

Education for Youth and Youth for Peace and Development (EYYPD) Project (2007-2011)

External Evaluation Report

Submitted to
Underprivileged Children's Educational Programs (UCEP)
Sanothimi, Bhaktapur

Submitted by
Nepal Evaluation and Assessment Team (NEAT)
GPO Box: 14259
Ratopul, Kahtmandu
Phone: +977-1-4460716, 016227793
Email: mail@neatnepal.org, neatnepal2010@gmail.com
www.neatnepal.org



Table of Contents

List of Abbreviations	3
Acknowledgements	4
Executive Summary	5
Chapter – I: Introduction.....	9
1.1 Background.....	9
1.2 Context	10
1.3 Objectives.....	10
1.4 Evaluation Methodology.....	11
1.5 Limitations	13
1.6 Organization of the Report.....	13
Chapter – II: EYYPD – Conceptualization and Implementation.....	14
2.1 History and Conceptualization	14
2.2 Project Introduction	15
2.3 Project Component and Activities	16
2.4 Program Management	18
2.5 Financial Management.....	19
Chapter – III: Discussion & Findings	21
3.1 Assessment of Objectives.....	21
3.2 Relevance.....	22
3.3 Efficiency	22
3.4 Effectiveness	23
3.5 Achievements	25
3.6 Issues and challenges	28
3.7 Impact of the project	30
3.8 Sustainability.....	32
Chapter IV: Conclusion and Recommendations.....	34
4.1 Lessons learnt	34
4.2 Conclusion.....	34
4.3 Recommendations.....	35
References	37
Annex 1: Summary of the ToR	38
Annex - 2: List of Tools	40
Annex - 3: List of the main respondents	44
Annex - 4: Criteria for Trainee Selection	45
Annex - 5: List of local NGOs.....	47
Annex – 6: Case studies	48

List of Abbreviations

CA	Constituent Assembly
CTEVT	Council for Technical Education and Vocational Training
DAC	Development Assistance Committee
EMIS	Education Management Information System
EYYPD	Education for Youth and Youth for Peace and Development
IDEAS	International Development and Evaluation Association
IDP	Internally Displaced People
NEAT	Nepal Evaluation and Assessment Team
NLFS	Nepal Labour Force Survey
ODW	Operation Day Work
OECD	Organization for Economic Cooperation and Development
SCN	Save the Children Norway Nepal
STTS	Sano Thimi Technical School
TEVT	Technical Education and Vocational Training
UCEP	Underprivileged Children's Educational Programs

Acknowledgements

In recent years, technical education and vocational training to youths have been a top priority for promotion of employment and other livelihood options. Through this evaluation, NEAT enjoyed opportunity to be familiar with one the similar projects. First of all, we would like to thank Underprivileged Children's Educational Program (UCEP) and Save the Children Nepal (SCN) for entrusting us with the opportunity to evaluate Education for Youth and Youth for Peace and Development Project (EYYPD) implemented for the period of 2007-2011.

This evaluation study was conducted with immense support and contribution from various organizations and individuals. We are grateful to central level team of Save the Children Nepal for providing us with information related to project conceptualization, implementation and monitoring mechanism. The whole team of UCEP, especially Mr. Rajeshwor Devkota - Executive Director, Mr. Subas Subedi – Program Coordinator, and Mr. Suraj Dahal – General Secretary deserve special thank.

During field visits, NGO focal person, Training Graduates, and their parents provided very valuable information related to the project. We would like to thank the whole field visit team for their insights and views.

We would like to thank our entire team of NEAT especially Mr. Jeevan Raj Lohani – Program Coordinator, Ms. Elena Harman – Intern, and Mr. Sri Ram Tripathi, Finance Officer for their regular follow up and coordination.

The study team

Prof. Dr. Jaya Raj Acharya, Team Leader
Dr. Ram Hari Lamichhane, TEVT Specialist
Mr. Diwakar Basnet, Research Associate

Executive Summary

Background

After a decade-long civil war, Nepal is attempting to move towards inclusive development. The conflict had a massive negative impact on youths. Considering the need to mobilize youths in constructive peace building process, Underprivileged Children's Education Project (UCEP), with financial support from Save the Children Nepal (SCN), implemented Education for Youth and Youth for Peace and Development (EYYPD) Project in 20 districts of mid- and far-western Nepal.

The project targeted children/youths of the age group 13 to 19 years, especially conflict victims, internally displaced people (IDP), and other marginalized children/youths. During the period of 2007 to 2011, the project imparted technical education and vocational training to more than 400 youths and helped them to build sustainable livelihood mechanisms. Nepal Evaluation and Assessment Team (NEAT) conducted external impact evaluation of the project during August – December, 2012.

Objectives

The main objective of the study was to assess the project process and progress in line with its targets and indicators as per the proposal, and document the present status (employment status, earnings) of the graduates. The specific objectives of the study were to:

- Assess the achievements of the project on the basis of targets and specified indicators.
- Assess what are the most inter-related program components among the different components of the project
- Assess/review whether project process and direction are in right direction as proposed in the proposal

Methodology

The evaluation study adopted standard DAC method of evaluation utilizing evaluation framework. The basic parameters of evaluation were relevance, efficiency, effectiveness, impact and sustainability. During the study period, field visits were conducted to six out of twenty program covered districts. The study included scheduled questionnaire survey among 59 training beneficiaries selected on the basis of judgmental sampling. In addition, interviews were conducted with individual beneficiaries, districts' partner organizations of UCEP Nepal and guardians of training graduates. The study utilized case study method to assess the impact of the project. At the central level, discussions and consultation meetings were organized with UCEP and SCN officials.

Project implementation details

UCEP is an established agency with its own legacy and years of experience in technical education and vocational trainings. It operates Sano Thimi Technical School (STTS) and has trained more than 10,000 youths. SCN is a long term contributor to child protection and their education in Nepal. The joint venture of both of these organizations came up in the period when the post-conflict scenario required suitable management.

With financial support and monitoring/supervision from SCN, the project was implemented by UCEP along with field level assistance from partner NGOs of SCN. The overall project activities revolved around the technical education and vocational training. The project primarily included the following activities: (i) selection of beneficiaries from target districts through PNGOs, (ii)

interview and final selection by UCEP, (iii) vocational training of 6 to 12 months including counseling, and (iv) post-training support.

Key findings

Assessment of objectives

All of the project objectives have not received commendable treatments. Some are followed with a number of activities and large amount of resources while others are not implemented. For example, the program related to TEVT objective has had backward and forward linkages while there is a problem with horizontal and vertical linkages of other project objectives. Over the project period, the activities, target groups, and performance indicators were revised to some extent to focus on TEVT.

Relevance

The project can be considered highly relevant to the context of the time period during its conceptualization. During that period, there was a need of some livelihood-related programs among youths to help the post-conflict transition as a peace meal. The program was initiated at the right time with relevant strategies such as in-house training facilities, additional psycho-social counseling, and suitable assimilation opportunities. The selection of target area (mid- and far-western Nepal) and the target group was also relevant. However, the size of the training beneficiary was small compared to the number of youths who needed similar training. The trainings that the beneficiaries were enrolled in (i.e. offset press, automobile, plumbing, electrical and electronics and general mechanic) were not exactly relevant to their local context and it required them to migrate temporarily to urban areas for employment. Automobile, plumbing, house wiring, and radio TV repairer training programs found more employable than others.

Efficiency

The evaluation has assessed efficiency of the project in two dimensions: cost and time factor, and internal efficiency of the training program. The project benefited 409 youths in the period of five years with per unit expense of around US\$ 10001. The above mentioned cost includes tuition fee and logistic expenses too. These figures signify inefficiency though the project was successful in providing good quality of training. As far as the training program is concerned, it was efficient since only 10 trainees dropped from the courses.

Effectiveness

As perceived by trainees and their employers, the quality of the training provided by UCEP under the EYYPD project was good. It was much better compared to the training being arranged through NGOs under ODW fund. The effective training was possible because of the availability of good infrastructure, experienced trainers, in-house arrangements for trainees, provision of on-the-job training (OJT), and additional courses to develop professional skills among youths. Most of the training graduates interviewed during the evaluation study were confident of their skills, and were positive towards employment possibilities. During their stay at UCEP, they received homely environment.

Achievements

The project was successful to overpass the original target of providing training to 400 participants since it benefited 409 youths. Among the beneficiaries, 38% were girls, 27% were

¹ US\$1=NRs 70 during the time of project agreement.

dalits, and 30% were janajatis. The high quality of the training adds up to the achievement figures. The proportion of trainees who were employed after receiving the training was very high compared to other trainings. Around 70% graduates were found to have been employed². Most of the employed graduates were satisfied with their job. Among the employed graduates, the average salary was around NRs 5000 per month. Around 33 percent were getting a monthly salary of NRs. 11,000 to 15,000, twenty eight percent were getting monthly salary NRs. 5000 to 10000, and thirty nine percent were getting monthly salary NRs. 3000 to 5000. The project also provided post training supports: 409 were provided with tool kit support, 15 graduates were provided with enterprise development support, and 175 graduates were provided with settle-in support. The program has been largely successful to build the confidence among the participants.

In addition to intended benefits, the project also had unintended but valuable contributions. As reported by UCEP officials, the project has contributed to enhance the capacity of the trainees in planning, monitoring, and financial management. The project helped UCEP to repair and maintain their equipment, and also encouraged them to expand the list of trainings (from 8 to 10 types). With direct support from the project, UCEP added electronics repair training (mobile and other equipment) program.

Implementation gaps

The project suffered in maintaining horizontal and vertical equilibrium among objectives, activities, and output indicators. The project objectives were slightly revised over the years. The selection of participants was a serious problem since it depended on the decision of local NGOs. The criteria for selecting the beneficiary was not objectively verifiable and comparable among each other, thus, the project missed the opportunity to reach the most deserving group. There was inadequate post-training follow up and support. The peace building activities were very much limited to counselling activities conducted during the training program.

As reported by trainees, there was lack of electricity during training hours and hostel due to the load shedding problem. The duration of on the job (OJT) was too short. The practical and theoretical lessons were good. However, instructors should focus on more practical classes and extra effort on coaching is needed to weak trainees. Pre and post training activities were not sufficient to select trainees with inclusive approach and enhance the employability of the graduates.

Impact

The macro-level impact of the project could not be established since it covered only 409 trainees, and has very small multiplier effect. However, the project provides a model in which youths could be engaged constructively in the peace-building process through vocational training programs. The program is very much relevant to the youths directly involved in the war, who have now to rehabilitate and assimilate themselves in the society. With help of the project, at least around 200 youths are earning more than NRs. 5000 per month for their livelihood on their own.

Sustainability

The project suffers heavily in terms of sustainability. Since the per-unit cost of the project was heavy, there is no possibility for UCEP to continue the project on its own without financial support from other agencies. The program also involved limited coordination and reporting to relevant government agencies. Therefore, there are no possibilities that government will take up

² Based on the mini-survey done for this evaluation study.

the project approach and implement the program on their own. However, the positive aspect of the training is that the livelihood of the beneficiaries could sustain since many of them are already employed.

Lessons learned

Though UCEP has been implementing similar TEVT projects over the years, EYYPD had different lessons to offer. Unlike various other TEVT projects which covered those who demanded the training, this project reached out to the marginalized groups, encouraged them to create demand, take part in the training, and develop suitable livelihood options. Based on this lesson, UCEP is preparing to implement similar training programs which target marginalized communities like Bote, Chepang etc. The quality of training could be enhanced through in-house training arrangements supplemented by courses to develop professional skills (soft skills) among trainees. The training of just three months without additional counselling, marketing and other techniques is not sufficient. For conflict victims and people from rural settlements, the in-house arrangement also provides assimilation opportunities.

Conclusion

Based on the discussions presented above, the project could be considered successful since it was able to train more than 409 youths out of whom 70 percent got employment. The training program was of high quality while the pre and post-training support were not up to the expected standards. On the whole, EYYPD provides a direction for the upcoming livelihood enhancement projects which target youths from marginalized/vulnerable communities from rural areas.

Recommendations

The evaluation team recommends UCEP and Save the Children to consider replicating the successful model from EYYPD in their future programs with more focus on selection of most-deserving beneficiary, and better post-training follow up. The specific recommendations are as follows:

- Projects should implement livelihood types of vocational trainings suitable for local conditions and high skill trainings in the established training centres such as UCEP.
- Projects should also focus on establishing enterprises in a group or cooperative model.
- There is a need of suitable job-market assessment before identification of training program. Training should be based on the market demand rather than supply driven (training packages available with UCEP)
- The selection process should be modified and more objectively verified to reach to most-deserving group. The aptitude and interest of participants need to be considered as well.
- Interaction and discussion with parents of selected students seem essential after the selection process which is expected to help in the post training support activities for the graduates.
- Entrepreneurship training components should be inbuilt in the vocational skills training.
- Pre-training and post training support components should be given to local NGOs and the actual skills training component should be arranged through UCEP.
- Duration of OJT should be increased at least for three to six months.
- For peace related project, there is a need of post-training monitoring and support to ensure that the youths are involved in constructive activities.
- UCEP should manage additional facilities, such as generator to provide regular electricity during the training.

Chapter - I

Introduction

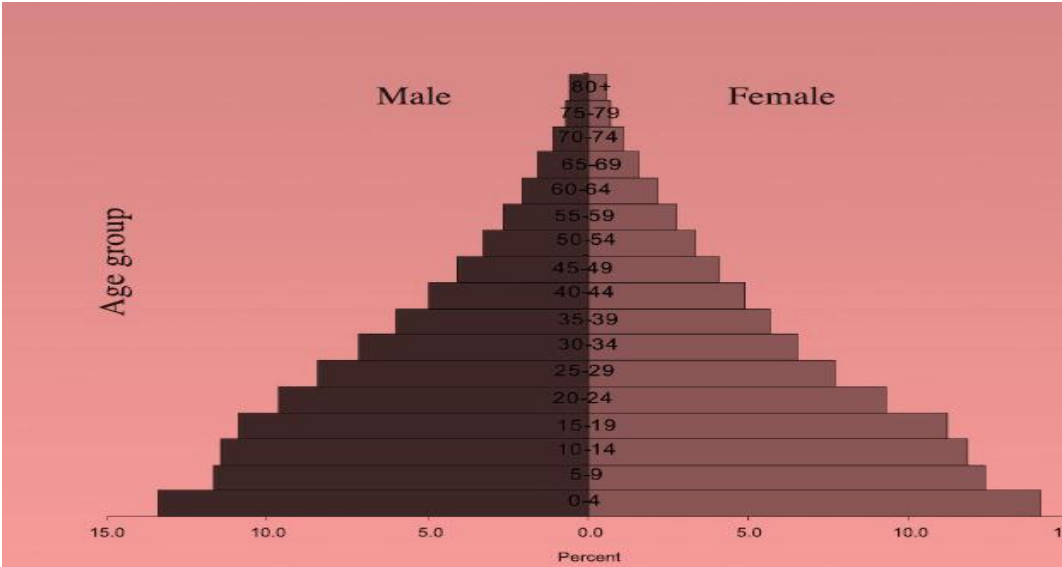
1.1 Background

Nepal went through massive changes in structure and functioning of government in last five years and is going through a critical post-conflict transformation. After the 10-year long armed conflict followed by the 19-day long people’s revolution, reinstatement of the parliament, formation of all party interim government, promulgation of interim constitution and elections of the constituent assembly (CA) took place in an orderly manner.

Although successful CA elections had evoked a ray of hope in people regarding stability and peace building, disappointment has arisen among them as no tangible changes have yet been seen on the ground. Nevertheless, there is no denying that some constructive initiatives are being pursued towards the restructured new Nepal. The recent political change in Nepal has been considered essential not only to establish and strengthen the democracy and restructure state but also to establish and strengthen genuine political, economic, social and cultural systems in the country capable of protecting, fulfilling and promoting the fundamental human rights of all people.

At present, the country is passing through a typical post conflict political and socio-economic transition phase wherein the expectations of the people have genuinely risen. The time extension of constituent assembly of 1 year is about to end in coming three months (April, 2011) and the ground realities do not suggest substantial background to ensure formulation of constitution within specified time. As indicated in the population pyramid, the share of economic active age group (15-60 years) is comparatively higher than other groups: more than 55 percent of the total population falls in that age group (see Chart – 1).

Chart – 1: Population Pyramid



Source: CBS (2001)

According to NLFS 2008, the proportion of the population in 0-14 year age group has decreased slightly from 41.3 to 38.7 percent, and in 15-64 year age group the proportion has increased slightly from 54.6 to 56.5 percent (CBS, 2008). Among the youths, the labour force participation rate is around 83.4 percent in 2008. Similarly, the time-related underemployment rate for the population of 15 years and above is 6.7 percent (CBS, 2008).

Worldwide, labour market trends have shifted in expected patterns as countries developed economically over the past 50 years. Analysis reveals that generally, workers aged 15 to 60 have options to work in agriculture, manufacturing and industry or in service sectors as salaried, self-employed, or unpaid labour. Alternatively, they can remain unemployed by choice or otherwise.

According to the estimates more than a million people have received vocational and professional training outside the school system mainly the subjects including computers, dressmaking/tailoring, health-related training, agriculture and animal husbandry, teacher training, driving skills, handicrafts/spinning weaving, electrical, hairdressing/beauty work, other craft, trade and industrial, cooking, engineering and security work. The duration of training for over 60 percent of cases is less than six months and 88 percent happen to be for less than a year. Many of the courses in agriculture and in health-related topics last even for less than a month (CBS, 2008). In addition to that, all these trainings are being provided to the people above 14 years of age regardless of the age group in which they belong. No such programmes have been found target especially to the youths. In this regard Underprivileged Children's Educational Programs (UCEP) Nepal, a right based organization established in 1978 with the objective of supporting to enhance the living condition of underprivileged, working children and youths by providing job oriented Technical Education and Vocational Training (TEVT) has been implementing the project called Education for Youth and Youth for Peace and Development (EYYPD).

1.2 Context

The EYYPD is a skill and livelihood development project implemented by UCEP with financial support from Save the Children Nepal (SCN). The project was implemented in around 20 districts of Nepal directly benefiting around 400 youths. The project was initiated to support the children/youths of the age group 13 to 19 years by providing them with the education and vocational training. At the outset of the project it was primarily focused on conflict victims, internally displaced people (IDP), and other marginalized children/youths. But with the change in the change of the socio-political scenario of Nepal after comprehensive peace process the project has also been targeting the marginalized and discriminated youths who are lacking the access to formal education and not being able to be employed.

Since 2007 UCEP-Nepal has been implementing "Education for Youth and Youth for Peace and Development (EYYPD)" project in partnership with Save the Children Norway Nepal. This project aims to impart technical education and vocational training to children especially from marginalized mid and Far-Western regions of Nepal. The project shall be continued until 2011.

1.3 Objectives

The main objective the study was to assess the project process and progress in line with its targets and indicators as per the proposal, and document the present status (employment status, earnings) of the graduates. On the whole, the proposed impact study will look forward to

identify and assess the impact of EYYPD project on livelihood of its beneficiaries, along with assessment of the project management and implementation mechanisms adopted by the implementer.

As specified in the TOR (see Annex – 1 for summary), the specific objectives of the evaluation study were to:

- Assess the achievements of the project on the basis of targets and specified indicators.
- Assess what are the most inter-related program components among the different components of the project (most strategic package of the program to deal with issues (do the program components add up to a coherent strategy)
- Assess/review whether project process and direction are in right direction as per proposed in the proposal

1.4 Evaluation Methodology

The evaluation methodology involved qualitative methods backed up by quantitative analysis based on available data from center and other field level information.

DAC method of evaluation

Being member of International Development and Evaluation Association (IDEAS), Nepal Evaluation and Assessment Team (NEAT) utilized standard evaluation criteria and framework that fits the nature and scope of the project. The Development Assistance Committee (DAC) of Organization for Economic Cooperation and Development (OECD) provides a specific evaluation framework, which uses different evaluation criteria like relevance, efficiency, effectiveness, impact and sustainability.

Evaluation framework

NEAT adopted DAC evaluation criteria and designed the evaluation framework as given below:

Table – 1: Evaluation Framework

	Relevance	Efficiency	Effectiveness	Achievements	Gap	Result	Sustainability
Objectives							
Activities							
Identification							
Selection							
Training							
Counselling							
Placement							
OJT							

Review of literature

The review of literature included desk study of two types of documents (i) directly related to the project including official project documents, reports, manuals and other publications, and (ii) documents indirectly related with the project including flash reports, Educational Management Information System (EMIS) data, and Council for Technical Education and Vocational Training (CTEVT) reports. Nepal based specific studies conducted in the areas of out of school children and TEVT programs were also reviewed. UCEP provided details about the trainees, and other necessary information.

Interviews at central level

The interview at central level included to semi-structured interview with three groups (i) central level beneficiaries, (ii) implementers directly involved in the project, and (iii) head/ representative of project implementing partners (UCEP, Social Network and CTEVT).

Field visits and information collection from beneficiaries

The field visits were conducted in seven out of twenty project implemented locations (Palpa, Dang, Doti, Achham, Surkhet, Salyan and Rolpa) selected in consultation with UCEP. The information collection was done based on agreed tools (see Annex – 2 for detailed tools).

Following activities were conducted at field level:

- *Mini-survey*
During the evaluation period, a small survey of 59 training beneficiaries was conducted to obtain impression on various aspects of the project starting from selection to pos-training follow up.
- *Focus group discussions*
Focus group discussions (FGD) were conducted targeting a group of 5-10 benefiting students/graduates. FGD was conducted following the norms of participatory appreciative inquiry based on the FGD checklists. The discussions were recorded and notable comments from the participants were documented.
- *Interviews with beneficiaries for case study*
At field level, detailed interviews were conducted with beneficiaries who managed to produce most significant change in their lives due to project implementation. The case studies of success as well as failures were collected so as to identify the driving and deterrence factors (see Annex – 3 for list of people interviewed).
- *Interviews at local level*
The interviews at local level involved semi-structured interviews with the graduates, partnering NGO/CSOs, beneficiaries, employers, and community leaders. The interviewees were identified during the field visit.
- *Field based observations*
The field level observations were one of the important components of this study. The observations were focused on trainings, and performance of trained employee with employers etc.

Acquiring and analyzing data

NEAT has its own approach and proven track record to qualitative and quantitative analysis. The data collected were analyzed qualitatively supported by few quantitative findings. Recorded FGDs were transcribed and translated for the analysis. The proposed process for qualitative analysis comprised of:

- a) Summarizing major questions to be answered by the data
- b) Organizing and cataloging data
- c) Identify themes by going through the data and in line with study objectives
- d) Setting out the list of themes in a clear format by linking them with notes, quotes or references from the data
- e) Coding the data and arranging it in respective themes along with necessary quotes and citations
- f) Clustering subthemes within each theme

- g) Making a table to synthesize findings
- h) Identifying important quotes needed to establish linkages
- i) Drawing a diagram illustrating where data can be placed and where gaps can be identified
- j) Data triangulation

The portion of qualitative analysis and reflection of field visit occupied major part of analysis. Case studies were also collected and edited which is incorporated in this report. The study also includes small part of quantitative analysis. The quantitative analysis was based on (i) secondary data available (CTEVT records, similar project reports such as Skills for Employment Project reports), (ii) progress reports made available by UCEP, and (iii) comparison of performance indicators at local level with national average, if possible. For quantitative analysis, statistical programs like SPSS and MS Excel were used.

1.5 Limitations

This field study was conducted in a short period of time and based on randomly selected small sample of graduates from different centres of the project implemented areas. The project lacked baseline figures to compare with end-line ones. The statistical and quantitative analysis was not possible because of unavailability of necessary data. Thus, the present status of trainees utilized for the analysis of the impact in this study may not adequately represent the impact due to the project interventions. Moreover, the study only covered impression during a particular season of the year.

1.6 Organization of the Report

The report has been organized into four chapters. The first chapter introduces the study with description on objectives and methodology. The second chapter introduces the project by entailing objectives, coverage, project management, and financial management details, followed by the third chapter which documents the discussions of findings and impressions collected from the field level. The fourth chapter documents the lessons learned, draws conclusion, and provides recommendations.

Chapter - II

EYYPD – Conceptualization and Implementation

This chapter provides an overview of the project conceptualization, implementers, implementation mechanism, partnership arrangements, and financial/management details.

2.1 History and Conceptualization

Nepal faced 12-years long internal conflict which took lives of more than 17,000 people and led to internal migration of more than 500,000 people. Youths (15-25 age group) were the ones who were directly involved in the war. During the conflict period, many of the youths got killed, injured, and also fled to other areas to save their lives.

During the conflict period, UCEP Nepal conceptualized a program to provide shelter to affected youths, and provide them with vocational trainings to sustain their livelihoods. The program was run secretly considering the sensitivity of the issue and possible implications. It benefited around 17 youths who were saved from the possible losses during the conflict period and also enabled to sustain their livelihoods through learned skills. The program was supported by various international organizations including Save the Children. This small initiative and its immediate good effects encouraged UCEP and supporting agencies to conceptualize similar program.

Underprivileged Children's Educational Programme (UCEP) Nepal is a child rights non-governmental organization. It was founded in 1978 by Dr Lindsay Alan Cheyne, a New Zealander, to enhance the living condition of underprivileged, disadvantage and working children by providing those opportunities for education and job oriented technical and vocational training. Initially, UCEP-Nepal was established as extension of UCEP-Bangladesh that was established in 1972 in Dhaka.

UCEP-Nepal is dedicated to protecting and promoting the rights of children. It firmly believes that all children and youths, especially underprivileged and disadvantage, must be provided opportunities for education and skill training to be gainfully employed or self employed, thus, they can lead an independent and dignified life. UCEP-Nepal is registered with Nepal Government, District Administration Office, Bhaktapur, registration number-1374, under the Institution Registration Act 2034 and is affiliated with Social Welfare Council.

UCEP –Nepal is governed by a General Assembly constituting 110 members. The General Assembly elects a nine-member Executive Board for a period of five years. The Executive Committee appoints an Executive Director who is the Chief Executive Officer, responsible for policy implementation, planning and programme development, implementation and other management functions. UCEP works for the protection and promotion of the child rights by focusing basically on education, skill oriented training and gainful employment for better life options. Its programme and activities thus focuses on: right to quality education, right to skill training, right for better life options, right to protection against exploitation, right to protection from all forms of discrimination, and advocacy and networking on child rights.

Both Save the Children and UCEP Nepal share common agendas of child rights, education rights, and sustainable livelihood. After comprehensive peace accord in 2005, UCEP and Save

the Children attempted to materialize their previous efforts in a way to support ongoing peace and transition process through skill development among youths. With ODW funds, Education for Youth and Youth for Peace and Development (EYYPD) project was conceptualized and designed in 2007. This project led to established coordination and partnership between UCEP and SCN Nepal.

2.2 Project Introduction

With ODW funds from Norway, EYYPD project implementation began in 2007.

Project objectives

The main aim of the EYYPD project is mainstreaming the youths who are underprivileged, disadvantaged, marginalized and deprived from social and economic situations and prevented from being able to utilize their potentials and opportunities due to various reasons like conflict, internal displacement, risk of exploitations and trafficking through life oriented education and skill-oriented training. The broader objectives of the project were to:

- increase access of youths to quality education
- increase prospect of employment and entrepreneurship through technical / vocational training
- enhance socioeconomic status of individuals/ families
- lessen trauma and felling of despair through psychosocial counseling
- involve youths in the peace building measures
- enhance youth's role in peace building and introducing harmony

In this regard the project intends at empowering such groups of youths socially and economically so that they could also become an important part of the peace building process and participate in it either directly or indirectly. To increase participation of youths in social development work at local and national level to promote peace and social harmony.

The specific objectives of UCEP within EYYPD were to:

- To improve the livelihood of youths through vocational and life skills training
- To increase access of youths to quality education
- To provide opportunities to raise their concerns voices collectively
- To create conducive (promote safe), supportive and protective environment to youths through networks

Target groups/Beneficiaries

The main target group of EYYPD project included vulnerable and marginalized youths consisting of Dalits, Janajatis, Ex Kamaiyas (bonded labourers) and ethnic communities. Also, youths from extremely poor background (landless, squatter, peasants, tenants, orphans, conflict victims and internally displaced) were in the targeted group. In addition to that, youths formerly associated with armed groups; dropout students; and young women in high risk of violence, discrimination, sexual abuse/exploitation were the people under the targeted group.

Coverage

The project mainly covers the districts of Mid Western and Far-Western Development region of Nepal as targeted for the youths of these areas. The targeted districts include Humla, Dolpa, Mugu, Kalikot, Jumla, Surkhet, Rolpa, Rukum, Dang, Bajura, Doti, Achham, Palpa, Nawalparashi, Tanahu, Syanja, Salyan, in addition to that, the project also includes the districts

like Kathmandu, Bhaktapur and Lalitpur. But the number of trainees/students selected from these districts is very nominal. The trainees like HIV infected, victim of trafficking and displaced by conflict are selected from these districts from Central Development Region (CDR).

The shaded part in the map below represents the project coverage districts in terms of initial beneficiary selection (Chart – 2).

Chart – 2: Map of Nepal with coverage of program districts



2.3 Project Component and Activities

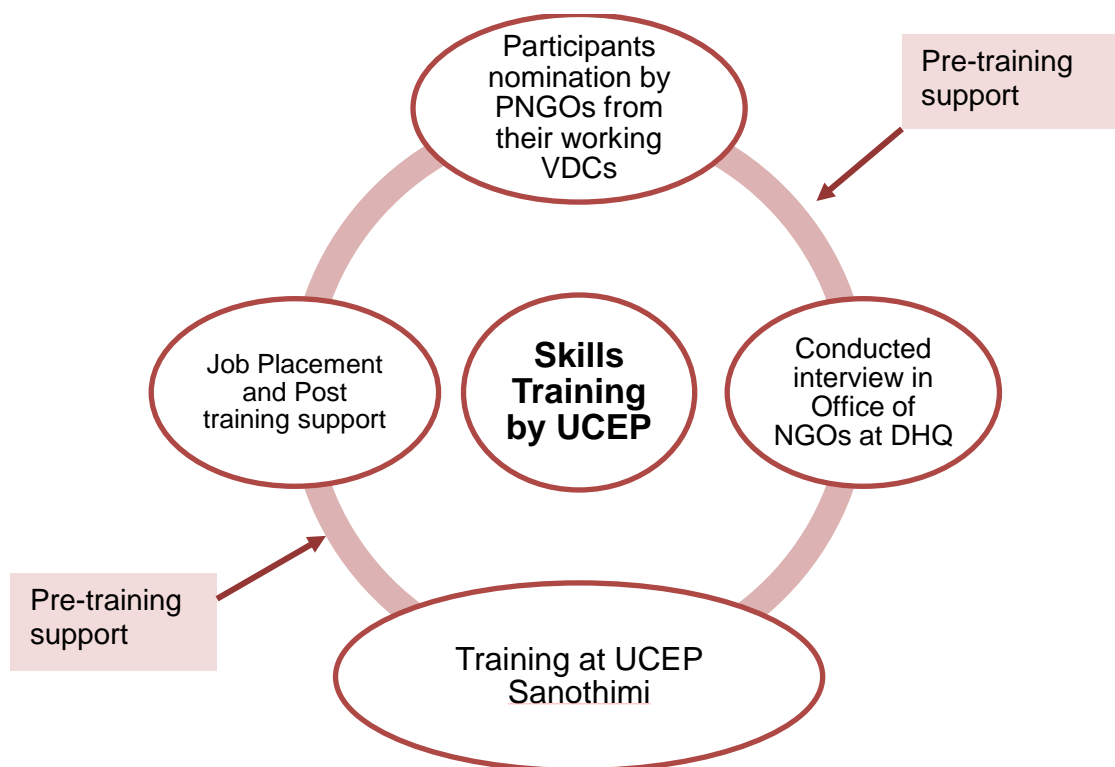
Though the major crux of the project is vocational/skills training to conflict affected and marginalized groups, the project objectives and activities are broader. It covers range of activities that attempt to link peace building through skills training and employment generation.

The overall project activities could be clustered in four main components based on their occurrence every year. The components include:

1. Selection of beneficiaries
2. Technical education and vocational training
3. Soft skills and On the Job training
4. Post-training follow up and support

The chart below illustrates the overall component and program strategies:

Chart – 3: Project Components/Procedures



The activities involved involvement of UCEP and local level NGOs under monitoring and supervision of Save the Children Nepal. The detailed activities conducted in a year of training program are described below:

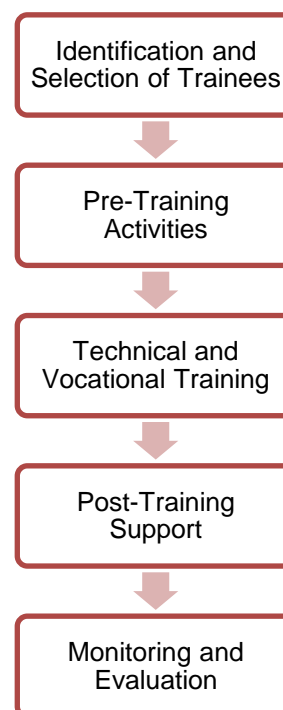
Beneficiary identification and selection

For identifying and selecting exactly the targeted group of trainees UCEP adopted a number of ways. Media mobilization was one of them. The notice regarding the training program was disseminated through the local FM radios and notified the people. The prospective candidates could then fill up the forms and apply for the program. Local NGOs in association with VDC level network with Village Youth Protection Committee and youth clubs were involved in selecting the prospective trainees.

On the basis of the details filled up in the collected forms, interviews were conducted and aptitude tests were taken to facilitate the selection process. A positive discrimination criterion was adopted for selecting the disadvantaged groups like conflict victims, dalits and janajatis. The details of student selection criteria are given in Annex – 4.

The information related to skill training program reached to beneficiaries through local NGOs. Around 40 percent

Chart – 4: Sequence of Activities



respondents said that they got information by local NGOs and partner NGOs of the project such as Friends of Needy Children (FNC), and Save the Children. Similarly, staffs of the UCEP and family members of the graduates were other sources of information about the training.

Training activities

After selection, the beneficiaries were brought to Santo Thimi Technical School, Bhaktapur run by UCEP to provide in-house training services. The types of training provided to beneficiaries within the program included ten different areas like general mechanic, draftsman-ship, offset press, screen print, plumbing, electrical and house-wiring, electronic and automobiles. The duration of training varied on the basis of the training type. The in-house training lasted from three to six months. Some even went up to 12 months as well.

On the job training

A two-week on-the-job (OJT) training was provided for the trainees attaining three-month training and a four-week OJT was provided for those enrolled for six-month training. All types of training conducted were of six hours a day that included of both practical and theoretical classes.

Post training activities

In addition to training, UCEP Nepal also provided post-training support to facilitate the process of rehabilitation and employment link up. There were basically three types of post-training provisions which involves no cash support as follows:

- a) Workshop support (material support in group) for enterprise development
- b) Settle in which includes stipend in the form of kind worth around Nrs 5,000 for a month provided to bridge the period of exploring employment opportunities
- c) Placement follow up through regular channel for all participants

2.4 Program Management

The overall responsibility of implementing the project remained with UCEP. Under regular monitoring and supervision of SCN, UCEP implemented the project the period of five years from 2007 to 2010.

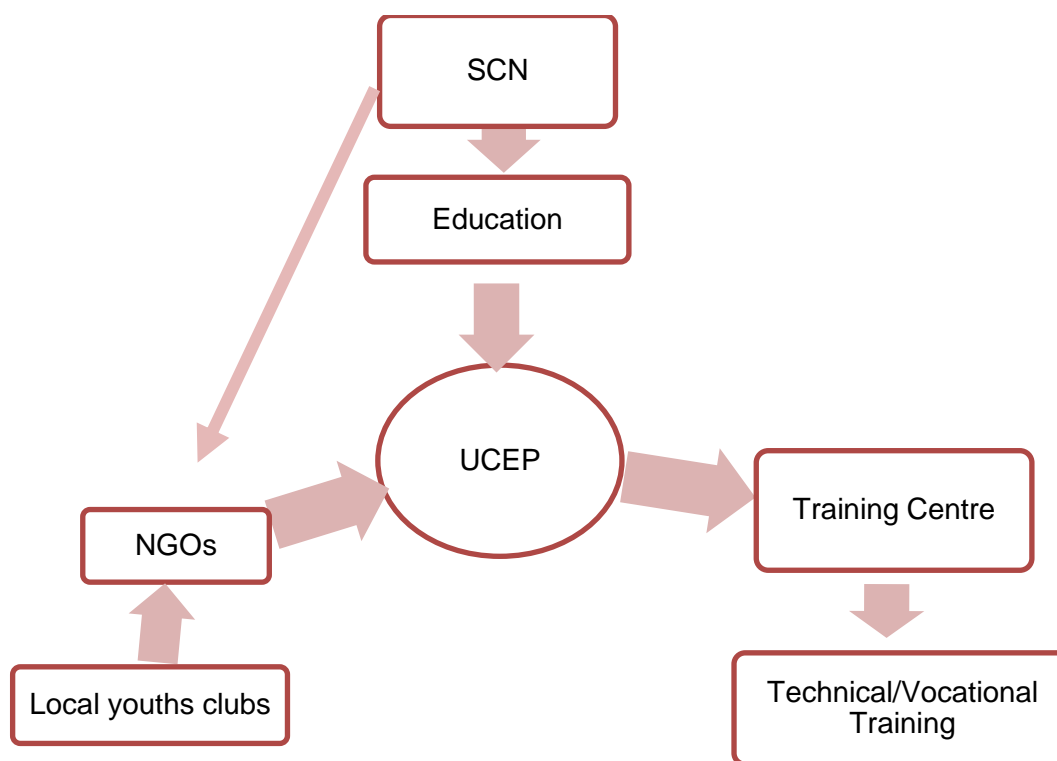
Implementation arrangement

The Project Manager at UCEP led the project implementation with overall support and guidance from Save the Children. The training center within UCEP structure situated at Sanothimi, Bhaktapur provided the skill trainings to the selected beneficiaries. At field level, local NGOs (mostly partner NGOs of SCN in the respective districts) facilitated the beneficiary selection procedure through mobilization of local youths clubs (see Chart – 5).

Central and local work divisions

Since the project implementation covered districts in Mid and Far-Western Region and UCEP is based in Kathmandu, the partner NGOs of SCN have been involved in different activities of EYYPD implementation (see Annex – 5 for list of NGOs). The local NGOs help in selecting the beneficiaries for the vocational training program, and monitor their performance after completion of the training. However, during the first year of implementation (2007), the selection activities were also conducted by UCEP through field visits.

Chart – 5: Project Management Structure



Reporting arrangements

The project management team at UCEP Nepal prepares and submits quarterly progress reports of the project along with monthly financial reports. The quarterly progress reports describe progress in project implementation in line with the original plan.

Monitoring and supervision arrangements

The project has monitoring and supervision arrangements that include roles of Save the Children Nepal (Education theme), and UCEP central office. At center, there was a provision of Project Manager entitled to responsibility of monitoring and supervision the total process starting from selection, training to post-training follow up. The project requires submission of quarterly progress reports on quarterly basis.

2.5 Financial Management

EYYPD involves unique project and financial management style with annual agreement, quarterly progress reports, and monthly financial reports. The total project value of the project with duration of five years was Nepali Rupees 28,016,000.00 which is equivalent to US\$400,228 (at 1US\$=NRs. 70).Of the total project cost, the pure administrative cost was around 7 percent. This figure is in line with the provisions set by Save the Children Nepal. However, the financial information could not be disaggregated to compare the management cost with pure development cost or cost by different activities.

Resource flow

As reported by UCEP officials, the resource flow within the project has been regular and smooth. The financial allocations are calculated and agreed every year based on new annual proposal and contract (see Table-2).

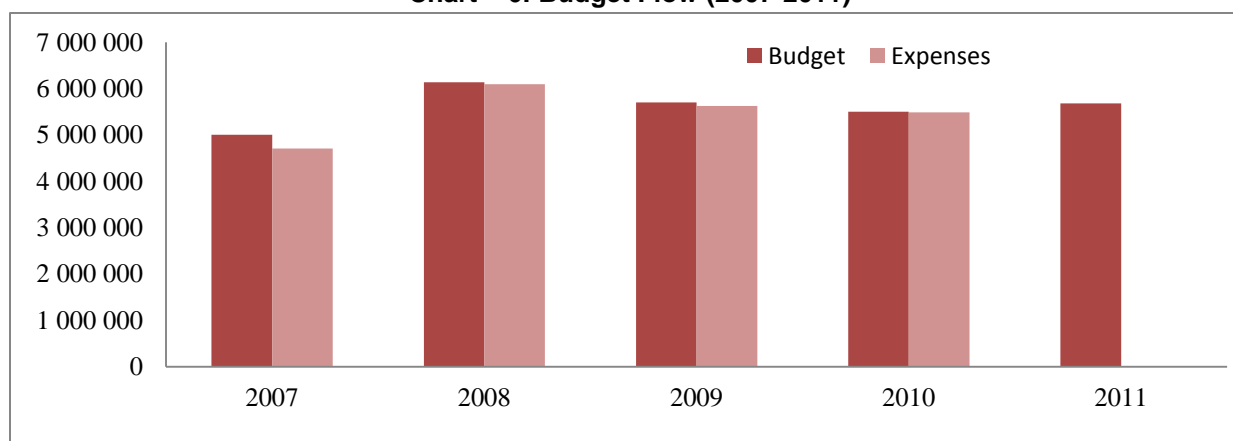
Table – 2: Statement of EYYPD Budget and Allocations (NRs)

Year	Budget	Expenses	Surplus(Deficit)	Utilization rate (%)
2007	5,000,000.00	4,705,009.70	294,990.30	94
2008	6,138,000.00	6,093,349.15	44,650.85	99
2009	5,700,000.00	5,620,488.11	79,511.89	99
2010	5,500,000.00	5,485,289.42	14,710.58	100
2011	5,678,000.00	NA	NA	NA

Source: UCEP (2011)

The budget flow indicates similar proportion of resource mobilization throughout the project period though the value of money if adjusted with inflation rate could have been different (see Chart – 6). The budget allocation in the first year was smaller compared to other years. The average utilization rate of the budget was impressive: more than 94 percent for each year.

Chart – 6: Budget Flow (2007-2011)



Source: UCEP (2011)

Per-unit cost

Since the project beneficiaries included 409 trainees, the gross per unit cost of the project was around NRs. 68,499 (equivalent to US\$ 979, US\$1=NRs. 70). The cost is justifiable since it included student selection to post-training support – inclusive of training and lodging/fooding.

Financial reporting arrangements

Within the project, the financial reporting arrangements have been made mandatory on monthly basis. Save the Children Nepal also provided training to finance officer on proper way of book keeping/account management. As reported by UCEP officials, the project has contributed to strengthen overall financial management system of UCEP Nepal.

Chapter - III

Discussion & Findings

This chapter examines the project highlighting the discussion on various DAC criteria of evaluation including relevance, efficiency, effectiveness, impact and sustainability. The discussion is further supplemented by assessment of objectives based on their horizontal and vertical linkages.

3.1 Assessment of Objectives

In modern day impact evaluation procedures, objectives are kept at the center of assessment since it has backward linkages to project activities/inputs, and forward linkages to results as well as impact. For this study, the assessment of objectives has been divided into assessment of horizontal linkages, and vertical linkages.

Vertical linkages

While assessing the vertical linkage of the objectives, the core goal, main objective, and primary activity (consuming largest share of project resources) are aligned. However, the vertical spectrum indicates inductive trend. The objectives are wide-spread while the activities cluster around central theme of vocational training.

Objectives, activities and overall assessment

Summary of the activities and overall assessment of each activity are illustrated in Table – 3.

Table 3: Summary of the activities and assessment³

Objectives	Activities	Overall Assessment
To increase participation of youths in social development work at local and national level to promote peace and social harmony	The increased employment is expected to contribute to peace building scenario. It reduced in house, village, and society level conflict through involvement in economic activities.	Good
To improve the livelihood of youths through vocational and life skills training	Provided skill trainings along with guidance and counselling on various other factors attached to the training program.	Good
To increase access of youths to quality education	No specific activity. All the target number of 50 students added in vocational training in 2008	Policy changed
To provide opportunities to raise their concerns voices collectively	No direct activity, but vocational skills training contributed indirectly.	Satisfactory
To create conducive (promote safe), supportive and protective environment to youths through network	Psychological council to trainees provided at the beginning and during the training	Partially done

Horizontal linkages

There is a mismatch between project objectives, outputs and inputs. Though many of the performance and result indicators are in line with objectives and activities, there are a few performance indicators which fall outside the range of project activities though are in line with

³³ This table was prepared based on consultation with project stakeholders, and team discussion.

the project activities. For example, there have been no activities conducted to increase the school enrolment of youths or to promote the quality of education they have been receiving though performance indicators and objectives speak on it.

3.2 Relevance

The relevance of the project has been assessed in terms of relevance of objectives, activities, and problems under address.

Relevance of problems under address

The problem conceptualization and design of the project to address skill needs of youths and contribute to peace building through the training was very relevant. The project was designed during the post-conflict period when many youths directly/indirectly involved or affected due to conflict were in need of suitable rehabilitation package that could lead them to sustainable livelihood.

Relevance of objectives

The project objectives to provide skills trainings to substantiate the peace building process could be considered relevant. The project objectives also encompass rehabilitation and social assimilation programs for conflict affected youths which justify that project was contextual and need based.

Relevance of activities

The training package offered through UCEP and SCN partnership had various unique approaches which are relevant to the present context of TEVT in Nepal. As compared to other vocational trainings run by different projects e.g., SEP, Employment Fund, this training has following advantages:

- Longer period training (in-depth knowledge and skills)
- Followed complete training cycle (rather than just a training)
- Imparted various other soft skills such as negotiation, job market exploration, and behaviour changes

The training packages were not relevant to the trainee's socio-economic circumstances. The list of the training programs were supply driven and training were not developed based on local demand of the districts. Similarly, target group was very heterogeneous, so UCEP observed difficulty to address need of different trainee. The trainings like automobile and printing press have limited chances to be utilized in their original settlement once they return back to their locality.

The identification of beneficiaries – conflict affected youths from mid and far-western region including more than 30 percent girls – was relevant while considering the problems under address and project objectives. However, the provision to include HIV-infected and disabled population could be questioned. There is no doubt that these groups are also in need of some livelihood options but there might not be direct linkage of these beneficiaries to conflict.

3.3 Efficiency

Within this evaluation, efficiency of the project has been assessed based on two indicators: (i) cost and time parameters, and (ii) efficiency of training program (completion of training by trainees and their employment scenario).

Cost and time efficiency

On the outlook, the program is inefficient in terms of its small coverage, the project provided training to around 409 youths within the period of five years with gross per unit cost of about US\$ 1000 per trainee. Despite the provision of annual contract which subject to bulk of administrative work, the project activities were implemented on time and resource utilization was also not affected. It will be worth to note here that all of the project activities were completed on time, and project was successfully closed in December, 2011. All trainings were completed within expected time period without resulting into delay in the project schedule. However, the training period was reduced to 4 and 9 months (from 6 and 12 months respectively) to ensure timely implemented in 2010. UCEP compensated the reduction in time by providing training to additional 9 trainees to add to its target of 400 trainees.

Efficiency of training programs

If we examine the system efficiency of training, it can be considered efficient. There were only a few trainees who dropped out during the training period: out of 419 enrolled to the training, 10 dropped out during 2007-2011 period. Since the evaluation study could not cover the students who dropped out during the training period, the actual reasons for drop out were not identified. However, based on discussion with various stakeholders, the probable reasons could be their inability to adjust in the scenario of Kathmandu, personal and household problems, and mismatch between interest, aptitude and training rigour.

3.4 Effectiveness

Within this evaluation, the effectiveness of the project has been assessed in terms of effectiveness of project implementation procedures/arrangements, and effectiveness of UCEP training in comparison to similar other training programs under ODW funds.

Effectiveness of project implementation arrangements

The project implementation involved range of stakeholders from local youth clubs to Save the Children Nepal. This wide range of participation added to advantage as well as disadvantage in terms of program effectiveness. The local youth clubs helped in making the selection of beneficiary effective and appropriate. However, the selection process was influenced by local NGOs since the beneficiaries were selected from the coverage area of respective NGO. There was limited emphasis given by project on post-training activities which resulted into ineffective follow up and post training support. There were no activities conducted through the project to rehabilitate training beneficiaries in society.

In comparison to pre-training and post-training follow up activities, the skill training program was very much effective. On the whole, the quality of training provided by UCEP within EYYPD was very good⁴. Around 65 percent of the participants reported that the quality of training provided by UCEP was good while remaining 34 percent reported the quality of training program to be satisfactory. The training was in-house and run by experienced/qualified trainers with sound infrastructure and good learning environment⁵.

Comparative advantage of UCEP training

The impression on effectiveness of the training could also be derived through comparison of UCEP-EYYPD training with other trainings organized through ODW funds. While compared with

⁴⁴ Reported by trainees and their employers.

⁵ As reported by trainees interviewed during evaluation procedure.

similar other skill training programs, the skill trainings organized under EYYPD can be considered effective (see Table – 3).

Table – 3: Comparison between UCEP and other VT Providers (NGOs) under ODW Program⁶

	UCEP	Other NGOs (Local level)
Quality of training and its determinants	High quality training, better infrastructure, suitable learning environment, quality and experienced instructors, and other facilities	Low quality training, lack of qualified instructors and facilities
Cost of the training	Heavy	Low
Confidence among participants	Graduates confidence level is high	Low level of confidence due to lower level skills and exposure through practical classes
Follow up graduates	Difficult to follow up of graduates (scattered in different districts)	Easy to follow up of graduates as selected locally.
Seed money support	No income generation (IG) support. Therefore, self employed graduates were very few.	IG support is there. Therefore, most of the employed graduates were doing micro enterprises.
Post-training employment	70% employment of graduates (respondents)	75% graduates are employed (information from NGOs)
Salary of graduates	Average monthly income is around Rs. 5,000 per month.	Average monthly income is around Rs. 3,500 per month.
Learning environment	Good learning environment	Poor learning environment
Expertise	Expertize in VT programs	Lack of expertize in VT, so they need to do sub-contracting with other training providers/enterprises

The training duration ranged from three to twelve months which are expected to be sufficient to impart the expected skills among the graduates. Training programs were managed 8 hours a day (9 am till 5 pm). According to the graduates, both the practical and theory classes were conducted in a balanced manner in a way that practical supplemented the theory courses. The graduates were provided with on the job training (OJT) which was planned for 1 month to 1.5 months based on training area. The graduates were confident on their skills in terms of making use of it for living.

The higher effectiveness of EYYPD trainings are because of various factors. First, the training is in-house and involves large amount of cost compared to other training. Second, the participants spend long hours in training with higher level of concentration. Third, UCEP is a specialized agency in skill trainings with advantage of having qualified and professional trainers with loads of experience.

Gender sensitivity

Though one of the criteria of beneficiary selection was girls/women, there was no gender sensitivity applied to other areas of project implementation. The trainings provided or on offer were mostly male-centric trainings. While examining the rate of employment after training, the rate of employment for male was higher than that for female. In Dang, one of the trainees had to leave her job after she got married and migrated to other location. There was no additional post-training support to ensure rehabilitation of female beneficiaries.

⁶ Constructed through team discussion based on information collected from the field.

3.5 Achievements

In terms of its performance indicators, the project was successful to achieve almost all of its expected outcomes. The project was successful to train 409 beneficiaries out of whom around 70 percent are already employed (see Table – 4).

Table – 4: Major indicators, target and achievements
(in line with the proposal submitted by UCEP)

Expected results	Activities	Achievements	Source of verification
400 youths provided technical and vocational training	Provided Vocational skills training on 10 occupation	409 youths completed 3-12 months vocational skills training and passed skills testing exam	Annual report, UCEP database
33 % female participants	Initiated to get more female	38%	Annual report
45% Dalits and Janajatis participants	Positive discrimination to select DAGs	Dalit 27% and Janajatis 30% (total 57%)	Annual report
400youths equipped with life skill lessons	Provided soft skills on group behaviour, communication, negotiation, and religious/cultural skills	409 youth received	Annual report
400youths placed in jobs/ involved in income-generating activities through self-employment	Provided job placement and post training support	70% employed (5 % self-employed)	UCEP database and follow up during evaluation
50 youths resumed formal schooling	Shifted this target to Vocational skills training		
50 youths provided post-training support	Initiated Post training support to establish enterprises.	15 graduates received support	15 micro enterprises established.
200 youths settled in or rehabilitated settling	Provided settle-in support as one month stipend.	175 graduates received	Annual report and UCEP database
400 youths reintegrated with their families, rehabilitated in communities	Linkage with family and community through training and employment	409 youths reintegrated	Annual report
400 youths enabled to sustain/support themselves/ their families	Enhanced employability through vocational training.	<ul style="list-style-type: none"> • 70% graduates started to earn and supported to families. Support for daily expenses • Created additional employment for family members 	UCEP database and evaluation report
Livelihood situation of 400 youths/families improved	Initiated Economic activities of youths	70% graduates started to earn and support families	UCEP database
Better family environment attained	Quality of family life enhanced through employment	All the family members are satisfied with employed graduates	Perception of parents during field visit

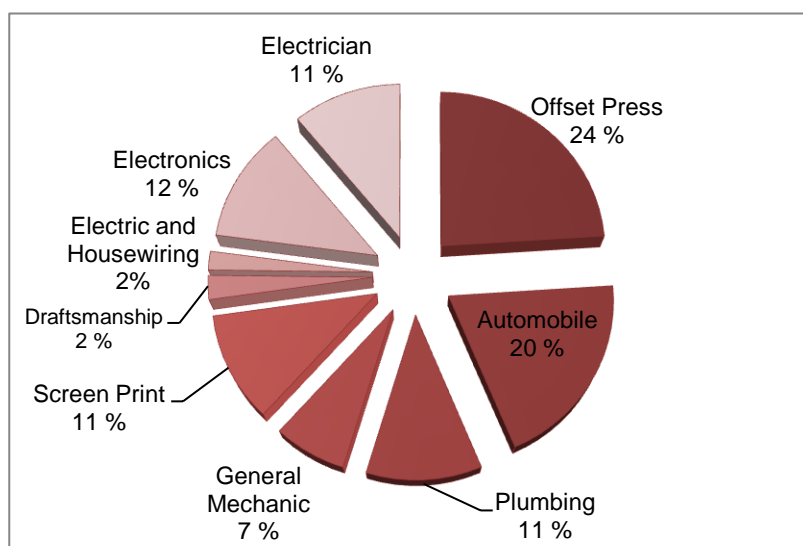
Expected results	Activities	Achievements	Source of verification
Risk of youths falling into despair and destitution reduced	initiated Socio economic activities	Positive attitude developed among graduates.	
Youths enabled to contribute in peace processes, social harmony	Involved in socio economic activities which contributed to establish peace and harmony	Started to earn between NRs 3000- 18000 per month.	Follow up study report
Capacity of TTP increased	Provided organizational strengthening support to UCEP	Established electronics trade as a new trade, training to instructors and staff, enhance linkages with employers and other stakeholders	Annual report and perception of UCEP management team.

The trainees were provided with ten different trainings. UCEP provided technical and vocational training on different areas like plumbing, press, automobiles, general mechanic, draftsmanship, electronics, electrical, etc) (see Chart – 7). Out of all these types, highest proportions of the graduates were found to be taking the training on offset printing press which constitutes 24 percent of the total beneficiaries.

Automobile was next in having highest number of graduates after offset printing press (20 percent including motorcycle mechanics). The trainees who received electrician, electronics, screen print and plumbing training were also more than 10 percent.

Surprisingly, there were no female trainees who took plumbing, general mechanic and electrical and house-wiring training. Out of all the female graduates taken into sample more than 70 percent had taken training on either offset press or screen print.

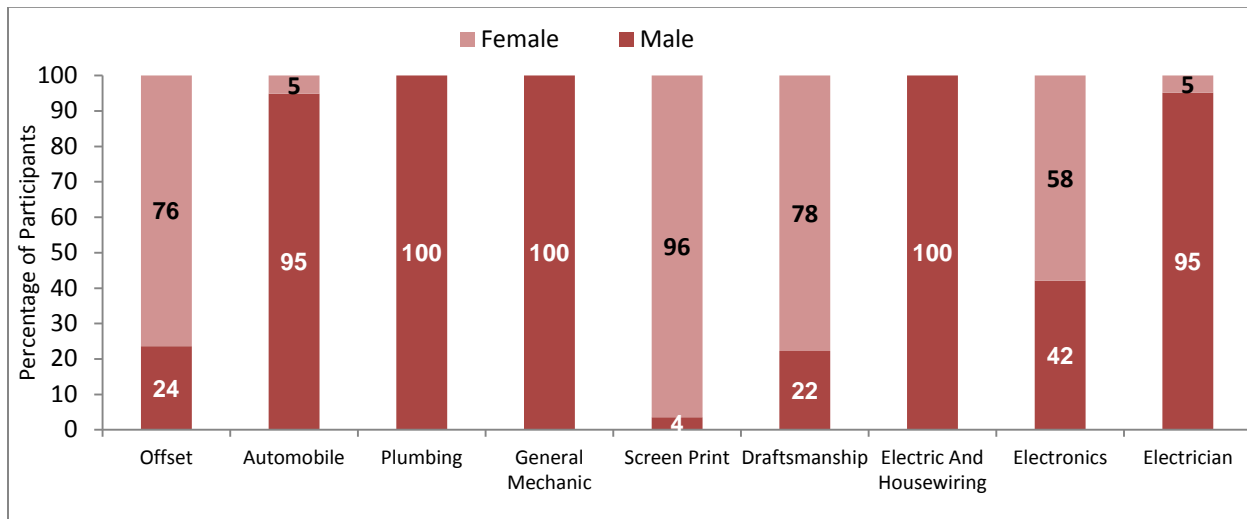
Chart – 7: Distribution by Training Type



Source: NEAT, Mini-Survey, 2011

Another training type that attracted only males included general mechanic and automobiles. Around 13 percent of total and 19 percent out of male graduates were found to have trained in these areas. The proportion of graduates taking training on electronics, house wiring, mobile repairing and draftsman and automobiles together were considerably low. The distribution of training type by sex shows that females were attracted towards being trained on offset press; draftsman and printing press where as males towards plumbing, general mechanic, house wiring, automobiles and mobile repairing (Chart – 8).

Chart – 8: Distribution of Training Type by Sex



Source: UCEP Nepal Database (2007-2011)

The project was successful to maintain inclusiveness in selecting and providing training to beneficiaries. First, the project benefited people from mid and far-western region, which are the areas largely affected by the conflict, and with large number of people living below poverty⁷. Second, the project beneficiaries included differently-abled people, HIV infected victims, socially discriminated people including dalits and janajatis and so forth are a main impact of the project. Until the end of 2011, the project covered 20 districts of mid and far western regions. The percentage of girls who benefited from the project was 38 percent. Similarly, out of the total beneficiaries around 57 percent were dalits or janajatis.

All of the trainees were provided with post-training support. The post-training support include: post-training follow up, settle-in support, and enterprise development support. The post-training follow up support was provided to all of the participants in linking them with potential employers. Among the 409 participants, 175 graduates received settle-in support while 15 participants received enterprise development support. The settle-in support included stipend to support additional one month stay for graduates to explore and find employment opportunity. Similarly, the enterprise development support included distribution of materials/equipment distribution. Such support was provided to group of graduates who wanted to run their own enterprise.

The trainees were confident on their skills, motivated and optimistic. Almost all the respondents told that they got training on related areas of interest. Therefore, all of them were happy on the skills what they received from training programs. Most of the respondents were found to be satisfied with the logistics part managed by UCEP. They mentioned that provision of lodging and food was good for them. During the training period they were provided with the food, lodging facilities, and bus fares for travelling to and from their hometown (three times during the entire training period). In addition to that, they were also provided with the amount of Rs 1,500 to Rs 2,000 for paying the rent as well as food items for immediate one month right after the completion of their training. The provision of amount and the food had been very much helpful for the graduates to adjust during the transition period and in the new environment.

⁷ According to a recent Nepal Living Standard Survey – III conducted by Central Bureau of Statistics around 46 percent of the people in FWDR and 32 percent population in MWDR live below poverty line.

As anticipated in one of the objectives, the program has immensely contributed to capacity building of UCEP and its officials⁸. UCEP established new training trade (i.e. electronic trade) and also expanded its list of available training to 10 (from 8). The program management, reporting, and financial management system of the organization has improved. With encouragement from Save the Children, UCEP has also started to carry out social audit of the organization which made them accountable and transparent to their stakeholders. The capacity building of UCEP and its officials is expected to contribute to project sustainability.

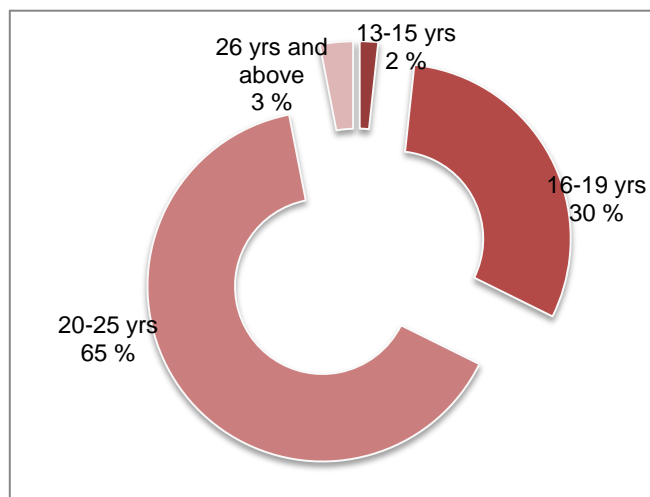
3.6 Issues and challenges

The project suffered in maintaining horizontal and vertical equilibrium among objectives, activities, and output indicators. The UCEP project, though was focused on TEVT activities, followed overall objectives of EYYPD project which is being implemented through SCN and its other partners under ODW funds. Unlike what the title suggest, the project activities did not cover interventions that could directly contribute to peace building and rehabilitation of conflict affected youths. The peace building activities were very much limited to counselling service and contributed through vocational skills training as an indirect approach.

The project objectives were slightly revised over the years to make interventions specific to UCEP’s scope and expertise. For example: one of the proposed interventions to provide non-formal education to school going aged children affected by the conflict was removed and the number of was adjusted in TEVT beneficiaries through consultation among implementing partners. However, the revisions in objectives have helped to make project clear and specific in terms of interventions.

The selection of participants was a serious problem since it depended on the decision of local NGOs. The criteria for selecting the beneficiary was not objectively verifiable and comparable among each other, thus, the project missed the opportunity to reach the most deserving group. Moreover, the selection depended solely on NGO and local youth clubs which lacked adequate monitoring from UCEP. Most of the participants were selected from the working areas of respective local NGO. The aptitude and interest of individuals were not considered adequately while selecting the trainees. The proportion of conflict affected trainees was around 50 percent while remaining beneficiaries included orphans, ex-kamalaris, youths from very poor households, HIV-infected, marginalized category, domestic workers etc⁹. The training has covered more number of beneficiaries falling in 20-25 age groups than age group initially targeted by the project (i.e. below 18 years). In terms of age group, around 95 percent of the beneficiaries were of 16-25 age group (including 65% of trainees from 20-25 age groups) (see Chart – 9).

Chart – 9: Distribution of beneficiaries by age group



Source: Mini Survey, 2011

⁸ Based on interviews with UCEP officials.

⁹ Based on the data made available by UCEP.

The training packages were supply based, and urban centric. While reaching to the participants, UCEP and partners approached with the fixed list of around 10 trainings. For participants from very remote districts such as Mugu, Humla, Achham districts, the trainings on automobiles and offset press were not relevant. The chances to promote training on local trade such as training to make *salyani khukuri*, *palpali topi*, *palpali karuwa* etc missed out. The job-market analysis prior to the training was inadequate. Moreover, the training required all of the participants to move to Kathmandu which obviously required some adjustment time for the trainees.

There were some logistics related problems faced by trainees which need to be adequately addressed in future. As reported by trainees, there was lack of electricity during training hours and hostel due to the load shedding problem. The duration of on the job (OJT) was too short. The practical and theoretical lessons were good. However, instructors should focus on more practical classes and extra effort on coaching is needed to weak trainees. Pre and post training activities were not sufficient to select trainees with inclusive approach and enhance the employability of the graduates.

Box – 1: Problems faced by trainees/graduates

Due to lack of enough financial resources, many of the graduates have not been able to initiate own enterprise. In this regard, availability of financial resources has been acting as the hindering factor in the promotion of entrepreneurship among the graduates. During the interviews outside Kathmandu valley, the cases such as graduates not getting the driving license even after completing training because of not being able to pay the registration expenses were observed. Besides, fresh graduates were found to be facing tough competition in commencing a new venture. An interesting example supporting this fact was found during the field visit to Surkhet. A graduate of training on automobiles started automobile maintenance workshop, but he couldn't attract clients and continue running the enterprise due to lack of funds and presence of other experts and workshops around.

There was inadequate post-training follow up and support. The follow up and market-link up supports to be provided by UCEP after the training were limited and ineffective although many of the participants were able to get the job in market. The post-training peace building activities were very much limited to counselling activities conducted during the training program. The available post training supports (settle-in, job market follow up, and enterprise development) were inadequate and less effective. All of the pos-training supports were provided in terms of cash while there was no provision of seed money for those who wished to start micro-enterprise on their own. For example: the materials distributed for enterprise development was in the process of being returned back to Kathmandu from local NGO since it was not used¹⁰.

The placement and counselling support from UCEP was found to be insufficient especially for graduates residing outside Kathmandu valley. The gap between them and the information about market, employment opportunities and other activities was found to be wide enough. In this regard, UCEP is expected to provide enough backing on placement and counselling services to the graduates so as to facilitate them use their learned skills and earned knowledge effectively and efficiently.

¹⁰ Based on interview with local NGOs.

Despite the good quality of training, around 30 percent of the graduates still remain unemployed. Compared to the cost incurred to train each of the participants, this proportion of unemployment is also a serious issue. The key reasons behind the unemployment among the graduates were as follows¹¹:

- Weak post training support
- Weak linkages between UCEP and employers in district level
- Lack of aptitude test during trainees selection
- Reducing trends of employment opportunities in the formal sector (socio economic problems)
- Migration due to marriage (specially for female)
- Mismatch between skills training and local job opportunities
- Lack of business concept and seed money to start small and micro enterprises

The record keeping and data management was not structured and uniform. The program could have benefited a lot if there was clear disaggregation of beneficiaries on the basis of whether they were affected by conflict or not. There is a need to bring uniformity in data management system for similar type of project in future.

3.7 Impact of the project

Though the project has just completed its implementation and it would be too early to assess the long-term impact of the project, this evaluation study attempted to identify and analyze the short term impacts. On the whole, project impacts could be categorized into macro-level and micro-level impacts.

Macro-level impact

The project covered 20 districts from Mid and Far-Western region of the country over the period of five years but enrolled only around 400 trainees. The macro-level impact of the project could not be established since it covered only a few trainees, and has very small multiplier effect. However, the project provides a model in which youths could be engaged constructively in the peace-building process through vocational training programs. The program is very much relevant to the youths directly involved in the war, who have now to rehabilitate and assimilate themselves in the society. With help of the project, at least around 200 youths are earning more than NRs. 5000 per month for their livelihood on their own.

Micro-level impact

The micro-level impact of the project can be assessed in terms of the effect that the training had on trainee's livelihood.

Many graduates are already employed. Based on UCEP records, around 70% graduates are currently employed. Many of the employed graduates worked in private enterprises (around around 95 percent of the employed graduates were employed in private enterprises). However, they were also interested to start their own enterprises in future.

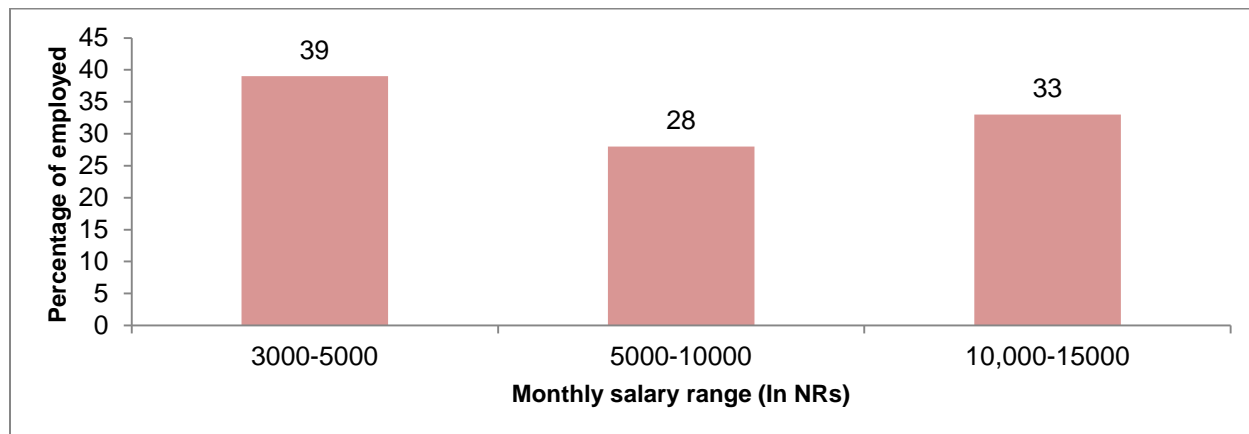
On an average, the average monthly income of graduate is around NRs. 5081. Though this average figure indicates that beneficiaries are not involved in gainful employment¹², the initial

¹¹ As identified based on consultation with trainees, and implementers.

¹² According to recent government document, the average minimum monthly wage for a labour should be more than NRs. 6000. Thus, to be considered gainfully employed, a labour needs to meet that criterion.

project objectives prioritized employment rather than the size of income. Among the employed graduates, about 33 percent were getting monthly salary Nrs. 11,000 to 15,000, twenty eight percent were getting monthly salary Nrs. 5000 to 10000, and thirty nine percent were getting monthly salary Nrs. 3000 to 5000 (see Chart – 10).

Chart - 10: Distribution of employed trainees by their income range

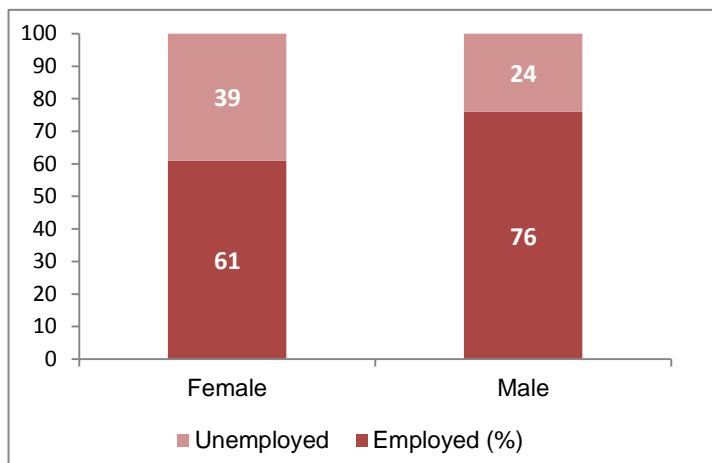


Source: NEAT, Mini Survey, 2011

Based on information collected during the evaluation period, it was found that unemployed graduates were also trying to get jobs. Most of them have informed UCEP about their situation, and the placement and counselling unit of UCEP is making efforts to link them up with potential employers¹³.

Though it is clear from the figure that around 70 percent are employed, there are still 30 percent of graduates who are not involved in any works despite the training they received. The data collected by the study team from the field shows that the percentage of unemployed female graduates is much higher than unemployed male graduates: according to the mini survey conducted for the purpose of this evaluation study around 76 percent of the males are employed compared to around 61 percent of female (Chart – 10). For those who became unemployed even after the training, the impact of the program is not yet visible.

Chart 11: Gender wise employment status



Source: NEAT, Mini Survey, 2011

Since many of the graduates have received employment, the income generated through the employment has various positive effects on lives of beneficiaries. The beneficiaries have managed to keep themselves away from the possible chances to be involved in direct conflict. Moreover, the

¹³ Reported by UCEP officials, and unemployed trainees interviewed during the evaluation.

beneficiaries are positive in viewing their lives since they are confident on their skills and chances for getting employment in future. They are now engaged in productive sectors, and are passing positive message to other youths in society. For example: a graduate youth who is currently employed in plumbing activities in Liwang, Rolpa claims that no one would be unemployed and unproductive if they receive adequate training like he received.

At household level, there are also some micro-level impacts. Through the income, the beneficiaries have started supporting daily expenses at home, creating additional employment for family members, improving bad social habits through employment/income, strengthening relationship among family members.

The average annual income earned by the employed graduates was found to be about NRs 61,000. Starting from NRs 10,000 the annual income goes up to NRs 225,000.

Surprisingly, data showed some interesting fact when segregated on the basis of sex. As the income range started from just NRs 10,000 for employed female graduates, for male graduates it was very high of NRs 25,000. But highest earners among females were found to be able to earn only NRs 60,000 annually and the same amounted to NRs 225,000 for males. In this regard, average annual income of the male employees was reported to be NRs 43,000 and female around NRs 69,000. We can perceive the gender disparity in the earnings between male and female employee from these figures.

One of the critical impacts of the project is the migration of graduates to urban areas in search of employment. Since the skills training provided are mostly related to urban centric trade, the training has led to migration rather than rehabilitation in their local area. Except for those who remained unemployed, many have migrated to nearest urban locations. A sizable number are already employed in Kathmandu. There is a need for program implementers to review this impact critically so as to find out whether this was against their initial plan.

3.8 Sustainability

The project suffers heavily in terms of sustainability. Since the per-unit cost of the project was heavy, there is no possibility for UCEP to continue the project on its own without financial support from other agencies. The program also involved limited coordination and reporting to relevant government agencies. Therefore, there are no possibilities that government will take up the project approach and implement the program on their own. However, the positive aspect of the training is that the livelihood of the beneficiaries could sustain since many of them are already employed.

Despite the weak sustainability of the program, UCEP has initiated similar program with other donor agencies building on the experience gained during EYYPD implementation. Some of the good strategies and activities can be replicated by UCEP and Save the Children in their new ventures. This program has following value addition to UCEP that builds the foundation for sustainability of similar programs and their replication in future:

- The project has derived a mechanism of implementing TEVT programs for poor, disadvantages and vulnerable communities. The lessons learned and the modality developed can be an asset for UCEP to explore more resources.
- The project has contributed to capacity building of UCEP officials including project management and financial management team. UCEP is now capable to handle bigger

and larger projects with fine efficiency and effectiveness.

- The project has also helped to strengthen STTS services. The project contributed in maintaining training equipments, and refreshing the trainers for intensive trainings. The project also helped to establish new trade on 'Electronics'.
- The project encouraged UCEP to conduct social audit of the organization. The social audit has contributed in the process to make UCEP accountable and transparent to its stakeholders. Such governance mechanism is expected to leave good impression on donors/resource contributors

Chapter IV

Conclusion and Recommendations

4.1 Lessons learnt

Though UCEP has been implementing similar TEVT projects over the years, EYYPD had different lessons to offer. Unlike various other TEVT projects which covered those who demanded the training, this project reached out to the marginalized groups, encouraged them to create demand, take part in the training, and develop suitable livelihood options. Based on this lesson, UCEP is preparing to implement similar training programs which target marginalized communities like Bote, Chepang etc.

The quality of training could be enhanced through in-house training arrangements supplemented by courses to develop professional skills (soft skills) among trainees. The training of just three months without additional counselling, marketing and other techniques is not sufficient. For conflict victims and people from rural settlements, the in-house arrangement also provides assimilation opportunities.

EYYPD helped in getting into consensus that the skill trainings can be promoted to utilize youths in constructive areas. For very poor and marginalized groups, the training providers need to reach them, provide them with initial orientation to generate interest, and then provide training.

In addition to those mentioned above, the following were also meaningful lessons learnt during the EYYPD implementation:

- The target groups from real disadvantaged/vulnerable communities could be selected for the training through local NGOs/VDC level organization e.g., youth clubs, mother group and community forest users group.
- A complete training cycle with initial counselling, in-house training, course on soft skills, and proper post-training follow up and support can contribute to enhance quality training and more employment result.
- The provision of stipend can enhance the access and equity in training, but it can attract irrelevant persons as well. The long and detailed training with provision of suitable lodging and fooding arrangements could contribute in making the training efficient (i.e to minimize drop outs).

Some of the success and failure case studies are documented in Annex – 6.

4.2 Conclusion

Based on the discussions presented above, **the project could be considered successful since it was able to train more than 409 youths out of whom 70 percent are already employed.** The training program was of high quality while the pre and post-training support were not up to the expected standards. Moreover, the training was provided to a group of

vulnerable and marginalized youths from Mid and Far Western region who included conflict victims, internally displaced people, dalits, free kamalaris, orphans, HIV-infected youths, and other vulnerable groups. On the whole, EYYPD provides a direction for the upcoming livelihood enhancement projects which target youths from marginalized/vulnerable communities from rural areas.

In comparison to existing government and donor initiated training projects, EYYPD has been successful to develop special identity, and its quality as well as employment ratio is also higher than other training programs. The mix of soft-skills and on-the-job training opportunity to beneficiaries were strengths of the project. However, the project needs to sharpen its beneficiary selection procedure, rethink the training packages in terms of their employability and job-market assessment, and strengthen the post-training follow up support.

4.3 Recommendations

The evaluation team recommends UCEP and Save the Children to consider replicating the successful model from EYYPD in their future programs with more focus on selection of most-deserving beneficiary, and adequate post-training follow up. The specific recommendations are as follows:

- The livelihood related projects need to categorize their skill trainings to two types: local level (low skill trainings) and high skill trainings. Projects should implement livelihood types of vocational trainings suitable for local conditions, and also high skill trainings in the established training centres such as UCEP.
- There is a need of suitable job-market assessment before identification of training program. Training should be based on the market demand rather than supply driven (training packages available with UCEP). The trainings on agriculture, tourism, agro-forestry, and construction related occupation could be more relevant to create employment in rural context. Livelihood and skills training at local level as a form of mobile training can ensure access and equity of disadvantaged groups.
- The selection process should be modified and more objectively verified to reach to most-deserving group. The project needs to be clear on its priority age groups, types of community, and coverage. The aptitude and interest of participants need to be considered as well. The direct involvement of trainers/managers from UCEP during selection process could be useful.
- There is a need for additional interaction and discussion with parents of selected beneficiaries after the selection process. This can help in the post training support activities for the graduates. Especially, such provisions could be beneficial to increase the employment rate among female beneficiaries.
- Entrepreneurship training components should be inbuilt in the vocational skills training. There is a need to focus on imparting knowledge related to entrepreneurship/job marketing and business. Instead of providing kind support in terms of materials/equipments, cash support could be effective to promote self-employment possibilities.

- To strengthen pre-training and post-training activities, the responsibilities related to pre-training and post training support components could be assigned to local NGOs. UCEP, then, can focus on skills training component.
- There is a need to increase duration of OJT to at least for three to six months so as to provide more practical opportunities for trainees. The increase in OJT could also enhance the chances for the trainees to get employment.
- For peace related project, there is a need of post-training monitoring and support to ensure that the youths are involved in constructive activities. The project needs to inform and cooperate with relevant government agencies and projects.
- There is a need to strengthen the available logistic facilities at UCEP. UCEP should manage additional facilities, such as generator to provide regular electricity during the training.
- Projects could benefit a lot in enhancing the employment opportunity by establishing enterprises in a group or cooperative model. This could also help to increase the share of graduates who are self-employed.

References

CBS (Central Bureau of Statistics). (2001). *Census Report of Nepal 2001*. Kathmandu: CBS.

CBS. (Central Bureau of Statistics). (2008). *Report on the Labor Force Survey 2008*. Kathmandu: CBS.

UCEP (Underprivileged Childrens' Educational Program). (various years). *Annual and Quarterly Progress Reports of EYYPD submitted to Save the Children Nepal*. Kathmandu: UCEP.

UCEP (Underprivileged Childrens' Educational Program). (Various years). *Annual Plan of EYYPD (2007-2011)*. Kathmandu: UCEP.

UCEP (Underprivileged Childrens' Educational Program). (various years). *Monitoring Plan of EYYPD (2007-2011)*. Kathmandu: UCEP.

UCEP (Underprivileged Childrens' Educational Program). (various years). *Project Proposals of EYYPD submitted to SCN (2007 – 2011)*. Kathmandu: UCEP.

UNDP (United Nations Development Program). *Handbook on Planning, Monitoring and Evaluating for Development Results*. NewYork: UNDP.

Annex 1: Summary of the ToR

Introduction

Underprivileged Children's Educational Programs (UCEP) Nepal is a Non Governmental Social Organization (NGO) founded in 1978 by Dr. Lindsay Alan Cheyne a New Zealander, to enhance the living condition of underprivileged, disadvantaged and working children by providing them opportunities for education and job oriented technical education and vocational training. It is a pioneer organization in Nepal for Technical Education and Vocational Training (TEVT) sector.

Background of the EYYPD Project

Education for Youth and Youth for Peace and Development (EYYPD) project is running in partnership with Save the Children International Nepal; preliminarily targeting to the Mid and Far –West regions; because these areas are traditionally the most backward in the country, both socially and economically, with little or no physical as well as social infrastructure for economic and social development. Accessibility is still the major problem in many areas. Agriculture is subsistence in many parts and economic activities are very low- key affairs leading to widespread poverty. Employment and other income generating opportunities in the economic and service sectors are virtually nonexistent. Food shortage in many parts, especially in the high altitude areas, is almost perennial and hunger rampant, social and economic discrimination on the basis of caste gender and ethnicity is widely practiced.

Overall project goals/objectives

Youths of (13-19) recognized as key actors in the communities for peace and development works the project goal is to utilize their full potential through education, awareness, life skill lessons and technical and vocational training. The principal objective of the program is to provide better life opportunities to youths through education and skill training along with life skill lessons to enhance their socioeconomic conditions so that they could contribute to the peace building processes and social harmony by being involved in social development works. The objectives of the project are as follows.

- Increase access of youths to quality education
- Increase prospect of employment through technical/ vocational training
- Enhance socioeconomic status of individuals/families
- Reduced trauma and feeling of despair through Psychosocial counseling
- Involve youths in peace building measures
- Enhance youths' role in peace, harmony

Target Group

The primary target groups of the project are youths of 13-19 years (it is flexible for up to 21 years based on need of youth/s) of age because they are the worst affected lot by the social and economic marginalization and also they were the ones who had to bear the burnt of the conflict the most- Physically, Psychologically and emotionally. These youths, irrespective of their roles or situation, become the worst sufferer of the conflict. The conflict robbed them their childhood and adolescent and also opportunity for education and learning forcing them to share at the bleak future if it is not for proper intervention in terms of education, training and other prospect of life.

Study Objectives

The overall objective of this study is to assess the project process and progress in line with its targets and indicators as per the proposal. Find out the present status (income) of the graduates.

Effectiveness

- Assess the achievements of the project on the basis of targets and specified indicators.
- Assess what are the most inter-related program components among the different components of the project (most strategic package of the program to deal with issues (do the program components add up to a coherent strategy)
- Assess/review whether project process and direction are in right direction as per proposed in the proposal

- Assess to what extent child rights based approach is reflected in the project
- Analyze the program reaching the major beneficiaries-in terms of gender, ethnicity, the most vulnerable, poorest of the poor and the victim/survivor girls, boys, women and their families without partiality

Relevance

- Assess most appropriate project components to deal with the issue by the project.
- Assess the program modality in present changing context in the country
- (To what extent does the programme respond to the present changing context of educational system in the country?)
- Review how problems/constraints are tackled and opportunities are maximized by the project.

Efficiency

- Assess how far resources of the project have been used optimally to achieve the project targets.
- Identify strengths and opportunities of the project
- Identify the problems and constraints faced in course of its implementation
- Assess mobilization and cooperation of local organizations and other institutions

Effects and impacts on youths, families and communities

- Assess the effects and impact of the project on girls, boys, families, communities based on trainee's income and support for their family/ies; positive changes in living standards.

Lessons learnt and recommendations

- Draw lessons learnt and make recommendations for future course of action to be adopted for improvement of UCEP Nepal's existing program and integration with other initiatives.

Research methodology

The consultant should use following parameter of research methods.

- Use of exploratory research methods with emphasis on participatory methods
- Review of project documents- proposal. Quarterly and annual reports, and other reports,
- Visit, observation and interaction/interview with Employed boys and girls at their working places/s.
- Visit and interact with youths who are involved and not involved in income generation activities
- Visit and interact with concerned employers
- Meet and discuss with UCEP Nepal Project staff.
- Visit and assess the work of training centre
- Meet and discuss with the concerned Save the Children International staff

Sample size

The project so far has covered 20 districts with 412 graduates. Most of them are working in their respective districts mainly in urban areas like Kathmandu, Butawal, Nepalgunj, Surkhet. The study should have a representative sample in terms of gender, ethnicity, age, trades, and income level.

Time frame

The study will have to be completed within 20 actual working days that should include following.

- Briefing on the project and review of the project documents
- Prepare checklists and guidelines
- Review / assessment in the field (field work)
- Draft report writing
- Presentation of the report
- Finalization of the report

Annex - 2: List of Tools

A. Questionnaire to trainee

Name:

Education level:

Permanent address: District: VDC: Ward: Village:

Temporary address:

Personal background (in relation to conflict)

Enrolled training program:

Start date (month/year): Expected end date (month/year):

Hostel facilities: Yes/No

Living allowances: Yes/No

1. How you came to know about the project?
2. How were you selected? Were you aware about the criteria of selection?
3. Did you need to submit application? How easy was it to fill up the application form?
4. What was the role of NGO in selecting student?
5. Were you in need of vocational trainings? Why?
6. Why are you taking this course? Who selected the course for you?
7. Were you provided with the training that you wished to get?
8. What are your expectations from the training?
9. What do you think about the training courses offered to you? Have they been meeting your expectations?
10. How many hours are you getting class in a day?
11. How you perceive the performance of trainers? Are they qualified and capable?
12. Are you provided with enough practical experiences?
13. Does the training center have all necessary materials and equipments for the training that you are taking up?
14. Are your family members supportive to your training course? what is their response?
15. Do you have to bear cost to get training? What are direct and indirect costs that incur?
16. Is training provider providing facilities as they agreed before?
17. Are you provided with psychological counseling or supports other than training?
18. Have such counseling been beneficial? In what respect?
19. Is TTP providing extra supports and techniques to link with employment?
20. What are the constraints/problems you faced during the training?
21. What type of job will you get after the training?
22. Are there markets? Will you start business on your own or explore for jobs?
23. Have you participated in any exam so far? How was your performance?
24. How much you expect to earn monthly after graduating this course?
25. In your view, what needs to be improved to make their training more effective?
26. Will you need additional training even after completion of this training? If yes, what type of additional training you might need?
27. What are your suggestions/recommendations?

Questions to the graduates

Name:

Education level:

Permanent address: District: VDC: Ward: Village:

Temporary address:

Personal background (in relation to conflict)

Enrolled training program:

Start date (month/year): Graduate date (month/year):

1. How did you hear about the training opportunity?
2. How were you selected for the training?
3. Who selected the course for you? Did you get the training that you wished?
4. What were your initial expectations from the training program?
5. Were the duration and contents of the training sufficient?
6. Have your expectations been met?
7. Are you satisfied with the facilities and services provided by project during your training period?
8. Did you receive any counseling or other training apart from vocational training?
9. Are you employed or not? Self employed? If yes, in the relevant area of the training or irrelevant?
10. If yes, how easy was it for the job placement?
11. If you are in relevant job, what are the difficulties in utilizing the training to real field?
12. Who supported to get job? How did UCEP/NGOs support to you to get job?
13. How many trainees in your batch managed to get the job?
14. What is your average monthly income? What have been the trends of income (increasing or decreasing)?
15. Is your earning equivalent with what similar other skill workers receive in job market?
16. Is the payment that you receive sufficient for living?
17. How was the support from your family before, during and after the training program?
18. What were the constraints/problems you faced during the training?
19. After the training, were you fully capable to perform the job as required?
20. Did you get direct entry to the work or you have to work as intern for some period?
21. Have you been able to support your family?
22. Do you find any changes in your social standing after acquiring the job?
23. If no, how easy will it for you to get the job?
24. How will you use your skills? Will the skills learnt be beneficial in the future?
25. Has your confidence level grown up after acquiring training/job?
26. Do you need additional training?
27. What other skills you might need to acquire to compete in the market?
28. What are your future plans?? Do you have intentions of starting your own business or migrating abroad?
29. Do you have any suggestions to conduct similar types of training in the future?

Questions to the UCEP and local NGOs

1. Training :
 - 1.1. Selection process?
 - 1.2. Problems of selection process?
 - 1.3. Background of youths selected (caste, class, ethnicity, gender, conflict victims, differently able)
 - 1.4. Problems in training?
 - 1.5. Recruitment of training staff's (eligibility, problems in recruitment)?
 - 1.6. Counseling for course selection?
 - 1.7. Procedure of course selection by youths?
 - 1.8. How did you develop curricula? Or which curriculum did you use?
 - 1.9. Were the courses updated? Reasons for updating? Frequency of updating? Were there any problems in the course?
2. Post-Training
 - 1.1 How were the graduates selected for post-training support program?
 - 1.2 What type of support was provided?
 - 1.3 What types of problems did you/and the participants face during post-training support implementation?
 - 1.4 How can you claim that your program was successful?
2. Schooling
 - 2.1 How were the children selected?
 - 2.2 What were the target groups?
 - 2.3 Did you face any problems during selection process?
 - 2.4 How supportive are the parents of the selected students?
 - 2.5 Do students go regularly to school?
 - 2.6 Are students climbing classes?
 - 2.7 Has anyone left the program? If yes, what were their reasons?
 - 2.8 What are the facilities provided by the NGO to the selected children?
3. Counseling
 - 3.1 How were the youths selected?
 - 3.2 Who were the target groups?
 - 3.3 How was the counseling started?
 - 3.4 How frequently was counseling sessions held?
 - 3.5 What were the procedures/methods used during counseling?
 - 3.6 What were the programs for reintegration of these youths in to family, society and community?
 - 3.7 What types of problems were expected during counseling?
 - 3.8 What types of problems actually occurred?
4. School children and their parents
 - 4.1 What was the reason for the children dropping out from school in the past?
 - 4.2 What were the initial expectations from the program?
 - 4.3 Issues with the support program.
5. Youths in counseling
 - 5.1 Background of the youths
 - 5.2 Did the youths notice any changes after counseling from the program?
 - 5.3 Did the youths have any expectations with the program?
6. Hostel (Accommodations)
 - 6.1 Past situation of the hostel
 - 6.2 Problems/issues for the warden.
 - 6.3 Problem/issues for students

- 6.4 Changes made
- 6.5 Reasons for changes
- 6.6 What types of services were provided?
- 6.7 Were the students happy with the service provide? Were there any problems with the management?

Questions to Employer

Name of business:

Name of the informant:

Address:

Business type:

Number of trainees from the project:

1. How did you contact the skilled trainees?
2. Are they skillful? How long it took for them to be fully able to do specified work?
3. Are they involved in the same work that they got training in?
4. Is the training that they received sufficient? If it lacked, in what aspects?
5. How you assess other aspects of graduates such as public relation, dealing with customer, punctuality, and hard work?
6. How much do you pay them as salary? Is it equivalent to what others get in job market? If different, why?
7. Do you provide additional facilities other than salary?
8. In your opinion, will they be able to receive similar type of jobs outside?
9. Have you been contacted by NGO/project officials? If yes, for what purpose?
10. Are you satisfied with training graduates? Why?
11. What are the strengths and weaknesses of graduates?
12. What would you like to suggest improving the quality and skills of future graduates?

Annex - 3: List of the main respondents

Persons and Organizations Met During the Visit

S.N	Name of the Person	Position	Organization and Address
1	Salikram Pandey	ED	Backwardness Education Society, Tansen, Palpa
2	Mehar Singh Thapa	Program Coordinator	Social Raise Help Center, Tansen, Palpa
3	RudraMasarange		Tansen, Palpa
4	BhagiramChaudhari	Program Director	Society Welfare Action Nepal, Lamahi, Dang
5	KhadgaBdr. BK	Chairperson	Dalit Ngo Coordination Committee, Tulasipur, Dang
6	KhagendraBhandari	Program Coordinator	SAC Nepal, Surkhet
7	ChetrajPadhaya	Program Coordinator	Peacewin, Achham

Graduates Met

S.No.	Name	Sex	Age	District	Training Type
1	Dipa Chaudhary	F	27	Dang	Offset Press
2	Jugaram Chaudhary	M	22	Dang	Automobile
3	Santosh Nepali	M	21	Dang	Automobile
4	Laxmi Dangi	F	18	Dang	Printing Press
5	Tila Khadka	F	23	Dang	
6	Bikram Chaudhari	M	19	Dang	Plumbing
7	Man Bdr. Budathoki	M	18	Dang	Auto Mobile
8	Kaman Singh Chaudhari	M	20	Dang	
9	Bimala Chaudhari	F	20	Dang	Offset Press & Welding
10	Bikram Singh Sunuwar	M	25	Dang	Plumbing
11	Sushma Chaudhari	F	22	Dang	Offset Press
12	Hari Maya Chaudhari	F	20	Dang	Draftsmanship
13	Menuka Ghimire	F	15	Jhapa	Offset press
14	Mina Budathoki	F	18	Salyan	Printing Press
15	Kamala Budathoki	F	18	Gulmi	Offset Press
16	Kabita Mahara	F	20	Rukum	Offset Press
17	Renuka Gharti Magar	F	19	Rolpa	Draftsmanship
18	Jeni Thapa Tamang	F	18	Dhading	Draftsmanship
19	Basanti Chaudhari	F	20	Dang	Offset Press
20	Rajendra Singh	M	19	Baitadi	General Mechanic
21	Gana Bdr. Bohara	M	18	Baitadi	Auto Mobile
22	Keshav Nath	M	18	Bajura	Draftsmanship
23	Hikkmat Ram Mahar	M	23	Baitadi	General Mechanic
24	Prakash Oda	M	20	Acham	Plumbing
25	Man Bdr. Chand	M	21	Baitadi	General Mechanic
26	Lalit Poudel	M	20	Surkhet	Draftsmanship
27	Prakash B.K.	M	23	Bajhang	Plumbing

S.No.	Name	Sex	Age	District	Training Type
28	Dhirendra B.K.	M	17	Kalikot	General Mechanic
29	Prakash Mahar	M	22	Baitadi	General Mechanic
30	Jitendra Kumar Gupta	M	19	Dhanusha	General Mechanic
31	Yam Bdr. Rokka	M	22	Rolpa	
32	Tilak Bdr. Thakutala	M	20	Acham	Electronic
33	Ganesh Darji	M	19	Acham	Plumbing
34	Ram Bdr. Rawal	M	21	Acham	House Wiring
35	Dirka Bdr. Khadak	M	22	Acham	Mobile Repairing
36	Jagat Bdr. Khadak	M	23	Acham	House Wiring
37	Yakendra Bdr. Shaha	M	22	Acham	House Wiring
38	Bhoj Bdr. Shahi	M	23	Acham	Plumbing
39	Janak Bdr. Sauda	M	24	Acham	Mobile Repairing
40	Tika Ram Thakulla	M	20	Acham	Mobile Repairing
41	Nabraj Khatri	M	23	Acham	Mobile Repairing
42	Mahesha K. Khadaka	M	21	Acham	Plumbing
43	Jhakak Bdr. Thapa	M	20	Acham	House Wiring
44	Laxmi B.C.	F	18	Surkhet	Electronic
45	Bishna Khamcha Magar	F	21	Surkhet	Draftsmanship & Automobile
46	Sita Baigar	F	18	Surkhet	Offset Press
47	Hemanta Thapa	M	19	Surkhet	Auto Mobile
48	Rajesh B.K.	M	20	Surkhet	General Mechanic
49	Suraj Gurung	M	18	Surkhet	Plumbing
50	Karna Bdr. Nepali	M	32	Surkhet	Plumbing
51	Dilip Pariwar	M	22	Surkhet	Automobile
52	Deepak Buda	M	22	Surkhet	Automobile
53	Rabindra Dhakal	M	22	Surkhet	House Wiring
54	Raj K BK	M	20	Rolpa	Screen Print
55	Jun Bdr Pariyar	M	18	Rolpa	Offset Press
56	Meharman Dangi	M	22	Rolpa	Automobile
57	Sita Gharti	F	22	Rolpa	Offset Press
58	Jug Bdr Oli	M	26	Rolpa	Plumbing
59	Lila Kumari Oli	F	23	Salyan	Electronic
60	Bhadra KC	F	21	Salyan	Electronic

Annex - 4: Criteria for Trainee Selection

Trainees Selection Criteria

1. 16 -19 years age group in normal cases, but if they have some specific issues for example, conflict victim, displaced etc. then the age limit can go up to 25 years (not exceeding 25% of total trainees)
2. Conflict victims, internally displaced and victim of different socio-cultural abuses for example, Ex-Kamalari, domestic workers etc.
3. Youths who couldn't get an opportunity to get formal education from school
4. Youths who discontinued school because of conflict and other socio-economic reason
5. Youths who don't have skill and are unemployed and/or are in unskilled sector with low pay high risk situation
6. Youths from poor economic background, marginalized community
7. So-called Dalit youths
8. Other vulnerable community
9. Priority to girls and most needy trainees based upon their interest level.

Annex - 5: List of local NGOs

S.N.	Name of Organization	Districts Covered	Contact Person	Contact Number
1	PEACEWIN	Bajura	Lal Bahadur Oli	9841601449, 081526934
2	CDC	Doti	Sunil K.C.	094-420381
3	PEACEWIN	Achham	Dhrendra Rawal	097-690174
4	SAC	Surkhet	Aatmaram Bhattarai	083-521282
5	KIRDAC	Jumla, Kalikot, Humla, Mugu & Dolpa	Khusendra Mahat, Govinda Sahi, Raja Ram Shrestha	9748000701, 01- 5530344, 9851075645
6	DNGOCC	Dang	Janak B.K.	082-522043, 9857820434
7	CWIN	Rolpa, Rukum, Surkhet & Salyan	Tarak Dhital	01-4282255, 9851049887
8	DWO	Bardia	Kishori Prasad B.K.	084-420033
9	Nepal Gandarva Bikash Sangh	Surkhet	Dilu Ghimire	083-521885, 083- 521480
10	AWAJ	Surkhet	Pabitra Ghimire	083-521951
11	ICA Nepal	Banke	Raju Dahal	9802202864
12	BES	Palpa	Salik Ram Pandey	9857060172
13	SWAN	Dang	Bahgi Ram Chaudhari	9857831564

Annex – 6: Case studies

CASE 1: Graduate of offset printing ends up with sewing machine

An Offset Printing Training graduate Ms. Urmila Chaudhary completed 6 months training from UCEP and worked in Janak Education Material Center (JEMC) for one and half year. She was found taking sewing training in Lamahi, Dang. As many youths take different vocational skills training in different period, she also did same. In this regard, she says, “the Offset Printing training was good and completed with satisfactory level and worked for one and half year in JEMC. I received NRs. 3000 per month and work was assigned as a contract basis. Considering the living cost in Kathmandu, salary from JEMC was not sufficient. Therefore, I returned to my home and staying with my parents. Now, I am taking Sewing training. After completing this training, I will open a small tailoring shop in Lamahi. Like me, here are other four friends doing same thing.”

CASE 2: Dream to be an entrepreneur

Ms. Basanti Chaudhari resident of Lamahi, Dang took 6 months Offset Printing training from UCEP Nepal. She got information through Society Welfare Action Nepal (SWAN). After completing training, she has been working in JEMC as a contract basis worker. She says, “I feel proud because I am self-sustained. I am earning about NRs. 4000 per month which is difficult to survive in Kathmandu. However, I am struggling to survive because I want to learn more from my work. I got support from my parents because they haven’t asked money and I haven’t asked money from home too. I am living with four friends in a sharing room and cook together. I have a dream to open an Offset Printing Press. I am confident that present job will help me to get more experiences and technique in this field. Then, I will open a press which will turn my life from worker to owner.”

CASE 3: Journey from Tulsipur to Qatar to earn and learn

Mr. Anil Pariyar completed School Leaving Certificate from Tulsipur, Dang and hanging around. One day, he got information about plumbing training through the local youth club and he applied. He selected for that after giving interview in Dalit NGO Coordination Committee. He got 6 months plumbing training from UCEP Nepal in Kathmandu. According to his father Mr. Kuber Pariyar, his feeling was very positive regarding training and knowledge and skills what he learned.

He went to Qatar for 2 years to do plumbing work through a foreign employment agency. For this, Placement and Counseling Unit of UCEP helped him to link with the agency. According to Kuber Pariyar, agency told that his son will receive NRs. 20,000 per month, but he received NRs. 14,000 only. They spent NRs. 150,000 for agent to go to Qatar. After one year, his son sent NRs. 100,000. He is expecting another Nrs. 100,000. He further said that work in Qatar is not lucrative. However, skills and knowledge obtain in Qatar is more important for the future. According to his father, if his contract doesn’t extend, he will return to Nepal and do plumbing work. He was very much optimistic to get good job in Nepal due to the foreign work experiences.

CASE 4: An orphan heading towards to be an entrepreneur

An Orphan boy Mr. Anjan Lama studied in SOS Surkhet and dropped out in 7th grade. He joined Motor Cycle Mechanic Training in UCEP for 6 months when he was 13 and ½ years old. After completing 6 months training, he worked for 1 year in Kathmandu and since 2010 he has been working in Nepalgunj as an Assistant Motorcycle Mechanic. According to his SOS Mother Ms. Kamala Gyawali, he is getting NRs. 3,500 per month. She mentioned that she is very happy with training because that helped him to take a career path.

According to her, present salary is very low to survive; however, he is managing from that to learn more skills from the work experience. As she mentioned, after some more experience, he will open his own

mechanic workshop. For that, SOS will provide maximum NRs. 150,000 to establish such workshop. She is quite optimistic that Anjan will be an entrepreneur in near future. From the lessons from Anjan, she wants to provide similar opportunity to learn skills to her remaining children if they drop out in high school.

CASE 5: Auto Mechanic training helped to boost mechanical aptitude since childhood

SOS mother DhanaThapa found very happy because of the performance of her son Mr. Sujan Pun. Mr. Pun took Auto Mechanic training from UCEP for 1 year. He graduated in 2008 and worked in Nepalgunj for 6 months. According to Ms. Thapa, he has been working in Malaysia since 2010. He is getting NRs. 15,000 per month and sending saved amount in his own bank account.

According to Ms. Thapa, he is very happy and wants to open own auto mechanical workshop after 3 years. She further told that vocational skills training helped a lot to him to boost his mechanical aptitude since his childhood. Therefore, he is in right track in his career.

CASE 6: Lack of citizenship certificate obstacles to get formal sector job

Mr. RabindraDhakal has single parent (Father), but he grown up in SOS and stayed for 14 years. He completed 6 months house wiring training from UCEP. He is working in SOS Surkhet as a maintenance helper. He says, "I am getting NRs. 2,500 salary per month. I am glad to UCEP because I got very skillful training. I have got job offer from offices and private company, but I am unable to join there due to the lack of citizenship certificate. I am unable to get citizenship certificate because my father is not recommending."

After hearing his problems, SOS and SAC Nepal promised him to support to get citizenship certificate. If necessary, they will do legal initiatives too.

CASE 7: CDMA phone operator became owner of mobile repairing center



Mr. Thakulla in his shop

Mr. Janka Saud was a CDMA phone operator in Chaukhutte, Achham. He took 3 months mobile phone repairing training. He says, "I went to Kathmandu and took 3 months training which a milestone in my life was. After completing training, I upgraded my initial work into a mobile repairing center with the investment of NRs. 35,000. My parents gave me NRs. 20,000 and I added another NRs. 15,000 for the business. I am repairing mobiles both in center and client places too. Therefore, my business is mobile based mobile repairing too. Now, I am making about NRs. 30,000 net profit per month. I am planning to open advanced mobile shop with repairing center within 5 years period."

CASE 8: A job seeker became an entrepreneur

Mr. Tilak Thakulla passed SLC and was working as a farmer with their parents in Jayagadh, Achham. He got information about 6 months electronics training from Peacewin, Magalsen. He applied and selected for the training. He went to UCEP Kathmandu and took training. He says, training was very practical and obtained appropriate skills. I started a small electronics repair shop. I am earning about NRs. 7000 per month. This income is supporting to 7 members family and enhance the existing business. I started this business one year ago and operating well. I purchased one photocopy machine and providing photocopy service to the community. I have a plan to buy a computer in near future. At present, my investment capital is NRs. 50,000. I am very happy with my business because I am doing both business and farm work at the same time. My brother is also working together with me."

Case 9: A trainee of draftmanship finds no use of training

Keshav Nath Yogi hailing from Bajura remains unemployed even after taking a one-year training of draftmanship. 18-year old Yogi has completed SLC from his home district. Although he feels EYYPD a quality vocational training program doesn't find it that much useful. Despite on-the-job training (OJT) of 45 days after training completion he hasn't been able to be engaged in the job of his training background. He has been passing days searching for the jobs and hasn't lost the hope yet. The only complain he has regarding training is about OJT. UCEP's sending at the inappropriate place during OJT hindered him from being employed is what he assumes.

Case 10: Independence is what he admires now

Earning about ten thousand rupees a month had never been in his mind before. But it has been reality in Dhirenda BK's life at present. A young teenager of 18 years of age has been a professional worker at the Dangol Mechanic Workshop. Alone in family, the boy currently pursues higher studies at Kailashkut Multiple Campus and is being able to manage studies simultaneously with his work. After spending 4-5,000 a month the boy even manages to save remaining amount and is determined to continue his studies. Being a graduate of General Mechanic training he has realized it's quite easier to be employed with the skills received under this training. If the support from the UCEP is continued, Dhirenda dreams about starting a venture and being an entrepreneur in the future.

Case 11: A paradigm shift in a life from gun to newspaper

An orphan boy Mr. Jun BahadurPariyar was school dropout of Rolpa. He left school after class 6. There were 5 family members in his family. Because of poverty and unemployment, he joined Maoist movement as a full time cadre. He made and carried gun while he was with Maoist group. He was one of the children associated and affected by arm forces and arm groups (CAAFAG). One day he got information about skills training by his friend. Then, he contacted youth club of his VDC. He applied for offset printing training and selected for that.

He came to Kathmandu and took one year training on offset printing at UCEP Nepal. After training, he worked in Janka Education Material Center for 6 months. Because of low salary, he left Kathmandu and went to Rolpa. According to him, he explored different jobs and found press related job in a local newspaper called "RolpaSamachar". He says, "I am satisfied with present job because it is related with my skills training." He further expresses, "I am saving monthly NRs. 1000 from my salary Nrs. 5000 per month." According to his experience, skills, job opportunity, and networking are the key factors to change the life towards positive direction. He told that skills training turned his life towards right direction. He said that his goal of life is to be a journalist.

Case 12: An ordinary farmer became an entrepreneur

Mr. Jag BahadurOli was a youth from Rolpa and completed his SLC from the village. After competing SLC, he was supporting his parents and working as an ordinary farmer. During that time, he explored small poultry farming and off season vegetable farming activities, which were not much profitable for him because those were in low scales. One day he was staying at tea shop of the village, he got information about skills training. Then, he went to youth club's office and collected more information about skills training programs. Based on the information, he applied for plumbing training. He selected for that training and came to Kathmandu at UCEP for the 6 months plumbing training.

According to him, training was very fruitful and learned both knowledge and skills on plumbing. After completion of training, he went to Liwang, Rolpa and started to work as a plumber. He generated confidence on work after few months and gradually became popular plumber in the district headquarter. He did complete plumbing work at about 20 houses already. There is fast growing to build concrete houses and plumbing works are highly demanded in the district. Now, he became contractor of plumbing not an ordinary plumber. He says, "I am making about NRs. 20,000 net profit per month." He further says, "I can provide job to another 5-6 plumbers, so I am exploring them."