of job you are doing after completing your scholarship program?	..... ..... .....
216	What is your approximate monthly income before and after scholarship?	Before _____ After _____	

Time interview ended: Hour: ____ Minute: ____

Thank you for your time and cooperation in answering my questions.

INTERVIEWER COMMENTS AND OBSERVATIONS

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
CASE STUDY: LITERACY PROGRAM PARTICIPANT

Case No.

Time discussion started: Hour: _____ Minute: _____

INTRODUCTION AND CONSENT

Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal.

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Your participation in this study is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED 1 DOES NOT AGREE TO BE INTERVIEWED 2 END. →

Name of interviewer: ↓ Date (d/m/y).....

<u>IDENTIFICATION</u>					
1) Name of District of respondent:	<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> </table>				
2) Name of VDC/Municipality of respondent:	<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> </table>				
3) Ward Number of respondent:	<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> </table>				
4) Name of respondent:					

[INSTRUCTIONS TO INTERVIEWER: MAKE SURE THAT WHEN YOU DISCUSS WITH THE RESPONDENT THE FOLLOWING ISSUES ARE NOT LEFT OUT]

1. Age (completed)
2. Literacy
3. Education
4. Caste/ethnicity

5. Family size – number of family members
6. Marital status
7. Number of living children if married

Literacy training

8. At what age did the respondent first join literacy program?
9. When was it? Day/month/Year
10. How long (for how many months) did the respondent attend the literacy program?
11. Did the respondent complete the course?
12. If not, find out why it was not completed?
13. If yes, what did the respondent do soon after the training?
14. Did the respondent get gainful employment after it?
15. If yes, how much did the respondent first earn a month?
16. If no, what did the respondent do after the training?
17. What is the respondent doing now?
18. If employed or self employed how much money is the respondent making a month? (ensure whether the respondent is employed or self employed)
19. Find out how the respondent benefitted from the literacy training? Talk about each benefit/result in depth.
20. Before the literacy training how much was the respondent earning a month?
21. Is the respondent happy with what has been achieved?
22. Who does the respondent give credit for the current situation?
23. Does the respondent have any suggestions to improve the EIG program?
24. If yes, what are they?

Time discussion ended: Hour: _____ Minute: _____

Thank the respondent for his/her cooperation.

Tips to the person preparing case study: (get permission of the respondents if photos are to be taken)

- Take a good photograph
- Take a photo of the working environment of the respondent if possible

Confidential, information to be used for research purposes only

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
CASE STUDY: VOCATIONAL TRAINEE

Case No.

Time discussion started: Hour: _____ Minute: _____

INTRODUCTION AND CONSENT
 Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal.

USAID/Nepal supported *Education for Income Generation Program (EIG)* for five years from Jan 2008 to Dec 2012. It provided literacy, education and training to youths to enable them to get employment. This multifaceted program combines literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes. It also provided scholarships to disadvantaged youth to increase access to primary, secondary and higher level education.

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Your participation in this study is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED 1 DOES NOT AGREE TO BE INTERVIEWED 2 END. →

Name of interviewer: Name of respondent: Date (d/m/y).....

IDENTIFICATION	
1) Name of District of respondent:	
2) Name of VDC/Municipality of respondent:	
3) Ward Number of respondent:	
4) Name of respondent:	

[INSTRUCTIONS TO INTERVIEWER: MAKE SURE THAT WHEN YOU DISCUSS WITH THE RESPONDENT THE FOLLOWING ISSUES ARE NOT LEFT OUT]

- 25. Age (completed) ,
- 26. Education
- 27. Caste/ethnicity
- 28. Family size – number of family members
- 29. Marital status
- 30. Number of living children if married

Vocational training

31. At what age did the respondent first join vocational training program?
32. When was it? Day/month/Year
33. How long (for how many months) did the respondent attend the vocational training program?
34. Did the respondent become literate by attending literacy program before joining the vocational training?
35. Did the respondent complete the vocational course?
36. If not, find out why it was not completed?
37. If completed did the respondent take additional course after the vocational training of EIG?
38. What other training did the respondent get?
39. How long (months) was that additional training course?
40. Did the respondent complete the additional training course?
41. If yes, what did the respondent do soon after the training?
42. Did the respondent get gainful employment after it?
43. If yes, how much did the respondent first earn a month?
44. If no, what did the respondent do after the training?
45. What is the respondent doing now? Get as much information about the respondent as possible about his/her work following the training
46. If employed or self employed how much money is the respondent making a month?
(ensure whether the respondent is employed or self employed)
47. Before the vocational training how much was the respondent earning a month?
48. Does the respondent feel that the earning made is in commensurate to what has been invested or the hard work?
49. Is the respondent confident in calculating profit and loss of the work/business undertaken?
50. Is the respondent aware that what is produced is in demand in the community?
51. Is the respondent happy with what has been achieved?
52. Who does the respondent give credit for the current situation?
53. Does the respondent have any suggestions to improve the EIG program?
54. If yes, what are they?

Time discussion ended: Hour: _____ Minute: _____

Thank the respondent for his/her cooperation.

Tips to the person preparing case study: (get permission of the respondents if photos are to be taken)

- Take a good photograph
- Take a photo of the working environment of the respondent if possible

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
CASE STUDY: AGRICULTURAL PRODUCTIVITY

Case No.

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Time discussion started: Hour: _____ Minute: _____

INTRODUCTION AND CONSENT

Namaste! My name is _____. I am from Population, Health and Development (PHD) Group, which is conducting a study for USAID/Nepal.

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Your participation in this study is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED

1

DOES NOT AGREE TO BE INTERVIEWED

2

END. →

Name of interviewer:

Date (d/m/y).....

IDENTIFICATION

1) Name of District of respondent:

2) Name of VDC/Municipality of respondent:

3) Ward Number of respondent:

4) Name of respondent:

[INSTRUCTIONS TO INTERVIEWER: MAKE SURE THAT WHEN YOU DISCUSS WITH THE RESPONDENT THE FOLLOWING ISSUES ARE NOT LEFT OUT]

55. Age (completed)

56. Literacy

57. Education

58. Caste/ethnicity

59. Family size – number of family members

60. Marital status

61. Number of living children if married

Agricultural productivity training

62. At what age did the respondent first join EIG agricultural productivity training?

63. When was it? Day/month/Year (if does not recall date try to get approximated date)

64. How long (for how many months) did the respondent attend the agricultural productivity training?

65. Did the respondent become literate by attending literacy program before joining agricultural productivity training?

66. Did the respondent complete the EIG agricultural productivity training?

67. If not, find out why it was not completed?

68. If completed, did the respondent take additional course after the EIG agricultural productivity training?

69. What other training did the respondent get?

70. How long (months) was that additional training course?

71. Did the respondent complete the additional training course?

72. If yes, what did the respondent do soon after the training?

73. Did the respondent start agricultural productivity after it?

74. If yes, what type of agricultural productivity is he/she doing?

75. If doing an agricultural productivity such as growing more cereal crops, vegetables growing, how does he/she get seeds, seedlings, fertilizers, materials for glass houses, etc?

76. Does he/she have problem of getting the supply of these materials?

77. If no problem ask why and how? (Possible answer: EIG program helps them, LSP helps them, etc ..)

78. If there are problems, ask what are they and how they think they can be helped?

79. Ask about the agricultural products he/she produces a year or how many times a year?

80. How much they earn every time they produce?

81. Does he/she face any problem in marketing the produce?

82. If no, why? (possible answers: there is network of LSP, market, and producers which enables them to sell the products. Also prices of products informed to him/her; they sell the products directly in the market; no chance of middlemen exploiting them)

83. If there are problems, ask what are they and how they think they can be helped?

84. Before the training was the respondent and his/her family producing enough?

85. How was his/her life before the training?
86. Does the respondent feel that the earning made is in commensurate to what has been invested or the hard work?
87. Is the respondent confident in calculating profit and loss of the work/business undertaken?
88. Is the respondent aware that what is produced is in demand in the community?
89. Is the respondent happy with what has been achieved?
90. Who does the respondent give credit for the current situation?
91. Does the respondent have any suggestions to improve the EIG program?
92. If yes, what are they?

Time discussion ended: Hour: _____ Minute: _____

Thank the respondent for his/her cooperation.

Tips to the person preparing case study: (get permission of the respondents if photos are to be taken)

- Take a good photograph
- Take a photo of the working environment of the respondent if possible

EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
CASE STUDY: AGRICULTURAL ENTERPRISE OWNER

Case No.

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Time discussion started: Hour: _____ Minute: _____

INTRODUCTION AND CONSENT

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Your participation in this study is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED

1

DOES NOT AGREE TO BE INTERVIEWED

2

END. →

Name of interviewer:

Date (d/m/y).....

IDENTIFICATION

1) Name of District of respondent:

2) Name of VDC/Municipality of respondent:

3) Ward Number of respondent:

4) Name of respondent:

[INSTRUCTIONS TO INTERVIEWER: MAKE SURE THAT WHEN YOU DISCUSS WITH THE RESPONDENT THE FOLLOWING ISSUES ARE NOT LEFT OUT]

93. Age (completed)

94. Literacy

95. Education

96. Caste/ethnicity

97. Family size – number of family members

98. Marital status

99. Number of living children if married

Agricultural enterprise training

100. At what age did the respondent first join EIG agricultural enterprise training?

101. When was it? Day/month/Year (if does not recall date try to get approximated date)

102. How long (for how many months) did the respondent attend the agricultural enterprise training?

103. Did the respondent become literate by attending literacy program before joining agricultural enterprise training?

104. Did the respondent complete the EIG agricultural enterprise training?

105. If not, find out why it was not completed?

106. If completed, did the respondent take additional course after the EIG agricultural enterprise training?

107. What other training did the respondent get?

108. How long (months) was that additional training course?

109. Did the respondent complete the additional training course?

110. If yes, what did the respondent do soon after the training?

111. Did the respondent start agricultural enterprise after it?

112. If yes, what type of agricultural enterprise is he/she doing?

113. If doing an agricultural enterprise such as off season tomato growing, vegetables growing, how does he/she get seeds, seedlings, fertilizers, materials for glass houses, etc?

114. Does he/she have problem of getting the supply of these materials?

115. If no problem ask why and how? (Possible answer: EIG program helps them, LSP helps them, etc ..)

116. If there are problems, ask what are they and how they think they can be helped?

117. Ask about the agricultural products he/she produces a year or how many times a year?

118. How much they earn every time they produce?

119. Does he/she face any problem in marketing the produce?

120. If no, why? (possible answers: there is network of LSP, market, and producers which enables them to sell the products. Also prices of products informed to him/her; they sell the products directly in the market; no chance of middlemen exploiting them)

121. If there are problems, ask what are they and how they think they can be helped?

122. Before the training was the respondent earning any income?

123. How was his/her life before the training?

124. Does the respondent feel that the earning made is in commensurate to what has been invested or the hard work?

125. Is the respondent confident in calculating profit and loss of the work/business undertaken?

126. Is the respondent aware that what is produced is in demand in the community?

127. Is the respondent happy with what has been achieved?

128. Who does the respondent give credit for the current situation?

129. Does the respondent have any suggestions to improve the EIG program?

130. If yes, what are they?

Time discussion ended: Hour: _____ Minute: _____

Thank the respondent for his/her cooperation.

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EDUCATION FOR INCOME GENERATION (EIG) PROGRAM
 Conducted for USAID/Nepal by Population, Health and Development (PHD) Group
CASE STUDY: SCHOLARSHIP HOLDING PARTICIPANT

Case No.

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Time discussion started: Hour: _____ Minute: _____

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May I proceed with the questions?

RESPONDENT:

AGREES TO BE INTERVIEWED

1

DOES NOT AGREE TO BE INTERVIEWED

2

END. →

Name of interviewer:

Date (d/m/y).....

IDENTIFICATION

1) Name of District of respondent:

2) Name of VDC/Municipality of respondent:

3) Ward Number of respondent:

4) Name of respondent:

[INSTRUCTIONS TO INTERVIEWER: MAKE SURE THAT WHEN YOU DISCUSS WITH THE RESPONDENT THE FOLLOWING ISSUES ARE NOT LEFT OUT]

131. Age (completed)

132. Education

133. Caste/ethnicity

134. Family size – number of family members

135. Marital status

136. Number of living children if married

Scholarship

137. At what age did the respondent first join scholarship program?

138. When was it? Day/month/Year

139. What course did the scholarship holder pursue or is pursuing?

140. How long (for how many months) the respondent did have scholarship?

141. Did the respondent complete the course?

142. If not, find out why it was not completed?

143. If yes, what did the respondent do soon after the course?

144. Did the respondent get gainful employment after it?

145. If yes, how much did the respondent first earn a month?

146. If no, what did the respondent do after the training?

147. What is the respondent doing now?

148. If employed or self employed how much money is the respondent making a month?
(ensure whether the respondent is employed or self employed)

149. Before the scholarship how much was the respondent earning a month?

150. Does the respondent feel that the earning made is in commensurate to what has been invested or the hard work put?

151. What have been the impacts of the scholarship program on the respondent? Can the respondent tell in details?

152. Is the respondent happy with what has been achieved?

153. Who does the respondent give credit for the current situation?

154. Does the respondent have any suggestions to improve the scholarship program?

155. If yes, what are they?

Time discussion ended: Hour: _____ Minute: _____

Thank the respondent for his/her cooperation.

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- Take a photo of the working environment of the respondent if possible

Table 1 Percent distribution of respondents by sex and caste/ethnicity according to program component

Both sexes	Program component				Total
	C1	C2	C3	C4	
Tharu	43.3	60.2	49.5	0.0	46.3
Dalit	21.3	17.3	10.2	100.0	19.2
Chhetri/Thakuri	18.8	10.2	17.8	0.0	16.2
Janjati	8.3	8.2	10.2	0.0	8.8
Terai Other Castes	2.9	1.0	6.9	0.0	4.6
Bahun/Sanyasi	4.2	2.0	5.2	0.0	4.2
Muslim	1.3	1.0	0.2	0.0	0.6
Total %	100.0	100.0	100.0	100.0	100.0
Total n	240	98	422	43	803
Female					
Tharu	44.1	50.0	51.1	0.0	46.7
Dalit	20.3	19.4	10.9	100.0	17.9
Chhetri/Thakuri	19.4	16.7	16.4	0.0	16.8
Janjati	8.4	11.1	10.7	0.0	9.5
Bahun/Sanyasi	4.0	2.8	5.5	0.0	4.6
Terai Other Castes	3.1	0.0	5.2	0.0	4.0
Muslim	0.9	0.0	0.3	0.0	0.5
Total %	100.0	100.0	100.0	100.0	100.0
Total n	227	36	366	24	653
Male					
Tharu	30.8	66.1	39.3	0.0	44.7
Dalit	38.5	16.1	5.4	100.0	24.7
Chhetri/Thakuri	7.7	6.5	26.8	0.0	13.3
Terai Other Castes	0.0	1.6	17.9	0.0	7.3
Janjati	7.7	6.5	7.1	0.0	6.0
Bahun/Sanyasi	7.7	1.6	3.6	0.0	2.7
Muslim	7.7	1.6	0.0	0.0	1.3
Total %	100.0	100.0	100.0	100.0	100.0
Total n	13	62	56	19	150

Table 2 Average age of EIG sample survey respondents by program component

Respondent type	Sex	Average	N	Std. Deviation	Minimum	Maximum
C1 Literacy	Female	29.0	227	5.731	17	45
	Male	29.9	13	6.211	20	44
	Total	29.0	240	5.748	17	45
C2 Vocational	Female	26.3	36	4.86	17	37
	Male	27.6	62	5.633	17	39
	Total	27.1	98	5.373	17	39
C3 Agricultural productivity & enterprise	Female	29.7	363	6.473	16	48
	Male	29.7	56	6.753	18	41
	Total	29.7	419	6.503	16	48
C4 Scholarship	Female	21.8	24	4.082	18	32
	Male	21.0	19	2.198	18	27
	Total	21.4	43	3.376	18	32
Total	Female	29.0	650	6.267	16	48
	Male	27.7	150	6.424	17	44
	Total	28.7	800	6.312	16	48

NOTE: 3 respondents did not mention their age

Table 3 Annual individual income reported by individuals at the time of enrolment for training

District	Average	N	Std. Deviation	Minimum	Maximum
Banke	1,866	13,896	2,877.330	0	60,000
Bardiya	1,600	14,506	3,364.831	0	80,000
Dailekh	1,963	4,347	2,811.694	0	30,000
Dang	1,669	6,549	3,573.172	0	70,000
Dolpa	4,127	1,429	2,913.312	0	40,000
Humla	4,027	1,631	2,633.022	0	50,000
Jajarkot	3,760	1,459	7,271.657	0	70,000
Jumla	2,385	4,305	4,319.662	0	90,000
Kalikot	979	3,299	2,198.142	0	55,000
Mugu	613	1,874	1,395.423	0	20,000
Pyuthan	842	3,388	2,034.102	0	30,000
Rolpa	1,598	2,965	3,673.026	0	40,000
Rukum	1,792	2,126	4,379.777	0	80,000
Salyan	1,204	4,401	2,250.737	0	40,000
Surkhet	2,269	8,321	5,410.204	0	96,000
Total	1,836	74,496	3,651.688	0	96,000

Source: USAID/Nepal. EIG FieldLink Nepal data.

Table 4 Average annual income of respondents by component according to sex

Respondent type	Sex	Average	N	Std. Deviation	Minimum	Maximum
C1 Literacy	Female	13,205	227	18531.165	0	108,000
	Male	29,885	13	31150.277	0	84,000
	Total	14,109	240	19691.566	0	108,000
C2 Vocational	Female	70,773	40	56653.345	0	211,200
	Male	96,533	58	59609.364	0	360,000
	Total	86,018	98	59501.426	0	360,000
C3 Agricultural productivity & enterprise	Female	19,022	366	42090.282	0	500,000
	Male	37,829	56	44914.725	0	200,000
	Total	21,518	422	42898.588	0	500,000
C4 Scholarship	Female	23,458	24	26929.827	0	70,000
	Male	42,263	19	61838.357	0	250,000
	Total	31,767	43	46100.737	0	250,000
Total	Female	20,325	657	38656.084	0	500,000
	Male	61,019	146	59684.165	0	360,000
	Total	27,724	803	45966.902	0	500,000

Table 5 Average annual household income of respondents by component according to sex

Respondent type	Sex		2012	2011	2010
C1 Literacy	Female	Average	151,613	117,103	89,551
		N	217	213	205
		Std. Deviation	107,087	84,514	70305.874
		Minimum	9,050	2,500	2,000
	Male	Maximum	700,000	520,000	380,000
		Average	105,923	87,615	63,723
		N	13	13	13
		Std. Deviation	93,346	77,423	53182.048
		Minimum	30,000	24,000	5,000
		Maximum	370,000	300,000	200,000
C2 Vocational	Female	Average	148,886	109,256	80,309
		N	36	36	35
		Std. Deviation	100,740	95,965	90341.878
		Minimum	32,500	30,000	10,000
	Male	Maximum	540,000	540,000	540,000
		Average	171,652	135,387	96,317
		N	62	61	61
		Std. Deviation	113,197	136,040	81461.083
		Minimum	5,000	12,000	10,000
		Maximum	814,170	800,000	500,000
C3 Agricultural productivity & enterprise	Female	Average	192,658	155,123	127,283
		N	366	366	366
		Std. Deviation	141640.85	125479.873	117683.781
		Minimum	11,000	3,000	2,500
	Male	Maximum	900,000	866,000	800,000
		Average	181,822	152,051	119,041
		N	56	56	56
		Std. Deviation	119095.516	108751.951	96803.944
		Minimum	19,450	1,500	1,300
		Maximum	488,000	400,000	409,000
C4 Scholarship	Female	Average	104,733	78,200	51,579
		N	21	20	19
		Std. Deviation	85915.036	64469.168	47116.069
		Minimum	20,000	12,000	4,000
	Male	Maximum	300,000	230,000	200,000
		Average	98,211	53,778	37,882
		N	19	18	17
		Std. Deviation	82126.988	43523.564	34874.565
		Minimum	30,000	8,000	5,000
		Maximum	350,000	150,000	150,000
Total	Female	Average	173,394	137,347	109,975
		N	640	635	625
		Std. Deviation	129171.577	112077.179	103400.632
		Minimum	9,050	2,500	2,000
	Male	Maximum	900,000	866,000	800,000
		Average	160,450	127,571	95,334
		N	150	148	147
		Std. Deviation	113909.053	117255.546	85511.908
		Minimum	5,000	1,500	1,300
		Maximum	814,170	800,000	500,000

Table 6 Percent distribution of literacy trainee sample respondents by district according to literacy rating

District	Poor	Satisfactory	Good	Very good	Excellent	Can't write	Total %	Total n
Rolpa	6.7	20.0	40.0	13.3	20.0	0.0	100.0	15
Dang	7.1	26.2	42.9	19.0	4.8	0.0	100.0	42
Banke	11.5	30.8	26.9	17.3	5.8	7.7	100.0	52
Bardiya	12.1	29.3	34.5	19.0	5.2	0.0	100.0	58
Surkhet	20.9	39.5	32.6	7.0	0.0	0.0	100.0	43
Jumla	6.7	36.7	50.0	6.7	0.0	0.0	100.0	30
Total %	11.7	31.3	36.3	14.6	4.6	1.7	100.0	240

Table 7 Percent distribution of literacy trainee sample respondents by district according to numeracy skill rating

District	Poor	Satisfactory	Good	Very good	Excellent	Can't calculate	Total %	Total n
Rolpa	6.7	13.3	20.0	6.7	33.3	20.0	100.0	15
Dang	11.9	14.3	35.7	23.8	11.9	2.4	100.0	42
Banke	7.7	11.5	32.7	13.5	34.6	0.0	100.0	52
Bardiya	24.1	5.2	37.9	19.0	10.3	3.4	100.0	58
Surkhet	14.0	30.2	27.9	18.6	9.3	0.0	100.0	43
Jumla	0.0	13.3	50.0	23.3	13.3	0.0	100.0	30
Total %	12.5	14.2	35.0	18.3	17.5	2.5	100.0	240

Table 8 Percent distribution of literacy trainee sample respondents mentioning usefulness of literacy training in life

Usefulness of EIG training (Multiple responses)	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
Can read and write/ Can speak out	60.0	76.2	48.1	72.4	55.8	86.7	65.8
Can calculate	33.3	38.1	44.2	27.6	20.9	33.3	32.9
Got knowledge to do veg farming	6.7	11.9	17.3	3.4	18.6	3.3	10.8
Got knowledge about HIV/AIDS	6.7	31.0	5.8	8.6	2.3	0.0	9.6
Got knowledge about sanitation	13.3	16.7	0.0	1.7	4.7	26.7	8.3
Learnt how to run a business	0.0	0.0	3.8	17.2	0.0	3.3	5.4
Learned how to use calculator	26.7	0.0	3.8	6.9	4.7	0.0	5.0
Self awarenessincreased; can control anger	0.0	7.1	3.8	6.9	0.0	3.3	4.2
Got knowledge about loans	20.0	2.4	1.9	3.4	2.3	0.0	3.3
Learned income generation skill	6.7	0.0	7.7	3.4	2.3	0.0	3.3
Can use mobile	20.0	0.0	1.9	5.2	0.0	0.0	2.9
Learned to become independent	6.7	2.4	1.9	1.7	0.0	3.3	2.1
Learnt to live together/Conflicts reduced	0.0	4.8	0.0	1.7	2.3	0.0	1.7
Got knowledge about nutrition	0.0	2.4	1.9	3.4	0.0	0.0	1.7
Capable to teach children to do home work	0.0	0.0	0.0	1.7	0.0	3.3	0.8
Total n	15	42	52	58	43	30	240

Table 9 Percent distribution of sample respondents mentioning shortcomings in life before literacy training

Shortcomings(Multiple responses)	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
Could not write	78.6	88.1	71.2	92.7	69.8	96.6	82.6
Could not read	78.6	85.7	73.1	90.9	60.5	96.6	80.4
Could not calculate	85.7	64.3	78.8	61.8	81.4	89.7	74.5
Could not socialize	35.7	31.0	32.7	16.4	51.2	41.4	33.2
No knowledge of health, nutrition or sanitation	35.7	50.0	38.5	23.6	20.9	34.5	33.2
Unable to manage marketing	7.1	4.8	7.7	1.8	14.0	37.9	10.6
Unable to manage business entity	7.1	0.0	5.8	1.8	7.0	34.5	7.7
Unemployed	14.3	7.1	1.9	3.6	7.0	10.3	6.0
Poor	0.0	2.4	5.8	3.6	7.0	6.9	4.7
Lacked self confidence	0.0	4.8	1.9	1.8	0.0	0.0	1.7
Total n	14	42	52	55	43	29	235

Table 10 Percent distribution of respondents mentioning changes brought about in life after literacy training

Changes brought in life by literacy training (Multiple responses)	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total %
Became literate	86.7	69.0	76.9	84.5	69.8	93.3	78.8
Ability increased to undertake daily activities	66.7	38.1	34.6	22.4	55.8	80.0	43.8
Became skilful	46.7	26.2	42.3	37.9	44.2	76.7	43.3
Financial independence increased	40.0	26.2	34.6	19.0	27.9	80.0	34.2
Self esteem increased	13.3	21.4	59.6	32.8	37.2	13.3	33.8
Can now take part in agriculture and other trainings	40.0	42.9	19.2	27.6	25.6	53.3	32.1
Increased motivation to work	46.7	7.1	38.5	22.4	32.6	30.0	27.5
Increased independence generally	33.3	19.0	19.2	17.2	53.5	20.0	25.8
Improved chance of being employed	0.0	7.1	5.8	3.4	4.7	3.3	4.6
Improvement in sanitation	0.0	7.1	0.0	0.0	0.0	0.0	1.3
Can talk to others & speak up	0.0	2.4	1.9	0.0	0.0	0.0	0.8
Can teach my children	0.0	0.0	0.0	1.7	0.0	0.0	0.4
Total n	15	42	52	58	43	30	240

Table 11 Percent distribution of respondents mentioning application of knowledge after literacy training

Knowledge application(Multiple responses)	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total %
Manage farm or business	86.7	33.3	57.7	50.0	74.4	83.3	59.6
Use calculator	73.3	54.8	55.8	39.7	14.0	40.0	43.3
Use mobile	40.0	45.2	61.5	17.2	32.6	0.0	33.8
Help children with school work	46.7	4.8	36.5	12.1	14.0	83.3	27.5
Read notices posted in the community	33.3	33.3	21.2	10.3	39.5	10.0	23.3
Read the newspaper	26.7	0.0	7.7	6.9	18.6	0.0	8.3
Learnt to write my name	6.7	9.5	13.5	3.4	0.0	0.0	5.8
Do accounting	6.7	4.8	7.7	0.0	0.0	0.0	2.9
Cleanliness of house/ children	0.0	4.8	0.0	0.0	2.3	0.0	2.1
Total n	15	42	52	58	43	30	240

Table 12 Percent distribution of respondents mentioning life skills learned in the literacy training

Life skills learned(Multiple responses)	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
To be able to differentiate between good and bad things	84.6	100.0	98.0	100.0	73.7	96.4	93.7
To be able to talk without hesitation	84.6	100.0	93.9	98.2	68.4	100.0	91.9
To be able to learn skills useful for life	46.2	100.0	95.9	94.6	73.7	92.9	89.2
Self awareness/self esteem	23.1	100.0	98.0	98.2	86.8	100.0	92.3
Empathy	15.4	97.4	95.9	96.4	81.6	89.3	88.3
Effective communication	23.1	97.4	93.9	96.4	76.3	85.7	86.9
Interpersonal relationship	30.8	100.0	89.8	98.2	89.5	100.0	91.4
Coping with anger and emotion	23.1	92.1	89.8	96.4	71.1	92.9	85.1
Coping with stressful situations	69.2	100.0	95.9	96.4	89.5	96.4	94.1
Creative thinking	30.8	100.0	95.9	98.2	97.4	100.0	94.1
Total n	13	38	49	56	38	28	222

Table 13 Distribution of respondents reporting organizations providing vocational training by district

Organization providing training	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total %
EIG/USAID	100.0	100.0	100.0	100.0	50.0	37.5	89.8
AFD	0.0	0.0	0.0	0.0	10.0	0.0	1.0
F Skill	0.0	0.0	0.0	0.0	0.0	50.0	4.1
Skill Nepal	0.0	0.0	0.0	0.0	10.0	0.0	1.0
Sundar Nepal	0.0	0.0	0.0	0.0	10.0	0.0	1.0
Surkhet Trade School	0.0	0.0	0.0	0.0	10.0	0.0	1.0
Do not know	0.0	0.0	0.0	0.0	10.0	12.5	2.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total n	4	22	26	28	10	8	98

Table 14 Distribution of respondents reporting trade they took part in vocational training by district

Both sexes	District						
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
1 Masonry	25.0	36.4	42.3	32.1	10.0	62.5	35.7
2 Embroidery/ Tailoring	50.0	22.7	0.0	14.3	40.0	12.5	16.3
3 Furniture Maker	0.0	13.6	19.2	10.7	10.0	0.0	12.2
4 Basic Electrical House Wiring	0.0	9.1	0.0	10.7	20.0	0.0	7.1
5 Brick Molding	0.0	4.5	15.4	3.6	0.0	0.0	6.1
6 Cook	25.0	0.0	0.0	7.1	0.0	12.5	4.1
7 Automobile / Motorbike Technician	0.0	0.0	0.0	7.1	0.0	0.0	2.0
8 Bar Bending	0.0	0.0	7.7	0.0	0.0	0.0	2.0
9 Basic Plumbing	0.0	4.5	3.8	0.0	0.0	0.0	2.0
10 Mechanical (Motor Rewinding/ Bicycle and Rickshaw Repair)Helper	0.0	0.0	3.8	3.6	0.0	0.0	2.0
11 Offset Press Assistant	0.0	4.5	0.0	0.0	0.0	12.5	2.0
12 Waiter and Waitress	0.0	0.0	0.0	7.1	0.0	0.0	2.0
13 Arc Welder	0.0	0.0	3.8	0.0	0.0	0.0	1.0
14 Bamboo/ Cane Furniture Maker/ Handicraft Maker	0.0	0.0	0.0	3.6	0.0	0.0	1.0
15 Barber/Hair Cutting	0.0	0.0	0.0	0.0	10.0	0.0	1.0
16 Industrial Wiring	0.0	4.5	0.0	0.0	0.0	0.0	1.0

17	Jewelry Making	0.0	0.0	0.0	0.0	10.0	0.0	1.0
18	Wood carving	0.0	0.0	3.8	0.0	0.0	0.0	1.0
Total %		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total n		4	22	26	28	10	8	98
Female respondents								
Trade		Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
1	Embroidery/ Tailoring	100.0	50.0	0.0	50.0	80.0	33.3	44.4
2	Brick Molding	0.0	10.0	37.5	12.5	0.0	0.0	13.9
3	Masonry	0.0	10.0	25.0	0.0	0.0	33.3	11.1
4	Bar Bending	0.0	0.0	25.0	0.0	0.0	0.0	5.6
5	Cook	0.0	0.0	0.0	12.5	0.0	33.3	5.6
6	Furniture Maker	0.0	20.0	0.0	0.0	0.0	0.0	5.6
7	Bamboo/ Cane Furniture Maker/ Handicraft Maker	0.0	0.0	0.0	12.5	0.0	0.0	2.8
8	Barber/Hair Cutting	0.0	0.0	0.0	0.0	20.0	0.0	2.8
9	Basic Electrical House Wiring	0.0	0.0	0.0	12.5	0.0	0.0	2.8
10	Offset Press Assistant	0.0	10.0	0.0	0.0	0.0	0.0	2.8
11	Wood carving	0.0	0.0	12.5	0.0	0.0	0.0	2.8
Total %		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total n		2	10	8	8	5	3	36
Male respondents								
Trade		Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
1	Masonry	50.0	58.3	50.0	45.0	20.0	80.0	50.0
2	Furniture Maker	0.0	8.3	27.8	15.0	20.0	0.0	16.1
3	Basic Electrical House Wiring	0.0	16.7	0.0	10.0	40.0	0.0	9.7
4	Automobile / Motorbike Technician	0.0	0.0	0.0	10.0	0.0	0.0	3.2
5	Basic Plumbing	0.0	8.3	5.6	0.0	0.0	0.0	3.2
6	Cook	50.0	0.0	0.0	5.0	0.0	0.0	3.2
7	Mechanical (Motor Rewinding/ Bicycle and Rickshaw Repair)Helper	0.0	0.0	5.6	5.0	0.0	0.0	3.2
8	Waiter and Waitress	0.0	0.0	0.0	10.0	0.0	0.0	3.2
9	Arc Welder	0.0	0.0	5.6	0.0	0.0	0.0	1.6
10	Brick Molding	0.0	0.0	5.6	0.0	0.0	0.0	1.6
11	Industrial Wiring	0.0	8.3	0.0	0.0	0.0	0.0	1.6
12	Jewelry Making	0.0	0.0	0.0	0.0	20.0	0.0	1.6
13	Offset Press Assistant	0.0	0.0	0.0	0.0	0.0	20.0	1.6
Total %		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total n		2	12	18	20	5	5	62

Table 15 Percent of respondents according to knowledge and skills learned in EIG training by district

Knowledge and skills learned, both sexes (Multiple responses)	District						Total
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	
Masonry	25.0	40.9	42.3	3.6	10.0	62.5	28.6
Furniture making skills	0.0	13.6	30.8	14.3	10.0	0.0	16.3
Tailoring/ embroidery	0.0	18.2	7.7	10.7	40.0	12.5	14.3
Construction	0.0	9.1	15.4	0.0	0.0	12.5	7.1
Entrepreneurship skills	50.0	4.5	0.0	10.7	10.0	0.0	7.1
Brick molding/laying skills	0.0	4.5	15.4	3.6	0.0	0.0	6.1
Self esteem/able to raise voice and speak up	50.0	0.0	3.8	7.1	0.0	12.5	6.1
Use mechanics skills of repair and maintenance	0.0	0.0	7.7	10.7	0.0	0.0	5.1
Work as electrician/became a masonry trainer	0.0	4.5	0.0	7.1	10.0	0.0	4.1
Sanitation skills/ways to prevent disease	0.0	4.5	3.8	3.6	0.0	0.0	3.1
Iron grill/shutter making skills	0.0	0.0	7.7	0.0	0.0	0.0	2.0
Plumber	0.0	4.5	3.8	0.0	0.0	0.0	2.0
Beauty parlor related works	0.0	0.0	3.8	0.0	10.0	0.0	2.0
Hotel cook/ waiter	0.0	0.0	0.0	3.6	0.0	0.0	1.0
Printing/publishing skills	0.0	4.5	0.0	0.0	0.0	0.0	1.0
Jewelers making skills	0.0	0.0	0.0	0.0	10.0	0.0	1.0
Total n	4	22	26	28	10	8	98
Knowledge and skills learned, female (Multiple responses)							
Tailoring/ embroidery	0.0	40.0	12.5	37.5	80.0	33.3	36.1
Furniture making skills	0.0	10.0	37.5	0.0	0.0	33.3	13.9
Brick molding/laying skills	0.0	20.0	12.5	12.5	0.0	0.0	11.1
Masonry	0.0	0.0	0.0	25.0	0.0	66.7	11.1
Entrepreneurship skills	0.0	10.0	12.5	12.5	0.0	0.0	8.3
Sanitation skills/ways to prevent disease	50.0	10.0	0.0	12.5	0.0	0.0	8.3
Self esteem/able to raise voice and speak up	50.0	0.0	0.0	25.0	0.0	0.0	8.3
Beauty parlor related works	0.0	0.0	12.5	0.0	20.0	0.0	5.6
Construction	0.0	0.0	0.0	0.0	0.0	33.3	2.8
Use mechanics skills of repair and maintenance	0.0	0.0	12.5	0.0	0.0	0.0	2.8
Printing/publishing skills	0.0	10.0	0.0	0.0	0.0	0.0	2.8
Total n	2	10	8	8	5	3	36
Knowledge and skills learned, male (Multiple responses)							
Masonry	50.0	66.7	44.4	5.0	20.0	80.0	37.1
Furniture making skills	0.0	8.3	38.9	15.0	20.0	0.0	19.4
Construction	0.0	16.7	22.2	0.0	0.0	0.0	9.7
Use mechanics skills of repair and maintenance	0.0	0.0	5.6	15.0	0.0	0.0	6.5
Entrepreneurship skills	50.0	0.0	0.0	10.0	20.0	0.0	6.5
Work as electrician/became a masonry trainer	0.0	8.3	0.0	10.0	20.0	0.0	6.5
Self esteem/able to raise voice and speak up	50.0	0.0	5.6	0.0	0.0	20.0	4.8
Iron grill/shutter making skills	0.0	0.0	11.1	0.0	0.0	0.0	3.2
Plumber	0.0	8.3	5.6	0.0	0.0	0.0	3.2

Brick molding/laying skills	0.0	0.0	5.6	0.0	0.0	0.0	1.6
Tailoring/ embroidery	0.0	0.0	5.6	0.0	0.0	0.0	1.6
Hotel cook/ waiter	0.0	0.0	0.0	5.0	0.0	0.0	1.6
Jewelers making skills	0.0	0.0	0.0	0.0	20.0	0.0	1.6
Total n	2	12	18	20	5	5	62

Appendix VII

Table 16 Percent of respondents by application of knowledge and skills learned in EIG training according to district

Knowledge and skills applied, both sexes (Multiple responses)	District						Total
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	
Masonry	25.0	27.3	34.6	28.6	10.0	50.0	29.6
Has not applied any skills learned	0.0	13.6	11.5	25.0	10.0	25.0	16.3
Furniture making	0.0	9.1	19.2	10.7	10.0	12.5	12.2
Tailoring & knitting	50.0	22.7	0.0	7.1	30.0	0.0	12.2
House wiring	0.0	13.6	0.0	7.1	20.0	0.0	7.1
Brick molding	0.0	4.5	11.5	3.6	0.0	0.0	5.1
Vehicle repair	0.0	0.0	7.7	7.1	0.0	0.0	4.1
Grill/Shutter/Channel gate making	0.0	0.0	11.5	0.0	0.0	0.0	3.1
Tile/Plumbing related works	0.0	4.5	0.0	3.6	10.0	0.0	3.1
Working in restaurant	0.0	4.5	0.0	7.1	0.0	0.0	3.1
Beautician	0.0	0.0	7.7	0.0	10.0	0.0	3.1
Preparing & Selling Sweets & Snacks	25.0	0.0	0.0	0.0	0.0	12.5	2.0
Plumbing	0.0	0.0	3.8	0.0	0.0	0.0	1.0
Printing & publishing	0.0	4.5	0.0	0.0	0.0	0.0	1.0
Total n	4	22	26	28	10	8	98
Female	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
Tailoring & knitting	100.0	50.0	0.0	25.0	60.0	0.0	33.3
Has not applied any skills learned	0.0	20.0	25.0	50.0	0.0	33.3	25.0
Brick molding	0.0	10.0	25.0	12.5	0.0	0.0	11.1
Masonry	0.0	10.0	25.0	0.0	0.0	33.3	11.1
Beautician	0.0	0.0	25.0	0.0	20.0	0.0	8.3
Working in restaurant	0.0	0.0	0.0	12.5	0.0	0.0	2.8
House wiring	0.0	0.0	0.0	0.0	20.0	0.0	2.8
Printing & publishing	0.0	10.0	0.0	0.0	0.0	0.0	2.8
Preparing & Selling Sweets & Snacks	0.0	0.0	0.0	0.0	0.0	33.3	2.8
Total n	2	10	8	8	5	3	36
Male	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	Total
Masonry	50.0	41.7	38.9	40.0	20.0	60.0	40.3
Furniture making	0.0	16.7	27.8	15.0	20.0	20.0	19.4
Has not applied any skills learned	0.0	8.3	5.6	15.0	20.0	20.0	11.3
House wiring	0.0	25.0	0.0	10.0	20.0	0.0	9.7
Vehicle repair	0.0	0.0	11.1	10.0	0.0	0.0	6.5
Grill/Shutter/Channel gate making	0.0	0.0	16.7	0.0	0.0	0.0	4.8
Tile/Plumbing related works	0.0	8.3	0.0	5.0	20.0	0.0	4.8
Working in restaurant	0.0	8.3	0.0	5.0	0.0	0.0	3.2
Plumbing	0.0	0.0	5.6	0.0	0.0	0.0	1.6
Brick molding	0.0	0.0	5.6	0.0	0.0	0.0	1.6
Preparing & Selling Sweets & Snacks	50.0	0.0	0.0	0.0	0.0	0.0	1.6
Total n	2	12	18	20	5	5	62

Table 17 Distribution of agricultural productivity and enterprise trainee respondents mentioning contribution of literacy class to entrepreneurship by district

Literacy class contribution to entrepreneurship (Multiple responses)	District						Total
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	
Learnt how to use a calculator & mobile	66.7	77.1	55.6	55.6	27.3	6.9	49.1
Became literate	40.0	11.4	27.0	70.4	47.7	20.7	41.6
Its a lot of help to run business, my income has increased	13.3	17.1	28.6	17.3	47.7	62.1	29.6
Vegetable farming became easier, became capable	13.3	25.7	9.5	4.9	2.3	20.7	10.5
Increased self confidence, able to speak out	0.0	20.0	4.8	4.9	9.1	17.2	8.6
Prepare nursery, produce seedlings and seeds	0.0	0.0	6.3	1.2	2.3	13.8	3.7
Received information about HIV and diseases	0.0	0.0	3.2	6.2	0.0	6.9	3.4
Knowledge about nutritious food	0.0	0.0	0.0	9.9	0.0	0.0	3.0
Learnt that every one should co-operate to run business	6.7	5.7	3.2	2.5	0.0	0.0	2.6
It is easier to sell produced goods through collection centers	0.0	2.9	1.6	1.2	2.3	6.9	2.2
It was a stepping stone to get training in agriculture	0.0	2.9	0.0	4.9	2.3	0.0	2.2
I am able to teach my children	0.0	0.0	4.8	1.2	0.0	3.4	1.9
Knowledge about health & sanitation	0.0	0.0	0.0	4.9	0.0	0.0	1.5
Learned about rights of women & men	0.0	0.0	0.0	1.2	0.0	0.0	0.4
Total n	15	35	63	81	44	29	267

Table 18 Distribution of respondents mentioning type of training received by district

Types of training given to participants	District						Total %
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	
Seasonal vegetables	96.3	85.7	69.7	8.3	75.9	97.1	56.6
Offseason vegetables	100.0	88.1	70.6	80.3	81.0	91.2	80.6
Cereals	18.5	4.8	6.7	0.8	0.0	70.6	9.7
Livestock (Poultry farming)	3.7	28.6	11.8	9.1	12.1	14.7	12.4
NTPF	0.0	11.9	25.2	14.4	3.4	0.0	13.6
Fishery	0.0	4.8	1.7	3.8	0.0	0.0	2.2
Seed	33.3	42.9	5.9	0.0	0.0	52.9	12.6
Spices	0.0	19.0	0.0	0.8	0.0	14.7	3.4
IPM	51.9	35.7	42.9	0.8	62.1	20.6	30.1
Nursery	81.5	64.3	36.1	33.3	63.8	14.7	43.2
Dhiki pump construction	3.7	0.0	1.7	0.0	6.9	0.0	1.7
Total n	27	42	119	132	58	34	412

Table 19 Distribution of respondents mentioning type of agricultural enterprise they run by district

Agricultural enterprise	District						Total
	Rolpa	Dang	Banke	Bardiya	Surkhet	Jumla	
High value vegetables, Off seasonal	72.0	85.0	23.9	39.3	35.8	23.5	40.4
Agricultural farming	40.0	0.0	35.9	29.9	39.6	35.3	30.9
Mentha, Chamomile farming, Mentha-Lemon grass Citronella	0.0	5.0	30.8	17.8	3.8	0.0	16.4
Goat rearing, Sheep rearing	0.0	5.0	6.8	7.5	13.2	5.9	7.2
Vegetable business, shop	0.0	0.0	0.9	0.0	9.4	5.9	1.9
Fishery	0.0	0.0	0.9	5.6	0.0	0.0	1.9
Nursery	0.0	0.0	0.0	0.0	1.9	11.8	0.8
Pig rearing	0.0	5.0	0.9	0.0	0.0	0.0	0.8
Cold store	4.0	2.5	0.0	0.0	1.9	0.0	0.8
Poultry farming	0.0	0.0	0.0	0.0	0.0	5.9	0.3
Build Dhiki pump	0.0	0.0	0.9	0.0	0.0	0.0	0.3
Brick manufacturing	0.0	2.5	0.0	0.0	0.0	0.0	0.3
Rabbit rearing	0.0	0.0	0.0	0.0	0.0	5.9	0.3
Apple farming	0.0	0.0	0.0	0.0	0.0	5.9	0.3
Total n	25	40	117	107	53	17	359

Table 20 Percent distribution of sample respondents by component according to rating of business plan by sex

Component	Business plan	Rating of business plan		Total
		Male	Female	
C1 Literacy	% rated good, very good & excellent	100.0	94.1	94.4
	Total who made business plan	5	102	107
C2 Vocation	% rated good, very good & excellent	100.0	100.0	100.0
	Total who made business plan	7	13	20
C3 Agriculture	% rated good, very good & excellent	97.4	95.9	96.1
	Total who made business plan	39	242	281
Total %	Rated good, very good & excellent	98.0	95.5	95.8
Total n	Total who made business plan	51	357	408

Table 21 Average investment in and gain from business entities under three components by district

District		C1 Literacy		C2 Vocation		C3 Agriculture	
		Investment in business Rs.	Gain from business Rs.	Investment in business Rs.	Gain from business Rs.	Investment in business Rs.	Gain from business Rs.
Rolpa	Average	18,333	56,667	28,333	68,333	14,140	71,332
	N	6	6	3	3	25	25
	SD	11,255	24,221	18929.694	7637.626	12761.857	46565.91
Dang	Average	6,687	35,383	51,429	125,314	5,168	44,181
	N	24	24	7	7	40	40
	SD	10,244	39,347	55880.399	68001.162	4541.963	58347.629
Banke	Average	9,413	31,628	50,000	228,667	11,719	47,427
	N	39	39	3	3	117	117
	SD	12,374	32,313	0	36950.417	11177.07	40450.098
Bardiya	Average	7,997	27,640	57,583	183,833	8,113	30,778
	N	30	30	12	12	107	107
	SD	6,252	24,276	74419.521	157120.59	13185.892	43947.086
Surkhet	Average	12,052	31,966	48,000	103,333	12,585	44,151
	N	29	29	6	6	53	53
	SD	13,575	31,302	64321.07	84774.21	20078.149	76961.878
Jumla	Average	10,571	19,571	15,000	35,000	8,818	22,471
	N	7	7	1	1	17	17
	SD	9,554	18,618	.	.	12219.719	16054.079
Total	Average	9,637	31,970	49,656	144,663	10,073	42,103
	N	135	135	32	32	359	359
	SD	11,139.0	31,196.0	58037.035	116402.67	13313.162	51154.549

Case study 1 - Literacy: Laxmi Jaisi is a 24 year old Bahun lady from Surkhet. She has completed grade 3. There are 5 members in her family. She has 3 girl children.

She was 22 years old when she first attended the literacy training in 2067-09-23 for 10 months. After the training, she started commercial vegetable farming in 4 kattha land. During farming season she earned around Rs. 15,000/-. Although she does not get salary, she earns around Rs. 4,000/- a month. The literacy training has made her independent, literate, increased her knowledge and helped her start her own business. Before the training, she was only a housewife.

When she was young she never paid attention to her studies, she said *“I have always been mischievous from childhood”*. For this reason her parents married her off very young when she was only 15 years old. She had her first daughter when she was 16 years old. Although she had completed grade 3, because of no reading and writing and busy with household chores she had forgotten how to even write her name. She heard about EIG training from an EIG teacher and attended the 10 month literacy class. She had the opportunity to learn a lot of things in the EIG class; she learnt about enterprises, Nutrition, HIV/AIDS, life skills, kitchen garden along with recognizing alphabets, adding & subtracting.

In her words : *“This class has brought huge changes in my life; I have used all the skills I have learnt in my life. I started vegetable farming on the basis of the skills I learnt at the training. I earned Rs. 50000 during the first season. Before I was only a pure housewife, I did not know anything about vegetables farming, we always had to buy vegetables to eat. All housewives would gather around at a certain place & chat about unnecessary stuff & my day would pass. But these days, I have no time except for meetings, I do not talk about others or waste time on unnecessary conversations. I would like to thank EIG from the bottom of my heart for bringing happiness into my life. At last I would like to end by saying “Sisters please study, learn to read & write your name, there is no greater thing in life than Education”*.

Case study 2 – Vocational training: Prem Bahadur Thapa, a 34 year old man belonging to Magar ethnicity from ward number 3 , Kohalpur has 6 members in his family, him, his wife, 2 daughters and 1 son. He has completed grade 10. When he first attended the 45 day EIG training in 18/12/2009 he was 29 years old.

Even before the training, he was self employed and was running a small restaurant. He only earned around Rs 8,000-9,000 per month then but after the training, he has been able to earn around Rs. 30,000 to 40,000. *“I am very happy because I feel that the money I am earning is a result of the hard work that I have put into my business. I did not have any skills before but after the training I have gained valuable knowledge and skills , that I have not only used for my business but also used to train 200 students and impart the knowledge and skills that I have gained through EIG and made them capable to earn a living”* he says.

After the training, he keeps a log of all his income, expenditures and profits. He can prepare any dishes and food items that the customer likes. His income has increased because of the EIG training. He says that EIG program has played a parental role in his life, by guiding him towards a better future. He says it would have been better if the duration of the training was 2 months instead of 45 days so he could learn more advanced skills.

He is of the opinion that trainings such as EIG are very important in a country like Nepal and more trainings for income generation should be passed on to the conflict affected people , disadvantaged people and single women. *“EIG has improved the lives of other 200 people like me , after the training they have also become self dependent , are earning income and sustaining their livelihoods”* he says.

Case study 3 – agricultural enterprise: Rupan Chaudhary a 31 year old man from Bardiya has 33 members in his family. He is married & has 2 kids; 1 son & 1 girl. Rupan attended the 9 month literacy training when he was 28 years old; he also attended agricultural training side by side. Now he has an agricultural enterprise for vegetables production.

In total he attended the agricultural training 4 times; 3 times in 2066 (2010) and once in 2068 (2012). He learnt many things in the training such as nursery growing, plantation of off season vegetables, safe use of insecticides /pesticides and construction of plastic tunnels.

Currently, he grows vegetables such as Cauliflower, Cabbage, Bitter melon, Chilly etc. He brings seeds, plastics for tunnel, fertilizers from Banggadi Market (Bardiya). Before the training, the crops he produced were only enough for his family’s consumption. He could hardly sell them in the market. However after the training, he has been able to grow vegetables & sell them in the market. Before he did not know anything about commercial vegetables farming; his family was very poor, his children used to go to a government school and after the training

his income has increased a lot; his children also attend a boarding school now. Rupan says *“I was very poor & had to work as a kamalari when I was young but after receiving EIG training, I am doing very well with vegetables farming. I now have fresh vegetables to eat everyday & sell them for a good price too. My social status has improved. I can confidently calculate profit & loss now and I keep a log of all my sales”*.

His only complain is that it is very hard to go to Bansgadi every time he need seeds or fertilizer because it is very far. He says that a lot of people in the community have started vegetable farming after the training. Members of his family now have access to fresh vegetables that are rich in nutrition. Health of his children has also improved. Before the training, he had to put his land as collateral in case he needed money for anything but now he doesn't have to do that.

Rupan further says *“I would like to thank EIG because it opened my eyes, I now understand the importance of income generation. EIG should continue to provide education & skills and lead people like me to the path of income generation”*. His annual total income comes to Rs. 409,000/- as summarized below in the table which is very high compared to local farmers in general.

Cauliflower – Twice a year	Seasonal and Off-seasonal Rs.	80000	Chili -Once	Rs.	13000
Bakulla – Once	Rs.	7000	Radish - Twice	Rs.	2000
Cabbage – Twice	Seasonal and Off-seasonal Rs	50000	Cucumber – Twice	Rs.	100000
Garlic – Once	Rs.	2000	Supko Saag – Once	Rs.	2000
Lauka – Once	Rs.	20000	Methiko Saag – Once	Rs.	2000
Onions – Once	Rs.	50000	Tomatoes - Twice	Rs.	6000
Bitter melon (karela) - Once	Rs.	40000	Potatoes - Once	Rs.	30000
Ryoko sag – Twice	Rs.	5000			155000
		254000			

Appendix VIII

Case study 4 – scholarship: Hasta Bahadur B.K. from Mehalkuna VDC, Surkhet was born as a second child to a poor farmer's family. His family only had 4 ropani of land on a mountain slope. The food & vegetables produced on the land could hardly meet their family's needs for 6 months. In order to meet the family's needs, his father had to spend most of his life in India while his mom worked as a wage laborer. His parents had difficulty in sending him to school. His elder sister & one of his three younger sister did not have any schooling.

Hasta had to go through a lot of hardships while studying. Till the 7th grade, he had to walk to school barefoot because he could not afford a pair of shoes. He had to use one notebook for all his assignments from different subjects. In addition to attending school he also had to plough the field & help out in other agricultural activities, because of his father's absence. Furthermore he even worked as a wage laborer in order to pay his school fees. Hasta had just finished his send-up test and felt that his road to further education was blocked because of financial difficulties; but as they say every cloud has a silver lining, he took his SLC exam in 2066 & found out about the EIG scholarship program and applied for it. He applied for the scholarship program although his SLC results were not out yet. He was anxious about what would happen. If he failed his SLC exam he would not be able to get the scholarship, but he was hopeful that he would definitely pass his SLC exam too.

It was not easy to apply for the scholarship. First, Hasta had just taken his SLC exams, & people that had not passed SLC were not allowed to apply, so he did not meet the criteria; however he pleaded to everyone including EIG staff, explained his situation & hardships. Finally, he was allowed to put in his application. His SLC result came out in Asar of 2067 & he passed. He was relieved that he passed the first hurdle to attaining the scholarship, however he still faced challenges such as obtaining a recommendation letter from his VDC, he also had to face tough competition with others.

In Asar 2067, he was called for an interview; he applied for J.T.A. because he wanted to help other poor farmer families like himself. In Fagun 2067, results for scholarships were also published. He passed & received the scholarship. He says *“At that moment I felt as if I had conquered the world. I could see that my dream is slowly coming true.”*

That same year, he commenced his J.T.A. studies in Kunathari VDC in Surkhet. It was a 15 months course. 12 months theory & 3 months OJT (On the Job Training). His J.T.A. results were published in 2068/11 B.S and he passed with flying colors. He considers himself very lucky because around the same time, under Ox farm's sponsorship, Pabitra Co-operative started an Enterprise Development Project at his VDC, Mehalkuna and he started working as a 'Field Technician' in that project since 2069-2-19. He earned around Rs. 6000/- at the beginning & now he is earning around Rs. 8000/- . He has got the opportunity to work for his own village, for his own house. Although he could not send one of his little sisters to school; through the money, he is earning, he is

sending two of his other sisters to school. One sister is studying in class 6 and another is studying in class 8. He does not want them to face the same difficulties he faced while he was in school. He also has the responsibility for other needs of his family. His father has also stopped going to India & instead works on their family farm. If EIG had not come into his life, Hasta would either be working in India or working very hard as a wage laborer for someone else. *“EIG came into my life as a good fortune so I regard it as my parent. I am very happy with my education in life. I wish to further my work in this field. I will send my sisters to school in spite of all the challenges I also plan to get married in 1-2 years. In the end, I want to say “Other Hasta Bahadurs like me are waiting for programs like EIG. I hope EIG comes back and opens the doors of opportunities to thousands of Hasta Bahadur. Thank you very very much EIG from the bottom of my heart” says Hasta.*

Appendix VIII

Case Study 5- Vocation Training: Dang: Mrs Kushmi Chaudary a Tharu woman, aged 28 from Chailahi VDC, Madhyanagar Dang, attended the furniture training provided by EIG. However according to her the training was not very useful as she was not interested in furniture making. She was made to attend the furniture training in order to fulfill the quota required for EIG class. She learnt how to make tables, chairs, benches in the training but she has not been able to use any of the skills she learnt. She does not know where the other participants of the training are or what they are doing, she says starting a furniture business on her own is simply not possible. Kushmi is not working as a furniture maker but instead she took out a loan of Rs. 55,000 from the Grahmin Mahila Bikash Kendra and has opened up a small retail shop and her business is successful. She says EIG has made no contribution to her current occupation; she says that she has opened this shop using her own resources. She also says that it would have been better if she received training on how to run a retail business instead of furniture making as she was more interested in this field. According to her, this training has only resulted in wastage of her time and resources.

Appendix IX

Table 1 Percent distribution of respondents mentioning unexpected outcomes according to component and sex

SN	Unexpected outcomes	C1 Literacy			C2 Vocation			C3 Agriculture			All 3 components		
		Sex			Sex			Sex			Total		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Little investment/more income	18.6	16.7	18.5	60.0	35.3	46.9	60.8	58.0	60.4	48.8	49.3	48.9
2	Nothing	26.4	33.3	26.7	33.3	35.3	34.4	19.1	14.0	18.4	21.6	20.5	21.5
3	Productivity was more than expected	11.6	16.7	11.9	0.0	0.0	0.0	24.9	26.0	25.1	20.3	19.2	20.2
4	Never thought that I would teach others what I learnt	41.1	0.0	39.3	0.0	5.9	3.1	0.3	0.0	0.3	11.9	1.4	10.5
5	Learned new technology	0.0	16.7	0.7	0.0	0.0	0.0	8.1	8.0	8.1	5.5	6.8	5.7
6	We get to eat vegetables now, fresh vegetables	0.0	0.0	0.0	0.0	0.0	0.0	8.1	4.0	7.5	5.5	2.7	5.1
7	Received respect/learnt a new skill/Became independent	2.3	0.0	2.2	6.7	11.8	9.4	0.3	0.0	0.3	1.1	2.7	1.3
8	Learned that sick livestock should be treated with medicines	0.0	0.0	0.0	0.0	0.0	0.0	1.6	2.0	1.7	1.1	1.4	1.1
9	Did not think about doing business before the training	0.8	33.3	2.2	0.0	5.9	3.1	0.0	0.0	0.0	0.2	4.1	0.8
10	Green vegetables/fresh vegetable consumption increased	3.1	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.8
11	After training my eyes opened	0.0	0.0	0.0	13.3	11.8	12.5	0.0	0.0	0.0	0.4	2.7	0.8
12	Tomatoes and chili production yielded more income	2.3	0.0	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.6
13	Lack of irrigation prevents expected income or productivity	1.6	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.4
14	Can calculate	0.8	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2
15	Productive use of time/savings	0.8	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2
16	Improvement in vegetable farming and productivity	0.8	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2
17	Even though I am disabled, I can work after training	0.0	0.0	0.0	6.7	0.0	3.1	0.0	0.0	0.0	0.2	0.0	0.2
Total n		129	6	135	15	17	32	309	50	359	453	73	526

Appendix IX

Table 2 Percent distribution of sample respondents by component and sex according to whether they would continue with the results they have achieved

			Whether continue with current results		Total
			Yes	No	
C1 Literacy	Sex	Female	95.3	4.7	100.0
		Male	100.0	0.0	100.0
		Total %	95.6	4.4	100.0
		Total n	129	6	135
C2 Vocation	Sex	Female	100.0	0.0	100.0
		Male	94.1	5.9	100.0
		Total %	96.9	3.1	100.0
		Total n	31	1	32
C3 Agriculture	Sex	Female	95.8	4.2	100.0
		Male	96.0	4.0	100.0
		Total %	95.8	4.2	100.0
		Total n	344	15	359
All 3 Cs	Sex	Female	95.8	4.2	100.0
		Male	95.9	4.1	100.0
		Total %	95.8	4.2	100.0
		Total n	504	22	526

Appendix IX

Table 3 Percent distribution of sample respondents by component and sex according to perceived ways of sustaining with the results they have achieved

Ways to sustain results (Multiple responses)	C1 Literacy			C2 Vocation			C3 agriculture			All Cs		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
With current skill can continue producing more	45.5	33.3	45.0	20.0	12.5	16.1	28.4	18.8	27.0	32.9	18.6	31.0
With help from LSP	11.4	33.3	12.4	0.0	0.0	0.0	20.6	31.3	22.1	17.3	24.3	18.3
Help from agrovet	5.7	16.7	6.2	0.0	0.0	0.0	16.9	2.1	14.8	13.1	2.9	11.7
With help from groups/loans	10.6	16.7	10.9	0.0	0.0	0.0	10.1	10.4	10.2	9.9	8.6	9.7
With help from groups/loans	10.6	16.7	10.9	0.0	0.0	0.0	10.1	10.4	10.2	9.9	8.6	9.7
Get help from family and friends	4.1	16.7	4.7	6.7	0.0	3.2	13.2	2.1	11.6	10.4	2.9	9.3
Continue current work/business	20.3	16.7	20.2	33.3	25.0	29.0	0.0	0.0	0.0	6.9	7.1	6.9
Neighbors, village, community will help	0.0	0.0	0.0	0.0	0.0	0.0	9.1	12.5	9.6	6.2	8.6	6.5
Get help from collection/agri service centers	0.8	0.0	0.8	0.0	0.0	0.0	8.1	14.6	9.0	5.8	10.0	6.3
Livestock service center, veterinary	0.0	0.0	0.0	0.0	0.0	0.0	8.4	8.3	8.4	5.8	5.7	5.8
Get help from JTA/get more training	1.6	0.0	1.6	26.7	37.5	32.3	0.7	6.3	1.5	1.8	12.9	3.4
Sell more products/ take more contracts	5.7	0.0	5.4	0.0	12.5	6.5	0.0	0.0	0.0	1.6	2.9	1.8

Add more equipment/ produce more/ serve more	0.8	0.0	0.8	40.0	12.5	25.8	0.0	0.0	0.0	1.6	2.9	1.8
Get help from savings groups/ credit groups	0.8	0.0	0.8	0.0	0.0	0.0	1.7	2.1	1.7	1.4	1.4	1.4
Businessmen will help Increase agriculture productivity	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.1	1.2	0.7	1.4	0.8
Use improved seeds	2.4	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.6
Add more equipment and resources	2.4	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.6
Train other people too & employ them	1.6	0.0	1.6	0.0	6.3	3.2	0.0	0.0	0.0	0.5	1.4	0.6
	0.0	0.0	0.0	6.7	12.5	9.7	0.0	0.0	0.0	0.2	2.9	0.6
Total n	123	6	129	15	16	31	296	48	344	434	70	504

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