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EDUCATION FOR INCOME GENERATION FINAL REPORT

FINAL REPORT JANUARY 3, 2008 – MARCH 3, 2013

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Acronyms

ANM	Auxiliary Nurse and Midwife
BBSCD	Breeding Buck Service Centre Development
BE	British Embassy
C1, C2, C3	Component 1, 2, 3
CBO	Community Based Organization
CCI	Chamber of Commerce and Industry
CCIS	Chambers of Commerce and Industry
CEMECA	CEMECA Human Resources Academy
CEAPRED	Center for Environmental, Agricultural Policy Research Extension and Development
CFUG	Community Forest User Group
CM	Community Mobilizer
CMA	Community Medical Assistant
CMC	Class Management Committee
CRSP	Collaborative Research Support Program
CTEVT	Council for Technical Education and Vocational Training
DADO	District Agriculture Development Office
DC	District Coordinator
DCC	District Coordination Committees
DDC	District Development Committee
DEO	District Education Office
DEPROSC	Development Project Service Center
DFO	District Forest Office
DLO	District Livestock Office
DLSO	District Livestock Services Office
DOA	Department of Agriculture
DOI	Department of Irrigation
DTTI	Don Bosco Technical Training Institute
DU	Distillation Unit
DUMC	Distillation Unit Management Committee
DWO	Dalit Welfare Organization
ECD	Early Childhood Development
EIG	Education for Income Generation
FAO	Food and Agriculture Organization
FCHV	Family & Child Health Volunteers
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
FNCSI	Federation of Nepal Cottage and Small Industry
FSI	Food Security Initiative
GIS	Geographic Information Systems
GIZ	German Cooperative Enterprise for International Development
GON	Government of Nepal
HH	Household
HVAP	High Value Agriculture Project
I Ed	Intermediate Education Degree
ICS	Improved Cook Stoves
IDE	International Development Enterprises
IEE	Initial Environmental Examination
IETC	International Evaluation and Training Corporation
INGO	International Non-Governmental Organization

IPM	Integrated Pest Management
JABAN	Jadi Buti Association of Nepal
JTA	Junior Technical Assistant
KIRDARC	Karnali Integrated Rural Development and Research Center
LDO	Local Development Office
LOP	Life of Project
LSP	Local Service Provider
M&E	Monitoring and Evaluation
MEDEP	Micro-Enterprise Development Program
MFI	Micro Finance Institution
MIT	Micro Irrigation Technology
MLD	Ministry of Local Development
MPC	Marketing and Planning Committees
MOAC	Ministry of Agriculture and Cooperatives
MOCS	Ministry of Commerce and Supplies
MOE	Ministry of Education
MOU	Memorandum of Understanding
MUS	Multi-use Water Systems
NAC	National Advisory Committee
NARC	Nepal Agriculture Research Council
NCED	Nepal Center for Educational Development
NEAT	Nepal Economic Agriculture and Trade
NETC	National Employment Training Center
NFHP	Nepal Family Health Program
NgCCI	Nepalgunj Chamber of Commerce and Industry
NGO	Non-Governmental Organization
NID	National Immunization Day
NRS	Nepali Rupees
NTFP	Non Timber Forest Products
NWCHSC	Nepal Women Community Health Service Center
OJT	On-the-job Training
PAF	Poverty Alleviation Fund
PACE	Partnership Aid Centre Nepal
PO	Program Officer
PPP	Public Private Partnership
PSA	Psychosocial Approach
Q1, Q2, etc.	Quarter One or first quarter, Quarter Two or second quarter, etc.
RAD	Regional Agriculture Director
RMA	Rapid Market Assessment
RRN	Rural Reconstruction Nepal
RUSUF	Rural Society Upliftment Forum
SAPPROS	Support Activities for Poor Producers of Nepal
SMC	School Management Committee
SRI	System Rice Intensification
SSA	Sub-sector Analysis
TEPP	Training and Employment Placement Provider
TOT	Training-of-trainers Courses
TSCE	Teacher Service Commission Examination
USAID	United States Agency for International Development
VDC	Village Development Committee

WFP World Food Program
WUPAP Western Upper Poverty Alleviation Program
Y1, Y2, etc. Year One, Year Two, etc.

EXECUTIVE SUMMARY

March 3, 2013, Winrock completed the five year Education for Income Generation Program (EIG). The project worked in all 15 Districts of the Mid-Western Region and increased the income of more than 74,000 beneficiaries. The project was implemented by Winrock who led a consortium of partners including International Development Enterprises (IDE) and International Evaluation and Training Corporation (IETC), eight major local organizations including Development Project Service Center (DEPROSC), Samjhauta Nepal (Samjhauta), Karnali Integrated Rural Development and Research Center (KIRDARC), Alliance Nepal (Alliance), Federation of Nepalese Chambers of Commerce and Industry (FNCCI), F-Skill, Support Activities for Poor Producers of Nepal (SAPPROS), and Center for Environmental, Agricultural Policy Research Extension and Development (CEAPRED) and numerous other subcontractors.

The project worked with only marginalized youth and:

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

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

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

Performance Result 4: Distributed Scholarships for targeted youth

The project exceeded targets for all four components. For example, 32,784 youth were trained in integrated, entrepreneurial literacy; 11,500 youth were trained in vocational education and linked to employment where 82% were employed six months after graduating earning at least 2,400 NRS/month. EIG helped more than 54,000 increase high value agriculture production or helped them earn a livelihood along the value chain.

The project had large scale impact. It directly trained 74,917 unique individuals, 78 % women. Because many beneficiaries attended multiple training events, EIG conducted training for 99,254 people. The project has strong spread effect – the project indirectly benefited more than 382,077 people (beneficiaries and their family members). The program directly impacted 10.8% of this population in the Mid-West and affected (directly and indirectly) 23% of the population of Mid-West.

The project was impactful and widespread. It helped the most disadvantaged and worked only with – Dalits, Janajati, conflict affected individuals, and women. The beneficiaries were also, as a group, very poor and impoverished. On average, they held less than .23ha of land with 92% below the poverty line. Many were landless.

The project worked only with youth between the ages of 16-30 (and up to 35 years old in some cases). Because 78% of the beneficiaries were women, benefits spread within the family and community, and women broke traditional gender barriers and roles. The women also became empowered and began to

play more visible roles in the household and in the communities affecting everything to their families, health, nutrition, and food security.

The approaches created sustained opportunities for the often remote and disadvantaged youth by giving them the necessary skills and by creating the necessary services, such as input providers and collection centers and linkages to employers for graduates of vocational education and certificate programs. For others, access to credit provided the appropriate context that allowed them to become entrepreneurs.

Entrepreneurial literacy tied to training to increased productivity was crucial in orienting farmers to commercial agriculture. The **literacy empowered women** to speak up and become more engaged in public forums. The business modules changed people's thinking -- farms were no longer just sources of food, but were seen as enterprises. The literacy taught people the importance of using credit for productive assets, reinvesting in their farm, and the value of paying for inputs and services.

EIG took a **market driven approach**, by first identifying demand, and then identifying ways we could train the youth so that they could earn an income by meeting the market demand. For example, for vocational training, EIG first conducted **rapid market assessments** to identify the sectors, products and skills that people needed. In agriculture, the project conducted **subsector analysis** to identify which high value products were in demand and to identify what could be grown in the Districts.

Trainings on agriculture production emphasized low water use (through drip irrigation) and water storage to help prepare farmers for less water and **climate change**. The program helped 34 communities install multiple use water systems (MUS) which reduced the time women had to spend collecting water.

The market driven, high value agriculture approach had **improved the food security, nutrition and health** of individuals and communities in the Mid-West. Even though the youth raised vegetables for income, families consumed 20% of the vegetables they grew, such as tomatoes, peppers and other vegetables, thereby improving their food security. By selling the products, communities now have surplus supply of vegetables and sometimes livestock available, greatly increasing the communities' access to nutritious food. Literacy courses informed women about HIV/AIDs and how to access health care.

While the project focused on training, staff **collaborated with and leveraged resources** such as cash, services, in kind grants and labor from the government, private sector, other donors, and communities. More than \$1.3M supported EIG beneficiaries.

The following summarizes the project's impact by component.

COMPONENT I: LITERACY.

A total of 32,784 (95% female) students completed their literacy training; exceeding the target of the program seven months before the end of the project. A total of 715 teachers, who were not professional teachers, were trained to conduct the literacy training in the villages. The project managed

a total of 1,486 classes over the five years of the project. The curriculum consisted of four integrated training modules developed and published. The modules were broken up as follows:

Module 1 covered integrated skills in literacy, numeracy, how to use a calculator. Module 2 focused on life skills, HIV/AIDS, nutrition, and peace building skills, which included how to use government services, and how to participate in meetings. Module 3 focused on enterprise and business skills – how to be an entrepreneur, income generating activities, and how to develop basic business plans. Module 4 was an interactive workbook on how to access credit. More than 40 training-of-trainer courses were conducted to prepare teachers to conduct the literacy course. Seventy percent of the literacy graduates entered either Component 2 or Component 3 of EIG.

The literacy program affected individuals, families, and communities. Women became more engaged in decision making within their household and in public activities. Households began consuming more nutritious foods and people began sending their children to school.

COMPONENT 2: VOCATIONAL TRAINING.

EIG trained 11,865 marginalized youth (50% women) in market-based skills through 585 mobile training courses and 11,545 youth graduated. Rapid Market Assessments (RMA) were conducted to identify the demand for jobs and skills. Eighty-three percent (9,568) of the graduates were employed or self-employed earning a minimum income of NRS 2,400. Twenty two new instructors received training and orientation on the EIG vocational training program from 17 organizations. The instructors learned about instructional design and training and assessment methodologies which enhanced the trainee learning. Training Employment and Placement Providers (TEPPS) gained improved training skills. EIG developed the webpage, jobsfirst.org.np, which was designed to inform training providers of employment opportunities so they can offer trainings for which there are jobs, and help employers find well trained, skilled manpower. Data from the website was transferred to www.Rojgari.com.

During Y5, a tracer study showed between one to four years after graduation, about 70% continue to earn an average of NRS 7,879 per month. For those graduates that stayed employed, their income continues to rise. In addition, many of the youth that became entrepreneurs opened their own shops, trained and hired other (non-EIG) youth from their community. Extrapolating employment results of EIG reveals that the project contributed in reducing unemployment by 8.2% in the program area districts of the Midwestern Development Region.

COMPONENT 3: AGRICULTURAL PRODUCTIVITY AND RURAL INCOMES.

More than 54,000 (81% women) youth were trained in increased agriculture productivity and agriculture enterprises. The program worked in more than 360 VDCs, and 1,600 wards in all 15 districts of the Mid-West. Focusing on high value agriculture, the project promoted off season vegetables (cabbage, cauliflower, bell peppers, and tomatoes), fruits, goat, fish, and poultry production. The project helped farmers install 6,800 micro irrigation systems throughout the Mid-Western Region.

To ensure sustained incomes, EIG strengthened input supply chains from agrovets (small agribusiness on roads/in bazaars); manufacturers and distributors, seed production and local service providers, and EIG innovation. LSPs are private sector extension agents from the community who sell services, goods and knowledge to farmers. EIG linked LSPs to agrovets and district agriculture offices. EIG trained 138 agrovets serving more than 220,000 people and 191 private-sector LSPs who serve 59,000 farmers.

Simultaneously, EIG also established and strengthened 81 collection centers and 352 traders who would buy the products from the farmers. Similarly, EIG helped establish and strengthen 92 distillation units that process aromatic plants for essential oil production.

Based on the Y5 study, EIG households increased production of vegetables, on average, more than 1,042 kgs/year. When multiplied by number of households, EIG increased production by 42,076 metric tons/year; this annual increase of vegetable production is sufficient to feed over 127,318 households (or 649,322 people) for a year at the national average daily consumption of vegetables of 180 grams per person.

Households increased their daily consumption of vegetables, milk, eggs, and beans; and increased their weekly consumption of meat and fish. Twenty percent of crops grown were consumed at home. Ninety-nine percent increased their vegetable consumption.

EIG agriculture and rural income beneficiaries increased their annual income by, on average, \$412 per year. The annual increase of all C3 beneficiaries is \$22M. LOP increase in income is \$44M. The total cost for C3, (USAID funds and leveraged funds) was \$4.8M. When considering the investment and return on that investment, EIG C3 helped beneficiaries earn nine dollars for every dollar invested for a benefit cost ratio of 9:1.

To reach scale, EIG developed and refined training manuals. Twenty training manuals were developed and covered topics such as NTFPs (Pine Resin Sustainable Collection Methods); Multiple Use Water System (MUS) for micro irrigation; Aquaculture/Carp Poly-culture; Livestock (goat, pig); Karnali (Rice, bean, wheat); and off season vegetables.

Five Farmer to Farmer volunteers supported EIG projects in goat, poultry, swine, postharvest handling and integrated pest management.

COMPONENT 4: PERFORMANCE RESULTS.

EIG provided 421 (46% women) Dalit students scholarships for I.ED, Sub overseers, and JTA programs. Of those graduated, 57 have part-time, full-time or volunteer employment.

MONITORING AND EVALUATION

EIG staff and USAID tracked program results through FieldLink Nepal, a web-based interactive monitoring and evaluation database, FieldLink was developed using thin-architecture so that partners and staff could enter data from the field through dial up connections. During the life of project, over 250 users from various partner organizations and Winrock were provided login access to FieldLink to view

and/or enter data. The database promoted project transparency – staff, USAID, and partners could see what was done, or not done. It encouraged partners to do the work and enter the data. As of September 30, 2012, the FieldLink database had over 74,000 beneficiaries, 7,000 training events, and 98,000 enrollments for different trainings.

This final completion report documents the impact and the approach of the program, highlights unexpected outcomes and raises some of the challenges and lessons learned. Section I, introduces the project and provides an overview of the accomplishments. Section I also describes the context of the project – why it was developed, the target group, and geographic coverage. Section II covers the overall approach, the project management structure, how we selected beneficiaries, and principles of our monitoring and evaluation system. Section III describes how EIG collaborated, with key stakeholders such as government (line agencies and local government agencies), private sector, other donors, and communities. EIG built the capacity of the government, private sector, and partnering organizations and promoted public private partnerships. Section IV covers four components describing the impact, lessons learned, and challenges of each of the four components. Section V talks about project sustainability and Section VI summarizes overall project performance

I. INTRODUCTION

Winrock International was awarded the contract from the United States Agency for International Development (USAID) for the Education for Income Generation (EIG) in Nepal Program on January 3, 2008 and the project was completed March 3, 2013.

The goal of the project was to mitigate conflict by training targeted marginalized youth for employment in the Mid-Western Region of Nepal. The project is implemented through a team of partners including two international organizations - International Development Enterprises (IDE) and International Evaluation and Training Corporation (IETC), eight major local organizations including Development Project Service Center (DEPROSC), Samjhauta Nepal (Samjhauta), Karnali Integrated Rural Development and Research Center (KIRDARC), Alliance Nepal (Alliance), Federation of Nepalese Chambers of Commerce and Industry (FNCCI), F-Skill, Support Activities for Poor Producers of Nepal (SAPPROS), and Center for Environmental, Agricultural Policy Research Extension and Development (CEAPRED) and numerous subcontractors. The project was carried out in the 15 districts of the Mid-Western Region of Nepal and had four performance results:

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

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

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

Performance Result 4: Scholarships distributed for targeted youth

This final report describes the activities and accomplishments implemented by Winrock and its partners from January 3, 2008 to March 3, 2013. **Annex I** presents the results to date based on the indicators and description of the data entry forms. **Annex II (Tables A and B)** details the partner collaboration by district.

A. PROGRAM HIGHLIGHTS

EXCEEDED TARGETS

The EIG program increased the income of more than 74,000 direct beneficiaries, and 307,156 family members and 746,114 additional indirect beneficiaries who benefited from EIG established collection centers and input providers, as well as adopting low cost technologies from their EIG beneficiaries. The program trained 32,784 uneducated disadvantaged youth in entrepreneurial literacy, as well as 715 teachers. The program provided training to more than 11,500 youth in vocational trades and linked them to employment or self-employment income earning opportunities. More than 82% of them became employed to earn at least NRS 2,400/month, three- six months after graduating. Those who continue to be employed beyond the projects monitoring through six months, are now, on average, earning more

than NRS 7,000/month. Thirty eight percent of vocational education beneficiaries have opened their own enterprise and have trained others, further increasing the impact and reach of EIGs program. EIG built the capacity of more than 54,000 youth to increase their income by increasing their productivity in high value agriculture products such as vegetables, goats, fish, and essential oils and by developing youth entrepreneurs to support the agriculture value chain. EIG also provided 421 scholarships for intermediate-certificate degrees providing extremely disadvantaged Dalits opportunities to find professional jobs.

HELPED THE MOST DISADVANTAGED (DALITS, JANAJATIS, WOMEN, AND CONFLICT AFFECTED)



The program gave truly marginalized youth an opportunity to earn a living in their communities. All the EIG beneficiaries were from marginalized groups. EIG worked with 13% of all the marginalized people in the Mid-Western region. The beneficiaries (households) had, on average, .23 ha of landholdings and 92% were below the poverty line. The program invested small amounts of money (resources) per individual over large numbers of youth to help them learn a skill, gain credibility and, in some cases the most important thing, connecting them to those who would give them a chance to work.

SPREAD EFFECT

By targeting marginalized youth in very large numbers, the project impact spread to others rapidly – women shared agricultural techniques with their husbands, fathers, sons, and daughters. EIG would teach Dalit communities how to grow high value agriculture products and the next season, neighboring villages had adopted the technology. Those who had more resources (higher income) were able to access credit and inputs from the trained LSPs and were able to sell their products at the EIG-established collection centers. Moreover, since there were no subsidies from the EIG program, there was a low barrier for others to enter and adopt the technology. EIG developed markets and collection centers in more than 80 locations benefitting not only EIG beneficiaries but over 150,000 other remote farmers in the sale of their produce through the centers thereby allowing many more producers into the market. This spread of production should continue after the project finishes.

FOCUS ON YOUTH

EIG was one of the few economic projects that focused on Nepali youth. All beneficiaries were between the ages of 16-35¹, with 53% between the ages of 16-25. By engaging youth, USAID will see, and the country will experience, great payoffs. The program provided short-term mobile training to youth in

¹ EIG targeted youth between the ages of 16-30, but increased the age limit to 35 in some remote areas so the program could target communities where there weren't enough beneficiaries between the ages of 16-30 to justify program investments. By increasing the age limit to 35, we were able to provide training to more marginalized communities.

skills that helped them gain income immediately, but who will continue to grow their skills throughout their lives, and increase their annual income as they mature in their businesses and professions. Some beneficiaries have already left their employers and started their own businesses or shops thereby becoming their own boss. Assuming beneficiaries work until they are 60 years old, even if they don't increase their income, the \$15M investment will result in \$446M in earnings over the next 20 years at their current ages. More importantly, Kathmandu is teaming with underemployed, unskilled youth who fled their villages in search of work. EIG has shown that rural employment is possible and youth can make livable wages in the districts of the Mid-Western region. EIG has resulted in overseas migrant workers coming back and then staying and working or doing business in Nepal (living with their families) rather than return to their migrant worker status. Youth have impacted family. Nearly 89% of EIG youth have children and/or younger financially dependent siblings. The trained youth pass on education to their children and younger siblings, purchase nutritious food, and invest in education within their household.

SUSTAINABLE ECONOMIC IMPACT ON THE DISADVANTAGED AND POOR

In addition to providing training to disadvantaged youth, the program developed the capacity of organizations and institutions to ensure the youth would continue to be able to earn income after the program ends. For example, literacy beneficiaries learned basic skills on how to run an enterprise and they were linked to services such as microcredit, government support, and cooperatives in their area. Vocational education students were trained in technical skills needed by the community and they were provided life skills training to be able to



EIG introduced female bicycle vendors who sold vegetables that they raised to families in their communities.

succeed in their vocation, be stronger while interviewing for future jobs, and to be able to start their own business. The project was careful not to over saturate markets and train too many people in a single skill. In agriculture, EIG established and strengthened the private sector supply chain and markets so that beneficiaries could produce and sell their products. Scholarships were provided for Dalits to learn specific skills that they could bring back to their community and offer their skills in the market and to serve as an example to other Dalits that education can lead to success.

Making markets work for the poor

The EIG Program used the private sector markets as the context for the training programs: literacy training, vocational training, agriculture productivity and for the scholarships. The program gave marginalized youth basic skills to engage within the markets – to produce and make products that were in demand, to work and produce in expanding and high potential growth sectors, and to become entrepreneurs. By doing this, the program was able to ensure that the beneficiaries could continue to find employment or have essential market information to produce for products in demand.

To do this, EIG assessed market demand at the beginning of the project before deciding in which sectors the program would offer training. EIG then trained beneficiaries in skills and trades that supported the market needs. For example, for vocational education beneficiaries, The Federation of Nepali Chambers of Commerce and Industry (FNCCI) made linkages to its members in the districts and adjacent large markets in other locations of Nepal as well as the growing industries in India. This information was shared with the technical training and employment placement and providers (TEPP) who were contracted to provide training and ensure employment. FNCCI also identified employers and developed MOUs between the project and the private sector to provide on-the-job training for EIG vocational training graduates.

PRODUCERS, MARKETS, WORKING WITH PRIVATE SECTOR IN AGRICULTURE

Most remote smallholder farmers lack access to agricultural inputs, markets, and improved technologies. EIG addressed these problems by using a private sector approach.



Women wait patiently in the rain to sell their tomatoes in Kaprokot Market in Salyan District.

EIG's agriculture component work provided marginalized youth a foundation of skills and knowledge for agricultural production and marketing, established local private service providers for input supplies and guidance, and developing smallholder commercial pockets around rural collection centers in the many disadvantaged communities in the Mid-Western region. The program created crucial linkages between marginalized youth, the private sector, and government resources for sustained economic growth and poverty reduction. EIG has helped families to substantially increase their income thereby reducing the potential for outmigration of youth.

EIG has:

- Increased the annual average incomes of disadvantaged youth by \$412 or 258% in agriculture.
- Increased consumption of high value food. A total of 55% of the beneficiaries HHs used to consume vegetables on a daily basis, whereas after EIG interventions, 79% are consuming vegetables on a daily basis. The milk consuming HHs has increased from 30% to 47%.

EIG has strengthened and established more than:

- 191 VDC-based Local Service Providers (LSPs) servicing more than 59,000 customers in both agriculture and livestock services.
- 138 Agrovets servicing more than 220,000 customers.
- 365 nursery operators servicing more than 25,000 customers.

- 81 vegetable collection centers linked to larger markets that are servicing more than 63,300 customers including EIG targeted beneficiaries.
- 6,800 micro irrigation systems.
- 34 Multiple Use (water) Systems (MUS) supplying drinking water and irrigation to more than 1,400 households
- More than 90 essential oil distillation units either installed or production area expanded through public private partnership supporting more than 3,100 households/

EIG RESPONDED TO THE LOCAL ECONOMY

Because EIG used a market, demand driven approach, the project trained people to produce goods and provide services for which people in their community would pay. EIG identified which high value products were in demand: tomatoes, cabbage, peppers, goats, chicken, and fish. In addition, the program identified communities that needed particular services such as electricians, sweet shops, beauticians, traders, carpenters, mobile repair services, and so on. The project spurred the development of enterprises that became established in the community and are now providing much needed services and employing resident



youth. Based on studies, we estimate that EIG is responsible for producing 42,976 tons of vegetables, 597,393 pounds of meat and fish, as well as a host of other services in construction, motorcycle repair, food preparation, mobile phone repair, solar panel installation, bicycle repair, and refrigeration repair to name a few. The products and services have benefited Mid-Western region residents as well as others throughout the country.

IMPACT ON GENDER

Empowering Women: Breaking Traditional Roles

EIG targeted marginalized groups, including women. More than 78% of all beneficiaries in the program were women. In literacy, 95% of the beneficiaries were women, in vocational education 50% of the beneficiaries were women, and in agriculture 82% of the beneficiaries were women. In doing so, EIG changed traditional gender roles, allowing women to earn more money and play a stronger role in making decisions in their family. EIG empowered women – the literacy class helped them develop confidence and then by earning income, many for the first time, they developed the respect of the family as well as community members. This empowerment led to having a greater decision making role in family decisions and a positive impact within their family. For example, women spoke about having greater support of their husbands, having families eat together, how they have their husbands who

migrate to India for work get tested for HIV/AIDs and how they have applied the conflict mitigation skills within their household creating greater peace and harmony. Women who earn money are investing their income into their enterprise (farm, store, etc.), are buying more nutritious foods, and sending their children to school, many for the first time.

Women also broke gender barriers in the vocational training and employment part of the EIG program. While women are frequently used as day-laborers on construction sites, breaking rock, carrying cement or bricks on their heads, few were actually trained in construction trades. EIG mandated that 50% of the



beneficiaries be women in all trainings and EIG trained women to become masons, electricians, machine wirers, security guards, mobile phone repair persons, and solar panel repair persons. Women were able to earn higher wages with these skills.

Impact on Families and Children

The EIG program set out to raise the income of individuals to reduce the chances of people joining the conflict. After the second year, we noticed the program was impacting families and children, in part because we targeted women. Women gained knowledge, confidence and income, contributing to the betterment of their families. For example, women mentioned that after attending literacy class and began to understand the value of education, or gaining confidence, they enrolled their children in school. Literacy beneficiaries assisted their children and siblings with homework, which showed they cared.

Women shared knowledge they learned with others – women talked about sharing information about HIV/AIDs prevention with their husbands, family members and friends. We learned that due to the format of the literacy class, women would share their problems and counsel each other on how to solve disputes, which led to greater harmony within their households. Families benefited when EIG beneficiaries gained respect from their family members and began taking on decision making roles. Families started eating more nutritious foods more frequently. There are 178,142 dependent children within beneficiaries households that have benefited from the program. New technologies on how to grow off-season vegetables were shared within the families so more people had these same skills. For some women who increased their income, they were able to convince their husbands to return back to Nepal, as they would earn more money together than he could in Saudi Arabia, for example.

Children also benefitted when their older siblings joined the EIG program. Many youth would use their income to support their siblings' education and/or tried to impart the same benefits they received from USAID to their younger siblings. One scholarship beneficiary is now covering the tuition of her sister to get her intermediate degree. Income is one of the major "keys" to family security and prosperity and this was the major focus of EIG.

INTEGRATION / COLLABORATION / LEVERAGING

The EIG project was able to achieve great impact by closely coordinating with organizations and institutions within the government of Nepal, USAID, other donors, and the private sector. By doing this, we were able to target limited resources on specific activities that reached underserved groups and linked EIG beneficiaries to other opportunities such as credit, in-kind grants, additional training and products from other sources. This allowed EIG to reach many more beneficiaries.

EIG did this through formal and informal ways. At the national level, EIG formed the National Advisory Council, consisting of Ministerial representatives from the Ministry of Agriculture, Education, and Local Development among others. The NAC also included major donors working in the areas of agriculture and vocational education. The NAC was able to encourage district level partners to support and collaborate with the EIG program.

At the District level, District Coordination Committees helped facilitate linkages and collaboration within the district. The DCCs helped to engage government buy-in and local ownership by involving the LDO from the beginning to advise on targeted areas to work and collaborative possibilities. The district team was aware of donor activities and was able to set up strong linkages for EIG beneficiaries. For example, through Save the Children and MEDEP, EIG beneficiaries were able to access in-kind grants to support their new found vocations. EIG beneficiaries accessed goats from the Heifer Project and micro-credit from development banks and the Poverty Alleviation Fund (PAF).



INCREASED FOOD SECURITY, HEALTH, NUTRITION

Although not a specific objective of the project, EIG improved the diet of EIG beneficiaries. For example, a tracer study showed that 24% of households now consume vegetables on a daily basis, whereas before EIG, they did not. A total of 79% of EIG beneficiaries consumed vegetables on a daily basis, whereas prior to EIG, only 55% consumed vegetables on a daily basis. Similarly, 47% of the households consumed milk (as compared to 30% before EIG training) and 18% of the household now consumes beans on a daily basis.

The study also assessed changes in diets on a weekly basis and found that 97% of the households are consuming vegetables at least once a week compared to the baseline of 90%. The biggest jump was seen in meat consumption where 65% of the households are now consuming meat at least once a week compared to the baseline of 34%. Seventy two percent of Dalit households (HHs) are now consuming meat at least on a weekly basis compared to the baseline of only 40%. Eighty three percent of the households are consuming milk at least weekly compared to the baseline of 70%. Sixty nine percent of

the household are consuming eggs at least weekly compared to the baseline of 44%. EIG helped increase access and availability of nutritious foods to some of the most marginalized groups.

IMPROVED CLIMATE CHANGE ADAPTATION

In the design and implementation of the EIG Program, Winrock considered the implications of climate change on the livelihoods of the people of Nepal and EIG beneficiaries. The project gave special attention to reducing risk to farmers due to climate change and climate variability in Component 3 because of the potential impact such as drought, shifts in rainfall, and flooding. For example, EIG promoted water storage in the form of ponds, tanks, and created multiple use water systems (MUS). EIG has helped very poor smallholder hill farmers to establish more than 30 MUS' supporting more than 1,400 households with drinking water and water for micro-irrigation systems. In addition, more than 147 plastic lined ponds for rainwater and water collection storage have been created in some of the most arid areas of the hills of the Mid-Western region, areas most likely to be affected by climate change. EIG continues to train farmers to create locally fabricated shade/sun/hail shelters for nurseries, and low-cost plastic greenhouses and plastic tunnels that protect plants from low temperatures and untimely rains. Over 861 units have been promoted as demonstrations in all districts of the Mid-Western region. The high value horticulture crops and small livestock program that EIG promoted required less water than traditional crops such as rice. By promoting micro irrigation (drip irrigation technology), EIG provided farmers the tools to conserve water. EIG also provided technical guidance and established micro irrigation supply chains in most districts of the Mid-Western region making drip kits accessible to smallholder farmers. EIG directly supported the spread of drip irrigation through more than 6,800 drip kits installed with EIG beneficiaries. EIG beneficiaries are now able to adapt high value horticulture to the changing temperature patterns and drier conditions effectively as they are already growing vegetables "off-season" and now have the experience to adapt further.



REDUCED NEGATIVE ENVIRONMENTAL IMPACT

EIG developed an Environmental Management Plan to mitigate any adverse effects of project activities on the environment. The plan focused on vocational training and agriculture production. All staff and partners were trained on key concepts and principles of USAID environmental compliance. As part of the training, staff identified specific environmental impacts and ways to mitigate adverse impacts for their sectors. Staff reported on their efforts to address negative environmental activities annually. All Training and Employment Placement Providers (TEPPs) educated beneficiaries about the hazards of the vocation and materials/tools and taught them about proper disposal of materials.

BUILT THE CAPACITY OF LOCAL ORGANIZATIONS AND STAFF

The EIG Program had only two international partners and worked primarily with a variety of local organizations working in community development, literacy, agriculture, and vocational training. Winrock provided initial training to the organizations on working on a contract for USAID. In addition, EIG provided annual review workshops that allowed partners and staff to gain skills in project management, monitoring and evaluation (M&E), finance and administration, environmental management, and other areas. Through these trainings, EIG staff also gained valuable skills and many individuals received generous offers from other projects including USAID-funded activities. Partner organizations found EIG's M&E system so strong, that many have adopted its principles into their organizational structures and adopted EIG methods in their administration and management.

COST EFFECTIVENESS

EIG was designed as a training program to increase income. The targets were high and the management team was forced to figure out how to reach high targets with limited resources. EIG spent (including management costs) \$196 per beneficiary for all four components. We know, on average, people increased their income over the life of the project by \$950.

Within agriculture, the results are even more impressive.

- EIG beneficiaries that attended agriculture *enterprise* trainings have been able to increase their annual household income on average by 266% or US\$579 (from a baseline of US\$218 increased to US\$797). The cost per person for agriculture production was US\$64 from USAID plus US\$25 from leveraged funds for a total of US\$89 investment per person. Every USAID dollar invested yielded US\$9 to the beneficiary.
- EIG Y4 beneficiaries that attended agriculture productivity trainings have been able to increase their annual household income on average by 254% or US\$371 (from a baseline of US\$146 increased to US\$516).



Vegetables, including cabbage, green beans, tomatoes, sweet peppers and hot peppers are aggregated at Kaprokot collection center in Salayan in July. Farmers sell their produce and traders transport the vegetables to Nepalgunj, Kathamandu and sometimes India.

B. BRIEF OVERVIEW OF ACCOMPLISHMENTS

ACTUAL COVERAGE OF DIRECT AND INDIRECT

During the life of project, EIG directly trained over 74,000 youth, of which over 54,000 were trained in agriculture and more than 382,000 family members indirectly benefited from the program by learning new skills, eating more nutritious foods, and living in a more prosperous household. Children have

benefited because their mother is now sending them to school, or to better schools. In addition, community members benefited from EIG. For each person that engages in semi-commercial agriculture, 2.7 jobs are created². Moreover, evaluators found spread effect – neighbors of beneficiaries that used plastic tunnels adapted the technology. Local service providers serviced people who were not trained by EIG and collection centers facilitated trading between non-EIG beneficiaries. In addition, many vocational education beneficiaries opened their own shop, hired and trained neighbors, friends, and relations. Some of the scholarship beneficiaries are earning money and using part of their salary to ensure their sibling also receives an associate degree.

PERCENTAGE OF DALITS, ETHNIC MINORITIES, AND MUSLIMS COVERED

EIG targeted marginalized groups. Around 19% of EIG beneficiaries are Dalits and just over 50% are ethnic minorities. In Banke district, 7.2% of the Muslim population have benefitted from the EIG program. Table I shows breakdown of beneficiaries by ethnicity.

Table I: Beneficiaries by Ethnicity

Ethnicity	Female	Male	Total	% of Tot	Female %
Dalit	11,331	2,712	14,043	18.74%	81%
Janajati/Madeshi/Others	27,827	10,073	37,900	50.59%	73%
Brahmin/Chettri	19,235	3,739	22,974	30.67%	84%
Total	58,393	16,524	74,917	100.0%	78%

C. CONTEXT AND BACKGROUND

In 2007, when the EIG Program was being designed, seven of Nepal’s ten lowest ranking districts in developmental terms were in the Mid-West.³ A combination of geographic isolation, history of government neglect, and changing global economies, left the Mid-West far behind in development. The three relatively isolated zones of the Mid-West – Karnali, primarily in the high Himalayas bordering Tibet; Rapti, primarily in the Midhills; and Bheri in the Terai – have fallen far behind other areas of Nepal. These zones are characterized by out-migration (especially of men), high preponderance of women-headed households, crop cultivation on non-irrigated land, inadequate infrastructure (such as roads and bridges), poor access to markets and economic opportunities, and low level of basic services, leading to low health, and education indicators. While the ten-year political insurgency that ended in 2007 adversely affected the entire Mid-West, the most profound impact was in the Rapti Zone, where infrastructure has been largely destroyed, with loss of local institutions, bridges, and roads. Because of forceful recruitment by Maoists, mass numbers of people have fled their homes.

² DeBoer, John. “Analysis of Labor Markets in Nepal,” unpublished rapid assessment, March 2007.

³ United Nations Development Programme. *Nepal Human Development Report: Empowerment and Human Development*. Kathmandu, Nepal 2004, p152.

The Maoists targeted marginalized groups for recruitment. In addition to conscripting youth, the main fighting and support forces have consisted of *Magars, Tharus, Janajatis, Gurungs, Rais, Limbus, Tamangs*, and *Dalits*, with *Brahmins* and *Chhetris* providing the political and military leadership. Among the Maoist fighters, about 60% were deployed in the Mid-Western and West regions, their strongholds.⁴ Women were also targeted for recruitment. Available reports indicate that one-fifth to one-third of the cadre and combatants were women.

Poverty rates were highest in the remote Mid-Western and Far-Western regions – areas where the population has limited access to paved roads, health and education facilities, and market centers. *Dalits* represent the poorest segment of the population. The mid- and high-hills (Rapti and Karnali Zones) suffer food deficits, and the rough terrain, poor water supply, and lack of access to agriculture inputs have forced many people to leave their land to survive, losing their livelihoods in the process. Cultural norms around gender roles and the caste system have further compounded the ill-effects of poverty and war, especially on women.

Major drivers of the conflict in Nepal have stemmed from educational and economic marginalization along lines of caste/ethnic/gender and geographic isolation. In the Mid-West, 52% of primary school-age children attended school; of those attending, fewer than six percent will eventually graduate with a secondary School Leaving Certificate⁵. Moreover, educational attainment among women was the lowest in the country; for example, literacy rates among women in Karnali zone are lowest in Mugu (9.2%), followed by Humla (11.5%), Jumla (16.6%), Kalikot (17%), Rolpa (22.9%), Rukum (28.6%), and Jajarkot (28.9%), with the remaining districts ranging from 30% to 51%.⁶ Gender and caste biases are also prevalent in teacher recruitment and training as well as in curriculum content and relevance.

Under-employment was widespread in rural areas because many livelihoods were linked to the agricultural cycle, which has a norm of only 100-170 days of work annually. The largest employment category in the Mid-West is non-wage family work, mainly agriculture, followed by self-employed non-agricultural production and services. Most of the self-employed have limited education and training.

The EIG Program was designed to address these inequalities that contributed to the conflict.

TARGET GROUP

The EIG program worked only with marginalized youth. Beneficiaries had to be from one of the following groups to be considered for the training course: Dalit (low caste), Janajati (ethnic minority), conflict affected individuals (injured or displaced) and women. EIG beneficiaries tended to also be poor. The average landholding of all EIG beneficiaries was .23 hectare. The average annual cash income of the beneficiary before the project started was US\$27.

⁴ Ibid

⁵ School Leaving Certificate or (SLC) is the exam students take upon leaving high school. Only those who have SLC pass are able to continue with further studies.

⁶ DeBoer, John. "Analysis of Labor Markets in Nepal," unpublished rapid assessment, March 2007.

EIG focused on youth – young adults between the ages of 16-30, or in some cases up to 35 years old⁷. The program helped these youth start on their career paths. By limiting our focus on this age group, the project targeted childbearing women, helped stem out migration, and bring families together. The investments USAID made on these youth will provide payback in years to come, altering the cycle of poverty.

EIG also targeted communities and individuals who had not received prior development assistance. In this way, the project helped individuals who really needed assistance.

GEOGRAPHIC COVERAGE

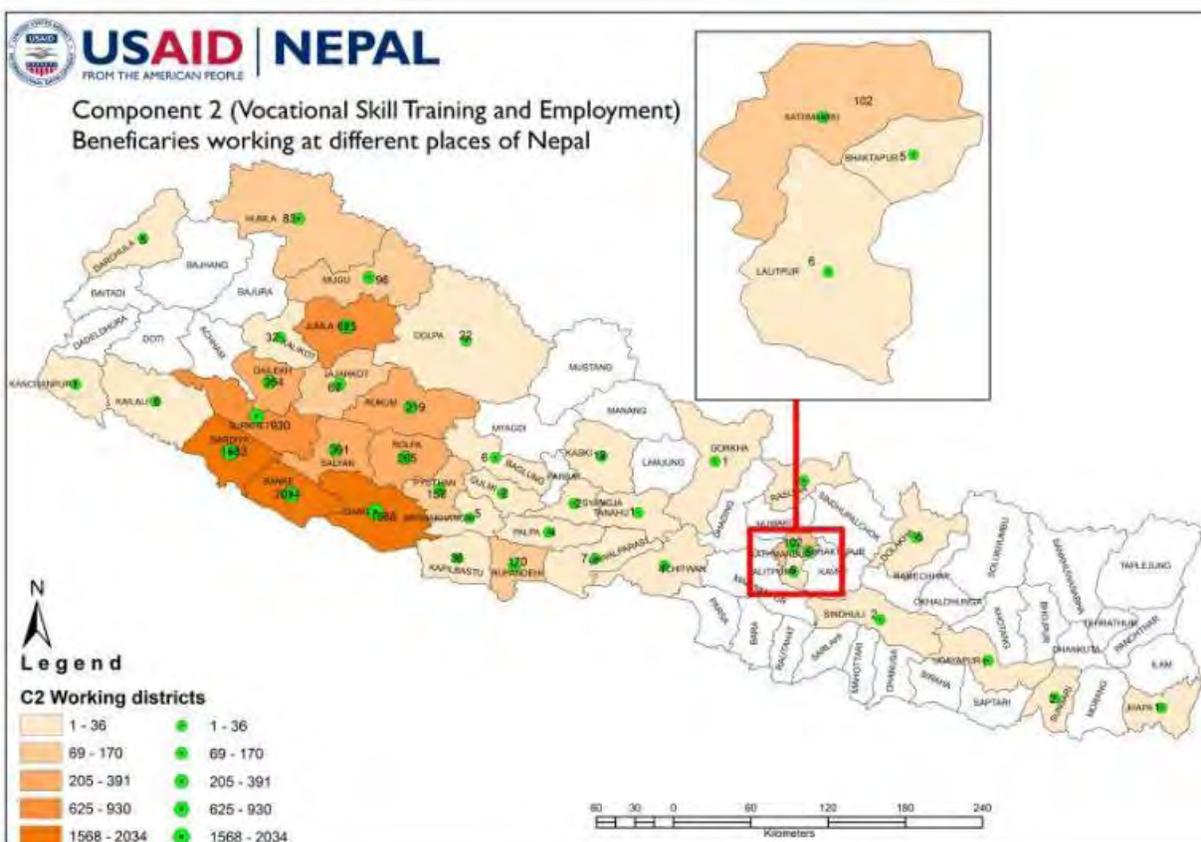
The project conducted training in all 15 districts of the Mid-Western region (see Figure 1). The project started in six districts Y1 and then expanded to all 15 districts Y2. However, the impact of EIG is much greater. Many of those that gained skills found opportunities in other parts of Nepal (see Figure 2, page 19). EIG’s impact has been felt in 38 districts throughout Nepal.

Figure 1: Districts where EIG worked



⁷ In some of the more remote area, we included beneficiaries between the ages of 30-35 so that we could provide training in communities where there were otherwise not enough beneficiaries between 16-30.

Figure 2: Districts where EIG beneficiaries are working



II. OVERALL APPROACH

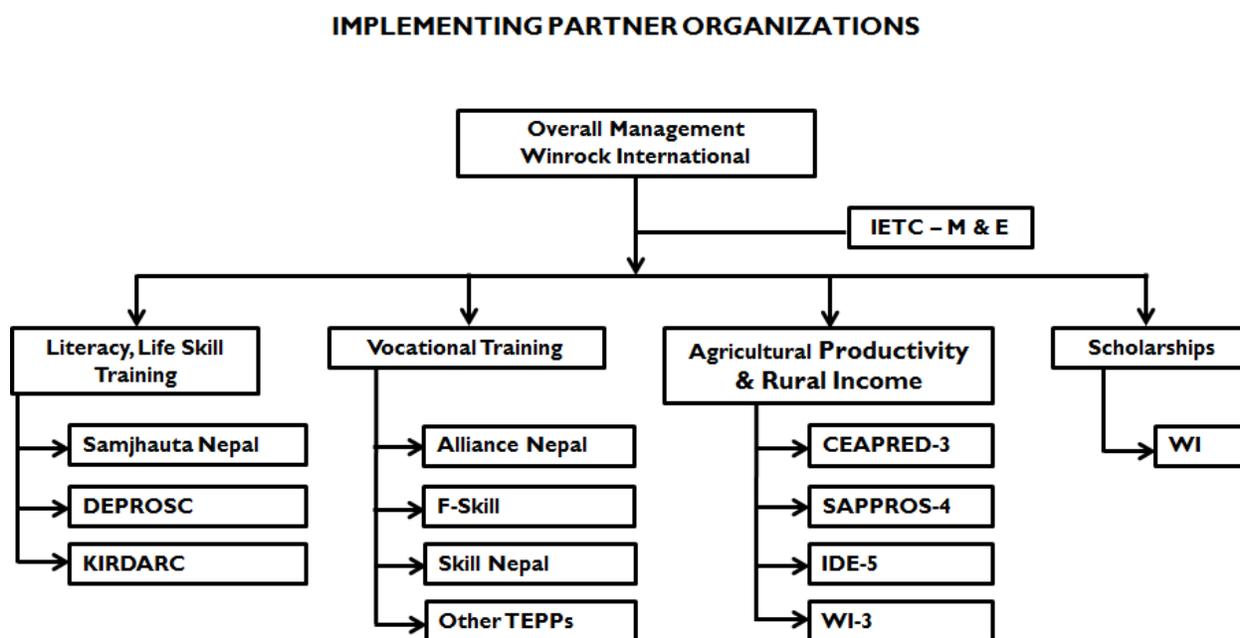
A. PROGRAM MANAGEMENT STRUCTURE

The EIG Program was a Nepali Project. The Chief of Party was the only expatriate staff member. Only two of the 33 partners were international; there were no full time expatriates. EIG used only two expatriate consultants. The project was also characterized by a heavy field presence with few staff in Kathmandu. The EIG Kathmandu office was relatively small, with the COP, DCOP/M&E Director, M&E Manager, Head Accountant, and several supporting finance and accountants. The main office was in Nepalgunj, and housed the component managers and the majority of the field staff. In most districts, EIG had a district office that housed all component and partner staff that helped ensure collaboration and coordination. In some cases, one district office covered two districts. At the peak, EIG had a total of 270 staff. Many of the staff reflected the communities where we worked. Approximately 70% of staff was from marginalized backgrounds.

PARTNERS AND ROLES

EIG had ten main partners to help implement the project. The main partners were selected during the proposal process and were involved in the design in the proposal. Their input from the beginning made for smooth implementation. They were selected for their technical expertise and geographic coverage (see Figure 3)

Figure 3. EIG Partners.



Winrock managed all components and provided leadership for the entire program. Under Component I, Samjhauta was brought on for the first two years to develop the literacy curriculum and to train the literacy teachers. In the process, they built the capacity of DEPROSC and KIRDARC to conduct TOTs, and they took on that role for the remainder of the project. DEPRSOC managed all the literacy trainings in the Bheri and Rapti Zones (10 districts) and KIRDARC managed all the literacy classes in the Karnali Zone.

To achieve the vocational training and employment targets, Winrock used more than 26 training and employment placement providers (TEPPs) to train and ensure employment of nearly 12,000 beneficiaries. The Federation of Nepal Chambers of Commerce and Industry (FNCCI) created linkages with local Chambers of Commerce and Industry (CCIs) and conducted market studies in the EIG districts in Nepal and in India to identify possible employment opportunities. FNCCI also helped develop a job placement website (named JobsFirst) and identified on-the-job training opportunities for EIG graduates.

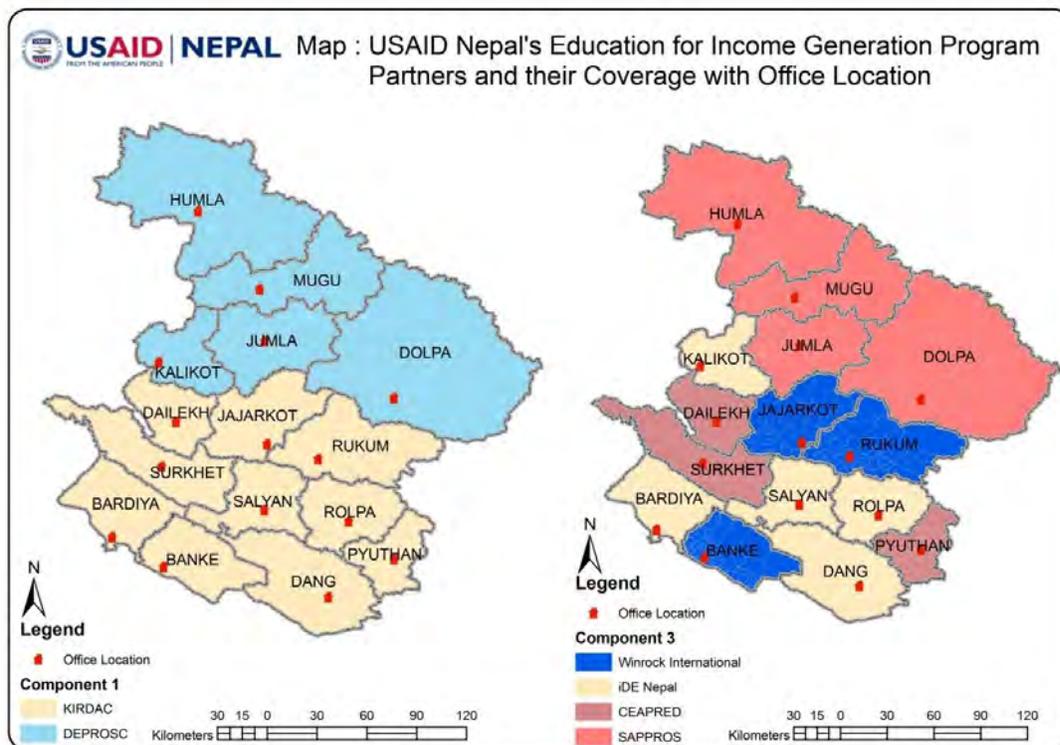
EIG worked with the strongest TEPPs in Nepal who helped develop new training courses based on market demand and who provided a variety of training. Though EIG worked with more than 25 TEPPs, the most training was conducted primarily with F-Skill, Skill Nepal, Action for Development, Don Bosco, and Alliance Nepal.

Under the agriculture component, Winrock built on its own experience and long-standing partnerships with IDE, CEAPRED, and SAPPROS. Winrock led the component and took the lead on NTFPs, BDS services, LSPs and livestock; IDE brought expertise in irrigation and training; CEAPRED managed seed production and SAPPROS brought expertise in working with climate change adaptation, irrigation, and experience in the Karnali. Each agriculture organization was also responsible for districts: Winrock managed Banke, Jarjakt and Rukkum; IDE managed Dang, Salyan, Rolpa, Bardiya and Kalikot; CEAPRED managed Pyuthan, Dailekh, Surkhet, and SAPPROS managed Mugu, Jumla, Dolpa and Humla (See Figure 4 below).

IETC monitored and evaluated the program.

Winrock ensured that the partners were responsible in meeting the district targets. The district responsibility by partners and coverage is provided in the maps below. EIG had established offices in all 15 districts.

Figure 4: Office locations, partners, and coverage



STAFFING

The technical achievements were overseen by the Component Managers who were responsible for ensuring targets were reached. Winrock hired District Coordinators who facilitated collaboration between the components and with other organizations (government, donors, private sector) in each district. In addition, District Coordinators played an important role to verify activities were conducted. Technically skilled Program Officers (POs) were based in the Districts Offices and supported the component leads. Technicians reported to Program Officers.

Because the project worked with marginalized youth, the project recruited staff from marginalized groups. Seventy percent of the staff was ethnic minorities, low caste, or women. EIG initiated an intern program for new Dalit agriculture graduates who gained valuable field experience for six months. Staff was dedicated to the project and grew themselves. Many staff learned new languages and some of the women learned to drive motorcycles so that they could accomplish their job as District Coordinators.

B. BENEFICIARY SELECTION

Component Managers, the District Coordinator (DC), other district team members collected secondary data from Government line agencies, local NGO, and INGO to learn where to focus the activities.

For C1 Literacy and C3 Agriculture Components, staff worked with government staff to conduct Subsector Analysis which looked at markets, roads, water, agroecosystem and social/economic opportunities and constraints (land, etc.). It involved reviewing the priorities of the government and other projects, and leveraging opportunities. For example, staff assessed the availability of credit, and presence of other projects or government funded programs that provided inputs. Given the need to cluster products for markets, it was important to select communities within an area that could produce sufficient quantities that could feed into a collection center and attract traders. The project focused on people and areas that had not previously received assistance. The staff discussed the list with the District Coordination Committee to prioritize the list of pocket areas, ultimately deciding on the VDCs to be the focus.

At the VDC level, the DC with C1 and C3 Programs (POs) and other EIG staff would call community meetings with potential beneficiaries, their family members, community leaders, teachers, VDC representatives, and social workers. EIG staff explained the program, asked about agriculture production practices, water availability, markets, and explained about the strict beneficiaries' criteria.

The community would then form a Class Management Committee who would later oversee the literacy class and help address problems such as poor attendance. The Class Management Committee would be comprised of local leaders and school teachers. They would identify someone from the community who could serve as EIG literacy teacher. For the literacy class, community leaders, teachers, and EIG staff jointly selected beneficiaries on the basis of EIG criteria. People would propose themselves or community members would suggest or encourage potential beneficiaries to join. If there were more

proposed beneficiaries than there were spaces, the potential beneficiaries themselves would volunteer to not participate (because they have more or are better off than the other beneficiaries).

Under C2 Vocational training, the training and employment placement provider was responsible for selecting the beneficiaries that met the EIG criteria. Beneficiaries were identified by advertising the trainings in radio, newspapers, posters, and pamphlets. News was posted with local employers, school teachers, and others who, in turn, disseminated the information about upcoming trainings. Prospective trainees needed to complete an application and participate in an interview. Staff and/or TEPPs met the top applicants and sometimes visited them in their homes; especially in the case of women so that they could meet the family members and discuss the training. Selected applicants were then invited for training.

For C4 scholarships, EIG advertised opportunities on the radio, at schools, and through the Department of Education. Applicants were selected through a two-tiered process with the initial review to keep only those applicants that were qualified. The EIG staff then reviewed, and in some cases interviewed, applicants to narrow down the pool of candidates. After selecting the top 300 applicants, all students were interviewed. They were evaluated based on a variety of social, cultural, and economic factors to ensure the truly disadvantaged received the scholarship.

C. MONITORING AND EVALUATION

EIG subcontracted the monitoring and evaluation responsibilities to International Evaluation and Training Corporation, a woman-owned, small business. They introduced an interactive, web-based monitoring and evaluations system called FieldLink Nepal. Over the life of project, more than 250 users from Winrock and various partner organizations were given login access to FieldLink to view and/or to enter data. As of September 30, 2012, the FieldLink database had data on more than 74,000 beneficiaries; 7,000 training events; and 98,000 enrollments for different trainings. FieldLink not only produced reports on the activities, it also shared information about the progress of the program and each component with a larger audience, such as USAID, WI managers, and US based staff.

The EIG M&E team provided regular support to EIG staff from WI and partner organizations to enable them to carry out systematic and efficient data entry and impact assessments. The M&E team constantly worked with the field staff and provided timely inputs/guidance on M&E related matters. The team also regularly checked on the quality and completeness of the data entered and cleaned data where required. When any problems or difficulties in filling M&E forms and data entry in FieldLink surfaced, they were solved over the phone and through emails. Feedback and suggestions regarding data entry were continuously provided to the district based staff. Hands-on training of EIG FieldLink Nepal was provided on an as-needed basis.

DATA COLLECTION

Data Collection Tools. The M&E team, working in close cooperation with the COP, Component Managers, Partner Organizations, and USAID, developed data collection forms and the accompanying

M&E field guides. The forms were pre-tested and then finalized. To assist in obtaining proper data from the beneficiaries and partner organization, M&E Field Guides were prepared for all forms. The data collection forms that were used throughout the project are as follows:

- *Partner and their Staff Form (PTSF)*. All partner organizations filled out the 'Partner and Their Staff Form' (PTSF).
- *Training Course Development Form (TCDF)*. Partner organizations developing the training course completed Training Course Development Forms (TCDF) after developing the training course / curricula so that new curricula could be tracked.
- *Training Event Form (TEF)*. All partner organizations filled out the Training Event Forms (TEF) after training events were planned.
- *Training Start Up Form (TSUF)*. All partner organizations filled out the Training Start Up Form (TSUF) after the trainings started. Component 1 and 2 completed these forms within the first two weeks of the training.
- *Recipient / Household Form (RHF)*. All recipients (beneficiaries) completed this form with the support from teachers, trainers, and field staff. Component 1 and 2 beneficiaries filled out these forms within the first two weeks of the training; Component 3 beneficiaries completed these forms on day one of the first training.
- *Teacher / Trainer Form (TTF)*. All teachers/trainers completed the Teacher/Trainer Form (TTF). This form was filled out during the Training of Trainer (TOT). Resource persons did not need to complete this form.
- *Employment Opportunity Form (EOF C2)*. Partner organizations conducting vocational trainings completed the Employment Opportunity form (EOF).
- *Recipient Final Performance Form C1 (RFPF C1)*. These forms were filled out by Component 1 trainers at the end of the training.
- *Recipient Final Performance Form C2 (RFPF C2)*. These forms were filled out by trainers at the end of the training.
- *Proxy Tracer Study Impact (PTSI C2)*. Proxy Tracer Studies for Component 2 were carried out three to six months after the completion of trainings. The income assessments were done by partners for all the recipients they trained. WI carried out verifications based on 20% random samples. The forms were filled out by partners during assessments and by WI during verifications.
- *Proxy Tracer Study Agriculture Baseline (PTS AB) and Proxy Tracer Study Agriculture Impact (PTS AI)*. Using the Proxy Tracer Study Agriculture Baseline and Impact forms, baseline data and impact data was collected from random samples, a year after the training, which represented approximately 8.2% of the total population.

Measuring Change: Evaluating Impact, Verifying Income and Annual surveys

C1 Literacy Component. Prior to starting the module, the staff conducted a pre-test and after teaching the module, they conducted a post-test to evaluate the beneficiary's progress. Beneficiaries have noted that because they knew we would evaluate them, they worked harder to succeed. The program did not track C1 literacy beneficiaries' income levels, but conducted a tracer study that looked at their impact to beneficiaries, their families, and their community.

C2 Income Assessment and Verification Status of Vocational Education Graduates. For C2, we measured the beneficiaries' knowledge and their income as they entered the program. Some of the beneficiaries took a skills test after graduation to evaluate their progress. The more important metric,

however, was if they were employed three to six months after they graduated from the training course. The Training Employment and Placement Provider (TEPP) had to verify all graduates to ensure 80% were employed and were paid only when Winrock verified their employment. Winrock randomly verified 20% of the graduates to confirm the TEPP's assessment. Income assessment of 11,545 graduates from 585 trainings has been verified, of which 9,568 or 82.9 % were found to be gainfully employed. Income verification for Y1 and Y2 graduates was carried out by EIG district staff based on a sample of 10% or above. For income verification of Y3, Y4, and Y5 graduates, a sample of 20% or above was taken. In addition 100% verification was carried out for 10 % of samples of trainings conducted in high target districts such as Banke, Bardiya, Dang, Surkhet, and Jumla.

Winrock staff (DC and PO) verified the income assessments conducted by the TEPPs. C2 POs verified the income assessments carried out by TEPPs in the four high target districts of Banke, Bardiya, Dang, and Surkhet. C2 POs are assigned to other districts as needed.

The procedures for income verification were as follows:

1. Incomes were assessed for all beneficiaries (Y3 onward) by the TEPPs twice – at three and six months after graduation. TEPPs submitted the income assessment reports to the M&E Field Officer. One week prior to the three and six month assessment report due date, the M&E Field Officer randomly selected and prioritized a list of six beneficiaries and emailed it to the District Coordinator (DC) or the C2 Program Officer (PO).
2. The DC or the C2 PO verified four samples (at least 20%) of those assessed by TEPP as employed, per the priority from the sample. The DC or the C2 PO did not verify beneficiaries who did not achieve employment and/or the minimum monthly income level. They selected the next beneficiary on the priority list provided by the M&E Field Officer.
3. If the DC's or the C2 PO's found the beneficiary below the "gainful employment" threshold, the TEPP had to redo the income assessment of **all** graduates of that particular training and re-submit the assessment. The cost of re-verification was borne by the TEPP; EIG gave preference to TEPPS that did not require re-verifications.
4. The data entry of income into FieldLink began only after the verification was complete by the DCs or the C2 POs.
5. After verification, the DC or the C2 PO provided a verification report to the M&E Field Officer and the C2 manager. The hardcopies stating the income were signed by the DC and/or the C2 PO.
6. If the graduate moved from the Mid-West Region, income verification was carried out by telephone with the graduate.
7. For overseas graduates, authentic documents showing their income, valid job agreement letter, or contracts with an overseas employer, were suffice for income verification. The documents had to clearly mention salary offered and should have the signature of the graduate.

The results of income assessment and verification to date have been provided in Table 2.

Table 2: Income Assessment and Verification Results

Gender	Number of Graduates whose income has been assessed and verified	Income >= NRS 2,400	Income < NRS 2,400
Female	5,832	4,446	1,386
Male	5,713	5,122	591
Total	11,545	9,568	1,977*

* Of the 1,977 graduates that have income less than NRS 2,400 per month, over 439 graduates have monthly income between NRS 800 and NRS 2,350.

ANNUAL SURVEYS

C3 Agriculture Income Impact Assessment. For C3, baseline data was collected when they entered the training program and impact data was collected a year after the training concluded. WI hired enumerators who were trained on interviewing and data collection techniques. Assessments were conducted on an annual basis after farmers were able to grow at least a full year cropping cycle. First year beneficiaries were assessed around August/September of the second year; second year beneficiaries were assessed during the third year; etc. A random sample was selected from stratified target recipient household groups, disaggregated by district, agriculture productivity, and enterprise. The random sample consists of 4,440 beneficiaries of the beneficiary population of 54,157 in 15 districts of the Mid-west Region. This sample represents approximately 8.2% of the total population which is a statistically significant random sample providing a confidence level of 95%.

Table 3 details the sample size and population by year.

Table 3: Sample Size and Population for Agriculture Income Impact Assessment

Year	# of Districts	# Sample	Population	% of Population
Y1	8	670	5,059	13.24%
Y2	15	1,050	14,177	7.41%
Y3	15	1,570	21,156	7.43%
Y4	15	1,150	13,765	8.35%
Total		4,440	54,157	8.20%

During Y5, EIG’s M&E team surveyed the C3 activities to assess the impact for Y1-Y4 beneficiaries on income generation in all 15 districts of the Mid-Western Region and found that surveys showed an average annual income increase of more than 255% or \$412.

For C4, we tracked 100% of the beneficiaries. They were monitored during their education and after graduation.

INDICATORS

EIG staff worked with USAID to develop a distinct set of indicators to measure performance in achieving results. Detailed performance indicator results by components are presented in Annex I. Results of key (select) performance indicators are shown in Table 4.

Table 4: Results of Key (Select) Performance Indicators

Component	Performance Indicators	Unit	Actual Cumulative To Date	Planned LOP	% Complete LOP
C1	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment. ¹	# of recipients	30,926	30,000	103%
C2	Number of youth completing USG-funded workforce development programs. ²	# of recipients	11,545	11,000	105%
C2	Number of people gaining employment or more remunerative employment as a result of participation in a USG-funded workforce development program. ³	# of recipients	9,568	8,800	109%
C3	Number of targeted youth increasing income. ⁴	# of youth	54,063	50,000	108%
C4	Number of students receiving of USG-funded scholarships.	# of youth	421	220	191%

I – 4: See definitions in Annex

DATABASE

EIG designed and developed FieldLink Nepal database to meet the monitoring and evaluation data management needs of the program. FieldLink Nepal, a single entry, on-line data entry system was used to track, analyze, document, and evaluate the project’s multiple tiers of data. FieldLink was able to accept data entry and generate reports for all three distinct components (Entrepreneurial literacy, Vocational Training, and Agriculture) of the project. From FieldLink, staff and USAID were able to access instant queries and real-time reporting. The database provided programmed quarterly and yearly reports, both aggregated and disaggregated by FieldLink. FieldLink used an application design that employed an ultra-thin client architecture, which supports low-bandwidth (dial-up) connections, all web browsers, regardless of operating system.

This web based M&E system was simple yet fast, efficient and easy to use. FieldLink Nepal helped the staff to monitor and track more than 74,000 individual disadvantage youth in Mid-Western region. Staff and partners entered data in the field and managers could monitor performance by partner and strengthen the integrity of achievements. The EIG Geographic Information System (GIS) tied FieldLink data to spatial coordinates so that impacts could be shown on maps.

IETC maintained an Apache Web Server installed in Mac OSX Server environment. OpenBase⁸ database server and Omnis Studio⁹ programming environment and CGI were utilized for their fast, flexible programming.

III. COLLABORATION, SYNERGIES, AND LEVERAGING RESOURCES

EIG had large targets – the program provided training, but had no funds for tools, loans, or productive assets; things marginalized youth needed to earn income. To address this problem, EIG collaborated with more than 32 organizations, including the Government of Nepal and private sector, to leverage more than \$1.3M. Through strategic partnerships, EIG helped facilitate construction of distillation units (DU), MUS, plastic ponds, plastic tunnels, and terraces. In addition, partnerships have enabled beneficiaries to access needed inputs more easily and directly linked with a financial institutions and were able to access credit. EIG created several committees/forums to facilitate collaboration and ensure sustainability.

A. FORUMS

NATIONAL LEVEL - NATIONAL ADVISORY COMMITTEE (NAC)

The National Advisory Committee (NAC) helped secure national government buy-in, ensure collaboration with other donor activities, and allowed us to identify support for EIG activities. The NAC met twice a year in Kathmandu resulting in numerous collaborations and partnerships. The Committee included representation from key government agencies including the Ministry of Education, Ministry of Agriculture, CTEVT, Ministry of Local Government, the private sector, overseas training providers, FNCCI, the Agriculture Enterprise Center, and others. Development partners such as DGLSP/UNDP, MEDEP/UNDP, Helvetas/SDC, were also members. The Advisory Committee enlisted additional members as needed. The roles of the advisory committee included:

- Establishing district level collaboration with government agencies, including establishment of a district level implementing partner alliance
- Obtaining official recognition of EIG for facilitating project operation

⁸ OpenBase is a fast, expandable, cross-platform database server.

⁹ Omnis Studio is a rapid application development environment that will function as a CGI (Common Gateway Interface) between the web server and the database. Omnis works extremely well with the Apache web server and the OpenBase database, allowing for fast, flexible programming and highly maintainable code.

- Facilitating public-private partnership across the project components to improve skills and training programs leading to positive outcomes, job creation, and increased incomes
- Liaising with EIG to leverage partner resources for achieving the project objectives and for creating an enabling environment for skills enhancement, rural stability, income generation, and job creation.

The NAC gave EIG support and credibility by the GON. The project sponsored field trips and kept the GON informed on the project progress. Senior GON staff appreciated their involvement (see text box).

DISTRICT LEVEL – DISTRICT COORDINATION COMMITTEE (DCC)

District Coordination Committees (DCCs) were formed to increase collaboration and leverage government, private sector, and non-governmental (international and local) resources for greater impact at the district level. The DCCs also helped spread EIG's approach, promoted government buy-in and ownership. These committees have created a collaborative atmosphere, linking development partners and the EIG project to ensure synergy and reduce duplication in each district.

DCCs played an instrumental role in EIG. They helped identify the appropriate VDCs where activities should be focused. Based on the DCC's recommendation in many of the districts, EIG was able to work with communities that had not previously benefited from development activities. District Coordination Committee (DCC) members visited the village-based EIG program to learn about the activities. They also served to monitor the activities and provide ideas on how to link EIG beneficiaries with other opportunities. DCC meetings were held throughout the program and included all related line agencies (Local Development Office, District Education Office, District Agriculture Development Office, and District Livestock Development Office, CCIs, other donors and private sector representatives. Through

Early in 2012, Dr. Prabhakar Pathak, then Joint Secretary for the Ministry of Agriculture and Cooperatives, noted the following at the EIG NAC meeting about his field visit to Banke and Surkhet:

The field visit gave him a good impression of the EIG program in Agriculture and Entrepreneurial Literacy, the two programs of EIG shown him. An EIG beneficiary from Bankatuwa of Banke District wants to call back her husband from abroad as she is earning more with off-season vegetable farming and can earn even more working together with her husband than he can earn overseas. Women (bi) cycle vendors are selling vegetables and making good money, also able to do household work as well as earn income. The marketing and planning committee of Kohalpur was well linked with the producers and they sought marketing regulation. The Agrovets are linked with the LSPs and the producers, "Everyone is linked with everyone, so everything can be done in a timely manner all within the market." The LSPs are also linked with the DADO as well. EIG is working with the very disadvantaged Dalit and Janajati. People of Uttarganga of Surkhet were happy with the MUS (multiple use water system), plastic tunnel, drip irrigation for off-season vegetable, and know about the importance of the nutritional aspects. Literacy beneficiaries can calculate, and are able to talk freely and was glad that entrepreneurial literacy is being applied in the upcoming agriculture USAID projects. The literacy curriculum has generated much interest. The PPP model was implemented in Manikapur, Surkhet where DADO, DLO, VDC, LSP, EIG, cooperatives, producers, and traders are working together to setup plastic tunnels. Buyers are already linked to buy the off-season vegetables. Congratulated to the EIG team and thanked USAID for the support to EIG for Nepal. When he asked the beneficiaries what they will do after EIG, they mentioned that they will continue to seek the services from the LSP and agrovets. District offices of government have been given instruction to adopt best practices of projects such as EIG; suggested EIG to continue to register all groups in DADO.

DDCs, EIG was able to leverage line agencies and donors to support EIG beneficiaries and was able to disseminate EIG approaches and technologies.

By engaging the government to help monitor the literacy classes, the program was able to showcase the value of the program and gain commitment from the local governments to continue literacy classes after EIG ends. EIG facilitated joint monitoring of literacy courses by the DCC members in Banke, Bardiya, Surkhet, and Dang. Representatives from the DEO, DADO, WDO, VDCs and other stakeholder agencies visited CI business literacy classes. In Surkhet, Regional Agriculture Director (RAD) joined the DADO to visit literacy classes. The teams interacted with the beneficiaries who shared their experiences after taking part in the literacy course - they could now read and write, use calculators and mobile phones comfortably, produce simple business plans, and maintain records of their increased agricultural production and income. RAD and DADO agreed to support these groups in the future and the DADO and DEO have signed an MOU to further promote commercial small holder production and entrepreneurial literacy.

B. GON PARTNERSHIPS

In addition to the NAC and DDC, EIG partnered directly with the government offices to promote dissemination and sustainability of the program. EIG first engaged government officials, from the ministry level to the village level during project start-up. These conversations helped develop a feeling of dual ownership.

Officials spoke of EIG as one of their own programs and adopted EIG approaches within other district activities. Strong relationships at the ministerial level, including the Ministries of Agriculture and Cooperatives, Local Development, and Education, facilitated district based government relationships. Partners there included District Agriculture Development Offices (DADO), District Development Committees (DDC), District Education Offices, District Agriculture Offices, District Health Posts, and Village Development Committees (VDC).

Working with the line agencies, EIG registered all literacy beneficiaries with the DEO and we encouraged them to hire the

C4 scholarship beneficiaries. EIG conducted value chain training for agriculture government staff to strengthen public sector capacity and encourage business-friendly environments for agricultural growth. Under vocational education, EIG worked closely with CTEVT and the skills testing board. Sixty-two local service providers (LSPs) were tested, and all but two received passing scores. Those that passed are qualified to become agricultural Junior Technical Assistants (JTAs).



d to

The Spread Effect in Manikapur Village.

Recognizing the potential of EIG's market based approaches, the Regional Director of Agriculture, the Regional Director of Forestry and the DADO encouraged the expansion of EIG's market-based approach to other areas. For example, the Surkhet DADO worked with cooperatives and landowners to allow marginalized, landless youth to raise off-season vegetables on unused private and community land in Manikapur village in Latikoili VDC. The DADO helped beneficiaries sign contracts with the Manikapur Multipurpose Cooperative to produce off-season vegetables using plastic tunnels. The DADO provided plastic and bamboo for tunnels, while EIG-trained local service providers offered technical support and connected farmers to agrovets who supplied inputs such as seeds and fertilizers. The Manikapur Cooperative has assumed some of the growers risk via a buyback contract with a local vegetable wholesaler in Birendranagar. The farmers earned an average NRS 30,000 to NRS 35,000 from two crop cycles on small individual plots. Manikapur is an example of how EIG facilitates PPPs to help disadvantaged rural people access new markets and earn higher incomes.

At the most local level of government, EIG promoted partnership with the 587 Village Development Committees (VDC). Through the Class Management Committees (CMCs), communities became more engaged and supported EIG literacy beneficiaries. During Y5, literacy classes received financial contributions from the local Village Development Committees (VDCs). In Y5, VDC funds and District Education Office (DEO) funds to support EIG's literacy program were possible and ensured recognition of past beneficiaries by the government for their achievement.

By prioritizing relationships with these agencies and providing them with training, EIG secured support for long-term investments, line agency training, and widespread uptake of EIG activities.

C. COORDINATION WITH DONORS

COORDINATION WITH USAID PROGRAMS

EIG collaborated with USAID/Nepal and USAID/Washington Programs over the five years. For example, EIG staff met with and shared best practices with the staff of other USAID/Nepal agriculture programs such as Flood Recovery Program and the Nepal Economic Agriculture Trade (NEAT) program. Since NEAT selected some of the same VDCs where EIG was working, we shared the names of the beneficiaries encouraged the NEAT to use newly established local service providers rather than procuring and giving inputs from urban areas and giving them away to farmers.

EIG collaborated with USAID funded Livestock and Nutrition CRSP programs. During Y4 and Y5, EIG hosted seven USAID Farmer-to-Farmer volunteers to build the capacity of government staff, local service providers, and farmers (see Table 15, page 82). Winrock was able to facilitate this collaboration since it implements the food security Farmer-to-Farmer Program based in Bangladesh.

COORDINATION WITH OTHER ORGANIZATIONS

Key strategic linkages were made with others organization such as the British Embassy, the Government of Nepal, the World Food Program, Concern, Poverty Alleviation Fund, SNV, LFP, the Western Uplands Poverty Alleviation Program, Lutheran World Services, Rural Reconstruction Nepal (RRN),

FORWARD, and Mercy Corps among others. The British Embassy provided startup capital for 175 victims of conflict, and EIG provided them agriculture training. The World Food Program provided cash-for-work and used the labor to create 400 fish ponds, nine multiple use water supplies, and 11,000 square meters of terrace. EIG provided marginalized youth training to produce fish and vegetables and linked them to markets for income generation. The Poverty Alleviation Fund provided beneficiaries with grants to support their income generating activities (like goats, MUS, and greenhouse materials). Other organizations partnered in similar manner. EIG actively participated in the working group on vocational education that the Swiss Development Organization chairs in Kathmandu. This is a forum where all involved in vocational education meet on a quarterly basis to coordinate programs and share results and lessons (see Table 24, page 105, Annex II, page 113)

D. COORDINATION WITH PRIVATE SECTOR

The Education for Income Generation Program (EIG) facilitated partnerships between the private sector, other development institutions, and the Government of Nepal (GON) to pool resources to leverage USAID's investments to enhance project results.

Some specific examples include:

Multiple Use Water Systems. EIG used public and private community-level investment to establish more than 34 multiple use water systems (MUS) for drinking water and small-scale irrigation, including one in Jaypur, Uttarganga VDC, in Surkhet. EIG staff worked with a community that wanted to invest in a multi-use water system. Villagers contributed cash and in-kind labor.

Simultaneously, EIG's District Coordinator organized contributions from government agencies including the VDC, DADO, DDC, Water and Sanitation Office, and the District Soil Conservation Office. They all contributed funds to construct the water tank and tap. EIG provided agricultural training to allow farmers to grow off-season vegetables and capitalize on the increased availability of water and linked them to farmers to new markets to sell their products. The gains in income and ready access to drinking water provided the incentive for users to pay water system maintenance costs.

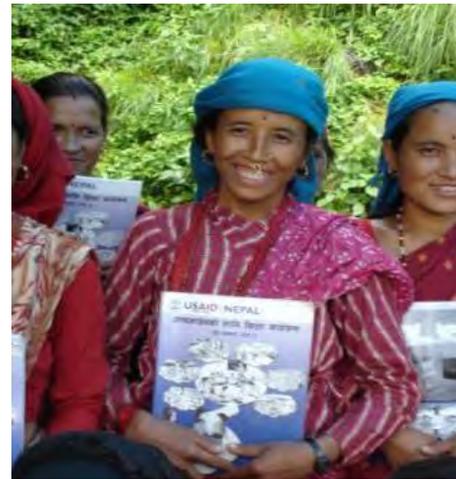
Collection Centers. EIG mobilized public and private partners for the construction of collection centers, which aggregate smallholders' produce to sell to larger markets. Marketing Planning Committees (MPCs) operate the collection centers and the users include producers, traders, and service providers. In Dailekh district, villagers in Seri established one such collection center. The *Mayur Taza Tarkari Sakalan Kendra* collection center was a joint project of EIG, Seri VDC, CARE Nepal, the DADO, the DDC, and the EIG pocket group farmers.



Essential oil buyers invested in the communities by providing part of the costs for distillation units through a loan. After a few seasons, communities were able to pay off the loan.

Non-Timber Forest Products (NTFPs) Distillation

Units. EIG built public-private partnerships to promote local value added processing of NTFPs by connecting essential oil buyers with producers and by facilitating the establishment of distillation units. High-value essential oils, distilled from NTFPs, are in great demand and have become an important export commodity. EIG began working with farmers in Banke and Bardiya districts to support the commercial cultivation of essential oil bearing plants, including chamomile, mint, lemongrass, and citronella. EIG also worked with the government and the private sector to amass funds to build distillation units for disadvantaged young farmer groups in Surkhet and Dang districts. When EIG paired construction with producer trainings to reduce private sector risk, traders from both Nepalgunj and Kathmandu lent communities the funds to install distillation units. EIG collaborated with government bodies including the DFO, VDCs, Community Forest User Groups (CFUGs), private sector buyers, and local communities. Under this program, EIG worked with more than 5,348 disadvantaged youth, who earned NRS 15,900 on average from the oils produced.



Magar women of Kapurkot proudly hold their literacy book.

USAID/Nepal's EIG built on established USAID best practices and used public-private partnerships to encourage collaboration, risk sharing, and market-based interventions. Disadvantaged Nepalese received training and accessed opportunities for increased incomes. These projects further confirm that PPPs, by facilitating cooperation between government agencies and the private sector, can expand the horizons of the marginalized.

E. STRENGTHENING THE PRIVATE SECTOR FOR SUSTAINED IMPACT

EIG used a private sector, value chain, market-driven approach in the EIG program, so that after the project ends, beneficiaries and other community members will continue to earn income by getting inputs from LSPs and selling their product to traders at collection centers. Through the private sector approach, EIG partnered with key private sector stakeholders so that they would continue buying and selling products to EIG beneficiaries. EIG collaborated with institutions who provided capital/investment/credit, as well as with employers, buyers, and input suppliers. EIG strengthened agriculture value chains by developing cooperatives. In the vocational skills training and employment component, the employment opportunities were identified first and then the training was conducted to ensure individuals would have the skills needed by the market. Many of the mobile trainings conducted throughout the districts provided training on self-employment skills so, in cases where there were few formal employment opportunities, graduates would have the skills to start a new business.

Agriculture productivity and rural employment. EIG worked closely with the buyers and traders to help them increase the volume of the product. Given the high price of essential oils, companies were willing to lend communities the funds to install distillation units. EIG would provide the technical training and help develop producer's cooperatives. Two distillation units were established in Maintada VDC and Kunathari VDC in Surkhet with the collaboration of the DFO, VDC, CFUG, EIG, MEDEP, private sector buyers, and the community.

EIG worked with agrovets and locally based service providers to strengthen the input supply chain to small holder farmers. EIG identified individuals who could become entrepreneurs in the communities, EIG provided them basic skills on how to operate a business such as seedling supply and agriculture input marketing. The LSPs (local private sector) were also given basic technical training – such as how to manage a nursery and how to address common pests and diseases. The individuals, LSPs, were then introduced to the key technical experts at the District Agriculture Development Office (DADO) and to key suppliers (Agrovets) in the district centers. These LSPs are providing a much needed service to the community and filling a need that the government, admittedly, cannot fill.

By setting up this market-based agricultural approach, other people who see the model can make use of the market infrastructure and sell his/her products at the EIG-established collection centers, which are linked to traders and larger wholesale markets. In some cases, the size of the producer groups is increasing. Jobs are created based on the larger volume of production with many more producers creating input supply and output marketing opportunities. By linking LSPs to EIG producer groups, EIG was able to keep and enhance existing agriculture and veterinary supply (agrovets) businesses. In other words, EIG created, and in some cases solidified, jobs along the value chains. The program aggregated producers so that the private sector can earn money while serving rural communities. This approach of strengthening individuals and enterprises and creating linkages has created a sustainable system for these marginalized youth that was previously absent. EIG connected rural communities in Rapti, Karnali and Bheri zones to markets beyond their areas, which provided EIG beneficiaries and other community members the opportunity to continue their commercial agriculture production.

FNCCI helped the EIG Project connect to the private sector by conducting job assessments in districts, region, and in India to identify opportunities for training providers. FNCCI/CCIs located employment and training providers to meet the demand for skilled workforce in EIG Program districts. FNCCI informed Local Chambers of Commerce and Industry (CCIs) and associations such as the Hotel Association, Federation of Nepal Cottage and Small Industry, Constructors' Association of Nepal, Furniture Association of Nepal, and the Jewelry Makers Association, and more about the objectives and activities of EIG.

Saving and Credit. EIG helped beneficiaries to link with financial institutions, specifically with Nirdhan Bikas Bank and Midwest Rural Development Bank. Small holders' access to financial institutions and loans are limited in most of the EIG areas. In rural and remote areas, agricultural land is denied as collateral and a regular source of cash income was required. EIG met with and oriented microcredit

organizations on the EIG program and talked to them about the reduced risk of lending to EIG beneficiaries.

F. BUILDING CAPACITY OF LOCAL ORGANIZATIONS

Through the implementation of EIG, Winrock built the capacity of key local organizations such as government, partners, and subcontractors. EIG worked with local government and district line agencies in the districts and engaged them to identify the target VDCS, and engaged them to help monitor the program. The program trained DADO staff on how to conduct a subsector agriculture analysis, engage in EIG trainings, and jointly monitor EIG field activities.

EIG partnered with more than 60 locally based organizations and have built their capacity on M&E, program management, financial management, and programmatic innovations. EIG conducted trainings to partners on monitoring and evaluation, new teaching methods, and locating markets for job opportunities. Partners felt more ownership of the project when they also learned and benefited from being part of the EIG project. A few partners shared, in their own words, the impact of the project on their organization:

DEPROSC NEPAL, RURAL DEVELOPMENT ORGANIZATION, LITERACY TRAINER, COMPONENT 1

“The learning we acquired from EIG, the support received from USAID, and Winrock International as a lead agency, was so supportive and unique. The strong monitoring and evaluation mechanism, effective coordination among concerned stakeholders, people centered approaches to facilitation and strong social mobilization skills will be used towards developing future programs.”

SKILL NEPAL, TRAINING AND EMPLOYMENT PLACEMENT PROVIDER, COMPONENT 2

“SKILL (Nepal) will continue to work with around 700 successful graduates trained through EIG programs by providing skill upgrading training on a fee-paying basis since we all know that these graduates are earning and living their lives thus they should pay for the upgrading courses. Among the trained ones, as mentioned earlier, some of them have already build up their capacity to be chief as well as assistant instructors where they have been providing training for SKILL. These graduates have received a week long course on TOT from SKILL before we assigned them as instructors. Some graduates have developed their capacity to be a local coordinator of SKILL Nepal – they gather potential participants, manage training events, and more importantly, after the training, link them in world of work.”

“SKILL (We), as a training and employment service provider, should always keep an eye on labor markets, particularly of the informal economy which can provide a lot of employment opportunities. We will continue to follow the good practices and approaches adopted by EIG program to be market driven.”

F-SKILL TRAINING AND EMPLOYMENT PLACEMENT PROVIDER, COMPONENT 2

“F-SKILL has built up confidence to work in remote and geographically challenging mountainous areas of the Mid-Western and other regions.

The remarkable learning from the partnership with EIG is tracking the graduates through its online database system. F-SKILL has improved its capacity to manage its database efficiently.

F-SKILL has developed linkages with sector stakeholders, local government, and other organizations such as organizations focused on Dalit, Janajati, women to ensure the participation of core target clientele at the local level, linkages have been established with potential employers such as district Chambers of FNCCI, employer’s associations, and local employers. Linking up of training graduates with potential employers has strengthened the relationship between F-SKILL and employers. Among the employers, F-SKILL has successfully created the image of producing quality trainees. Hence, there is growing demand for F-SKILL graduates.

F-SKILL has also built up its staff capacity in micro enterprise and established relationships with various financial institutions. Graduates are linked with saving and credit groups, local farmers’ cooperatives for seed money after completion of training to encourage them to go for self-employment and set up an enterprise. F-SKILL has also encouraged the trainees during the training to start saving groups among the trainees.

Further, F-SKILL is planning to extend its service in Enterprise Development, Value Chain Marketing and Level 2 training for Level 1 graduates who want to further enhance their skill on self-paying modality. F-SKILL is on its way to institutionalize TOT, RMA and PSA and provide these services to other organizations as well.”

IV. ACTIVITIES AND IMPACT

A. INCREASING LITERACY, LIFE SKILLS, AND PEACE BUILDING SKILLS

Because the project focused on marginalized youth, many who have not had access to an education, the literacy program was to equip youth with the necessary literacy, life skills, and peace building skills so that they could keep a job and or be successful and earning income. EIG graduated 30,926 individuals from the ten month literacy course. More than 81% or 24,890 people went on to vocational training or agriculture training. The performance indicator table showing targets and achievement is presented below in Table 5.

Table 5: Component I Performance Indicator: Actual Versus Fiscal Year Targets

	Performance Indicators	Unit	Y1	Y2	Y3	Y4	Y5	Act. Cum. to Date	Planned LOP	% Complete LOP
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment ¹	# of recipients	2,959	7,796	10,582	9,195	394	30,926	30,000	103%
B	Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training ²	# of recipients	1,838	5,553	9,508	8,081	0	24,980	21,000	119%
C	Number of literacy and life skills trainees entering self-employment or starting small businesses ³	# of recipients	1,230	2,205	1,222	1,228	391	6,276	9,000	70%
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training ⁴	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	104%
E	Number of people trained through USAID supported health programs ⁵	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	104%
F	Number of people benefiting from USG-Supported Social Services ⁹	# of recipients	2,977	8,230	11,230	9,951	396	32,784	30,000	109%
G	Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected ⁶	# of recipients	2,977	8,230	11,230	9,951	396	32,784	30,000	109%
H	Number of people trained in conflict mitigation/resolution skills with USG assistance ⁷	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	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	2,977	8,230	11,230	9,951	396	32,784	30,000	109%

I – 9: See definitions in Annex I

I. KEY FEATURES OF THE APPROACH

Income Focused-Curriculum

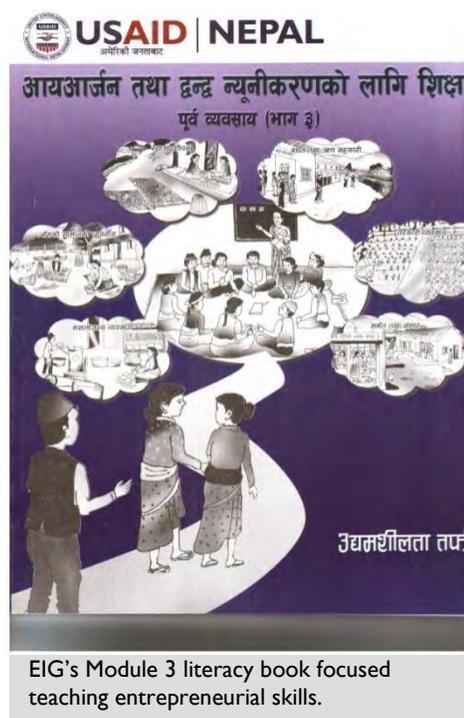
The literacy course, developed by Samjhauta Nepal, was built upon existing literacy curriculum developed in Nepal. Samjhauta analyzed all literacy materials gathered from other projects including their own and adapted relevant material into the curriculum. Samjhauta adjusted the literacy modules and oriented them towards income generation, peace building, and HIV/AIDS awareness. The Literacy program had four modules consisting of lesson plans that took about ten months to complete. Students attended class for two hours per day. The first module taught basic literacy and numeracy over a three month period.

Module 2, focused on life skills, HIV/AIDS, nutrition, and peace building skills. The peace building component in Module Two is unique in that it helped build the capacity of individuals to be engaged and become responsible citizens, which was important after the conflict. Many rural people have misperceptions of the role of government and are often frustrated with unmet expectations. Literacy students were taught about responsibilities of being a citizen, such as voting, and also less traditional responsibilities, such as encouraging children to go to school and engaging in community activities like building walking paths and water systems. The courses taught students the importance of getting birth, death, citizenship, and marriage registrations in a timely manner. Other lesson plans addressed how to access resources from local government agencies such as education, health post facilities, and district livestock and agriculture. For example, from the education office, students learned how to register for schools, locate support for school building construction, and apply for scholarships. Students learned how to set up, conduct, and manage a meeting using democratic principles. They learned simple rules of conduct -- to respect others in the meeting, listen to everyone's view, taking turns to talk, etc. Participants were taught interpersonal communication skills such as verbal/nonverbal communication, active listening and expressing feelings; giving feedback (without blame) and receiving feedback. Another chapter dealt with negotiation/refusal skills where participants learned negotiation, conflict management, assertiveness, and refusal skills. Another lesson focused on empathy and the ability to listen and understand another's needs their circumstances and how to be understanding. Other chapters covered cooperation and teamwork, advocacy skills, decision making/problem solving skills, critical thinking skills, skills for increasing self-control and managing stress. The module also addressed the importance of social inclusion with representation of all ethnic, linguistic, and religious groups, and conflict mediation.

Before the project, beneficiaries were extremely reluctant to speak in community or local government forums, but now they speak up for their rights with the authorities and are very dedicated to their work. Ratna Shahi of Mahabaipather Khola, Jajarkot says, "We would not speak a single word in front of men or any government or project officer, but now we speak all the time after the literacy class."

Module 3 focused on economic and business literacy and helped farmers transition from thinking of their farm as an activity to thinking of it as an enterprise. The module had three parts: basic information on entrepreneurs, examples of income generating activities, and basic business planning. Altogether there are 44 lessons. In the first part, the main lessons are a comparison of subsistence farming versus business farming, introduction of the entrepreneur, how to work in groups as well as individually, etc. The second part provides examples of businesses such as food preparation, milk production, income related with community, forestry, goat, fish, vegetable farming, and retail shop operation. The third and final part included business planning, business analysis, market and product management. This module was taught over four months.

After the second year, we realized that though credit was often available, marginalized groups didn't know how to access it. Beneficiaries, to earn income, needed basic capital investment such as tools and products such as pumps, goats or inventory for their stores. In consultation with USAID, the program decided to develop an additional module - Module 4 that showed marginalized youth how to access credit. EIG staff used C5 (EIGs windows of opportunity component) to have Samjhauta Nepal develop an additional, hands-on module on how to access credit and further strengthen a savings program. Under their contract during Y3, Samjhauta identified available credit opportunities in each district such as Poverty Alleviation Funds (PAF), cooperatives (that offer microcredit), other projects, and micro finance institutions (MFI) serving the area. Samjhauta developed the training module and pre-tested it. They also developed guidelines used for the TOT session. Key components of the module are presented in Table 6.



EIG's Module 3 literacy book focused teaching entrepreneurial skills.

Table 6: Topics of the Accessing Credit Modules

Topic	Approach
Savings and credit	Participants will benefit from newly developed lessons on the concepts of savings and credit, practices that strengthen savings/credit groups, and the importance of planning and using the loan for profitable activities. They will develop simple business plans using math learned in previous modules. Teachers will also review previous modules that target savings, lending, and microenterprise as an introduction to Module 4.
Local microfinance opportunities	Through field trips to the local MFIs/Banks, including PAF and other cooperatives, participants will learn about available resources. The module will cover the differences and similarities between banks,

Table 6: Topics of the Accessing Credit Modules

Topic	Approach
	MFI and other lenders, including money lenders.
How to access local loan opportunities –at least five as an example	From case studies and actual loan applications, the participants will learn how to apply for a loan and will complete an application from a local MFI (the module has at least five lesson plans to cover the most common MFI/Banks in the EIG districts).
How to manage repayments and access further loans through multiple micro-enterprises	Math exercises and reading will teach the participants record keeping, budgeting and other skills to successfully manage their micro-enterprises and loan payment schedule.
Information on the cooperative development process through the DCC	Through practical exercises and role playing the participants will learn how to complete the steps to develop a cooperative.
Other resources for microenterprises and entrepreneurs	Working with the DCC, the curriculum includes a list of the main resources available in the district for the participants as they develop and grow their business. Since available resources change over time, each district will make a list as a supplement to the module that can be updated. The teacher will review the list and a field trip to one or two of the resources will be incorporated in the class.
Local Service Provider (LSP)	Participants will learn about services provided by the LSP in their area and how to work with the LSP to mutual benefit.

Identify and training teachers

EIG identified teachers from the community. For example, if the program was working primarily in a Tharu community, EIG tried to find a Tharu from that community who could serve as the teacher. We purposefully did not select trained teachers, and instead identified individuals who we could train. EIG staff, with support of beneficiaries, local leaders, and the Class Management Committee helped the team identify teachers. EIG engaged 715 teachers, 79.4% were women.

In addition to developing the literacy curriculum, Samjhauta Nepal conducted teacher training courses for newly hired literacy teachers. The training covered teaching methods recommended for each module and included best practice teaching methodologies, how to use the literacy modules, how to conduct career counseling, examples of money management and saving, income generation activities, and motivational teaching techniques. Training concentrated on methodologies, good communication, how to deliver the intended message from the literacy books properly, problem solving, and quality teaching. Participants learned selected training methods such as class lecture, group discussion, self-study, practical exercise, math problems and role playing. The training contained extensive practice in preparing daily lesson plans, topics on income generation, and linkages with the other project components. For example, C3 staff participated in the TOT and described their activities to the new literacy teachers. The TOTs emphasized that from the beginning of the course, teachers needed to

stress to students that they should think about their future and how to move into income generation activities through agriculture, off-farm skilled employment, or self-employment. The EIG program was not only about literacy, but how to use that literacy to improve their future and increase their income generation potential. Previous year's trainers attended and brought experience to the training, describing some of their challenges and how they solved problems. District based staff involvement in Component I also participated in the training, providing extra help and resulting in better team work, creating a unified vision for the Component I staff.

The TOTs were participatory and were conducted twice a year for all teachers. The first training was held at the beginning of the year, the second training was conducted midway through the year. The mid-year sessions were refresher trainings, which served to be important for the teachers. It provided the teachers an opportunity to share the challenges they face in the classroom. For example, some said they struggled because the participants are at different levels or speak different languages.

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

Class Management Committees

Though not part of the original design, EIG introduced and formed literacy Class Management



Committees who help monitor and facilitate the literacy classes in each village/settlement. The Committee consisted of five to seven people: the EIG literacy teacher, two to three beneficiaries from the class, and two to three community members. The Committees have a chairperson, a vice-chair person, secretary (the teachers take this role), and committee members.

The program established 1,246 Class Management Committees, with each committee overseeing one teacher who managed two classes. The committees helped EIG staff select the beneficiaries. Once the classes are underway, they help oversee and monitor the class. They encourage beneficiaries to attend regularly and visit their home if they were absent for extended periods. The committees played an invaluable role convincing husbands and fathers to allow their wives and daughters to attend the course when they have been resistant. They offered security to the class, especially for the night classes. In addition, Class Management Committees:

- Encouraged the women and counseled their families to ensure the literacy course was a priority for them.
- Distributed stationery and materials

- Monitored classes and attendance on a local level
- Facilitated issues of security, festival leave, and settings for extra class sessions
- Monitored facilitators work
- Distributed motivational prizes
- Managed local resources
- Minimized drop outs

Literacy Training

Literacy classes were conducted in centers that were convenient to the beneficiaries. The timing and length of the class was decided by the beneficiaries so that it did not conflict significantly with their existing tasks. The District Coordinator, CI Project Officer, and CI Manager monitored and supervised the classes. Books, paper, notebooks, and pencils were provided to the beneficiaries. The classrooms had blackboards and chalk and lights were provided when the classes continued after dark. Y5 classes were partially funded by the VDC and local government. Teachers, CI Program Officers and Manager, and District Coordinators regularly monitored and counseled the participants during Y5. Table 7 shows the distribution of the literacy beneficiaries by district.

Table 7: Total Number Literacy Participants Disaggregated by District and Gender.

District	Cumulative LOP			
	Total	Female	Male	Female %
Banke	4,520	4,273	247	95%
Bardiya	4,555	4,476	79	98%
Dailekh	1,827	1,754	73	96%
Dang	3,041	2,993	48	98%
Dolpa	1,096	888	208	81%
Humla	948	732	216	77%
Jajarkot	1,055	988	67	94%
Jumla	2,599	2,321	278	89%
Kalikot	1,528	1,480	48	97%
Mugu	1,083	846	237	78%
Pyuthan	2,307	2,288	19	99%
Rolpa	1,309	1,281	28	98%

Table 7: Total Number Literacy Participants Disaggregated by District and Gender.

District	Cumulative LOP			
	Total	Female	Male	Female %
Rukum	1,372	1,358	14	99%
Salyan	1,874	1,855	19	99%
Surkhet	3,670	3,565	105	97%
Total	32,784	31,098	1,686	95%

In Y1, EIG conducted literacy classes in six districts; Y2 to Y4 conducted literacy classes in all 15 districts. In Y5, literacy classes were held in four districts. During Y3, EIG trained the most number of beneficiaries – more than 11,000. Table 8 shows the distribution of the literacy beneficiaries by district and year.

Table 8: Distribution of the Literacy Beneficiaries by District and Year.

District	LOP	Y1	Y2	Y3	Y4	Y5
Banke	4,520	357	1,135	1,672	1,249	107
Bardiya	4,555	337	1,114	1,639	1,368	97
Dailekh	1,827	0	460	657	710	0
Dang	3,041	353	710	1,017	867	94
Dolpa	1,096	0	312	410	374	0
Humla	948	0	161	422	365	0
Jajarkot	1,055	0	250	372	433	0
Jumla	2,599	1,220	449	440	490	0
Kalikot	1,528	0	494	530	504	0
Mugu	1,083	0	294	402	387	0
Pyuthan	2,307	362	585	730	630	0
Rolpa	1,309	0	380	435	494	0
Rukum	1,372	0	360	551	461	0
Salyan	1,874	0	560	748	566	0
Surkhet	3,670	348	966	1,205	1,053	98
Total	32,784	2,977	8,230	11,230	9,951	396

Pre- and Post-Test

To evaluate the effectiveness of the course and the progress of the beneficiaries, the teachers conducted pre- and post-tests for each module. For example, before the class began on Module 2, participants answered questions about the differences between HIV and AIDS, ways of transmission, social inclusion, and causes of conflict in society. The same questions were asked after they completed the modules. As students began Module 3, they were asked questions about small entrepreneurship, off-season vegetables, resources for establishing a small entrepreneurship, etc. At the end of the module they were tested on their acquired knowledge by answering the same questions. At the end of the course they were given a final test covering all modules. This provided teachers and supervisors with useful feedback about how effective they were and if they needed to use different teaching methodologies. These tests also helped teachers to arrange seating plans for beneficiaries. Low scored beneficiaries were requested to sit closer to the board and the teacher, and those with stronger scores are paired with those with lower scores to aid the weaker student.



Sarita Chaudhary (above) learned how to raise high value crops and how to read and write. She proudly stands in front of her small nursery and shows her calculation and business records

Linking to Income Generation

Under the original design of the program, 70% of the graduates were to enter into either EIG's C3 agriculture training or C2's non-agricultural vocational skills training after they graduated from the literacy program. Since in remote areas, agriculture is the foundation of the economy, most literacy beneficiaries attended agricultural training.

The combination of the integrated literacy class of C1, along with the agricultural and marketing training of C3, was crucial to help marginalized youth increase their earning potential. Literacy classes were found to be an effective platform for sharing important agricultural and other messages easily and effectively in the community. The literacy groups were highly motivated and engaged in some form of economic activity. Partners DEPROSC and KIRDARC helped trainees move into further training to increase their income by having students prepare a personal career plan based in part on their interests (i.e. where they want to live), their resources (land, time available to work), and their aptitude. C1 staff

worked closely with C2 and C3 staff to select targeted beneficiaries to ensure they met the criteria for entering into C2 or C3 training.

Partnering with other organizations

To ensure youth had opportunities to earn income, EIG coordinated and collaborated with local stakeholders and organizations working for the same communities. In many cases, other organizations provided EIG beneficiaries with small grants or credit. Examples of partnerships included the following illustrative examples.

- District Education Office encouraged VDCs to support the program.
- 11 VDCs and one municipality helped cover the costs of the program. They provided NRS 197,000 for 16 literacy classes.
- Madhya Paschimachal Gramin Bikas Bank helped 27 beneficiaries' access loans for income generation.
- Linked literacy beneficiaries to USAID/NEAT program for vegetable farming training.
- In Dang, 20 beneficiaries received goats and training from Heifer International.
- In Bardiya, coordinated with GIZ and the local municipality to help beneficiaries lease land for vegetable, goat, and pig raising. They also built a community hall, and fixed electric irrigation pumps.
- Nirdhan Bikash Bank provided loans to 20 Dang beneficiaries for vegetable farming.
- Coordinated with Bardiya DADO to link beneficiaries to integrated pest management Farmer Field Schools funded from FAO.
- In Surkhet, linked with Samaj Kalyan Cooperative and in Banke, linked with Mahila Upakar Manch, to provide loans to beneficiaries for income generation.
- In Surkhet, partnered with High Value Agriculture Project (HVAP) and DADO to provide plastic greenhouses to two literacy classes.

2. IMPACT

The literacy program had unexpected impact on the lives of people. Since the program was tied to income generation, there was great demand for the program. People over 30 wondered why they were excluded. The program empowered women, transformed families and added to positive changes within the community. The dropout rate was only five percent as compared to 35% for government programs. Ninety-eight percent of the beneficiaries felt that the program brought positive change.

During Y5, EIG funded a tracer study to track the impact of the project on individuals, families and communities.

Changing Individuals

Women in particular, benefited from the program. They became outspoken and engaged in commercial



EIG trained youth to do math, use calculators, keep

activities. They became self-employed and independent entrepreneurs. Beneficiaries talked about how the course allowed them to build their confidence in speaking to others and speaking in public. Women started to participate more in the family decision-making process. They saw themselves differently and took responsibility to make changes in their household. For example, in Surkhet, 15 female CI trainees went to the VDC office to register their marriage after reading Module 2 because they learned they had rights within their marriage if it were registered. In the communities where EIG has been operating, there is now more open discussion of HIV and

AIDS. In addition, Lalita Rokaya and Manisha Rokaya of Babiya Chaur Surkhet said, “We requested our husbands to get a blood test for HIV when they returned from India and to use condoms until the result comes.”

Women gained more confidence in other ways as well. Most of the CI beneficiaries were too shy to share their ideas and arguments but now they share not only with each other but with others outside their circle as well. Sunita Chaudhary of Dang district described how her heartbeat used to speed up when she was called upon in class to speak, particularly when outsiders visited her class, or when she talked to strangers. “But now I can talk with my son’s schoolteacher”, she says with confidence. “In the past we couldn’t write, read, or speak but after literacy, I am empowered because I can write Ka, Kha, and my own name, and read letters, etc. in a short time.”



Parbati Gharti from Chuja VDC in Pyuthan, had never even held a pencil before enrolling in the literacy class. She opened a store and earns 200 to 250 NRS per day. She states that “EIG literacy class helped me to learn how to earn the money, keep records, how to save money and better utilize the money.”

The math skills were crucial and 25% of the beneficiaries felt learning to calculate costs (and change), when shopping, was the most important skill they learned. Before, they felt vulnerable and cheated by shop owners. This skill was important for the youth to become successful entrepreneurs. Many women now manage household expenses and keep records of costs and expenses.

“Previously, I didn’t know how many zeros there were in a thousand or lakh, but now I do. I know simply by looking at a voucher.”

Rolpa beneficiary

Changing Families

By empowering women through literacy, EIG impacted families. Through the literacy class, beneficiaries learned about the importance of education, improved health and nutrition practices, and how to earn income, which resulted in a positive impact on their families.

Recognizing the Importance of Children’s Education. In addition to learning to write their name, women felt the most important thing they learned was the importance of their children’s education. This knowledge combined with increased income means more children and specifically more girl children are going to school. Padma Devi Khatri of Nuwakot, Jumla said, “*The literacy class opened our eyes and we started to send our daughters to school. We put pressure on all the community members to send their daughters to school, emphasizing that it is mandatory. Further, we have been thinking of what we need to do to encourage girls to study and advance as the boys do. Everyone is now sending their daughters to schools.*”

They even started to encourage neighbors to send their children to school and some villagers/groups have also requested early childhood development (ECD) classes from NGOs and the District Education Office and have been sending their children there.” Another beneficiary, Khima Pun Magar of Piprahi,



Sishaniya, Dang said, “*Before the literacy class I used to kill time by watching TV programs but now I do reading and writing during my leisure time, and as a result my children are also giving more time to their studies.*”

According to the CI Tracer study, about 20% of the beneficiary’s household income goes towards children’s education.

“I am changed,” said Bela Tamata of Koiralgaun Manma, Kalikot.

“Now I am interested in my children succeeding in school and I make sure they regularly attend school. I now understand the importance of studies,” said Dudha B.K. Goralbada of Dahna, Kalikot.

Impact on Family Health and Nutrition. The literacy curriculum covered basic health issues such as HIV/AIDs awareness, nutrition, and trafficking prevention. To reinforce these messages, many classes would visit the local health post or have an employee from the health post visit the class to talk about the services they provide. Some communities encouraged the female community health volunteer to join

the literacy class. Not only did women change their practices, they also shared the information that they learned with their relatives and family members. HIV/AIDS were no longer a taboo subject. In Pyuthan, most of the CI beneficiaries (600 in total) have had blood tests with the help of the Nepal Women Community Health Service Center (NWCHSC). In Babiyachaur VDC-9, Chanali of Surkhet, 41 beneficiaries tested their blood after reading the lesson on HIV/AIDS. Other beneficiaries are helping and co-operating with those living with HIV and encouraging them to come to class regularly.

In Bardiya District, Geruwa Gramin Jagaran Sangh, a local NGO, tested beneficiaries for HIV/AIDS. All tests were negative, and the process made the beneficiaries comfortable about the testing process so that they are more likely to be tested by their own initiative in the future. Another woman, Saraswati Lamichhane of Dang, resented her HIV-infected sister-in-law and was concerned about contracting HIV/AIDS from eating her sister-in-law's leftover food on her plate (*jutho*). She learned that HIV/AIDS would not be contracted through *jutho*, and changed her attitude about how she dealt with her sister-in-law.

EIG also improved families' nutrition and sanitation. They started eating more vegetables (see page 86) and meat, and families began building latrines with extra money they earned from their enterprises. The CI tracer study showed that 99% of the beneficiaries were more conscious of their diet and sanitation. Seventy-five percent had latrines. During Y5, EIG introduced Follow-up Literacy (CI) classes that focused on safe motherhood practices which resulted in increased checkups during pregnancy. The teachers of these follow-up literacy classes coordinated with the local Female Community Health Volunteer (FCHV) and arranged for her to visit the classes. Due to discussions about sanitation, people have increased the use of and the building of more toilets. After reading one of the sanitation lessons, a group started a village cleanup sanitation campaign.

Trafficking. Because USAID/Nepal's wanted trafficking prevention messages in all USAID programs, EIG incorporated trafficking awareness lessons in the literacy class. In Salyan, Yamuna Dasaud, reflected, "We should be aware from attraction of jobs, money, and other opportunities by new persons even our own relatives. Girls never imagine their beautiful dream changing into hell." She added, "We learn many things from USAID/Nepal's Education for Income Generation Program's Business Literacy Class. We need to share this knowledge with our colleagues and relatives." Ramita Budha of Jankot VDC, Rolpa said, "During our class we discussed that everybody should be careful and aware if they are going to India or other countries for jobs. After the class in our village, certainly we have become aware if we are going to go outside of village or even to big cities."

Family Planning. EIG worked closely with the USAID-funded Nepal Family Health Program (NFHP). EIG has collected family planning materials from NFHP and the District Health Offices and shared these materials with CI teachers in all EIG districts. Teachers conducted a two hour additional course on family planning methods. Teachers either invited District Health Office representatives to the class as guest speakers or they visited the local health office to become familiar with their services. In addition, the two programs shared common beneficiaries. Messages are reinforced when the marginalized youth

learn about HIV/AIDS and other health issues in EIG's literacy course and then complete the NFHP's health awareness program. Beneficiaries from C2 and C3 also attended the health awareness program.

3. LESSONS LEARNED

Training Process

- The **demand for the business literacy class** was higher than expected in the Mid-West region. Many women over the age of 30 wanted to join the course. EIG allowed a small number of women over 30 to join, but no more than two to three extra students per classroom to avoid overcrowding.
- In several places, the literacy training also served as a **Nepali language course** for the non-Nepali speaking youth. These beneficiaries felt it was important to be literate in Nepali because it helped them work with government agencies, other community people, and engage in commerce.
- A **performance-based reward system**, using simple prizes, created a positive, competitive atmosphere among students and promoted regular attendance.
- **Class management committees** consisting of local leaders and teachers, were instrumental in encouraging families to send their family members to the literacy trainings by explaining the benefit for the entire family. The committees helped resolve family and class timing disputes. The committees also served as **advocates for literacy** by securing the support of governmental and non-governmental organizations for both the classes and the small businesses created as part of the project. Some committees also helped secure funding for additional classes.
- Participants said that **non-formal teaching methodologies** (including drama, role play, storytelling, and group discussion) made learning easier and kept them engaged, compared to traditional literacy teaching methods.
- Students found the **practical nature** of the course to be very useful, particularly the sessions covering HIV/AIDS, health, math, and calculator use. Because of the popularity of these sessions, dropout rates were low.
- When students knew performance was monitored through **pre- and post-training tests**, they spent more time on studies and more regularly attended classes. Literacy class attendance rates were above 87%. Evaluations also helped teachers identify weaker students with specific challenges and provide support to ensure all students would succeed.

Coordination

- **Field trips to visit government offices**, including health posts and DADO (Agriculture sub centers) offices, helped marginalized youth access available services. Students also benefited

when agency personnel were guest speakers. Beneficiaries' brainstormed ideas for income generation learned what services were available, and how to access them.

- **Collaboration with other projects** (PAF, MEDEP, and others) provided students additional training and support. Some students received start-up capital. Some received additional training in math and health from the Nepal Family Health Planning Project. Others received goats from the Heifer Projects. EIG ensured that the literacy program did not duplicate other organizations and the government courses by coordinating with the DEO, other NGOs directly, and through the DCC meetings.
- **Partnerships** with government agencies, VDCs, and local cooperatives supported the cost of classes and helped beneficiaries to access credit. This presents a model for future literacy programs. Similarly these kinds of partnerships developed the **feeling of unity and harmony among the community**. Collaboration with government agencies increased mutual understanding and trust between the government, service providers, and the public.



EIG gave Former *Kamlari* (bonded laborers) an opportunity to learn and increase their incomes.

Achieving Results

- The format of the class allowed for women to discuss problems they face at home and in the community. This **encouraged peer counseling** and empowered women, as they no longer felt alone. Similarly, student interactions **rebuilt strong bonds that the conflict had destroyed**. Some classes have continued to meet and have developed savings and credit groups and cooperatives.
- EIG hired more than 700 teachers from the local communities. As a result, **teachers and students had a common background** which encouraged and empowered students and reduced power dynamics. These **teachers were trained and qualified to use novel, non-formal methods**. Since the recruits had little teaching experience, EIG teachers embraced the new curriculum and non-formal techniques.
- **Combining literacy and agriculture instruction** was found to be more effective than instructing those topics independently or consecutively. Beneficiaries were more motivated to learn in the literacy class if they were using those skills in the market based agriculture training. Improved literacy increased the likelihood of success of student businesses.
- **Literacy classes were an effective platform for spreading important messages** throughout the community. Beneficiaries shared what they learned with their husbands, family

members, and neighbors. For example, important messages about the National Immunization Day (NID), Vitamin A distribution day, were shared to the community through literacy classes.

- The program had a positive impact at the individual, family, and community levels. **HIV/AIDS and human trafficking curricula generated family and individual awareness.** Beneficiaries no longer refrained from discussing HIV/AIDS. HIV/AIDS awareness encouraged literacy graduates to get themselves and their spouses tested and increased understanding of the differences between HIV/AIDS and other STDs.
- A total of 1,486 EIG literacy classes **fostered an environment conducive to learning.** Beneficiaries gathered on their own to study, form cooperatives, and share agricultural techniques.
- Information provided on **healthy living and good nutrition** helped to shift eating patterns towards a more diverse and nutritious diet. Many young female beneficiaries started to serve their children more nutritious, homemade foods.
- **Entrepreneurial literacy increased the self-respect of beneficiaries.** During the training, beneficiaries developed the confidence to speak out in public and with service providers, both private and public. After attending the course, women participated more frequently in their family's decision-making process.
- After receiving the literacy training, **the perceived value of education increased.** Beneficiaries started sending their own children to school.
- **Life skills and peace building training reduced conflict and increased social harmony in the community.** Moreover, relationships with family members improved. For example, parents and spouses of beneficiaries demonstrated increased confidence in students' abilities and helped support them in setting up businesses.

4. CHALLENGES

- **High labor requirements** during rainy season, planting, and harvest resulted in irregular class attendance and prevented many, especially men, from attending enough classes. To adapt, classes added extra sessions during the holidays or extended the length of the daily class.
- **Teachers need continued support,** regular feedback, and monitoring to continue to improve their skills to effectively enable adult learning. Monthly meetings, increased training sessions of teachers, along with classroom cross visits have been found to be effective in creating a harmonious classroom approach of a higher quality
- Because of poverty in the **Dalit community,** there are often more individuals unable to attend as regularly as others so these groups **were given more time for counseling by teachers** and the CMC.

- **Different levels of students made teaching challenging.** Some classes had beneficiaries who were completely illiterate along with class five dropouts, who had learned how to read. This meant there were vast differences in learning needs. To address this situation, teachers arranged students so that the illiterate students sat next to those with basic literacy skills so that they could be tutoring and mentoring between the more advanced students to the illiterate students. This also engendered a supportive learning environment.

B. VOCATIONAL EDUCATION AND EMPLOYMENT

In Nepal, about 400,000 youth enter the labor market every year. Approximately 3.6 million people or 30% of the total labor force from the age of 15 and above are underutilized. Approximately 600,000 people migrate abroad each year and more than 95% of them do so as unskilled labor. The prevailing unemployment or under employment scenario in Nepal, particularly among the youth, means not only that Nepal is not utilizing the potential fully to benefit growth, but this can also cause increases in poverty, disenchantment, and disharmony among a very large segment of the population. In the past, lack of employment has been one of the root causes of conflict in the country.

PROGRAM OVERVIEW

To address the issues of unemployment or under employment among marginalized youth in Nepal, the EIG project, through its Vocational Education for Employment component (Component 2 or C2), provided demand-driven vocational skills training and employment to disadvantaged youth from the ages of 16-30/35 in all 15 districts of the Mid-Western region of Nepal. EIG, through its partner Training and Employment Placement Providers (TEPPs), conducted trainings for targeted youth and linking these graduates to self or wage employment. EIG partnered with more than 25 organizations to supply quality technical training to meet the markets demand in more than 50 trades.

EIG's Winrock project staff monitored and ensured the quality of the trainings and verified the income of the graduates, which was tracked through a web-based monitoring system. EIG's success in achieving high levels of employment has been achieved through finding the jobs first by really knowing the local markets. The performance indicator results table showing accomplishments and LOP targets is presented in Table 9 below.

EIG Vocational Education (C2) Component highlights

EIG has trained more than 11,000 disadvantaged youth. More than 50% of the graduates were women.

Trainings were conducted in 51 vocations all based on the local market demand.

Over 82% of the graduates were employed and earning on average more than NRS 4,000 per month immediately after training

Projected increased income over the five years for employed C2 beneficiaries is \$7.3M

Table 9: Component 2: Performance Indicator Actual Versus Fiscal Year Targets

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned LOP	% Complete LOP
A	Number of formal linkages formed w/employers and business associations to maximize employment opportunities ¹	# MOU or # LOA	22	22	89	12	0	145	100	145%
B	Number of sites for vocational education training ²	# of training sites	37	140	187	133	57	554	115	482%
C	Number of training events conducted ³	# of training events	38	168	189	133	57	585	400	146%
D	Percent of training course graduates retaining quality employment three months after graduation ⁴	# of recipients	81%	77%	84%	86%	91%	83%	80%	109%
E	Number of people benefiting from USG-Supported Social Services ⁵	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
F	Number of people from at risk groups reached through USG-supported conflict mitigation activities ⁶	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
G	Number of youth completing USG-funded workforce development programs ⁸	# of recipients	754	3,259	3,804	2,621	1,107	11,545	11,000	105%
H	Number of persons participating in USG funded workforce development program ¹⁰	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
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	612	2,496	3,186	2,263	1,011	9,568	8,800	109%
J	Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful ⁷	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%

Table 9: Component 2 Performance Indicator Actual Versus Fiscal Year Targets

Performance Indicators		Unit	Act Q1	Act. Q2	Act. Q3	Act. Q4	Act. YTD	Act. Cumulative to Date	Planned LOP	% Complete LOP
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment ¹	# MOU or LOA	22	22	89	12	0	145	100	145%
B	Number of targeted beneficiaries completing life skill courses in preparation for future agricultural or technical training ²	# of training sites	37	140	187	133	57	554	115	482%
C	Number of literacy and life skills trainees entering self-employment or starting small businesses ³	# of training events	38	168	189	133	57	585	400	146%
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training ⁴	# of recipients	81%	77%	84%	86%	91%	83%	80%	109%
E	Number of people trained through USAID-supported health programs ⁵	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
F	Number of people benefiting from USG-supported Social Services ⁶	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
G	Number of people from at-risk groups reached through USG-supported conflict mitigation activities, gender, disadvantaged, conflict affected ⁸	# of recipients	754	3,259	3,804	2,621	1,107	11,545	11,000	105%
H	Number of people trained in conflict mitigation/resolution skills with USG assistance ¹⁰	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
I	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful ⁹	# of recipients	612	2,496	3,186	2,263	1,011	9,568	8,800	109%
J	Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful ⁷	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%

I – 10: See definitions in Annex I.

I. KEY FEATURES OF APPROACH

Job Studies

Given that 80% of the graduates needed to become employed, the program invested market assessments to identify areas for potential jobs or income generating opportunities.

FNCCI conducted a Rapid Market Assessments (RMAs) in eight markets and industrial clusters in the project area with the support of local Chambers of Commerce and Industry in Bardiya, Pyuthan, Rolpa, Jumla, Dailekh, Jajarkot, Salyan Rukum Humla, Dolpa, Kalikot, and Mugu. Altogether 474 business and industrial firms/entities were consulted about potential employment opportunities. The training sites tended to be urban townships and market centers in commercial centers in close proximity to jobs and training.

The studies found that most available jobs were in the construction related fields (masonry, wiring, furniture, brick making), hospitality industry (hotels, restaurants/lodges), and repair shops (motorcycle, electronics, appliances etc.). Tailoring was also in great demand.

A large number of youth from the Mid-West travel to India, so FNCCI sent a team to do a market study of job opportunities in Lucknow, India with the support of the Nepalgunj Chamber of Commerce and Industry. This study showed that job opportunities for Nepalese youth exist in the Lucknow area in the hospitality sector and in security. Specific vocations in demand were cook/chef, waiter, room boy, helper, cleaner for hotel/restaurants, night watchman, salesmen, and security guards in the residences and office complex. The study found that there are better earning opportunities for Nepalese workers in manual labor and service sector than in the technical trades. The study also found that Indian employers prefer Nepalese youths because of their positive attitude toward hard work and their loyalty. As the project progressed, we realized there were enough employment opportunities in Nepal and did not train for overseas employment. In fact, families brought their husbands/fathers back to Nepal when they started earning income.

Jobs First Webpage Development. FNCCI, with the help of an IT expert, developed a webpage “jobsfirst.org.np” to help employers, vocational training providers, and other organizations and individuals find information about job vacancies, training needs, and the vocational training programs being launched under this program. The website attracted several hundred employers and employees, and had tens of thousands of hits. Unfortunately, the system was not developed with a long term commitment from FNCCI or a revenue generating business plan, so the data was shared with Rojgari.com, a similar website developed and managed by EIG Partner Practical Action and MeroJob.com.



EIG beneficiaries learn how to install and repair solar panels in Jumla.

Linking private sector and TEPPS. TEPPs needed to know employers in order to be successful. FNCCI hosted meetings to link TEPPS, CCIs, and employers together in various venues. For example, in Y2, with the support of the Nepalgunj Chambers of Commerce and Industry (NgCCI), FNCCI hosted such an event. The participants included neighboring chambers of commerce and local training providers. The participants learned how to develop an MOU between the TEPPs and potential employers. As a result, the EIG Program strengthened the links between the private sector and the training providers, as well as fine-tuning vocational training to better meet the demands of the job market.

Developing curriculum

EIG focused on short term, demand driven training. Because it was demand driven, there were some sectors for which training providers did not have curriculum or had conducted training in that area. Several TEPPs were contracted to create curriculum during the first few years of the project. For example, Alliance Nepal developed a jewelry making training curriculum. They also revised four curricula - Auto Mechanic, Shuttering Carpentry, Mason, and Indian Cook.

In Y3, EIG found the need to develop a new training package to train marginalized youth in a combined variety of hospitality sector skills such as hotel assistant, which includes food server (waiter/waitress), cook, and housekeeping. This was developed based on the request from local hotels in



EIG beneficiaries gain hands on practical experience in house wiring while receiving vocational training.

some of our districts that needed one person that could do it all the tasks. Alliance Nepal developed the training curriculum on hotel assistants in the first quarter of Y4.

In addition, EIG provided all TEPPs short curricula on life skills, HIV/AIDs, and trafficking awareness. These topics helped ensure the marginalized youth had the skills to be successful as they took on jobs. All of the developed and revised curricula have three parts: a curriculum guide, an instructional manual, and trainees' manual. These instruction materials were developed in Nepali and used by EIG TEPPs.

Bidding out training

Winrock implemented the vocational skills training activities through several partners or Training and Employment Placement Providers (TEPPs). These TEPPs conducted trainings for targeted youth and were contractually obligated to link the graduates either to self or wage employment. TEPPs were chosen through bidding and a rigorous selection process. Winrock paid TEPPs when they achieved the results, using a results-based payment approach. Fixed price subcontracts required certain deliverables be met in order for the TEPP to receive payment. Most importantly, they would receive the largest and final payment only after they demonstrated that the beneficiaries successfully achieved employment three and six months after graduation. Winrock verified the TEPPs assessments by randomly evaluating 10% of the beneficiaries. Winrock managed the process and secured contracts with qualified and proven

TEPPs. Winrock also provided orientation, capacity building, and intensive supervision over the partnering TEPPs. TEPPs commented on how they grew under EIG (see page 35 for quotes from partners).

For training and employment, Winrock worked with 26 partners (see table 10 below).

Table 10: Training and Employment Placement Providers

	Employment Placement Providers	Training	Employment Placement Providers
Aawaaj	Surkhet	National Employment Training Center (NETC)	Kathmandu
Action for Development	Kathmandu	Nirdhan Technical Institute	Rupandehi
Alliance for Social Mobilization (Alliance Nepal)	Lalitpur	Nirdhan	Kathmandu
Bio-gas Coordination Center	Bardiya	Padmodaya Public Model Higher Secondary School (Annex Program Dang)	Dang
Creative Development Programme Nepal	Benke	Rapti Science and Engineering College	Dang
CEMECA Human Resources Academy	Kathmandu	Rural Society Upliftment Forum Nepal (RUSUF Nepal)	Banke
Center for Rural Technology (CRT) Nepal	Lalitpur	Sewa Foundation	Dang
Don Bosco Technical Training Institute	Kathmandu	Shree Gurans Higher Secondary School (CTEVT Annex Program)	Bardiya
Elam Prasikshan Kendra with Trade School	Surkhet	Skill Nepal	Lalitpur
Federal of Nepalese Chambers and Commerce Industries (FNCCI)	Kathmandu	Sundar Nepal	Surkhet
F-Skill	Lalitpur	Trade Link Technical Training Institute	Kathmandu
Karnali Solar and Hydro Power	Jumla	UNESCO Club	Banke
Manikej Urja	Surkhet	United Youth Community Nepal (UNYC Nepal)	Bardiya

Orientating the TEPPs

Once selected, TEPPs were provided a two-day orientation to the EIG program. They were trained in the M&E methodology, frequency of data collection, individuals involved, and the tools to be used. They were also trained on beneficiary selection, their contractual requirements, EIG training quality standards, ensuring job placement, as well as developing a foundation for effective communication. The orientation covered USAID branding requirements, minimum training requirements, and how to coordinate efforts between the Literacy Component (CI) to ensure that literacy course graduates are matched with appropriate vocational training. The orientation further instructed the TEPPs on how to enter data accurately into FieldLink, made them aware of their job placement responsibilities, and the registration process into the JobsFirst website.

Training the trainers (TOT)

TEPPs passed on the EIG training approach to their trainers through Training of Trainer events. The purpose of the trainings were to equip instructors with all necessary skills and knowledge required for designing, planning, delivering, and evaluating training courses. The course also provided ideas on how to coach and monitor their trainees. Participants were informed about training and employment targets and expectations of EIG. From Y3 onwards, TEPPs used some of the trained trainers and conducted TOTs to the other trainers as required.



Environmental compliance

Winrock also ensured that all the C2 partners comply with the project's environmental management plan. Partners followed the required environmental and personal impact mitigation measures for the training courses they conducted. All C2 staff, including partnering TEPPs, were also provided training on environment management plan and USAID's Initial Environmental Examination (IEE) on August 2, 2010.

Selecting beneficiaries

One of the first deliverables that TEPPs provided under their contract was an inception report. During the preparation of inception report for training and employment, each TEPP conducted thorough local-based market studies for each trade to ensure that the graduates would be employed immediately after training. During the time of training conduction, TEPPs selected the potential beneficiaries as follows.

- Advertised EIG training through local FM and local newspaper/s.
- Developed printed media (poster, pamphlets) and disseminated the information through cooperatives, VDC, CBOs, local NGOs, etc.

- Interacted with local employers, school teachers, various commodity associations, prominent persons of the locality, local contractor, etc. to disseminate the information to the potential trainees about upcoming EIG training.
- Oriented and distributed application forms to the interest and potential trainees.
- Screened applicants and called them for an interview.
- Ranked the applicants as stated in the participant's selection guidelines.
- Selected participants in presence of EIG Winrock District Coordinator or Project Officer for Component 2 and trainer. Ranked participants to identify those who have the greatest need. If necessary, conducted home visit of the applicants and interacted with the family members to brief them on the training and expectations, (especially in case of women).
- Informed the applicants of their acceptance and reconfirmed their participation.

Training program – hours, classroom and practical, and On-the-job training (OJT)

A total of 26 partners/TEPPs conducted 585 mobile trainings covering 51 vocations. The duration of the training program varied from 100 to 486 hours, depending on the needs of the job market and difficulty of the skill; however, most of the trainings conducted were 390 hours. Additionally, each TEPP provided 18 hours of training covering life skills, peace building, HIV/AIDS awareness, and entrepreneurial skills.

The trainings were tailor made to suit the participants' needs and requirements so they had the basic skills for an entry level position. The trainers used a participatory and action learning approach. All the trainings were conducted by a team of trainers (one main and one assistant). Trainings included lecture, demonstration, group discussion, group work, individual work, and practical exercises. About 80% of the course was practical hands-on instruction and 20% was theory/lecture. The instructors continuously evaluated the trainees' skills and knowledge to ensure they understood the material. Approximately 60% of the training courses included on-the-job training.



EIG beneficiaries work on a motorcycle during their training. Hands on practice gave the trainees practical skills which was important for securing a job.

All trainees were provided snacks during the training period, but unlike other training programs, no stipend or transportation allowance was provided.

Income assessment and verification process

Since the TEPPs were required to achieve the ambitious goal of ensuring 80% of the beneficiaries employed three to six months after graduation, the TEPPs and Winrock monitored the progress closely. After TEPPs evaluated the beneficiaries' income after graduation, the District Coordinators (DC) and

C2 (Vocational Education) Program Officers (PO) would verify income as well. The income verification procedure was as follows:

1. TEPPs verified income of all beneficiaries twice – three and six months after graduation. The TEPPs submitted the income assessment report to the M&E Field Officer. One week prior to the three and six month assessment report due date, the M&E Field Officer randomly selected and prioritized a list of beneficiaries and sent the list to the DC or the C2 PO to verify their incomes.
2. The DC or the C2 PO verified the income of four randomly selected graduates who were reported as employed. This would constitute 20% of the employed graduates assessed by TEPP. Winrock did not verify graduates that were not reported as employed.
3. If Winrock's data varied from the TEPP's assessment figures then the TEPP was required to redo the income assessment of all graduates of that particular training and re-submit their assessment report. The cost of re-verification was borne by the TEPP and they would suffer from a tarnished reputation. Given that there were so many TEPP's, Winrock would identify other organizations to conduct training.
4. Only after Winrock verified the income, would the partners enter the income data into FieldLink.
5. After verification, the DC or the C2 PO provided a verification report to the M&E Field Officer and the C2 manager. The verified hardcopies stating the income were signed by the DC and/or the C2 PO.
6. If the graduate had moved from the Mid-Western Region, income verification was carried out by telephone with the graduate.
7. For overseas graduates, authentic documents showing their income, valid job agreement letter, or evidence of contract paper with an overseas employer, was sufficient to verify income.

Sectors

Trainings were conducted in all fifteen districts of the Mid-Western Region and catered to the local economy. The sectors were selected based on opportunities. Winrock and TEPPs used the Rapid Market Assessments conducted by FNCCI to assess which sectors would be employed. Most of the jobs focused in the construction area – in part because the Mid-Western was being re-built after ten years of conflict and in part due to the remittances allowed families to build houses. Table II below demonstrates the type and number of skill trainings conducted.

Table II: Type and Number of Skill Trainings Conducted

Skill Sub-Sector	Number of Trainings	Skill Sub-Sector	Number of Trainings
Arc Welding	5	Housekeeping	2
Automobile/Motorbike Technician	6	House Painter	1
Bag Maker (Cloth/woolen)	4	Improved Cooking Stove	7
Bakery	1	Industrial Wiring	1
Bamboo/Cane Furniture Maker/Handicraft Maker	8	Jewelry Making	2
Bar Bending	5	Khaja Nasta Vendor	5
Barber/Hair Cutting/Beautician	18	Light Vehicle Driving	3
Basic Electrical House Wiring	39	Masonry/Biogas Masson	136
Basic Plumbing	15	Mechanical (Motor Rewinding/ Bicycle and Rickshaw Repairer) Helper	10
Brick Molding	50	Micro Hydro operator	1
Briquette Manufacturing	1	Offset Press Assistant	3
Candle and Incense Production	5	Plastic Material Production	1
Care Giver	1	Pumping Set Repair and Maintenance	1
Carpentry/ Advanced Carpentry	31	Screen Print	1
Carpet Weaver	2	Security Guard	4
Color TV Repair and Maintenance	1	Shuttering Carpentry	2
Cook	11	Solar Electrical Technician Level-I/Mobile Repair	6
Embroidery/Tailoring/Dress Maker	75	Sweet and Snacks Making Training	37
Food Processing/Making	5	Sweet Box Maker	2
Freeze and AC Technician	3	Telephone Cable Jointer	3
Furniture	47	Tika and Beads Making	2
Gabion Masson	2	Tractor Maintenance & Repair	1
Gabion Weaving	6	Village Animal Health Worker	1
Gift Items Production	1	Waiter and Waitress	1
Hotel Assistant	8	Wood Carving	1
	350		235
Total trainings			585

2. IMPACT

Since the start of the project, a total of 11,865 targeted youth (over 50% or 5,836 were women) enrolled in 585 mobile vocational trainings covering 51 different occupations or trades. A total of 11,548 youth have graduated, and all graduates have been assessed to verify their employment/self-employment status and monthly earnings. Of the total assessed and verified, 9,568 or nearly 83% are employed or self-employed with monthly incomes of at least NRS 2,400 three months after training. The average monthly income of the employed graduates is more than NRS 4,400. Out of 9,568 employed graduates, approximately 72% were self-employed and remaining 28% were employed by others and received wages. Table 12 below shows the C2 graduates by skill sub-sector and employment.

The short-term trainings lasted an average of 373 hours and cost on average \$341 per person.

Table 12: Component 2 Graduates by Skill Sub-Sector and Employment

Skill Sub-Sector	Number of Graduates			Number of Employed Graduates		
	Male	Female	Total	Male	Female	Total
Arc Welding	103	0	103	97	0	97
Automobile / Motorbike Technicians	86	10	96	72	0	72
Bakery	6	7	13	3	3	6
Bamboo / Cane Furniture Maker/ Handicraft	7	162	169	7	53	60
Bar Bending Training	81	7	88	76	6	82
Basic Electrical House Wiring	530	260	790	490	178	668
Basic Plumbing	194	84	278	163	44	207
Brick Molding	318	765	1,083	309	751	1,060
Briquette Manufacturing	4	12	16	0	0	0
Candle and Incense Maker Training	0	91	91	0	21	21
Care Giver Training	0	20	20	0	14	14
Carpentry / Advanced Carpentry	623	39	662	531	30	561
Carpet Weaving	23	18	41	3	17	20
Cloth / Woolen Bag Making	0	62	62	0	60	60
Color TV Repair and Maintenance Training (C2)	19	0	19	17	0	17
Cook Training	120	92	212	110	71	181
Food Processor / Maker	0	115	115	0	9	9
Freeze and AC Technician	52	0	52	50	0	50
Furniture Maker	710	171	881	616	119	735
Gabion masonry	42	38	80	26	29	55
Gabion Weaving Training	46	32	78	38	25	63
Gardener Training	5	13	18	5	7	12
Gift Item Production	0	13	13	0	12	12

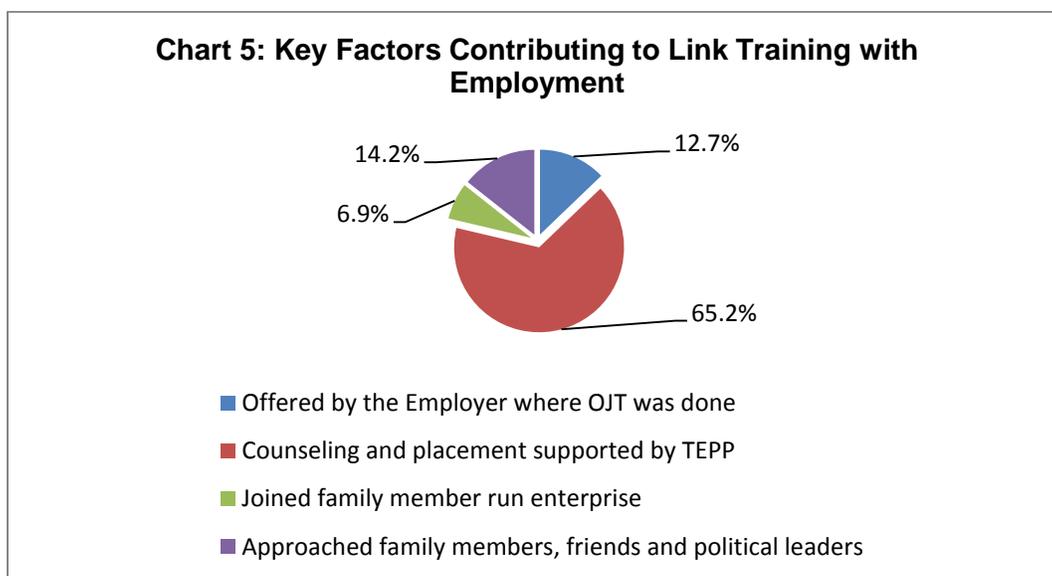
Table 12: Component 2 Graduates by Skill Sub-Sector and Employment

Skill Sub-Sector	Number of Graduates			Number of Employed Graduates		
	Male	Female	Total	Male	Female	Total
Hair Cutting And Beautician	0	346	346	0	228	228
Hand Embroidery/Tailoring/Dressmaker	10	1,428	1,438	9	1,184	1,193
Hotel Assistant (C2)	87	58	145	76	47	123
House Keeping Training	19	19	38	15	17	32
Improved Cooking Stove	42	100	142	37	78	115
Industrial Wiring Training	22	0	22	22	0	22
Jewelry Making	31	7	38	30	4	34
Khaja Nasta/ Khaja Nasta Vendor Training	10	83	93	9	77	86
Light Vehicle Driving Training	25	16	41	25	9	34
Masonry	1,885	860	2,745	1,768	694	2,462
Mechanical (Motor Rewinding /Bicycle and Rikshaw Repairer) Helper	151	35	186	138	14	152
Micro Hydro Operator Training	20	0	20	16	0	16
Offset Press Assistance Training	7	17	24	6	16	22
Painting	7	15	22	7	13	20
Plastic Material Production	12	8	20	0	6	6
Pumpset/Tubewell/Submersible Pump Repairing Training	12	0	12	12	0	12
Screen Print	0	21	21	0	18	18
Security Guard Training	53	47	100	47	36	83
Shuttering Carpentry	36	0	36	23	0	23
Solar Electrical Technician Level-1/Radio Repair/Mobile Repair	73	54	127	65	31	96
Sweet and Snacks Making	132	603	735	124	442	566
Sweet Box Maker	0	32	32	0	31	31
Telephone Cable Jointer	52	8	60	30	0	30
Tika and Bead Making	0	39	39	0	38	38
Tractor Driving / Maintenance Training	31	0	31	27	0	27
Village Animal Health Worker	12	6	18	12	6	18
Waiter and Waitress Training	6	8	14	6	6	12
Wood Carving	9	11	20	5	2	7
Total	5,713	5,832	11,545	5,122	4,446	9,568

Linking Graduates to Income Earning Activities

Placement was not an easy task and was largely dependent on available jobs and the employer’s demand. EIG had to do more than simply conduct training. EIG took several steps to link TEPPS and graduates to employment opportunities. As mentioned, FNCCI conducted meetings between TEPPS and employers throughout the program districts so they would have linkages and understand the kind of skills the employers needed. In addition, TEPPs counseled graduates and offered life skills training. This proved to be quite useful: it helped 65.2% graduates to access their job. The graduates viewed that the role of TEPP in counseling and identifying potential employers was useful. For 12.7% of the graduates, familiarity of work was an advantage as they were readily offered jobs by the enterprise owner upon completion of their OJT.

Employers preferred to meet prospective employees, to gain an impression of her/his attitude, and to ensure that the employer and employee will get along in the work place. The internship and on-the-job training allowed employers to get to know the prospective employees and can help nurture a stronger relationship between trainees and potential employers and lead to job placements.



Source: DVN Survey 2012

Over time, graduates mentioned that they valued the relationship with their trainer, who served as their mentor and they valued the relationship with their batch mates who they kept in touch with and shared information about job opportunities. Through mobile phones, graduates were able to find other work through connections made at the training. They would never have had the connections without EIG.

Impact of Vocational Training over Time

During the last year of the project, the EIG Program conducted a tracer study to learn about the longer term impact of the vocational education program over time. The study showed that over time, those employed continued to increase their income. The average income per year for the youth surveyed was NRS 94,549¹⁰ per person per year (or NRS 7,879 per month). This is compared to the average of NRS 4,453 per month, assessed three to six months after training. Graduates engaged in mechanical trades earned the most (above NRS 100,000 per person, per year in average), followed by basic plumbing, industrial wiring, carpentry, masonry, and food industry. Beneficiaries improved their skills and therefore were able to increase their incomes over time. The earning varied between the male and female graduates. The male graduate revealed an average income of NRS 109,458 per year, while the female graduate's income was NRS 73,273 per year. By extrapolating the employment results of the EIG, the project has contributed in reducing unemployment by 7.4% in the program area districts of the Midwestern Development Region.

EIG vocational training graduates also began to save more money than before they were trained. The study revealed 35.5% graduates saved money after EIG training. They saved, on average, NRS 27,939 per year (NRS 30,947 for male and NRS 23,703 for female). The amount that graduates saved varied and ranged from NRS 1,200/year as the minimum, and to a maximum of NRS 100,000/year.

EIG only counted those graduates who earned a minimum of NRS 2,400/month as “employed” when reporting results. However, approximately 4.8% of the graduates, who were not considered “employed”



Embroidery was a profitable and suitable skill for women to do at their home and between their other chores.

were earning money and benefited from the program. They earned less than a minimum monthly rate of NRS 2,400/month and therefore they were categorized as unemployed¹¹ by the EIG program. These ‘unemployed’ graduates earned, on average, NRS 10,570 to NRS 11,962 per year as wage labor. For many, especially the women, this increase still had a positive impact. These workers were trained in trades like improved cook stove (ICS), tailoring, home-industry, carpentry, bar bending, shuttering, and mechanical work and often were paid by the piece. Often women would have other obligations and not be able to dedicate a full day’s work to the job and therefore earned a ‘part-time’ wage, but still greatly

benefited from the skill and the income.

¹⁰ This is an adjusted average figure derived to indicate general trend. In this calculation, the highest earning figures of five graduates (e.g. two earning NRS 420,000, two earning NRS 600,000 and one earning NRS 1,000,000 per year) are taken out. With the inclusion of these figures, the average earning of the graduates becomes NRS 100,450 (instead of NRS 94,549).

¹¹ Three percent of the graduates were once engaged in wage-employment, while 1.8% was engaged in self-employment. However, they could not continue earning gainful income (NRS 2,400 per month or NRS 28,800 per year) and dropped working in search of other new job.

For other graduates, that were unemployed, they couldn't find suitable employment. One of the problems faced by these unemployed graduates was lack of knowledge about the opportunities available for lucrative jobs elsewhere. Many female graduates faced social discrimination¹² making it difficult for them to find jobs. Furthermore, employers tend to look for cheap foreign labor, despite the availability of locally trained graduate.

Both self- and wage-employed graduates were interested in further skills development. Around 58% expressed their desire to attend higher level training. Of these graduates, nearly half were willing to pay for advanced training, if the training conducted fell under their areas of job interest. Most graduates expressed an interest in being exposed to improved technologies that would help their profession. They also believed that the appropriate training would provide them opportunities for advancement; with refined and upgraded skills, they hoped to earn more income.

Retention of Jobs

The employment retention rate of the EIG graduates was observed as 69.4% one to four years after they graduated; revealing the majority of graduates continued to work. Another 4.8% of graduates, who were currently attending training, were pursuing courses to build their occupational career. Further, nearly 10% of graduates, who were working seasonally, were trying to secure year-round employment. For those who were limited to seasonal employment due to nature of trade, such as brick makers who are not able to make bricks during the monsoon, tried to find secondary jobs to keep them busy throughout the year.

Graduates appreciated the program and their training. Around 94.4% self-employed graduates were satisfied with their current situation and 51.5% of them were planning to expand their enterprise. In many cases, this is why they wanted advanced skills training, exposure to new technologies, and why they were willing to pay for training. They became true entrepreneurs interested in investing in their business and their human resources.

Wage versus Self-Employment

Of the vocational education employees that continued to be involved in income generating activities, approximately 55% were employed and received a wage, while 45% were self-employed. Nearly 87% self-employed graduates were running their own enterprise, while 13% were in partnership with others. Almost all of the self-employed enterprises were operating at a small scale due to limited access investment funds. Approximately 38% had accessed a loan. The average size of loan was NRS 87,169 per borrower. They accessed loans from both formal (e.g. form cooperatives and banks) and informal (e.g. from family friends, relatives, neighbors, saving and credit groups, NGOs, and local businessmen) sources. Those taking loans were mostly involved in the mechanical trade group followed by sweet and

¹² It was a common practice to consider that females lacked the right temperament or fortitude as compared to males. Likewise, they were also less preferred for the work which required more physical strength.

snacks training in second place. Gender wise, the number of borrowers was nearly equal for both female and male.

Family Impact

When EIG graduates earned income after their vocational training, they improved their family's wellbeing. Before training, only 26.1% youths were earning income for the family. After the training, 59.2% of the graduates became the primary earner for the family. The increase in income earning opportunities has also helped the graduates increase their food supply for their family. They are using their income for children's education and health services. The training provided increased confidence, skills, and employment which improved the families' social status and their families' well-being. Around 75.8% of the female graduates expressed that they noticed positive changes in the understanding and acceptance by their family members after their training and employment. They also said that they have been able to add some household level assets with the new incomes earned. In some cases, EIG vocational skills trainings were successful in reducing out-migration for work.

Community Impact

In addition to the retention rate of 69.4%, EIG graduates were also instrumental in creating indirect employment. EIG beneficiaries would hire and train other individuals from the community. The employed graduates were also successful in achieving 39.1% spillover employment effect on others.¹³ Like EIG graduates, all the spillover employees were also earning NRS 2,400 or above per month.

EIG was able to break traditional gender barriers in professions by mandating 50% of the beneficiaries be women. Many Nepali women have not worked outside the home, are restricted by their families from travelling, and face discrimination in male-dominated occupations. EIG organized counseling sessions for husbands, families, and employers to break new ground.



Vocational education beneficiary practicing welding; which can yield high income and employment in rural areas.

The study showed EIG's impact is sustainable. The graduates are satisfied by their work, they created new businesses, they acquired skills that allow them to earn money, and they are motivated to develop their career with further training¹⁴. These show EIG beneficiaries will continue to earn income.

As the EIG training programs were demand driven, the graduates were effective in providing goods and services the communities needed – such as restaurants, repair shops and vendors. Being inclusive, the program promoted of socio-economic status of the

¹³ Including 72 youths recruited by the self-employed graduates in their enterprise and 189 employed after the second generation training run by the EIG trained graduates.

¹⁴ Around 58% graduates were interested to take additional training to develop their career further.

disadvantaged groups (e.g. female, disadvantaged caste group, poor, minority, and other marginalized groups). It helped them to advance their position of self-employed owners of the enterprise. The graduates who went abroad for work also contributed to the national economy by sending home remittances to their families, which is spent in Nepal. Among other things, the EIG provided working culture among the youth.

3. LESSONS LEARNED

The vocational training provided an important first step in life-long career growth for marginalized youth. Since the initial training, many youth have opened their own businesses, resulting in employment opportunities and economic vitality in the target communities. These young people have improved their personal food security and have earned increased respect from their families and communities.

Training process

- Because the program assured students of employment in advance, the number of applicants for vocational trainings was higher than expected. Initially, however, because the program didn't provide per diems, it was difficult to recruit people.
- Internships and on-the-job trainings allowed reluctant employers to get to know prospective employees and gain confidence that EIG graduates had the requisite skills. They also engendered strong relationships between trainees and potential employers, leading to more successful job placements.
- The Federation of Nepalese Chambers and Commerce Industries (FNCCI), through its member CCIS, identified employment opportunities outside project areas. For example, FNCCI arranged memorandum of understandings (MOU) between EIG and private companies. For example through one MOU, the Butwal Furniture Industry, hired EIG furniture maker/carpentry graduates. FNCCI also signed MOUs with various associations such as the Hotel Associations of Banke and Surkhet and the Furniture Associations of Dang to ensure EIG graduates could access private sector jobs through these associations.
- Local market assessments conducted by Training and Employment Placement Providers (TEPPS) just prior to the training were instrumental in ensuring employment for the trained youth and complemented the FNCCI-conducted rapid market assessments which identified general employment trends.
- Since marriage was common among youth, and women leave home when they marry, it was important to identify jobs that could be performed in the beneficiaries' new communities.
- FieldLink Nepal, the web based data management system of EIG, was instrumental in tracking individual participants and managing the partners.

Importance of Coordination with other Donors

Coordination and follow-up with other donor funded programs was crucial to avoid duplication of vocational training in the same villages. Growing donor interest in vocational education and job placement in conflict-affected regions of Nepal created challenges. There was concern over training too many people with similar skills and saturating the labor market. Some beneficiaries faced greater competition for existing jobs or received lower wages. For example, two trainings in one village on sweet shop management, funded by different donors, led to a decline in wages.

Subsidies handed out by other donor funded programs created occasional difficulties in selecting beneficiaries and conducting trainings. Some beneficiaries left EIG programs to join other donor-sponsored trainings that provided a stipend for travel and meals. EIG staff had to counsel beneficiaries about the benefits of our program to ensure continued participation and regular attendance. Once EIG's program gained a reputation for securing employment, the subsidies offered by other programs were no longer an issue – people saw the benefits of EIG training.

Impact on TEPPS

Typically, vocational training in Nepal is supply-driven. Classes are offered based on presumed opportunities, not tied to actual jobs or the market. Introducing EIG's demand-driven, jobs-focused process was challenging. EIG had to coach some of the established training providers and closely monitor and verify their outcomes. Results-based payments meant that training providers did not get paid until their beneficiaries were employed. The TEPPs that have been successful have improved their training programs and their competitiveness by ensuring that their graduates are employed.

Many successful graduates became examples for other youth to acquire knowledge and skills for entrepreneurship in Nepal. EIG's vocational training model has been instrumental in strengthening organizational capability of local private firms and opening up avenues for other organizations in producing a skilled local work-force.

Some TEPP's have realized that their graduates who are now earning money will pay for advanced training and are now offering fee-based training courses for alumni.

Vocations and Earnings

- Due to a large number of ongoing infrastructure development projects in the mid-west, more than half of EIG's vocational training and employment (6,200 of 11,545 beneficiaries) was in general construction. The most popular construction trades were masonry, carpentry, electrical wiring, and brick making.
- Income earned by the piece, like brick making was particularly suitable for husband and wife teams. They



Furniture maker measures the cabinet that he made after EIG vocational training. Many of the beneficiaries opened their own shop after receiving EIG training.

could work together to increase household income. The flexibility allowed one spouse to relieve the other when family duties required attention.

- Self-employment offered the greatest income generating potential for rural youth. More than 70% of EIG beneficiaries are self-employed in a variety of enterprises. Local market surveys helped identify demand for goods and services in rural areas and potential self-employment opportunities. TEPPS provided appropriate skill trainings and post-training support to facilitate enterprise start-up. Many of the beneficiaries were interested in establishing their own business as shop entrepreneurs or contractors.
- The 18 hour life skills, peace building, HIV/AIDS awareness, and entrepreneurship skills modules, embedded with each training package, was important for reaching wider youth audiences. Many youth enrolled in the vocational training shared the knowledge with their friends and family.

4. CHALLENGES

- Nepal is largely an agrarian country. Even individuals who are employed in non-farm activities need to return home during major crop planting and harvest seasons, making it difficult to conduct trainings or evaluate outcomes during those periods. Similarly, many of the targeted beneficiaries in the high hill districts such as Jumla and Mugu are engaged in collecting *yarsagumba* (caterpillar fungus) during June and July. Work plans were designed according to when beneficiaries were available.
- Tracking the employment and income of graduates working abroad was challenging. EIG often had to depend on parents and family members for data.
- Lack of investment capital for graduates wanting to start business inhibited growth. To address this problem, EIG offered training on accessing loans from microfinance institutions. EIG worked with district lending organizations to provide loans and other financial services to beneficiaries.
- EIG felt that the creation of an employment center would ensure continuation of vocational training and employment past the project by matching TEPPS, employers, and interested youth. EIF conducted the feasibility study on the establishment and sustainable operation of employment facilitation center (etc.) and shared with other projects and other organizations. It was determined that EIG could not ensure the financial sustainability of such a center and therefore did not establish. Rather EIG put its resources into other instruments such as Mero Jobs Nepal Pvt. Ltd. An electronic private web based alternative that was deemed more likely to be sustainable in the market.
- Due to remoteness, sparse populations, a lack of market opportunities, and the high cost of training, EIG conducted fewer training in remote districts. This included Jajarkot, Rukum Humla, Mugu, Dolpa and Kalikot. EIG trained a larger number of beneficiaries in Jumla, traditionally considered a remote district, because it experienced rapid growth during EIG's tenure. Residential training was required for beneficiaries from distant communities.

- Business and industries were sometimes reluctant to provide employment to new graduates trained for less than six months. The technical training providers need to convince the businesses and industries that they are sufficiently capable of producing the required skilled/semi-skilled human resources within a set time frame of training period and present better substitutes than the “learning-by-doing employees”.
- Some of the training providers that were capable were unable to meet their targets. The increase demand for vocational education among donors resulted in some reputable organizations spreading themselves too thin. Based on the payment schedule, C2 TEPPs only received final payment for the graduates that were successfully employed.
- The TEPPs revealed that employing fresh graduates was often difficult due to the lack of mutual trust between employers and training providers. Even after the acceptance of employment upon request, the graduates were required to prove their worth with satisfactory performance for their successful retention. The TEPPs also felt that graduates faced difficulties accessing institutional loans for their enterprise. This was mainly because graduates were unable to submit collateral against the loan demanded.
- In some of the training sectors, youth could not secure the minimum wage requirement 3 months after graduation – they needed six months to earn the minimum income.

C. AGRICULTURE PRODUCTIVITY AND RURAL EMPLOYMENT

In Nepal, approximately 80% of the population lives in rural areas. Their primary livelihood has been subsistence agriculture. Especially in the Mid-West, where poverty rates run 45%, agriculture is characterized by isolated, scattered, small-holder farmers. Most people live far from markets and lack access to inputs. In order for EIG to successfully increase the income of youth in the Mid-Western Region, the program needed to identify ways for farmers to earn income from agriculture. EIG used a private sector, market driven approach to help 54,000 small holder farmers increase their income and food security by increasing (and selling) agricultural products and engaging in agricultural enterprises. The performance indicator results table showing accomplishments and LOP targets is presented in Table 13.



Table 13: Component 3 Performance Indicator Actual versus Fiscal Year Targets

	Performance Indicators	Unit	Y1	Y2	Y3	Y4	Y5	Cumulative to Date	Planned LOP	% Complete LOP
A	Number of targeted youth increasing income ¹	# of youth	0	5,047	14,127	21,149	13,740	54,063	50,000	108%
B	Number of targeted youth graduating from training course to improve agriculture productivity ²	# of youth	3,421	12,663	17,140	10,005	0	43,229	40,000	108%
C	Number of different sectors around which training courses are conducted ³	# of sectors	4	8	12	2	0	26	20	130%
D	Number of targeted youth increasing income through micro-enterprise training ⁴	# of youth	0	1,732	1,296	4,076	3,611	10,714	10,000	107%
E	Average number of months of food sufficiency per household generated by course graduates ⁵	# of months	0.0	3.3	3.6	4.4	4.7	4.2	3	141%
F	Number of Households increasing food sufficiency ⁶	# of HH	0	364	1,928	3,483	2,822	8,596	5,000	172%
G	Average \$ value of annual income from micro-enterprises implemented or expanded by course graduates ⁷	amount	0	385	460	529	772	579	250	232%
H	Average annual % increase in income for ag productivity course graduates ⁸	% increase	0%	253%	166%	290%	325%	254%	100%	254%
I	Number of people benefiting from USG-supported social services (disaggregated by sex, vulnerable children, war victims) ¹⁰	# of youth	3,784	15,067	21,306	14,027	0	54,184	50,000	108%
J	Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities ⁹	# of youth	3,784	15,067	21,306	14,027	0	54,184	50,000	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	15,067	21,306	14,027	0	50,400	48,000	105%
L	Number of targeted youth achieving a 100% or greater increase in income ¹²	# of youth	0	2,924	10,849	15,916	9,479	39,168		
M	Number of targeted youth increasing income by \$250 per annum through micro-enterprise training ¹³	# of youth	0	1,117	1,003	3,843	3,451	9,413		

I- 13: See definitions in Annex I

I. KEY FEATURES OF THE APPROACH

Private Sector Value Chain Approach

Winrock and its partners used a private sector, value chain, market-driven approach to increase incomes of marginalized youth through high value agriculture production and through agricultural rural employment. In the Karnali Zone, the project improved food security by helping farmers increase their production and improved storage of staple crops and increase income by producing high value agriculture products. EIG established well-functioning value-chains throughout the project area by developing local input suppliers, providing knowledge to farmers through trainings, and developing traders, and market-collection systems.

The project was designed so beneficiaries, and other community members, will continue to earn (*and increase*) their income after the project ends. Identifying and establishing markets was key. Other projects have focused on training farmers without linking them to viable markets so farmers often revert back to their previous practices. EIG started with subsector analysis to identify agriculture products for which there was a market demand. Simultaneously, the team assessed the agro-ecology of the area and production potential of the target group to determine which products they could grow. EIG then organized and trained farmers, the private sector, entrepreneurs, and other players along the value chain. As farmers began growing high value products, they needed agricultural-related services and products, so EIG trained youth on how to install drip irrigation, repair water pumps, become traders, and sell agriculture products to farmers.



More than 1,200 beneficiaries learned how to profitably raise goats and 1,210 youth trained in enterprise development to support the livestock value chain. EIG inaugurated the first goat collection center in Banke.

High value focus (goats, vegetables NTFPs, chickens, fish)

Because the EIG target group was marginalized youth, the subsector analysis considered agriculture products that 1) were high value, even if grown on small plots of land, 2) allowed small holder farmers to earn money, 3) had a local, regional or export market, and 4) could yield incomes within a year time frame. The high value products that EIG focused on were: horticulture (off season vegetables followed two crops of seasonal vegetables), cultivated aromatic

plants (also referred to as non-timber forest products) such as mint, chamomile, and lemon grass, that produce high value essential oils, and livestock such as goats, fish, and poultry which were particularly suitable for the landless.

Subsector analysis

The EIG farmer trainings were based on sub-sector analysis studies that identified commodities for which there was a market and could be raised in the agro-ecosystem. EIG staff first trained GON staff and then together conducted sub sector analysis in all fifteen districts. The analysis guided the program and informed the government and private sector traders on which crops had potential to earn money for farmers.

Selecting beneficiaries, linkages to literacy, pocket areas

Program staff worked with District Coordination Committees to identify potential VDCs and pocket areas where there were marginalized populations who would benefit from agricultural training. Because the majority of the training was on fresh vegetables, the project looked at communities within a day's walk to a road, and that had potential water sources. Realizing that products needed to be aggregated, the EIG staff developed 10-20 farmer groups (of approximately 200 people) within one area that we termed a 'pocket area'. The farmers within in a pocket area fed into a single collection centers, creating the critical mass of products that attracted traders. Marketing and planning committees (see below) represented a single pocket group.

During Y2, important synergies and linkages between the C1 literacy, life, and entrepreneurial skill development, and C3 agriculture components became apparent. The two components worked closely together to identify beneficiaries that met the criteria of both components. Many of the farmer groups consisted of the same members of the literacy class. Linking literacy and agriculture provided an incentive to the beneficiaries to find a way to earn income; they were eager to take on agriculture income earning opportunities.

Farm productivity training

To increase agriculture productivity, EIG provided practical training for youth through a series of on-farm courses conducted throughout the crop/livestock cycle to teach basic and necessary skills on how to raise the crop. These trainings were one-day mobile trainings for agricultural-productivity. EIG staff used existing training materials, as well as developed new training manuals (see below), for the different sectors. EIG staffs from all the partner groups were trained in how to conduct training. Expert staff supported district based staff. EIG organized Farmers Groups consisting of 20-25 marginalized youth for agriculture training. They were initially organized by social mobilizers and then by local service providers (see below). Trainings would vary from several days to several hours.



EIG Staff train marginalized youth on how to prepare beds and transplant seedlings. These farmers would receive 10-15 training sessions over the calendar year on different aspects of raising high value agriculture.

Training modules / manual (new curriculum)

EIG used manuals developed from previous USAID projects along with developing new training modules for agriculture production, rural employment, and food security. More than 25 manuals were used under EIG. The standardized training ensured similar techniques were trained throughout the region. Each set of training courses included training on life skills, HIV/AIDS awareness, and trafficking prevention. The technical manuals included how to construct plastic houses for off-season vegetable production, marketing of vegetables and fruits through Marketing Planning Committees, vegetable nursery, sustainable harvesting and trade of wild NTFPs, cultivation and processing of mint, and small scale integrated fish farming, to name a few. Table 14 lists the EIG Manuals.

Table 14: Agriculture and Enterprise Training Manuals.

Agricultural Training	Off-Farm Enterprises
Vegetable Production with modules on: Soil treatment and solar soil sterilization Crop planning and nursery raising Transplanting seedlings Integrated Plant Nutrition System Integrated Pest Management Transplanting seedlings Integrated Plant Nutrition System Biofertilizer	Agriculture marketing and planning committees Business plan preparation of MPC
Fruit Production Manual	Local Resource Person Training
Cultivation Chamomile and Mint	Vegetable/output traders (wholesale traders, retailers)
Production of Lemon Grass and Citronella in the degraded forest	Distillation Unit/ Processing of NTFPs
Collection of curry leaf, timor, resin and other NTFPS	NTFP Trading
System Rice Intensification (SRI) and improve Paddy Production in the Karnali	Enterprise Development
Goat raising	Value Chain approach and subsector analysis manual
Pig Raising	Low-cost Water Storage Tank Modified Thai Jar Manual
Wheat Production for Karnali Zone	Low Cost Nepal Ferro Cement Lined Tank Storage manual and guidelines
Corn Production for the Karnali Zone	Value chain Approach and Subsector Analysis Manual
Bean Production for the Karnali Zone	Nepal Simple Drip Irrigation System Manual
Seed Production	Nepal Sprinkler Irrigation System Manual
Poultry Production	Multiple Use Water Systems (MUS) Field and Project Implementation Guidelines
	Treadle pump installation and maintenance manual

Entrepreneurial Training

By increasing farmer income through increased production and linking them to markets, EIG generated jobs in agricultural related enterprises such as trade, private sector extension, and agrovets. The project also created a demand for skilled individuals, such as technicians, to install and repair micro-irrigation systems, drill tube wells and other agriculture related services. EIG trained targeted beneficiaries in off-farm agricultural enterprises that taught youth technical and entrepreneurial skills. These were one to five days training depending on the skill type needed to be transferred. Entrepreneurial training was either along the input supply chain or supported marketing the products.

Marketing and planning committees

Rural farmers lacked places to sell their products so it was crucial for EIG to develop local collection centers where farmers aggregated and sold their products to traders. The private sector was not going to take on the cost, or the risk, to organize farmers but was ready and willing to buy farmers' aggregated products. Moreover, by aggregating the products, farmers were able to sell, and often, bargain for better prices since traders saved money. Developing markets required a coordinated landscape/district approach to ensure farmers wouldn't over produce for any given market.

To manage the collection centers and coordinate with the larger, regional, and national markets, EIG established Marketing and Planning Committees (MPC). They serve as the governing body to establish and manage the collection center for a production pocket. The MPCs are comprised of representatives from farmer groups, input providers, government representatives and traders.

Forming MPCs. As EIG staff formed farmers groups, they would also form MPCs. One MPC would serve a production pocket area of about 10-20 farmer groups or 200-400 producers. One farmer was invited, along with regional traders, local government representatives, and agrovets to serve on the Committee. At least 30-40% of farmers on MPC were women. EIG would help the MPC form bylaws and rules of conduct/management. Rotating Chairs would be identified. MPCs would meet once a month to develop relations and trust. EIG staff continued to provide training to MPCs throughout the project on topics such as business planning, marketing management, accessing of information, linking with output traders, GON, and how to become a cooperative. By Y5, several MPCs became registered cooperatives.

Establishing collection centers and other markets for farmers. Members of the MPCs would identify collection spots for farmers of each pocket area. Often the collection center started out as a tea shop or designated place on the road. EIG provided a scale so farmers and traders could weigh the produce. It was important to identify and test out the designated location to see if farmers would bring their product. Once farmers and traders began using the collection center, EIG would then work with the government, MPC, and the private sector to create or rent a structure where products could be protected and stored. Smaller collection centers feed into larger collection centers which EIG also helped to strengthen.

EIG also strengthened local markets, which increased the local availability of vegetables and meat. Marginalized youth were trained in basic business skills to set up mobile vegetable delivery services on

their bicycles, or to invest in vegetable carts in bazaars. These entrepreneurs connected to wholesale markets in Kathmandu and would sell fruits and vegetables from outside the area as well. In this way, EIG increased the availability of vegetables and fruit in these remote areas.

Collection centers were also established for goats. The agrovet and trader determined a location and would invite farmers to bring their goats on specific days. The collection center would also serve as a clinic where people could bring goats being raised for injections or health checkups. Farmers were able to earn better prices for the goats when they brought their goats to the traders.

Strengthening secondary markets. EIG also strengthened secondary or apex markets, such as Kapurkot in Salyan, wholesale markets in Birendranagar, and wholesale markets in Gulariya. Smaller collection centers fed into these larger wholesale markets. These larger wholesale type markets required more training on governance and marketing. During Y5, EIG built the capacity of these larger markets to improve their governance.

For essential oils, EIG helped link the producers with export buyers which facilitated greater finance, important information on the markets, and higher prices for the farmers.

Strengthening input supply chains

As farmers commercialized agricultural production, they needed high quality inputs such as seeds, water, irrigation supplies, as well as information. Because the farmers were linked to markets, they were earning income that, in turn, allowed them to invest in high quality inputs. This created tremendous opportunities to establish local input suppliers and service providers. To increase rural employment, EIG took advantage of the opportunity to train and or strengthen entrepreneurial youth to provide inputs, skills and or services to farmers. Some of the key inputs that EIG strengthened were water systems, agrovets, and local service providers.

Establishing Access to Water, Multiple use Water Systems (MUS) and Micro Irrigation.

The EIG program helped farmers access, store and efficiently use water for irrigation and household uses. In the Terai, where groundwater is easily available, EIG helped farmers access and install treadle pumps or tube wells. Some youth were trained to create irrigating businesses by pumping water and distributing it to neighboring famers with hoses.



Micro Irrigation technology (MIT) enabled poor smallholders to control and ensure irrigation and take advantage of profitable off-season production opportunities for high value vegetable and horticultural crops.

In the hills, where water comes from streams, rivers and rainfall, the project introduced strategies to collect and store water such as ferro-cement tanks, Thai-jar, plastic barrels, and ponds. Because of the cost involved, most of the hill-based systems were community based -- EIG worked with the community and the local government to develop water user groups, to access funding, and to build the systems. Generally, the local community would contribute labor, local materials, and cash, while local government, line agencies (DOI and DOA), and partner organizations, provided grant funds for technical experts and additional materials. EIG provided engineers and facilitated the different stakeholders.

EIG encouraged households to install their own water storage system, often with inexpensive plastic barrels. When tied to agriculture, house-based systems paid for themselves within a year. The total costs for the household water systems were less than \$100. Those that installed these water systems increased their annual income by more \$100 and were able to pay for the systems within a year. In addition, women spent less time collecting water and sanitation improved with water now available at the home.

EIG also provided the agriculture and irrigation training to farmers and to entrepreneurial, technically inclined individuals who would earn money from installing drip irrigation systems and repairing water systems. As farmers increased income from raising high value agriculture products, they found value in paying for continuous water. Many water user groups charged monthly fees to cover the costs of maintaining the water system.

EIG worked with manufacturers and distributors of micro-irrigation technology (MIT) and helped distributors expand their distribution network by creating a demand for micro-irrigation technologies. EIG helped develop and strengthen the supply chain. EIG trained over 44 youths to utilize micro-irrigation and act as agriculture technician for vegetable production. EIG provided training and facilitation in the establishment of 34 MUS that are benefiting youth in 1,405 households in Surkhet, Salyan, Rolpa, Dailekh and Pyuthan districts.

Training Agrovets. EIG trained agrovets who have small agro-enterprises and stock inputs such as seeds, pesticides, drip irrigation, sprayers, etc. Agrovets, based in district capitals and major market towns, are important private sector players in rural agricultural growth – they provide inputs and information on the latest technologies to the farmers and to LSPs. EIG built the capacity of agrovets to 1) manage their business, 2) provide



After receiving training from EIG program, Agroveter Mr. Tulsi Ram Chaudhary of Dhodhari, Bardiya serves 1,500 farmers and brings in about NRS 3,000/day.

farmers with advice and needed inputs, and 3) link with wholesalers and suppliers. EIG introduced new information, technologies, and products (like drip irrigation materials) and provided them enterprise training. The program also linked them to village based local service providers (see below) and buyers, so they would know the types of inputs to stock. The project trained a total of 132 Agrovets who serve more than 200,000 people, including EIG farmers as well as farmers that were not trained under EIG.

Establishing Local Service Providers. After the second year of the project, staff realized that farmers were not continuing to produce off season vegetables because they either forgot, or lacked access to the seedlings and other necessary inputs. District-based entrepreneurs/agrovets can't provide much assistance to farmers in distant pocket areas. In response to this challenge, the EIG program developed, trained, and promoted local service providers (LSPs). The program identified and trained promising entrepreneurs, who lived in the same community as the farmers, to become private sector extension agents. The project provided technical and entrepreneurial skills training and introduced them to the key technical experts at the District Agriculture Development Office (DADO) and to key suppliers (agrovets) in the district centers. LSPs served as EIG mobile trainers, provided basic technical advice to farmers for a fee, represented product lines, selling and advising on market inputs/equipment. LSPs provided training to farmers when selling inputs/equipment. Unlike the voluntary Leader Farmers model, where a prominent farmer helps organize neighboring farmers during project periods, LSPs have financial incentives to mobilize and support smallholders after the project ends. The LSPs can access government, other donors, and additional information to help solve farmers emerging problems, often around critical disease and pest control. These LSPs are providing a much needed service to the community and filling a need that the government, admittedly, cannot fill. The EIG program developed and trained more than 190 LSPs who serve more than 55,000 farmers.

Improving Food Security in the Karnali Zone

EIG's increased food security in the Karnali Zone by improving staple crop production and storage, as well as, improving the production of high-value agricultural crops, such as vegetables, for local markets. For stable crops, EIG introduced new seed, conducted Systematic Rice Intensification (SRI) trials which increased the yield of rice, helped farmers increase their amount of potatoes, and beans the families had to eat. For example, the program introduced how to build cellar storage units by digging into the side of a hill to improve the storage and preservation of harvested food, such as potatoes.

In addition, EIG identified markets and helped farmers produce vegetables and meat for the local markets which improved their food security by increasing purchasing power. EIG helped improve orchard management, post-harvest training for apples, sustainable harvesting and trade of NTFPs, and poultry businesses. The program provided training and developed collection centers for farmers to sell conventional and off-season vegetables. Some youth were provided enterprise training to serve much needed roles along the agriculture value chain, such as LSPs and traders.

In some areas, EIG has increased the productivity of land by helping the targeted youth to develop assets such as multiple use water systems (MUS), installing check dams and/or terracing fields to capture water

resources. These efforts were partnerships with the WFP, World Vision, IRC, GON agencies, and the beneficiaries. EIG was able to facilitate the groups in the construction and development of these assets for higher production. In addition, EIG helped develop seed enterprises to create employment and to provide better quality cereal grain seed that will improve productivity of crops in the Karnali Zone.

In the Karnali Zone, EIG increased the food security of 9,656 marginalized youth by more than four months. EIG trained 1,669 youth to become entrepreneurs and trained 7,987 marginalized youth in improved production for improved food security.

Farmer-to-Farmer

Winrock International is implementing the John Ogonowski and Doug Bereuter Food Security Farmer-to-Farmer Program in Bangladesh and used flexible assignments to send seven volunteers to Nepal during Y4 and Y5. Several of the volunteer assignments worked directly with the Department of Livestock and created good will with the Government of Nepal. Table 15 lists the volunteers and describes their assignments.



EIG trainees stand with new containers that preserve essential oils better than the plastic containers. They learned this from F2F Volunteer Tim Blakley

Table 15: Farmer to Farmer Volunteers that Supported EIG

Volunteer	Activity	Beneficiaries
Souleymane Kebe, Livestock Specialist	Livestock management training; the focus was on goat nutrition, management, and breeding. Dr. Kebe conducted training for GON line agencies in Nepalgunj and in three other districts and presented his recommendations for goat nutrition, management and breeding. He prepared a manual and an EIG livestock specialist translated it into Nepali. The manual has been distributed to all EIG districts and is used as extension material for trainings.	EIG staff; beneficiaries; and partners. Department of livestock service office (DLSO) of Midwest Development Region in Nepalgunj
Dr. Jennifer Bowman, Livestock Expert	Jennifer Lee Bowman (2011), trained 126 people on the principles of pig raising in Banke, Dang, Surkhet, and Salyan districts where swine has proven to be a highly profitable crop. She covered general husbandry and management practices throughout the lifecycle with specific focus on breeding management, genetic selection, and nutrition.	EIG beneficiaries, government staff/officers, LSPs, and EIG staff.
Howard Prussack, Post-Harvest Expert	Conducted training on post-harvest handling of high value crops in Salyan and Surkhet districts.	Farmers, LSPs and government staff
Dr. David Mitchell, Poultry Expert	Conducted training on improved hatchery management	LSPs, Karnali Feed Industries staff, government staff in Banke, Bardiya, and Karnali, Regional Director of Mid-West Livestock Development Services
Dr. Enrique Nelson Escobar, Goat Expert	Introduced improved goat management practices: elastrator for male goat castration; using color-coded FAMACHA card to help LSPs diagnose anemia, a strong indicator of parasites; and gestation wheel application so that farmers can schedule breeding and raising to coincide with high markets (Dessain)	EIG farmers, LSPs, national level government staff, and Agrovets from Banke, Bardiya, Surkhet and Dailekh
Ann Hazelrigg, Integrated Pest Management Expert	Offered effective tools and organic techniques to manage pests of off-season vegetables by focusing on 1) soil health improvements, 2) use and trials of tomato grafting as a tool for disease resistance to nematodes and bacterial wilt, and 3) good	LSPs, lead farmers, government representatives in Banke, Salyan and Surkhet

Table 15: Farmer to Farmer Volunteers that Supported EIG

Volunteer	Activity	Beneficiaries
	field sanitation to decrease future generations of fruit fly in cucurbits and Helocoverpa in solanaceae. She emphasized that infested vegetables must be destroyed rather than left in the field.	
Tim Blakley, Essential Oil Expert and Entrepreneur	To help Nepal compete in the world market of essential oils, Blakley recommended the sector conduct crop trials of improved chamomile, use metal rather than plastic containers to store oil, become certified organic, all while strengthening the linkages between export companies in Kathmandu and local DUs. He also suggested DUs use cellars to store essential oils to reduce the impact of high temperatures during the summer months.	Eight Distillation Unit Management Committee (DUMC) members, CFUG members, DU operators, District Forest Office staff, District Plant Resource Office Staff, EIG LSPs, JABAN Members, and EIG staff
Dr. Justin Luther, Livestock Expert	Introduced laparoscopic artificial insemination technique for sheep and goats to the Ministry of Agriculture which is now being practiced in all regions of Nepal, including the mid-west. This technology is introduced for the first time in Nepal.	GON veterinarians and Research Scientists under NARC

2. IMPACTS

Over 54,000 disadvantaged youth have increased their household income. Over 8,500 HH in Karnali have increased their food sufficiency by, on average, at least four months. EIG ensured sustainability by linking farms to the private sector (input supply chain, collection centers, etc.). EIG worked directly with 54,184 individuals, including 44,159 women, to increase their agricultural productivity and incomes. On average, farmers increased their income by \$412.

Increased production and income

Based on the Y5 study, EIG households increased production of vegetables by more than 1,042 kgs/year. When multiplied by number of households, EIG increased production by 42,076 metric tons/year; this annual increase of vegetable production is sufficient to feed over 125,574 households (or 640,427 people) for a year at the national average daily consumption of vegetables of 180 grams per person. Table 16 shows the increased production of vegetables by district.

Table 16: Production Increase of Vegetables by District

District	EIG HHs producing Vegetable	Increased Production by Vegetable in kg by EIG HHs
Banke	7,668	6,821,485
Bardiya	7,851	8,851,489
Dailekh	2,621	2,977,758
Dang	3,190	5,433,414
Dolpa	707	1,11,274
Humla	1,145	330,408
Jajarkot	766	487,416
Jumla	1,722	776,392
Kalikot	1,733	1,633,070
Mugu	1,337	1,113,037
Pyuthan	1,533	1,642,026
Rolpa	1,897	4,911,884
Rukum	1,260	874,893
Salyan	2,715	3,202,493
Surkhet	4,223	2,909,035
Total	40,368	42,076,074
Total production increase in metric tons		42,076
Total production increase in US tons		46,237
Average HH production increase in Kg		1,042
Average annual consumption HH in Kg (180 gram x 365 x 5.1)		335
# of HHs for that can now consume vegetables		125,574
# of people for which vegetable production is sufficient		640,427

EIG collected data on households a full year after their production cycle to assess their increases in production. In Y1, EIG beneficiaries (on average) increased their annual income by US\$ 260 and Y5 beneficiaries (on average), increased their income by \$550. The average annual increase for all C3 beneficiary households (54,157) is \$412. Table 17 shows the average increase in annual income by year.

Table 17: Average Increase in Annual Income by Year by EIG HHS

Years	Number of Youth	Total Increase of Income by Youth	Average Annual Increase
Y1	5,059	\$1,315,192	\$260
Y2	14,177	\$4,151,902	\$293
Y3	21,156	\$9,286,194	\$439
Y4	13,765	\$7,567,144	\$550
LOP	54,157	\$22,320,431	\$412

Impact on Women

EIG targeted women and more than 44,000 women increased their annual income, on average by \$412. This impact has been transformational for many families. High-value agriculture production tended to be near the house and though it requires labor, it does not require women to be gone from their house for long periods of time. Second, much of the agriculture work can be done by women. By focusing on women, we found that they would share the technology with their husbands, brothers and fathers, who often expanded the amount of land under cultivation, expanding the adoption of the technologies.

Most importantly, EIG gave women the tools and opportunity to earn money. The literacy classes made women feel more comfortable to engage in public arenas, to negotiate with traders, to attend MPC meetings, and to travel to collection centers. When they earned money, the women invested in their families – they sent their children, especially daughters, to school, or began to send their children to private school. Women who earned income gained more respect within their families and played a more important role in making decisions. Women became more outspoken and more involved in community activities and improved their access to other development activities. Women spoke about building charpis and installing biomass systems. Gender was not a stand-alone part of EIG, but was integrated in all the activities, from engaging women staff (and providing them motorcycle riding training) to making women the primary target group.

Increased Food Security, Health Nutrition

Though not a specific objective of the EIG project, beneficiaries' nutritional levels were improved. For example, a tracer study showed that 24% more households consumed vegetables on a daily basis. A total of 79% of EIG beneficiaries consumed vegetables on a daily basis, whereas prior to EIG, only 55% consumed vegetables on a daily basis. Similarly, 47% of the households consumed milk (as compared to 30% before EIG training) and 18% of the household now consume beans on a daily basis.

The study also assessed changes in diets on a weekly basis and found that 97% of the households are consuming vegetables at least once a week compared to the baseline of 90%. The biggest jump was seen in meat consumption where 65% of the households are now consuming meat at least once a week compared to the baseline of 34%. Seventy two percent of Dalit HHs are now consuming meat at least on a weekly basis compared to baseline of only 40%. Eighty three percent of the households are consuming milk at least weekly compared to baseline of 70%. Sixty nine percent of the households are consuming eggs at least weekly compared to a baseline of 44%. EIG helped increase access and availability of nutritious foods to some of the most marginalized groups.

Impact on landless

Many of the marginalized youth have few resources and no land to raise high value crops. To help them increase income, we helped them to lease land. In Bhankati, outside of Nepalgunj, EIG worked with 400 families to lease land for fish ponds where they could raise the fish and raise vegetables on the berm for income and nutrition. In other areas, EIG identified willing landlords to lease plots to EIG beneficiaries to raise high value produce. In cases where neither land nor water was available, EIG promoted goat

production, since goats require little land and can graze on communal land. Finally, EIG worked with community forestry user groups (CFUGS) to give landless beneficiaries access to the forest to raise lemongrass, which not only allowed the women to increase their income, but also improved the forest by allowing natural tree species to regenerate. More than 3,000 of the beneficiaries were landless.

3. LESSONS LEARNED

Reaching Targets at Scale

- **Regular monitoring of field activities** by senior EIG managers and government officials increased the enthusiasm of staff and beneficiaries, and also facilitated partnership development. The M&E system, which tracked participants and changes in income and progress, motivated beneficiaries and staff.
- EIG's Jobs in Agriculture Study identified approaches and policies, and helped prioritize program investments to enable **job creation in the agriculture sub-sector**. The study found that for every household trained, there were 2.7 job equivalents created indirectly.
- Project-trained Local Service Providers (LSPs) were crucial in expanding high value agriculture production to new VDCs and districts as well as **spreading extension services to their client producers**.
- **Collaboration with other development partners** (such as PAF, MEDEP, CFUGs and the government) helped identify and mobilize partners and magnified the benefits of EIG by providing **post-training support**.

Sustainability

- **Local Service Providers (LSPs)** ensure farmers are able to raise and sell high value products for sustainable income after EIG ends. Realizing that farmers need continued access to inputs and services, EIG trained local youth to become LSPs within high value agriculture production pocket areas. They have also been instrumental in providing knowledge and information to other farmers, increasing the spread effect of the program.
- EIG worked in close **partnership with the government of Nepal throughout the program period**. Through this partnership **EIG was able to leverage funds** both from the government, as well as, other organizations in the district for EIG beneficiaries. Moreover, registration of EIG agriculture, NTFP, and livestock groups with government line agencies in the



EIG trained more than 191 LSPs who provided technical advice and inputs to more than 50,000 farmers.

districts has helped ensure that the government will continue to provide services to these groups.

- Highlighting EIG, through newspapers and television, also helped bring in support and financial resources through district level development partners in the Mid-west.
- The focus on **market-based solutions** promoted sustainability so that farmers can continue to increase their income in the future. Private sector markets and input supply chains will supply farmers' inputs and the markets will buy their produce after the project ends.
- In creating collection centers, **staff learned the importance of organizing farmers groups and buyers** before constructing collection center sheds. Only when farmers and buyers are using the designated location regularly does construction make sense.

Capacity Building

EIG used **on-the-job training and internships** to give opportunities to recent agricultural graduates from agriculture universities and entry-level experience for marginalized people. The internships were cost effective, built the capacity of young professionals who can replicate EIG's approach in future jobs, and provided additional support to the district teams, enabling the project to reach more beneficiaries.

- The literacy class empowered and built the confidence of beneficiaries, while the agricultural training provided them with skills and opportunities to earn an income. **Creating synergies and integrating trainings between the enterprise literacy and agricultural component** helped strengthen the impacts of both components. EIG component staff jointly selected the beneficiaries and shared agriculture extension, HIV, and anti-trafficking materials. Beneficiaries of the literacy program were found to be highly interested and motivated to attend class when pursued in conjunction with agricultural knowledge and skills. The opportunity for increased income amplified the desire to learn the enterprise skills. The literacy skills helped beneficiaries plan their agriculture enterprise.



After attending EIG's literacy and agriculture training, Chandra now sees her farm as an enterprise and re-invests earnings in improved inputs, education, and nutritious food.

Promotion of the Private Sector

- **Markets and collection centers** were essential to help farmers sell their production to earn income, pay off loans, and reinvest in their farms. Collection centers helped farmers earn better market prices by enhancing their bargaining power and reducing the costs of the traders by aggregating large volumes at designated location. Collection centers managed by farmers also helped decrease the buyers' collection costs.
- **Facilitating market-based agricultural business development in the Karnali zone was challenging** because most efforts by the government and NGOs in this area are highly subsidized. Moreover, in the Karnali districts, people were less willing to take risks and engage in fully market-driven approaches. But, EIG showed farmers that its market-based solutions could provide quick, tangible, and sustainable returns. In the Karnali, EIG activities were based on two strategies to increase food security: increased production/productivity of locally available cereals, beans, and potatoes; and, production of high-value off-season vegetables based on market demand.
- By tying entrepreneurial literacy to agriculture training, **EIG helped beneficiaries see their farm as an enterprise, rather than a lifestyle**. They learned the need to invest in productive assets, high quality inputs, and services.
- EIG promoted Local Service Providers (LSPs) as integral actors and change agents for the sustainability of the EIG program. When accessing services from LSPs, farmer morale and confidence has surged and increased the sustainability of EIG's impacts. EIG promoted the culture among farmers to pay for LSP services, which is essential for the sustainability of the LSPs.



A woman, from the Mugu (Karnali Zone), who benefited from EIG support. Trained in vegetable production, she carries a *dohko* of *rayo saag* (mustard greens) to sell at the district center. EIG vegetable growers in the Karnali, such as this woman, have earned an additional \$596 that has allowed them to buy food, reducing her family's food insecurity.

Collaboration with Government

EIG, being primarily a training program, leveraged other financial resources to support farmers and farming groups where needed. EIG leveraged funds and investments for distillation units, multiple user water systems (MUS), market collection centers, poultry hatcheries, constructing storage cellars, water harvesting tanks, and fish ponds. Local funds were leveraged through community forestry user groups (CFUGs), local government bodies including VDCs and DDCs, NGOs, other projects, and farmers' groups and cooperatives.

The **District Coordination Committees (DCCs)** played an important role by helping coordinate efforts at the district level. They helped in the selection of beneficiaries, sites, and crops, thereby reducing donor and project duplication, assisted in leveraging resources, and helped target best use of USAID's investments. This partnership proved important especially since other development projects did not coordinate with the DCC while working locally. Projects providing subsidies, for example, undermined both EIG's market-driven, value-chain approach and the sustainability of the LSPs, who earned income by providing inputs to farmers.



MOAC Joint Secretary, and EIG NAC Chairperson Dr. Prabhakar Pathak, and USAID Team Leader for Economic Growth, Rave Aulakh visit a drinking water and irrigation multiple use water system (MUS) in Jaypur, Uttarganga of Surkhet District.

- **Site visits** by the National Advisory Committee (NAC), Government of Nepal officials, DCC members, USAID staff, and other development partners encouraged and motivated the project staff, as well as inspired the beneficiaries. Moreover, field visits by stakeholders and the media helped disseminate achievements, leverage resources, and build positive public opinion. In particular, visits by the DCC to field plots and interactions with beneficiaries were effective in convincing visitors of progress and the relevance of EIG's approach.
- **EIG raised** awareness among farmers of government services and how to access them. **Registration of farmer groups with District Agriculture Development Office (DADO) and District Livestock Services Office (DLSO)** ensures continued support and access for beneficiaries to new technologies and information.

Valuable Technologies

- In remote and rural areas where water is scarce, use of **micro irrigation technology and multiple use water systems (MUS)** proved effective for high value agriculture. Installation of MUS systems have minimized the time used to procure water, allowing women to become more involved in income earning activities. Water systems promoted the conservation of forests when farmers learned the link between watershed forest coverage and water supply. Improved water storage has also equipped farmers to be better prepared for climate change.



locations where buyers and sellers would meet. Once established, communities, governments, and private sector invested in permanent structures.

better prepared for climate change.

- **Close monitoring and adaptive management** allowed EIG C3 staff to identify weaknesses and provide counselling to beneficiaries who needed additional personal support.

Additional Benefits

- EIG's market-based approach promoted the development of local markets, **increasing the supply of nutritious vegetables** in areas that previously had none. Women earned income by selling to neighbours.
- When income increased, families spent **more money on education for children**, healthier living conditions, and more nutritious food.
- Increased productivity created part- and full-time employment in rural areas, which **reduced out-migration**.
- With income in hand, women's confidence increased and they became **empowered as decision-makers** within their families.
- Unskilled, disadvantaged youth were able to develop self-confidence and an **entrepreneurial mind-set** that allowed them to become independent entrepreneurs.
- Increased production created increased consumption of more nutritious foods in the households. Beneficiaries ate, on average, 20% of what they produced and sold the remainder.

D. SCHOLARSHIPS FOR DALIT YOUTH

Though caste-based discrimination is illegal in Nepal, Dalits continue to face social, cultural and economic discrimination. Dalit families often lack the resources to attend good schools, and are unable to make advancements due to poor education. This cycle perpetuates through generations. The EIG program targeted this disadvantaged group in the Midwest and is providing the opportunity for higher education through scholarships to the most disadvantaged Dalits.

PROGRAM OVERVIEW

The USAID-funded Education for Income Generation (EIG) program targeted Dalit youth throughout the project's Mid-Western region. The basic purpose of the scholarship program was to provide the opportunity for higher, post high school education, referred to as "10+2" to Dalit students. If Dalit's are seen in important positions such as teaching or community medical assistants, then other Dalits will be encouraged to follow their example. Four hundred twenty-one disadvantaged Dalit youth received EIG scholarships --227 were male and 194 were female. Scholarships were provided for a two-year, post SLC (high school), education in selected subjects such as Intermediate of Education (I.ED.), Community Medical Assistant (CMA), Auxiliary Nurse and Midwife (ANM), Junior Technical Assistant (JTA), social mobilizer and sub overseers. The scholarships covered school tuition and fees, dress, and living

expenses (if required) for some. Scholarship opportunity to eligible Dalits students is advertised through local FM radio stations, schools, literacy classes, through partner NGOs, Dalit associations and District Education Officers. At the district level, the scholarship selection committee selected the scholarship beneficiaries, using criteria such as gender, remoteness of their home, and their status within the Dalit community (giving preference to those marginalized within the Dalit community), their SLC score, their assets, and whether they were affected by the conflict. EIG collaborated with schools/colleges and monitored the progress of the students. In many cases, EIG, along with the scholarship recipient, signed an agreement with the schools and relevant government authority, such as the District Education Office, to give priority to EIG Dalit graduates for jobs in their community after they meet the basic requirements. Table 18 shows the LOP targets.

Table 18: Component 4 Increased Number of Career-focused Scholarships for Targeted Youth

	Performance Indicator	Unit	Y1	Y2	Y3	Y4	Y5	LOP	Target	% Complete LOP
A	Number of students receiving of USG-funded scholarships	# of youth	0	143	278	0	0	421	220	191%
B	Number of USG-funded scholarship recipients completing course of study	# of youth	0			143	278	421	220	191%
C	Number of USG-funded scholarship recipients entering the workforce	# of youth	0			70	127	197	-	
D	Number of learners enrolled in USG-supported secondary schools or non-school-based settings	# of youth	0	143	278	0	0	421	220	191%

I. KEY FEATURES OF THE APPROACH

Advertised Opportunities

The scholarship program was advertised through a variety of media to ensure a large number of Dalits learned about the opportunity. The scholarship announcements were shared with schools, literacy classes, Partner NGOs, Dalit associations, and the District Education Office. They were also posted on school boards in VDCs where we work. The scholarship announcements were announced by local FM radio stations in Jumla, Surkhet, Pyuthan and Banke districts. Applications were collected at all EIG districts offices and regional office Nepalgunj too. Winrock received and reviewed 1,027 scholarship applications from 15 districts in first lot (Year 2). Similarly in Y3 total, 792 applications were received.

Two tiered review process for selecting Applicants

EIG staff developed a set of scholarship applications and criteria to evaluate the applicants. The applications were reviewed at the district level by the District Coordinators and EIG team. Those that met minimum qualifications were reviewed by the Component Manager and in some cases, applicants were interviewed. During the first call for applicants, the EIG district offices received 1,027 applications that were pared down to 300 applicants who moved on to the second tier of evaluation. Similarly, the following year, 792 scholars applied, of whom, 494 made the second round of evaluations.

After selecting the top applicants, all students were interviewed. The interviews were conducted by C4 Manager, DEO (as representative from District Coordination Committee), EIG C4 staff, and the District Coordinator. Special consideration was given to the neediest students. During Y2, 143 students were awarded scholarships and during Y3, 278 students were awarded scholarships for a total of 421 scholarships.

The main criteria were as follows:

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



Ratan Bahadur Nepali is a young Dalit student from Gamaudi VDC in Dailekh District. In 2009, the USAID Nepal EIG scholarship program provided him with a scholarship to study as a Junior Technical Assistant (JTA) in the Guras Higher Secondary School of the CTEVT Annex Program. He successfully completed the JTA course in second division and did three months OJT as an intern in the Dailekh USAID Nepal EIG office. Following his internship with EIG, he opened Manisha Veterinary Agrovet and provides vaccinations, check-ups, and de-worming services to livestock producers and earns an average of NRS 5,000 per month.

- Unable to pursue higher education

Support

Under the scholarship program a total of 421 Dalit disadvantaged youth, 194 women and 227 men, have received scholarship support from EIG during Y2, Y3, and Y4. Of the total, 331 completed their Intermediate Education Degree (I. ED), 28 the Junior Technical Assistant (JTA) program, 36 the Community Medical Assistant (CMA) track, three the Auxiliary Nurse and Midwife (ANM) program, five the Social Mobilization course, and 18 the Sub-overseer track. Table 19 shows the scholarships distribution by district, gender, and program. All the students received tuition, admission fees, uniforms, books and stationery. A total of 72 students also received room and board since they were living away from home.

Table 19: Scholarship Distribution by District, Gender, and Program

District	Total	Male	Female	# of I.EDs	Junior Tech Assistant	Community Medical Assistant	Assistant Nurse Midwife	Sub-Overseer	Social Mobilization
Banke	45	19	26	35	2	2	0	2	4
Bardiya	46	21	25	35	3	5	0	3	0
Surkhet	46	18	28	35	5	4	0	2	0
Dailekh	28	18	10	23	2	3	0	0	0
Jajarkot	16	8	8	12	0	2	1	1	0
Dang	30	7	23	22	2	2	1	3	0
Salyan	29	15	14	18	5	5	0	1	0
Rukum	25	14	11	15	3	6	0	0	1
Pyuthan	29	18	11	29	0	0	0	0	0
Rolpa	17	8	9	15	0	0	0	2	0
Humla	15	13	2	15	0	0	0	0	0
Jumla	25	21	4	23	1	1	0	0	0
Kalikot	37	23	14	29	2	3	0	3	0
Dolpa	15	10	5	12	2	1	0	0	0
Mugu	18	14	4	13	1	2	1	1	0
Total	421	227	194	331	28	36	3	18	5

Linking with employers / income opportunities

EIG staff met with the MOE to discuss the possibility of developing MOUs with the Department of Education to guarantee EIG scholarship graduates employment opportunities upon satisfactory completion of their education. Unfortunately, the Government of Nepal, specifically MOE, cannot commit directly, so the EIG program worked with school committees instead to encourage them to give preference and hire qualified EIG graduates from their village. Each EIG district team also organized meetings with the EIG scholars to discuss EIG program, life skills, discussions with the school committees/DOE, HIV/AIDS, and to provide career counseling.

The DC, CI manager, and applicants worked together to secure MOUs for job opportunities after graduation from different schools and organizations. EIG also coordinated with other organizations to prepare MOUs, or letters requesting preferential hiring of qualified EIG graduates for technical positions in medical dispensaries, agricultural service centers, and engineering workshops for scholarship recipients. For example, coordination with the Feminist Dalit Organization (FEDO) resulted in their support for 10 Dalit students in the Community Medical Assistant Program. Meetings at the district level were conducted with the DEO by the district team and in some instances students also visited the DEO office to obtain an MOU, Table 20 provides shows the number of MOUs and letters developed by organization in each district. In addition, some students are applying for part-time teaching jobs at boarding schools while working on their I.ED. while others are looking for opportunities in student tutoring.

Table 20: MOUs by District and Organization

District	Total	Memoranda of Understanding		
		DEO	School/SMC	Other*
Banke	45	35	2	4
Bardiya	46	23	16	1
Surkhet	46	31	13	2
Dailekh	28	22	4	2
Jajarkot	16	9	2	0
Dang	30	22	5	1
Salyan	29	18	11	0
Rukum	25	2	0	4
Pyuthan	29	0	12	0
Rolpa	17	0	4	1
Humla	15	15	0	0
Jumla	25	4	1	0

Table 20: MOUs by District and Organization

District	Total	Memoranda of Understanding		
		DEO	School/SMC	Other*
Kalikot	37	29	0	1
Dolpa	15	5	0	0
Mugu	18	10	0	0
Total	421	225	70	16

* Other organizations are Rural Reconstruction Nepal (RRN), Village Development Committee (VDC), Jan Sewa Sangh, Surkhet, Dalit Self Reliance Society, Daikekh, Rural Society Awareness Center, Dailekh, Rapti Eye Hospital, Pyuthan and the District Health Office, Rukum

Teachers License/Service Commission Exam Preparation

To become teachers, graduates have to pass the Teachers Service Commission (TSC) examination. EIG, with the help of Nepal Center for Educational Development (NCED), developed a 200-page study manual for I. ED students to use to prepare for Teacher’s License and TSC exam.

Based on curriculum published by TSC, this manual tries to answer all the questions in objective and subjective form. This manual also includes teachers’ license sample questions, TSC exam sample questions, and curriculum based reading materials



Teachers Service Commission’s (TSC) Exam Preparation Training

EIG conducted seven training sessions to help scholarship beneficiaries prepare for the TSC exam. All participants were from EIG working districts that were enrolled or completed their I. ED coursework. EIG hired trainers from the DEO and active school teachers to conduct the exam preparation training. Training focused on reading

methodologies, writing skills, time management during the exam, understanding the question and its meaning, and how to respond. These trainings were residential and the beneficiaries also learned a great deal from each other. They also were tested through a pre- and post-exam. 160 students attended the TSC's exam preparation training. Table 21 details the training by district and gender.

Table 21: TSCE-Trained Students by District and Gender

District	Total	Male	Female
Banke	22	7	15
Bardiya	22	9	13
Dolpa	5	4	1
Mugu	5	4	1
Humla	4	4	0
Jumla	11	5	6
Surkhet	20	6	14
Kalikot	13	9	4
Dailekh	10	7	3
Jajarkot	5	3	2
Dang	13	0	13
Salyan	8	5	3
Rukum	6	4	2
Rolpa	5	1	4
Pyuthan	11	4	7
Total	160	72	88

2. IMPACT

A total of 81 students are engaged in part-time, full-time, and volunteer jobs (see Table 22: Scholarship Recipient Employment, below), earning salaries between NRS 1,500 to 12,000 per month as teachers, community mobilizers, receptionists, and entrepreneurs.

Table 22: Scholarship Recipient Employment

District	Teaching	Entrepreneurs	Others*	Total
Banke	5	0	8	13
Bardiya	8	1	5	14
Surkhet	5	0	8	13
Dailekh	1	1	1	3
Jajarkot	1	0	1	2
Dang	5	0	1	6
Salyan	3	1	0	4
Rukum	1	0	0	1

Table 22: Scholarship Recipient Employment

District	Teaching	Entrepreneurs	Others*	Total
Pyuthan	3	0	0	3
Rolpa	3	0	1	4
Humla	0	0	3	3
Jumla	2	0	3	5
Kalikot	2	0	1	3
Dolpa	0	0	2	2
Mugu	3	1	1	5
Total	42	4	35	81

* Climate observer, office assistant, receptionist, community mobilizer, radio technician, and reporter.

Higher education for EIG scholarship recipients. The scholarships promoted an interest in learning and 196 EIG scholarship beneficiaries are continuing their education after completing their scholarship-supported intermediate course, see **Table 19** for details.

Employment. A total of 81 students are engaged in part-time, full-time and volunteer jobs (see **Table 19**), earning salaries between NRS 1,500 to 12,000 per month as teachers, community mobilizers, receptionists and entrepreneurs

3. LESSONS LEARNED

- Some students had to work as wage laborers to support their families and faced difficulty in maintaining full attendance. EIG staff visited beneficiaries' homes frequently and **counseled parents about the importance of education and regular class attendance.**
- **The scholarship program has helped boost students' self-confidence and focus,** and has given them an opportunity for better careers. Scholarship-supported students now have a higher social status in school as well as in their community.
- Both the students and their families felt the scholarship was very prestigious given the very tight competition. Scholars were more punctual and regular in school as well as more responsible in their community.



"The Teachers Service Commission Exam Preparation Training helped relieve my doubts and increased my confidence. I got many tips and ways to prepare for the exam. I am confident that I will perform better, pass it, and become a successful teacher. Before the training I was preparing unsystematically. Here I got many new ideas. Thanks a lot to EIG."
Shova Nepali, Bardiya.

- Some scholars had left high school 3-7 years prior to receiving an EIG scholarship. After high school (class 10) they were unable to continue further study due to a lack of financial resources. Hence this component was supportive to those who were extremely poor and disadvantaged.

4. CHALLENGES

- Because beneficiaries attended institutions in different, often remote, districts, it took time to travel to monitor and assess their progress. However, **EIG district teams committed to check-in on every student**, even though some of the schools were located two or three days' walk away from district offices. These visits and career counseling from EIG staff encouraged scholars to do well in their studies.
- Many students attended government schools before receiving EIGs scholarships. The government's schools, especially serving Dalit communities or those in remote areas, are often weak. EIG agreed to **provide tutoring to help the less prepared students** review course material to better position themselves to pass final exams. EIG also helped prepare students for the Teachers Service Commission Exam. The training also helped them understand and access government services.
- Due to the increase in the cost of living and educational materials, EIG **raised the scholarship amount** by ten percent.
- Many of those studying to be Junior Technical Assistants (JTAs) were interested in becoming agrovets, but lacked entrepreneurial skills. To help them establish businesses, EIG provided the graduating JTAs with a **short course on life skills and business planning and management** similar to what was provided to beneficiaries trained in agriculture.
- The teacher's service exam was supposed to be offered during EIG period but because of the political situation it has not taken place. Students are still waiting to take the exam. EIG linked with private schools, and other organization for placement.

V. SUSTAINABILITY OF EIG

While implementing EIG, the team considered ways to ensure beneficiaries could continue to learn and earn income after the project ends. Under the literacy component, the teachers emphasized the importance and possibility of all participants in engaging in businesses. The beneficiaries were given the skills and connections (to other donors and government agencies) to access credit, start a business, and access additional training.

Similarly, the vocational training component provided beneficiaries key skills, knowledge, and connections to grow in their jobs and find new jobs.

Under the agriculture component, the market-based approach allows the beneficiaries to continue selling their products. The channels of communication and established value chains will continue to

inform farmers of market opportunities. Other people who see the model can make use of the market infrastructure and sell her/his products at the EIG-established collection centers which are linked to traders and larger wholesale markets. In some cases, the size of the producer groups is increasing. Jobs are created based on the larger volume of production with many more producers creating input supply and output marketing opportunities. By linking LSPs to EIG producer groups, EIG has been able to keep and enhance existing agriculture and veterinary supply (agro-vet) businesses. In one case, an agroveter in Rolpa stayed in business because of EIG. In other words, we are creating, and in some cases, solidifying jobs along the value chains. The program aggregates producers so that the private sector can earn money while serving rural communities.

This approach of strengthening individuals and enterprises and creating linkages, has created a sustainable system. For these marginalized youth, linkages with the private sector and income opportunities were previously absent. EIG has connected rural communities in Rapti, Karnali and Bheri Zones to markets beyond their areas, which will provide EIG beneficiaries and other community members the opportunity to continue their commercial agriculture production.

Farmer-to-Farmer volunteers worked directly with the Department of Livestock as well as with EIG beneficiaries. The FAMACHA card, a simple tool that helps diagnose parasites in goats, has been adopted by the Department of Livestock and they have included it in their national program. This card was introduced by Winrock's Farmer-to-Farmer volunteer, Dr. Nelson Escobar.

I. KEY FEATURE OF THE APPROACH

In addition to ensuring the beneficiaries have opportunities for continued income generation, the project also encouraged the approach to be replicated. Because of the close relationship with government, different government agencies began to see the value of the EIG approach and began to replicate it. For example, during Y5, several VDCs agreed to contribute for cost of the literacy course. With more than 700 trained teachers, local communities or other projects could easily replicate the literacy training throughout the districts. Under the Agriculture Component, the District Agriculture Development Officers requested EIG staff to train their staff on how to develop plastic greenhouses to promote greater use of the technology. Even without the governments' support many farmers saw what their neighbors were doing and replicated the approach. LSPs and the collection centers were established for all community members. Since EIG worked with the most marginalized, other people in the village with more resources were easily able to adapt the technology and sell the products. Many of the partners adapted the EIG approach and used it on other projects.

In the Vocational Education Component, EIG strengthened the capacity of the TEPPs, some of whom realized that they could make money by offering training for employment for a fee.

IMPACT

The tables below are derived from data entered into FieldLink and cover the life of project. During the life of project, 74,917 total unique beneficiaries enrolled in EIG training classes (Table 23). Of the

beneficiaries, 78% were female; 12,648, or 17%, were from the geographically remote districts of the Karnali Zone.

Table 23: Total Targeted Youth Reached by District

District	Cumulative Number of Targeted Youth Reached (Unique Count)*		
	Female	Male	Total
Banke	9,591	4,350	13,941
Bardiya	10,929	3,623	14,552
Dailekh	3,443	932	4,375
Dang	5,246	1,333	6,579
Dolpa	1,099	345	1,444
Humla	1,026	620	1,646
Jajarkot	1,221	254	1,475
Jumla	3,345	985	4,330
Kalikot	2,684	652	3,336
Mugu	1,303	589	1,892
Pyuthan	3,050	367	3,417
Rolpa	2,512	470	2,982
Rukum	1,934	217	2,151
Salyan	3,801	629	4,430
Surkhet	7,209	1,158	8,367
Total	58,393	16,524	74,917

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

Details on the training conducted for the 99,254 (total number individual training imparted as some of the beneficiaries received training in two different components, for example literacy and then agriculture) beneficiaries by Winrock and its 31 partner organizations are presented in Table 24 below.

Table 24: Number of Beneficiaries Trained by Partner/TEPPs

Partner	Cumulative			
	Total	Female	Male	Female %
Aawaaj	0	121	121	100%
Action for Development (P) Ltd	1,162	1,166	2,328	50%
ALLIANCE	896	613	1,509	41%
Annex Program CTEVT, Shree Guras Higher Secondary School	17	19	36	53%
Biogas Coordination Center Nepal	33	7	40	18%
CEAPRED	1,370	9,821	11,191	88%
CEMECA	37	5	42	12%
Centre for Rural Technology Nepal (CRT/N)	46	70	116	60%
Creative Development Programme Nepal	25	17	42	40%
DEPROSC	698	24,096	24,794	97%
Don Bosco Technical Training Institute	377	514	891	58%
FNCCI	70	36	106	34%
Fskill	1,998	2,065	4,063	51%
IDE	3,623	18,969	22,592	84%
Karnali Solar	9	11	20	55%
KIRDARC	987	6,267	7,254	86%
Manikej Urja	19	28	47	60%
National Employment Training Centre	18	22	40	55%
Nirdhan for Banke	0	206	206	100%
Nirdhan Technical Institute	50	21	71	30%
Padmodaya Public Model Higher Secondary School (Annex Program)	23	19	42	45%
Rapti Science and Engineering College Pvt Ltd	59	54	113	48%
RUSUF Nepal	28	61	89	69%
SAPPROS	1,588	5,561	7,149	78%
Sewa Foundation Nepal	19	23	42	55%
SKILL- Nepal	404	369	773	48%
Sundar Nepal	180	172	352	49%
Trade Link Technical Training Institute	50	53	103	51%
Trade School Surkhet (Ilam Prashikshan Kendra)	96	26	122	21%
UNESCO Club	129	164	293	56%

Table 24: Number of Beneficiaries Trained by Partner/TEPPs

Partner	Cumulative			
	Total	Female	Male	Female %
UNYC Nepal	133	125	258	48%
Winrock (C1)	1	735	736	100%
Winrock (C3)	3,444	9,808	13,252	74%
Winrock (C4)	227	194	421	46%
Total	17,816	81,438	99,254	82%

During the life of project, a total of 99,254 youth enrolled in EIG trainings, of which 20% or 19,641 were Dalits. Table 25 presents the beneficiaries reached by EIG by component.

Table 25: Beneficiaries by Component

Component	Cumulative					
	Disadvantaged			Dalit		
	Female	Male	Total	Female	Male	Total
1	1,686	31,098	32,784	7,154	561	7,715
2	5,878	5,987	11,865	1,144	1,055	2,199
3	10,025	44,159	54,184	7,812	1,494	9,306
4	227	194	421	194	227	421
Total	17,816	81,438	99,254	16,304	3,337	19,641

Geo-Located EIG Activities and Add Mapping Feature for Analysis and Reporting

EIG ensured data was spatially documented and focused during Y5. A one-day Global Position System (GPS) workshop was conducted in 14 EIG Districts (Banke, Surkhet, Bardiya, Dang, Pyuthan, Rukum, Salyan, Rolpa, Kalikot, Dailekh, Jumla, Humla, Jajarkot) from February to April 2012. The training was facilitated by GIS specialist Amitendra Chaudhary and M&E Field Officer Reshma Maharjan. The objectives of this workshop were to train EIG staff in how to use a GPS device and how to collect data for value chain components (i.e. markets, agrovets, and Collection Center locations) listed on the EIG data collection forms.

The participants included the M&E officer, District Coordinators (DC), Program Officers (PO), Community Mobilizers (CM) and the District Staff responsible for data processing. See Table 26 below for details on the workshop program and participants.

Table 26: GPS Workshop Details

District Venue	Participants	Training Date	No. of staff
Banke	CMs, OJT, DC and PO	23-Feb-12	7
Surkhet	PO, CMs	29-Feb-12	4
Bardiya	CMs, ADC and BDSO	25-Mar-12	9
Dang	CMs and PO	1-Apr-12	8
Salyan	CMs and PO	5-Apr-12	5
Rukum	CMs and PO	7-Apr-12	6
Pyuthan	CMs, DC and PO	12-Apr-12	8
Rolpa	CMs and PO	14-Apr-12	5
Kalikot	CMs, DC and PO	20-April-12	10
Dailekh	CMs, DC and PO	25-Apr-12	8
Jumla	CM and PO	3-May-12	2
Dolpa	CM and PO	18-May-12	2
Humla	CM and PO	25-May-12	2
Jajarkot	CM	1-Jul-12	1
Total			67

The data collector fills out the Quality Assurance and Quality Control Data Collection form and the field staff record GPS data on the printed hard copies. The District Coordinator, Program Officers and GIS Specialist monitor the data at the field level.

EIG had a very strong web-based M&E data system (Fieldlink Nepal) to track beneficiaries but the data system lacked the spatial impact analysis capability. EIG added a GIS platform for mapping, planning, analysis, and reporting purposes. This process was done in collaboration with USAID Nepal who has provided guidance and base maps. FieldLink Nepal EIG data is being organized by component, year, and disaggregated by gender, as well as caste and ethnicity. The EIG project prepared resource maps which are summarized below.

Maps Categories of EIG's Geographic Information Systems (GIS)

- Component / Yearly time series data disaggregated by gender, Dalit, and Disadvantage group
- GPS locations of Component 3 value chain actors
- EIG overall - 1 map
- Recipient / Component 1 map (yearly) - 5 maps

- Class location / Component 1 map (yearly) - 5 maps
- Recipient / Component 2 map (yearly) - 5 maps
- Class location / Component 2 map (yearly) - 5 maps
- Beneficiary working area / Component 2 map - 1 map
- Recipient / Component 3 map with GPS location (yearly) - 4 maps
- Agriculture beneficiaries with value chain (MUS, market center, agrovet, LSP) overall - 1 map
- Class location / Component 3 map (yearly) - 5 maps
- Dalit Scholarship student and institution - 1 map

ANNEXES

Annex I presents the results to date based on the indicators.

Component I: Performance Indicator Actual Versus Fiscal Year Targets

	Performance Indicators	Unit	Y1	Y2	Y3	Y4	Y5	Act. Cumul. To Date	Planned LOP	% Complete LOP
A	Number of youth attaining literacy and numeracy skills at sufficient level to prepare them for future employment ¹	# of recipients	2,959	7,796	10,582	9,195	394	30,926	30,000	103%
B	Number of targeted beneficiaries completing life skills courses in preparation for future agricultural or technical training ²	# of recipients	1,838	5,553	9,508	8,081	0	24,980	21,000	119%
C	Number of literacy and life skills trainees entering self-employment or starting small businesses ³	# of recipients	1,230	2,205	1,222	1,228	391	6,276	9,000	70%
D	Number of targeted youth trained in local level conflict mediation and other related skills through peace building training ⁴	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	104%
E	Number of people trained through USAID supported health programs ⁵	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	104%
F	Number of people benefiting from USG-Supported Social Services ⁹	# of recipients	2,977	8,230	11,230	9,951	396	32,784	30,000	109%
G	Number of people from at risk groups reached through USG-supported conflict mitigation activities, gender, disadvantage, conflict affected ⁶	# of recipients	2,977	8,230	11,230	9,951	396	32,784	30,000	109%
H	Number of people trained in conflict mitigation/resolution skills with USG assistance ⁷	# of recipients	2,964	7,810	10,717	9,282	394	31,167	30,000	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	2,977	8,230	11,230	9,951	396	32,784	30,000	109%

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

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

Component 2: Performance Indicator Actual Versus Fiscal Year Targets

	Performance Indicators	Unit	Actual Q1	Actual Q2	Actual Q3	Actual Q4	Actual Year To Date	Actual Cumulative To Date	Planned LOP	% Complete LOP
A	Number of formal linkages formed w/employers and business associations to maximize employment opportunities ¹	# MOU or # LOA	22	22	89	12	0	145	100	145%
B	Number of sites for vocational education training ²	# of training sites	37	140	187	133	57	554	115	482%
C	Number of training events conducted ³	# of training events	38	168	189	133	57	585	400	146%
D	Percent of training course graduates retaining quality employment three months after graduation ⁴	# of recipients	81%	77%	84%	86%	91%	83%	80%	109%
E	Number of people benefiting from USG-Supported Social Services ⁵	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
F	Number of people from at risk groups reached through USG-supported conflict mitigation activities ⁶	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
G	Number of youth completing USG-funded workforce development programs ⁸	# of recipients	754	3,259	3,804	2,621	1,107	11,545	11,000	105%
H	Number of persons participating in USG funded workforce development program ¹⁰	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%
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	612	2,496	3,186	2,263	1,011	9,568	8,800	109%
J	Number of individuals reached through community outreach that promotes HIV/ AIDs prevention through other behavior change beyond abstinence and or being faithful ⁷	# of recipients	773	3,344	3,890	2,732	1,126	11,865	11,000	108%

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 2,400 or above in Nepal, or NRS 4,000 or above in India, NRS 15,000 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 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 enrolled in Vocational training in which training on HIV & AIDs prevention through other behavior change beyond abstinence and or being faithful is included.
8. Number of recipients that have passed the Vocational Training. Pass defined: At the end of the training course, training providers conduct a practical test in which they have to complete the task at a satisfactory level.
9. Number of recipients that have graduated from vocational training and has employment and has monthly income of NRS 2400 or above in Nepal, or NRS 4,000 or above in India, NRS 15,000 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 Indicator Actual Versus Fiscal Year Targets

	Performance Indicators	Unit	Y1	Y2	Y3	Y4	Y5	Cumulative to Date	Planned LOP	% Complete LOP
A	Number of targeted youth increasing income ¹	# of youth	0	5,047	14,127	21,149	13,740	54,063	50,000	108%
B	Number of targeted youth graduating from training course to improve agriculture productivity ²	# of youth	3,421	12,663	17,140	10,005	0	43,229	40,000	108%
C	Number of different sectors around which training courses are conducted ³	# of sectors	4	8	12	2	0	26	20	130%
D	Number of targeted youth increasing income through micro-enterprise training ⁴	# of youth	0	1,732	1,296	4,076	3,611	10,714	10,000	107%
E	Average number of months of food sufficiency per household generated by course graduates ⁵	# of months	0.0	3.3	3.6	4.4	4.7	4.2	3	141%
F	Number of Households increasing food sufficiency ⁶	# of HH	0	364	1,928	3,483	2,822	8,596	5,000	172%
G	Average dollar value of annual income from micro-enterprises implemented or expanded by course graduates ⁷	amount	0	385	460	529	772	579	250	232%
H	Average annual % increase in income for ag productivity course graduates ⁸	% increase	0%	253%	166%	290%	325%	254%	100%	254%
I	Number of people benefiting from USG-supported social services (disaggregated by sex, vulnerable children, war victims ¹⁰)	# of youth	3,784	15,067	21,306	14,027	0	54,184	50,000	108%
J	Number of people from "at-risk" groups reached through USG-supported conflict mitigation activities ⁹	# of youth	3,784	15,067	21,306	14,027	0	54,184	50,000	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	15,067	21,306	14,027	0	50,400	48,000	105%
L	Number of targeted youth achieving a 100% or greater increase in income ¹²	# of youth	0	2,924	10,849	15,916	9,479	39,168		
M	Number of targeted youth increasing income by \$250 per annum through micro-enterprise training ¹³	# of youth	0	1,117	1,003	3,843	3,451	9,413		

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 dollar 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 dollar 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 enrolled in the Agriculture training in which peace building training is included.
11. Number of recipients enrolled in the Agriculture training in which HIV & 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.

Component 4: Increased Number of Career-focused Scholarships for Targeted Youth

	Performance Indicator	Unit	Y1	Y2	Y3	Y4	Y5	LOP	Target	% Complete LOP
A	Number of students receiving of USG-funded scholarships	# of youth	0	143	278	0	0	421	220	191%
B	Number of USG-funded scholarship recipients completing course of study	# of youth	0			143	278	421	220	191%
C	Number of USG-funded scholarship recipients entering the workforce	# of youth	0			70	127	197	-	
D	Number of learners enrolled in USG-supported secondary schools or non-school-based settings	# of youth	0	143	278	0	0	421	220	191%

Cross Cutting (Cumulative)

Indicator Type	Cross Cutting Indicators	Female Cumulative	Disadvantaged Cumulative	Total Cumulative
HIV ¹	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through behavior change beyond abstinence and/or being faithful.	78,305	98,833	98,833
Conflict Mit Trg ¹	Number of people trained in conflict mitigation/resolution skills with USG assistance.	78,305	98,833	98,833
Conflict ²	Number of people from at risk groups reached through USG-supported conflict mitigation activities.	58,393	74,917	74,917
Social Service ³	Number of people benefiting from USG-supported social services.	58,393	74,917	74,917

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

² C1+C2+C3, and is unique count

³ C1+C2+C3, and is unique count

Annex II (Tables A and B) show the partners that collaborated with the EIG Program by district and amount leveraged.

Table A: Collaboration and Leverage Works – Government Agencies, Development Agencies, and Projects

Agency	Collaborative Works	Districts
At Central Level		
Ministry of Agriculture and Cooperatives	Provide leadership to the national level advisory committee Provide guidance and direction to DOA and DLS for partnership and collaboration Focus on job creation in agriculture and create enabling policies/investments	All 15 mid-western districts
Ministry of Finance Banks and Financial Institutions	Youth Self Employment Fund (YSEF) program access granted to EIG trained and interested youth enabling them to be self-employed entrepreneur. The special feature is the provision for a non-collateral, low interest loan amounting to up to two hundred thousand NRs. to be provided through various banks and financial institutions in the mid-western development zone.	5 mid-western districts
Ministry of Local Development	Facilitate project activity by providing guidance in the central committee (National Advisory Committee (NAC) and take lead in the districts as District Coordination Committee (DCC) Chairperson	All 15 mid-western districts
Ministry of Commerce and Supplies	Provide advisory role in the NAC about the policy issue in export and import of agriculture and NTFPs products.	All 15 mid-western districts
Ministry of Education	Provide support in the implementation of the scholarship and literacy program of the project	All 15 mid-western districts
National Planning Commission	Provide guidelines for the effective implementation of the program pertinent to national planning priorities.	All 15 mid-western districts
Federation of Nepalese Chamber of Commerce and Industries	Job demand analysis and cooperation with the privates sector business.	All 15 mid-western districts
Department of Agriculture	Implementing partner, EIG has trained DOA staff building on past USAID project partnerships for partner. DOA is providing matching resources to EIG in many areas including water source development, marketing infrastructure, finance support for the beneficiaries	All 15 mid-western districts
Department of Plant Resources	Collaborate in NTFPs program in the districts	Banke, Bardiya, Surkhet, Kalikot, Dolpa, Jumla, Humla & Dang
Poverty Alleviation Fund (PAF)	Collaborate in assess the need for job creation, develop and impart applicable training for eligible youth and extend support for enterprise development and job creation through a collaborative program.	All 15 mid-western districts
At District Level		
District Agriculture Development Office	Training of farmers in high value vegetable farming and group registration for further support and seed support for the farmers and fish fingerlings	All 15 mid-western districts

Table A: Collaboration and Leverage Works – Government Agencies, Development Agencies, and Projects

Agency	Collaborative Works	Districts
District Livestock Service Office	Support the farmers in goat raising training and technical assistance to the needy farmers. Goat support in Bardiya worth NRs. 120,000.	Banke, Bardiya, Surkhet, Jumla, Dang, Dailekh, Rukum, Salyan, Dolpa and Jajarkot
District Cottage and Small Industries Office	Supporting project team by providing resource persons for promoting bee keeping enterprises in the district	Pyuthan
District Development Committee	Chair District Coordination Committee and coordination in linkage development of the project with other programs in the district	All 15 mid-western districts
District Forest Office	Group registration, establishment of chiuri processing unit	Surkhet
Village Development Committee	Support in project activity with VDC funds in infrastructure development	All 15 mid-western districts
Food Security Incentives Program (FSIP)	MIT promotion by providing electric	Banke district
FORWARD and NNDSWO	For supplying vegetable seeds	Banke district
Dalit Welfare Organization	For treadle pumps	Banke district
CIWIN Nepal	For distributing goats and pigs, Mushroom and vegetable cultivation	Salyan, Rukum
Indigenous Group Organization	Piggery Shed Construction	Surkhet
RECODEF	Promotion of off seasonal vegetable production by providing resource persons and plastic sheets	Pyuthan
Sidhdhartha Community Rural Development Center	For plastic house construction	Pyuthan
Micro Enterprise Development Program (MEDEP/ UNDP)	Piggery Shed Construction, Plastic House Construction, entrepreneurship development training	Surkhet, Rukum, Salyan, Rolpa and Dailekh
GIZ	Off season vegetable, piggery and goat farming	Dang
Breed Buck Service Center Development	Support goat (livestock) group	10 mid-western districts

Table B: Y5 Collaboration/Leverage Funds from Other Partners

District	Name of Organizations	Purpose/Activities	Amount (NRS)
Banke	DADO, Forward Practical action	Monitoring and agriculture exhibition	205,000
	Breeding Buck Service Center development	Support goat group	11,000
	DFO	Jaya Durga DU, shed construction support	100,000
	Sack Nepal	Support LSP	16,000
	VDC	Business literacy class, support pipe and electric pole for vegetable irrigation	197,000
Bardiya	GIZ	Off season vegetables, piggery and goat farming	1,450,000
	VDC	Business literacy class and MPC capacity building	185,000
	District Electricity office	Electric pole support for fishpond	30,000
	Breeding Buck Service Center development	Support goat group	11,000
	DADO	Fish farming and MPC capacity building	138,164
	Gulariya Minicipality	Vegetable production, piggery farming, goat rearing and fish program	1,280,000
Dang	DFO, TAL, IFP Nart and Samudayak Forest	DU shed construction	210,000
	Breeding Buck Service Center development	Support goat group	11,000
	VDC	Business literacy class	60,000
Dailekh	Nirdhan Uttan Banke	Goat rearing	175,850
	PAF	Commercial vegetable farming and small irrigation	215,000
	SEDA	cooperatives strengthening	43,000
	SUDEC	Youth self-employment training	81,000
	WFP	Support to NTFP	21,600
	VDC	Off season vegetable production	32,000
	DADO	Support plastic house and vegetable seeds	70,000
	Breeding Buck Service Center development	Support goat group	11,000
Dolpa	WFP/SAPPROS	Hatchery building	2,851,600
Humla	DADO	Collection center (roof)	240,000
	Humla Development Institute	Collection center (stone)	40,000
	WUPAP	Technical and labor	30,000
Jajarkot	DADO and Helvetas	plastic cart and other material	35,000
	Breeding Buck Service Center development	Support goat group	11,000
	DCC	MUS strengthening	50,000
Kalikot	CARE /CSP, DDC, Helvetas, CEAPRED	Collection center in Daha VDC	728,000
	Himchuli cooperative and Karnali cooperative	Hatchery development I	900,000
	VDC	Vegetable seed and MIT	30,000
	DADO	Vegetable seeds	50,000
	Breeding Buck Service Center development	Support goat group	11,000
	PAF	Goat shed and goat collection Center	1,070,000

Table B: Y5 Collaboration/Leverage Funds from Other Partners

District	Name of Organizations	Purpose/Activities	Amount (NRS)
	MEDEP	Skill development training	125,000
	WDO	Vegetable seeds fertilizer, MIT, vegetable seed production training and business promotion training	467,000
Mugu	PACE Nepal (Partnership Aid Center)	Support for seed distribution and construction of plastic tunnel	27,000
	KIRDARC	Irrigation schemes (Cemented water harvest tank)	800,000
	Save the Children (Kirdarc)	Support for seed distribution and of green house	145,000
Pyuthan	DADO	Collection center construction	555,657
	CARE Nepal	Collection Center construction	614,900
	VDC	Collection Center construction	87,624
	Community contribution	Collection Center construction	123,999
	Breeding Buck Service Center development	Support goat group	11,000
Rolpa	WDO, DADO and other	Agriculture exhibition, MIT and plastic pond	200,000
	Community contribution	MIT and plastic pond	25,499
	Breeding Buck Service Center development	Support goat group	11,000
	DLSO	goat breeding	50,000
Rukum	Breeding Buck Service Center development	Support goat group	11,000
Salyan	DADO	IPM classes	168,000
	PAF	MUS	653,000
Surkhet	VDC	Business literacy class	50,000
	Breeding Buck Service Center development	Support goat group	11,000
	DADO	Construct plastic tunnels	614,400
Total			NRS 15,351,293
EIG Leverage			Amount (NRS)
Y1 and Y2			33,196,816
Y3			23,575,351
Y4			22,962,014
Total			79,734,181
Total Amount			95,085,474