Micro-Enterprise Development Programme (MEDEP)

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Final Report

on

Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Course

ABBREVIATION

APSO	Area Programme Support Office
AUSAID	Australian Aid for International Development
BDS	Business Development Services
BDSPs	Business Development Service Providers
BDSPO	Business Development Service Provider Organization
CFC	Common Facility Centre
CSIDB	Cottage and Small Industry Development Board
CTEVT	Council for Technical Education and Vocational Training
DCSI	Department of Cottage and Small Industries
DCSIO	District Cottage and Small Industry Office
DMEGA	District Micro Entrepreneurs Group Association

EDF	Enterprise Development Facilitator
EDO	Enterprise Development Officer
FNCCI	Federation of Nepalese Chamber of Commerce and Industries
FNCSI	Federation of Nepalese Cottage and Small Industries
GBPP	Gandaki Bahuudesiya Prabidhik Pratisthan
HHS	Household Survey
ILO	International Labour Organization
MED	Micro Enterprise Development
MEDEP	Micro Enterprise Development Programme
MEDF	Micro Enterprise Development Fund
MEDPA	Micro Enterprise Development for Poverty Alleviation
MEG	Micro Entrepreneurs Group
MEs	Micro Entrepreneurs
MEGA	Micro Enterprise Group Association
MFI	Microfinance Institution
MOICS	Ministry of Industry Commerce and Supply
NGO	Non-governmental Organization
NPD	National Programme Director
NPM	National Programme Manager
NPSO	National Programme Support Office
NSTB	National Skills Testing Board
NZAID	New Zealand Aid
PRA	Participatory Rural Appraisal
SIYB	Start and Improve Your Business
TOPE	Training of Potential Entrepreneur
TOSE	Training of Selected Entrepreneur
TOEE	Training of Existing Entrepreneur
TOGE	Training of Growing Entrepreneur
UNDP	United Nations Development Programme

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Gandaki Bahudesiya Prabidhik Pratisthan

Executive Summary

Micro-Enterprise Development Programme (MEDEP) has been contributing to the Government of Nepal's (GoN) efforts towards poverty reduction in rural areas through the development of micro-entrepreneurs and employment generation since 1998. The GoN has adopted the MEDEP model in the name of Micro Enterprise Development for Poverty Alleviation (MEDPA) and has now been replicating it in 77 districts. In the new context of state restructuring, the GoN is gradually replicating MEDPA in all local governments during and beyond MEDEP's implementation.

MEDEP IV phase is focused on building the government's capacity to implement MEDPA effectively and institutionalising the Micro-Enterprise Development Model (MED model) at all levels. Capable human resources oriented and trained in the MED model are crucially important, particularly in carrying out activities at the grassroots level. Realising this fact, MEDEP started to train EDFs in different subjects required as per the MED model, such as Resource Analysis, Participatory Rural Appraisal (PRA), Household Surveys (including existing Appropriate Technology, traditional and indigenous knowledge and skills), Social Mobilization, Entrepreneurship Development, Micro-Finance, Marketing, Business Counselling, etc.

Later in 2008, MEDEP collaborated with the Council for Technical Education and Vocational Training (CTEVT) and institutionalised EDF development with a provision of two pathways: through academic courses (18 months Technical School Leaving Certificate and Three Year Diploma in Entrepreneurship Development) and through a non-academic system by Skill Testing (Level 2 and 3) under National Skills Testing Board (NSTB) of the CTEVT. By the end of 2017, about 1,373 qualified EDFs in level 2 and 3 are produced, who either appear in the academic board examination or are certified through both Skill Tests[1].

The overall results of Skill Tests under NSTB and academic institutions until 2016 were satisfactory. However, the results of Skill Tests in 2017 have drastically gone down. There might be several reasons behind it.

This study is carried out on "Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in

[1] Source: NEDC developed software for tracking EDFs

Conducting Training of EDF Course". This study is mainly focused on the assessment of the quality of the training institute in terms of training delivery, and the identification of the reasons behind the declining trends in the Skill Test result, the quality of EDFs service in the MED model implementation and the major issues, challenges, problems and ways to address them.

For the assessment of the effectiveness of Enterprise Development Facilitators (EDFs) in service delivery and training institutes in conducting training of EDF Course, 3 TSLC course and 12 EDF L-2 (1500-hour course) training providers as well as 32 employers including BDSPO, DMEGA, CSIDB, DCSIO were visited, interviewed and interacted with. The study is mainly based on information collected from primary sources and supplemented with consultations with the officials and professionals of the respective offices. For consultations, an interactive participatory approach has been applied with the help of checklists to ensure active participation of the concerned beneficiaries/stakeholders, and derive optimal benefit from their limited time.

The pass percentage of the students appearing in Skill Test (EDF Level 2) after completion of the 1500-hour course has dramatically gone down to below 20 percent in the 2073/74 academic year, which was above 50 percent in the previous year. But the results of the EDF students appearing in the TSLC exam have not dropped in a similar manner. The performance of Training Institutes in terms of delivering quality services to students of the EDF course is found to be below standard. The main reasons behind it are poor physical facilities at the training centre, unqualified trainers, not following the curriculum properly, greater focus on theory than on application, providing OJT just for formalities, etc. Another reason is the intake of students with low grades (D & E grades in SEE) at level 2 (1500 hours) training course. Yet another reason behind the declining quality of training is that training institutes are more focused on profit-making rather than on providing quality service.

To assess the quality of EDF service, 32 employers were interviewed. EDF L-3, EDF L-2 with experience, TSLC and EDF L-2 from 1500 hours of training have better performance respectively. Similarly EDFs L-3 and L-2 with experience have better performance than other EDFs to deliver the SIYB package and the MED model. The performance of EDFs L-2 from 1500 hours of training and fast-track course is found to be very poor due to the lack of proper practical exposure during the training.

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Chapter 1

Introduction

1.1 Background

Micro-Enterprise Development Programme (MEDEP) has been contributing to the Government of Nepal's (GoN) efforts towards poverty reduction in rural areas through the development of micro-entrepreneurs and employment generation since 1998. The GoN has adopted the MEDEP model in the name of Micro Enterprise Development for Poverty Alleviation (MEDPA) and has now been replicating it in 77 districts. In the new context of state restructuring, the GoN is gradually replicating MEDPA in all local governments during and beyond MEDEP's implementation.

MEDEP adopts an integrated, demand-driven enterprise development model. The model consists of a six-step micro-entrepreneur development approach, including local resource; market and potential entrepreneur analyses; entrepreneurship development training; development of technical skills; access to finance; testing and transfer of appropriate technology; and business counseling and market linkages.

MEDEP IV phase is focused on building the GoN's capacity to implement MEDPA effectively and institutionalising the Micro-Enterprise Development Model (MED model) at all levels. The objectives of MEDEP IV phase are as follows:

- To support the GoN to take over the delivery of MED activities through MEDPA programme;
- To build the capacity of the GoN and of the private sector including NGOs (MED service providers) to deliver MED sustainably;
- To strengthen the capacity of micro-entrepreneurs associations to sustainably provide members with a number of business development services such as access to markets, access to finance, improved technologies and advocacy.

In order to achieve the above objectives, MEDEP IV is providing technical backstopping to strengthen the capabilities of MEDPA staff and GoN organizations, Micro-Enterprise Development Service Providers (MEDSPs), Micro-Entrepreneurs' Associations and other MED stakeholders.

To achieve the second and third objectives of MEDEP IV, capable human resources oriented and trained in the MED model are crucially important, particularly in carrying out activities at the grassroots level. Realising this fact, MEDEP trained capable human resources as per the MED model and named them Enterprise Development Facilitators (EDFs). Initially EDFs were trained by MEDEP in

different subjects required as per the MED model, such as Resource Analysis, Participatory Rural Appraisal (PRA), Household Surveys (including existing Appropriate Technology, traditional and indigenous knowledge and skills), Social Mobilization, Entrepreneurship Development, Micro-Finance, Marketing, Business Counselling, etc. Later in 2008, MEDEP collaborated with the Council for Technical Education and Vocational Training (CTEVT) and institutionalised EDF development with a provision of two pathways: through academic courses (18 months Technical School Leaving Certificate EDF Level 2 and Three Year Diploma in Entrepreneurship Development – EDF level 3) and through a non-academic system by Skill Testing under National Skills Testing Board (NSTB) of the CTEVT. Under NSTB Skill Tests, EDF levels 2 and 3 are regularly conducted for those who were trained by the MEDEP. They are engaged either in District Micro-Entrepreneurs' Group Association (DMEGA) or Business Development Service Providers (BDSPs). However, the Occupational Profile (OP) for Skill Test of Enterprise Development Officer Level (L_4) has been prepared and approved by NSTB but Skill Test has yet to be conducted. By the end of 2017, about 1,373 qualified EDFs at levels 2 and 3 are produced, who either appear in the academic board examination or are certified through both Skill Tests[2]. To produce EDFs through academic courses, five training institutes, both private and government, are delivering the courses. However, initially it was quite challenging to attract students to such training and therefore, the MEDEP provided scholarships to girl students from excluded communities through two private training institutes affiliated to the CTEVT. This was done to publicize the courses and prove that they will lead to a job. Lately, MEDEP has collected information that there are about 26 private and government training institutes offering the EDF course under both academic and non-academic systems.

In the new federal context that Nepal has adopted, the Ministry of Industry has proposed that each Local Level Government (LG) establish an Industry Development Section with responsibilities to look after both the Industry Promotion and Industry Administration of Micro-Enterprise, Cottage and Small Industry which were the responsibilities of the then Cottage and Small Industry Offices under the Department of Cottage and Small Industry and Cottage and Small Industry Development Board (CSIDB) at the district level. It has been estimated that about 2,000 additional EDFs are required in all 753 LGs and elsewhere.

The overall results of Skill Tests under NSTB and academic institutions were satisfactory until 2016. However, the results of Skill Tests in 2017 have drastically gone down. High demand of a large number of EDFs in the next couple of years on

[2] Source: NEDC developed software for tracking EDFs

the one hand, and low pass percentage in Skill Tests through NSTB on the other hand, prompted MEDEP to conduct this assessment. One of the reasons behind the low pass percentage of EDFs under Skill Tests may be the low quality of education they are delivering. As the MEDEP claims that its innovative approach of Micro-Enterprise Development is delivering Entrepreneurship Development training called Start and Improve Your Business (SIYB) as a key entry point including other training packages as per the MED model, the effectiveness of SIYB delivered by EDFs is equally important as a part of this assessment. Therefore, the three issues—the effectiveness of training institutes delivering the EDF courses, the effectiveness of the EDFs delivering services for Micro-Enterprise Development, and their effectiveness in delivering SIYB—are interlinked with each other and are not separable in this study. Therefore, there is a need to conduct the assessment in these three core areas at the grassroots level.

1.2 Programme Implementation Modality of MEDEP/MEDPA

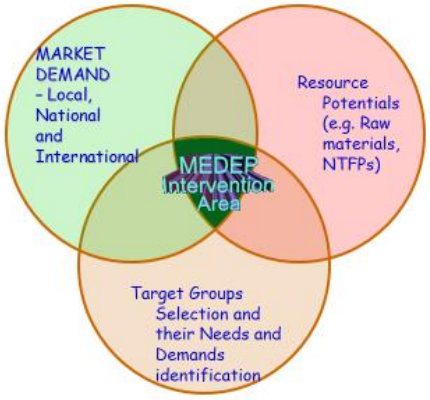
1.2.1 Introduction

MEDEP/MEDPA is a poverty alleviation programme and its target groups are the people/households living below the poverty line. The main target group of MEDEP/MEDPA are women, dalits, janajatis, religious minorities, madhesis, unemployed youth, poor and extreme poor. At present, MEDEP/MEDPA is implementing its programme in the districts through BDSPs, focusing on a demand-driven enterprise development model that consists of a stepwise micro-enterprise development approach.

1.2.2 Demand Driven Strategy

MEDEP/MEDPA focused on a demand-driven enterprise development strategy while implementing the programme. MEDEP/MEDPA considers resource potentiality, market demand and people's needs before implementing the programme. The following diagram indicates the MED demand-driven strategy.

Figure 1: MED demand driven strategy



1.2.3 Enterprise Development Process

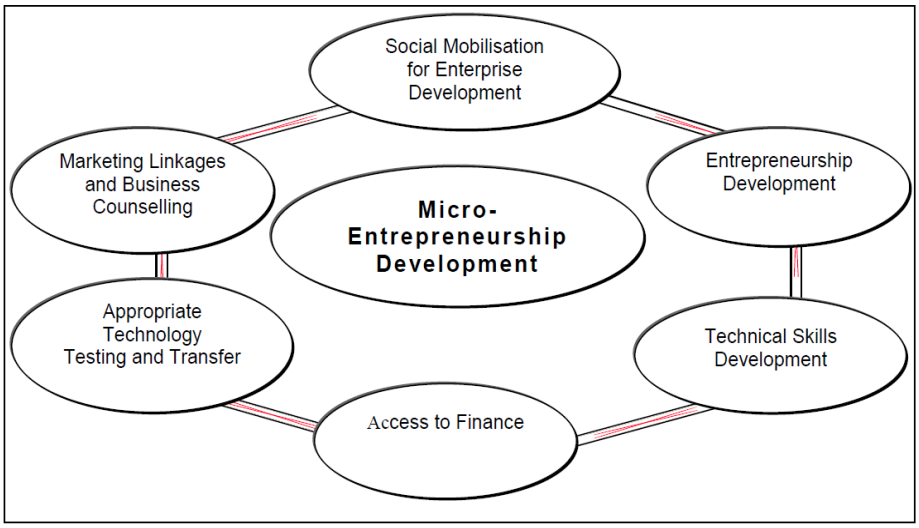
The MED Model is based on a pro-poor and inclusive entrepreneur selection and entry process and a stepwise enterprise development process. The six components represent a generalization of the support requirements of micro-entrepreneurs, and the ultimate aim is make the entrepreneurs self-sustaining.

The activities cycle to develop a micro-entrepreneur is illustrated in the following steps:

Step 1: Social mobilization for enterprise development
Step 2: Entrepreneurship development through capacity development
Step 3: Technical Skills development
Step 4: Assess to micro-finance services
Step 5: Appropriate Technology Testing and Transfer
Step 6: Market Linkage and Business Counseling

These steps are illustrated in a flow diagram below:

Figure 2: Micro-Enterprise Development Process



- **Social mobilization for enterprise development:** It involves community sensitization, village community meeting, orientation on the process, principle and strategy, sensitization workshop, and networking with the partner organization. Likewise, the programme has developed special screening criteria which test the entrepreneurial characteristics of the target participants. The selection procedures aim to assess the potential entrepreneurial competencies of target groups, particularly poor, women, dalits, indigenous nationalities and unemployed youth who are eager to become entrepreneurs, and to select those who, by virtue of their behavioural and entrepreneurial profiles, have a higher probability of success.

- **Entrepreneurship development through capacity development:** Imparting entrepreneurial skills is essential to build self-confidence and enhance risk-bearing capacity of the potential entrepreneurs. MEDEP/MEDPA uses 'Start and Improve Your Business' (SIYB), a step-by-step entrepreneurship development package developed by the International Labour Organization (ILO) with technical support from UNDP for rural settings. The SIYB helps entrepreneurs to gradually acquire knowledge and business skills for business creation and development. This has proved to be a catalyst for the expansion of micro-enterprises in rural Nepal.

- **Technical skills development:** Several kinds of training are conducted for technical skills development based on the participants' interest and choice. Technical skill training is designed and conducted immediately after the

entrepreneurship skill development package (i.e. SIYB). The nature and content of technical skill training vary according to the type of enterprises. Skill development is based on a demand-driven concept where MEDEP/MEDPA has developed and applied very rigorous selection criteria that encourage participants to make demand for technical skill development training. As per the demand of the participants, the programme designs and delivers the technical skill development training, ensuring that trained participants are immediately turned into sustainable entrepreneurs.

- **Assess to Finance:** Micro-finance activity refers to a process of facilitating micro-entrepreneurs to have easy access to small-scale loans in different cycles and micro-enterprises to fulfill the credit capital need of entrepreneurs. Micro-credit component is mainly implemented in close collaboration with micro-finance institutions such as Rural Development Bank, Nirdhan Utthan Bank and cooperatives. Apart from this, they are also linked with district level institutions such as Local Development Fund, as per the specific micro-credit need and situation of the districts. MEDEP/MEDPA also encourages micro-entrepreneurs to establish micro-entrepreneurs groups, cooperatives and producer associations. Regular-saving generation is encouraged in such groups with an expectation that the capital thus generated helps group members in other small financial matters and also helps develop the group as an institution. Therefore, the micro-credit component of MED broadly includes generating and mobilizing savings as well.

- **Appropriate Technology Testing and Transfer:** Appropriate technology is a small-scale, decentralized and grassroots solution to technological problems. It is, therefore, low-cost, flexible, easily accessible, convenient to control, and less complicated. As a demand-driven modality of the programme, the demand of micro-entrepreneurs for a wide range of appropriate technology is supported, while addressing issues of food safety, quality and technology. Participatory action research and product development are also effective ways of bringing about improvement and efficiency in products and services. Small-scale appropriate technologies are tested and transferred for the extreme poor.

- **Marketing Linkage and Business Counseling:** Marketing is the most crucial sub-system of any enterprise. It is a social and managerial process by which individual or groups obtain what they need and want by creating, offering and exchanging products and services with others. Customer satisfaction is key to marketing micro-enterprises of the poor. Under the demand-driven marketing strategy, MEDEP/MEDPA follows marketing analysis and development, and step-wise marketing expansion strategies for the selection, growth and

sustainability of micro-enterprises. MEDEP/MEDPA also encourages the micro entrepreneurs to establish the site, district, regional and national level market outlets apart from organizing district, regional and national level industrial exhibition and trade fair. Similarly, the programme supports the branding of products and provides training on intellectual property rights.

Follow-up and business counseling are the most important parts for the sustainability of micro-enterprises. The programme gives high priority to business counseling and follow-up services. One EDF is mobilized in each market centre. The EDF visits every market centre at least once a month and attends the Local Micro Enterprise Group Association (LMEGA) meeting. In the meeting, the progress of the enterprises and the problems facing them are discussed. The EDF provides counseling support to help resolve the problems.

MEDEP/MEDPA has developed an entrepreneur registry system for each Micro Entrepreneur. Information about personal information, credit information enterprise information, production and sales information, saving and saving mobilization information etc. is kept in the registry system. From this system, everyone can see the change in income of an entrepreneur or a family. To collect such information, MEG, LMEGA, DMEGA and EDFs are mobilised.

1.3 Training Institutes in Conducting Training of EDF Course

Enterprise Development Facilitators (EDFs) are the frontline staff members to implement the entrepreneurship development programme in the rural communities. The role of capable human resources, especially EDF oriented and trained in the MED Model, is vital to implement the MED model at the grassroots level. Realising this fact, MEDEP trained capable human resources to deliver services as per the MED model and named them Enterprise Development Facilitators (EDFs). Initially EDFs were trained by MEDEP in different subjects required as per the MED model such as Resource Analysis, Participatory Rural Appraisal (PRA), Household Surveys (including existing Appropriate Technology, traditional and indigenous knowledge and skills), Social Mobilization, Entrepreneurship Development, Micro-Finance, Marketing, Business Counselling, etc. Later in 2008, MEDEP collaborated with the Council for Technical Education and Vocational Training (CTEVT) and institutionalised EDF development with a provision of two pathways: through academic courses (18 months Technical School Leaving Certificate and Three Year Diploma in Entrepreneurship Development) and through a non-academic system by Skill Testing under National Skills Testing Board (NSTB) of the CTEVT. Under NSTB Skill Tests, EDF levels 2 and 3 are regularly conducted for those who were trained by MEDEP; they are then engaged either in District Micro-Entrepreneurs' Group Association (DMEGA) or in

Business Development Service Providers (BDSPs). However, the Occupational Profile (OP) for Skill Test of Enterprise Development Officer level 4 has been prepared and approved by NSTB, but Skill Test has yet to be conducted.

To produce EDFs through academic courses (TSLC), five training institutes, both private and government, are delivering the courses and about 20 training institutes are delivering non-academic (1500-hour course) training. Initially, it was quite challenging to attract students to such training and therefore, MEDEP provided scholarships to girl students from excluded communities through two private training institutes affiliated to the CTEVT. This was done to publicize the courses and prove that they lead to a job. At present, about 26 private and government training institutes are offering the EDF course under both academic and non-academic systems.

It is in this context that MEDEP subcontracted GBPP Pvt. Ltd. for carrying out the **"Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Course".** This report has been prepared as per the terms and conditions stated in the sub contract document and the actual performances have been tested and verified in the field site under the criteria agreed upon during the interaction among MoICS and MEDEP professionals in the introductory meeting conducted at the beginning of this assessment.

Chapter 2

Purpose of the Study

2.1 Rational of the Assignment

Currently, five private and government training institutes are running academic courses (TSLC) on EDFs. At the initial stage, it was quite challenging to attract students to such training. Therefore MEDEP provided scholarships to girl students from excluded communities through two private training institutes affiliated to the CTEVT. This was done to publicize the courses and prove that they lead to a job. Currently, there are about 26 private and government training institutes offering the EDF course under both academic and non-academic systems.

The overall results of skill tests under NSTB and academic institutions were satisfactory until 2016. However, the results of skill tests in 2017 have drastically gone down. High demand of a large number of EDFs in the next couple of years on the one hand, and low pass percentage in skill tests through NSTB on the other hand, prompted MEDEP to conduct this assessment. It is assumed that one of the reasons behind the low pass percentage of EDFs under skill tests may be the low quality of education delivered by the training institute. As MEDEP claims that its innovative approach of Micro-Enterprise Development is delivering Entrepreneurship Development training called Start and Improve Your Business (SIYB) as a key entry point, including other training packages as per the MED model, the effectiveness of SIYB delivered by EDFs is equally important as part of this assessment. Therefore, the three issues—the effectiveness of training institutes delivering EDF courses, the effectiveness of EDFs delivering services for Micro-Enterprise Development, and their effectiveness in delivering SIYB—are interlinked with each other and are not separable in this study. Therefore, there is a need to conduct the assessment in these three core areas at the grassroots level.

Thus the assessment of effectiveness of Enterprise Development Facilitators (EDFs) in service delivery and training institutes in conducting training of EDF course was carried out. MEDEP invited proposals from competent organizations for conducting an independent assessment and GBPP Pvt. Ltd. was selected to carry out the task.

2.2 Scope of the Study

The scope of the study as per the ToR of RFP is as follows:

i. Assess the training's performance of Training Institutes in terms of delivering quality services to students of EDF course.

ii. Conduct assessment of quality of service delivered by EDFs, particularly Entrepreneurship Development package namely Start and Improve Your Business (SIYB).
iii. Make a comparative analysis in terms of quality between the EDF who obtained Level 2 from TSLC EDF course, the EDF who were certified level 2 from Fast Tract course, EDFs certified who studied the 10-month course and underwent skill test and other EDFs who underwent skill test and certified EDF levels 2 and 3.
iv. Take the references of both primary and secondary data and information. The study team will obtain necessary information from MEDEP, GoN Organizations including Department of Cottage and Small Industry (DCSI), Cottage and Small Industry Development Board (CSIDB), Council for Technical Education and Vocational Training (CTEVT), National Skill Testing Board (NSTB) under CTEVT, government and private training institutes which are running EDF academic & non-academic courses and development partners which have employed EDFs to deliver the enterprise development services.

As per the TOR, GBPP conducted the "Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Courses". GBPP engaged two experts as provisioned in the project proposal to lead, coordinate, collect data, analyse, interpret and finalise this study. The expert team was supported by other specialists as and when needed. GBPP engaged experienced and motivated experts to extract pertinent information from the field to ensure quality of work and to prepare a reliable and trustworthy report.

GBPP mobilised the team of experts to accomplish the tasks as mentioned in the Terms of Reference (TOR). Some illustration of the work conducted during this study is given below:

- In consultation with professionals of MEDEP, GBPP reviewed the necessary information of training institutes, employers and EDFs.
- The experts conducted desk review and extracted relevant data, information and documents.
- They developed and finalised the assessment framework and tools by specifying evaluation components and questions, indicators/variables associated with these and techniques/methods in consultation with MoICS and MEDEP.
- They mobilised motivated specialists to the field to collect, verify and test the questionnaires and develop a model for the study. The tested questionnaires

were then used to collect the pertinent information/data from the primary and secondary sources for the purpose of assessment.

- The team conducted a field testing through observation to verify the information given in reports of the organisation and other relevant documents.
- The team used different approaches like observation, group discussion, interview using the developed checklist and questionnaires with students, EDFs, heads/representatives of institutes, BDSPO, DMEGA, CSIDB/DCSIO and other relevant organisations to collect and verify the information.
- They analysed and interpreted the data/information.
- They prepared a draft report and made a presentation of it.
- They finalized the report by incorporating feedback and inputs from MEDEP and MoICS.

2.3 Objective of the Study

The main objective of the assignment is to assess the quality of training delivery by the Training Institutes, the quality of services delivered by EDFs and the effectiveness of EDFs in delivering SIYB in entrepreneurship development. The specific objectives of the assignment are as follows:

a. To analyse the training's performance of Training Institutes in terms of delivering quality services to students of EDF course.

b. To assess the physical facility of training institutions as per the required standard set by the CTEVT.

c. To assess the education, qualifications and experiences of human resources (teachers) involved in training EDFs in the training centre.

d. To conduct rapid assessment of quality of service provided by EDFs. And to make a comparative analysis in terms of quality between the EDF who obtained Level 2 from TSLC EDF course, the EDF who were certified level 2 from Fast Tract course, EDFs certified who studied the 10-month course and underwent skill test and other EDFs who underwent skill test and certified EDF levels 2 and 3.

e. To assess the performance of EDFs in delivering Entrepreneurship Development package which is Start and Improve Your Business (SIYB)

f. To identify the issues, challenges and problems and the ways to address them so as to increase the benefits from training institutions to the EDF students.

Chapter 3

Study Methodology and Approach

3. Methodology

A multi-method data collection approach was used to collect secondary and primary data for assessment of effectiveness of Enterprise Development Facilitators (EDFs) in service delivery and training institutes in conducting training of EDF course. Primary data were collected by using the checklist. Secondary data came from desk review.

The study was mainly based on information collected from primary sources, supplemented with consultations. For consultations, an interactive participatory approach was applied with the help of checklists to ensure active participation of the concerned beneficiaries/stakeholders, and benefit from their limited time. We adopted FGD and interview methods of interaction using appreciative inquiry at all stages of our data collection. Stepwise study methods are as follows:

3.1 Desk review

All the relevant documents, reports and literatures related to the assignment were collected and reviewed by the study team. This desk review helped the team to be clear about the context, the nature of the assignment, the requirements of the study, types and nature of information that needed to be collected, and to define the final methodology framework. The information acquired from the desk review also served as secondary information while preparing the report.

3.2 Selection of Study Areas

As per the ToR given by MEDEP, all 3 training institutes conducting 18 months of TSLC programme were covered by the study. Twelve (57%) out of 21 training institutes providing a 10-month (1500 hours) EDFs course were visited. BDSPOs, DMEGAs and district office like DCSI/CSIDB of the same district were also covered by the study. The list of all the training institutes providing entrepreneurship development training and affiliated with the CTEVT is given in ***Annex 1.*** The names of the visited training institutions, BDSPOs, DMEGAs and district office of DCSI/CSIDB are as follows:

A. TSLC Training Providing Institutions:

1. Kanchanjungha Polytechnic Institute Pvt., Butwal, Rupandehi
2. Sudur Pachhimanchal Polytechnic Institute Pvt.Ltd. Dhangadi Na.Pa.-5, Kailali

3. Industrial Enterprise Development Institutes (IEDI), Tripureshwor, Kathmandu

B. Short Term (1500 Hours) Training Providing Institutions:

1. Women Skill Development Center, Ithari
2. Samana Multi Skills Institute, Dang
3. Madhya Nepal Prabidhik Sikshyala, Surkhet
4. Bheri Rapti Prabidhik Shikshayala, Surkhet
5. Enterprise Promotion and Research Centre, Dang
6. Nawa Jeevan Multi Educational Academy, Dang
7. Prabidhik tatha Babasayik Training Center, Nuwakot
8. Gangaram College, Bharatpur, Chitwan
9. Bheri Karnali Polytechnic Institute, Banke
10. Hill Side Technical College, Tulsipur, Dang
11. Wide Knowledge Technical College, Kohalpur, Banke
12. Bherimalika Bahuprabidhik Pratisthan, Kohalpur, Banke

C. DCSI/CSIDB/BDSPO/DMEGA of Kailali, Banke, Surkhet, Dang, Rupandehi, Nawalparasi, Chitwan and Sunsari

3.3 Questionnaire Developed and Finalized

The team developed the necessary questionnaires and checklists for assessment of effectiveness of Enterprise Development Facilitators (EDFs) in service delivery and training institutes in conducting training of EDF course. The questionnaires and checklists used for the study are given in ***Annex 2***.

3.4 Consultation Meeting with Relevant Professionals:

A consultation meeting with MEDEP, GoN organisations including DCSI, CSIDB, CTEVT, NSTB under CTEVT, SAMRIDDHI project of MoICS, government and private training institutes which are running EDF academic and non-academic courses and development partners which have employed EDFs to deliver the enterprise development services was held and necessary information and inputs regarding the assignment were obtained. During the consultation meeting, study procedures, approaches and methodologies were discussed. Questionnaires and checklists for assessment of effectiveness of Enterprise Development Facilitators (EDFs) in service delivery and training institutes in conducting training of EDF course were finalised after the consultation meeting.

3.5 Field Work

After finalisation of the checklist/questionnaire, study procedures, approaches and methodology, field work was carried out. All the training institutes that are running 18 months TSLC course on ED and approximately 57% of institutions providing the ten-month training were visited and key stakeholders interviewed during the field visit. BDSPOs, DMEGAs and district government offices like DCSI/CSIDB of the same district were visited and necessary information based on the developed checklists was collected. Classroom and other training facilities of the training institutes were observed and interaction with students was also done during the visit.

3.6 Sharing Meeting at MoICS/MEDEP

The study team shared the findings with MOICS/MEDEP professionals after completing the field visit. The objective of this meeting was to make final verification of the findings and to incorporate the final comments and recommendations from the MOICS/MEDEP officials while analysing the information and interpreting the results.

3.7 Data Analysis and Interpretation

All data and information collected from primary and secondary sources were compiled (entered into computer software), processed, analysed and interpreted to prepare the study report. Simple statistical tools such as mean, range and percentage were used for the analysis of quantitative data whereas descriptive method was used for the analysis of qualitative data. Excel and some statistical software were used to analyse the date. Some of the information is presented in tabular and graphical forms as well. Based on the output of the analysis, a draft report was prepared

3.8 Presentation of Findings

3.8.1 Draft Report

On 21st April, GBPP submitted the draft report to MoICS/MEDEP for comments and suggestions. A presentation was also held at the MoICS meeting hall to share the findings, results, and recommendations with the MoICS/MEDEP professionals.

3.8.2 Final Report

Comments and suggestions provided from MoICS/MEDEP-professionals and stakeholders were incorporated and the final report was prepared. The final report was submitted to MEDEP on 30th of April 2018.

3.9 Study Work Plan

The proposed study was completed over a period of forty working days from the date of signing the contract. A detailed breakdown of the activities is given in Table 1. As per the schedule mentioned below, some of the activities were carried out simultaneously to save time and meet the deadline. This occurred especially during the design phase as well as during data analysis and report writing.

Table 1: Detail Work Plan

Week	Date	Activities	Responsible
1	March 6 - 16	Review all relevant documents, reports, and literatures related to the assignment	Team Leader & Member
		Select training institutions, DCSI/CSIDB/ BDSPO/DMEGA district office in consultation with MoICS/MEDEP	Team Leader & Member
		Develop, discuss, refine and finalize survey design and survey instruments (checklists/ questionnaire)	Team Leader & Member
		Interact with MoICS/MEDEP professional to finalize the checklist	Team Leader & Member
3	March 17 – April 07	Carry out field visit to collect primary information and verification of data	Team Leader & Member
4	April 08 - 20	Perform data analysis and prepare draft report	Team Leader & Member
5	April 21	Submit draft report to MEDEP	Team Leader

6	April 24	Conduct meeting at MEDEP to share findings and collect feedback	Team Leader & Member
7	April 25 -29	Finalize the report incorporating the feedback received from UNDP/MEDEP	Team Leader
8	April 30	Submit final report to UNDP	Team Leader

3.10 Human Resource

The list of human resources engaged in "Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Course" is given in table 2.

Table 2: List of Human Resources

S.N	Name	Proposed Position	Qualification and Experiences	Responsibilities
1	Mr. Bishnu Hari Acharya	Team Leader (Programme Expert)	Master in Business Administration and has more than 10 years of experience in micro enterprises, micro enterprise development, training and evaluation of effectiveness of training	Lead the team, Interact with the key stakeholders, prepare checklist, prepare field plan, visit field, prepare the report, and present the findings.
2	Mr. Shiba Prakash Acharya	Team Member	M.Sc. in Natural Resource Management and more than 20 years of experience in micro enterprises, micro enterprise development, training and evaluation, interpretation and presentation of data and reports	Interact with the key stakeholders, prepare checklist, prepare field plan, Field work, analyse & interpret the data and prepare the report

3.11 Limitation of the Study

For safe and confident attribution, this study has used different methods comprising "pre and post", "before and after" and "increased, decreased or same" approach. This is an indicative report of the performance as this study could not analyse in depth the activities that are still ongoing. However, a reasonable inference been drawn to present the findings and provide recommendations as far as possible. The team has taken sufficient precaution to produce concise results on the evaluation of the process to draw its conclusions. Some of the cases had only just started and it has been difficult even to predict the final result; however, a reasonable level of prediction has been made to evaluate the result based on their initiation and the process listed, agreed upon, followed and documented in the initial stages of such activities.

Chapter 4

Findings of the Study

4.1 Background

Enterprise Development Facilitators are the frontline staff to implement the entrepreneurship development programme in the rural communities. The role of EDF oriented and trained in the MED model is vital to implement the MED model at the grassroots level. Realising this fact, MEDEP trained the human resources to deliver different services as per the MED model in an effective manner and named them Enterprise Development Facilitators (EDFs). Initially EDFs were trained by MEDEP in different subjects required to implement the MED model such as Resource Analysis, Participatory Rural Appraisal (PRA), Household Surveys (including existing Appropriate Technology, traditional and indigenous knowledge and skills), Social Mobilization, Entrepreneurship Development, Micro-Finance, Marketing, Business Counselling, etc. Later in 2008, MEDEP collaborated with the Council for Technical Education and Vocational Training (CTEVT) and institutionalised EDF development with a provision of two pathways: i) Through academic courses (18 months Technical School Leaving Certificate and Three Year Diploma in Entrepreneurship Development) and ii) Through a non-academic system by Skill Testing under National Skills Testing Board (NSTB) of the CTEVT. Under NSTB Skill Tests, EDF levels 2 and 3 are regularly conducted for those who were trained by MEDEP; they are engaged either in District Micro-Entrepreneurs' Group Association (DMEGA) or Business Development Service Providers (BDSPs). However, the Occupational Profile (OP) for Skill Test of Enterprise Development Officer level 4 has been prepared and approved by NSTB but Skill Test has yet to be conducted.

To produce EDFs through academic courses, five training institutes, both private and government, are delivering the courses and about 20 training institutes are delivering non-academic (1500 hours) training. Initially, it was quite challenging to attract students to such training and therefore, MEDEP provided scholarships to girl students from excluded communities through two private training institutes affiliated to the CTEVT. This was done to publicise the courses and to prove that they will lead to a job. At present about 26 private and government training institutes are offering EDF course under both academic and non-academic systems.

It is in this context that MEDEP subcontracted GBPP Pvt. Ltd. for carrying out the "Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Course". This report has been prepared as per the terms and conditions provided in the sub contract document and the actual performance has been tested and verified in the field site under the criteria agreed upon during the interaction among MoICS and MEDEP professionals in a meeting conducted at the beginning of this assessment.

4.2 Physical Facilities of Training Institutes

A good teaching and learning environment is necessary to deliver quality training. Well-developed physical facilities such as buildings, classrooms, surrounding environment, laboratories, workshops, libraries, tools, equipment and materials play a vital role in creating a conducive teaching and learning environment. A total of 15 training institutes were visited for this assessment. The list of training institutes visited during the assessment period is presented in ***Annex 3.*** The findings about the physical facilities of the training institutes are as follows:

4.2.1 Building

All the training institutes except IEDI are providing training in rented buildings. Out of 15, only four institutes have an appropriate building for training. Two institutes rent one classroom in a hotel and conduct the training. Other institutes rent private houses for training, but they are very congested, and lack sufficient rooms, playground and space for simulation and practical work. As per the curriculum, there should be four classrooms for forty students, because students should be divided into four groups for practical sessions.

4.2.2 Classroom

There should be well ventilated, spacious classrooms for training. The size of a classroom for a theory session should be 0.75 square metre for 1 student and that for a practical session should be 1 square metre for 1 student. Out of 15, only 3 training institutes have the recommended classroom size for theory sessions. There should be two classrooms for twenty students and four classrooms for forty students with a separate computer lab, library, administrative room and principal room. All the training institutes have separate rooms for theory class, administrative work and principal room. But no training institute has an extra classroom for simulation work.

4.2.3 Computer/Laptop

Every institute should have their own computer laboratory with a minimum of 10 computers. But only 11 institutes have their own computer lab with sufficient computers (10 or more); 3 institutes don't have their own computer lab. One institute has fewer than 10 computers. Only three institutions have their own laptops; the rest are using the laptops of executive committee members.

4.2.4 SIYB Kits

A majority of the training institutes have only one SIYB Kit for practical sessions. The status of institutes and SIYB kits is presented in the table below.

Table 3: Status of SIYB Kits in Training Institute

S.N.	Number of SIYB Kits	Number of Institutes	Percentage	Remarks
1.	No SIYB Kits	2	13.33	
2.	1 SIYB Kits	5	33.34	
3.	2 SIYB Kits	2	13.33	
4.	3 SIYB Kits	2	13.33	
	4 or more than 4 SIYB Kits	4	26.67	
	Total	15	100.00	

Source: Survey report, 2018

The table above shows that 33.34 percent of institutes have only one SIYB kit, 13.33 percent of institutes have two SIYB kits and 40.00 percent institutes have three or more than three SIYB kits. Similarly, 13.33 percent of the institutes do not have SIYB kits with them. As per the CTEVT, the SIYB kit and student ratio should be 1:10. Out of 15 training institutes, only 4 (26.67 %) institutes meet that requirement. This shows that the majority of the institutes are not concerned with the quality of SIYB training even though SYIB is at the heart of the EDF course.

4.2.5 Multimedia

Multimedia is the most necessary equipment for quality training. Each institute has one multimedia for training, which is good.

4.2.6 Library

A library with sufficient books/manuals and reading space is essential for training institutes to maintain the quality of training. However, none of the institutes have a good library with sufficient books/manuals and reading space. A few books and manuals are kept in a cupboard in the administrative room. Only two institutes have a separate library.

4.2.7 Hostel Facilities

Hostel facilities are not required indicators for short-term training and TSLC course. However, two out of 15 institutes are providing partial hostel facilities for students, which is a positive signal.

4.2.8 First-aid Kit

A first-aid kit is compulsory at training institutes; however, only one institute has first aid facility for students.

4.2.9 Extra Curricular Activities

Extracurricular activities are essential for the overall development of the students. However, 13 out of 15 institutes conduct the training in the morning between 6 am to 10 am and there are no extra-curricular activities in these institutes. Two institutes running the classes during daytime do not provide extra-curricular activities either.

4.3 Academic qualifications and experiences of human resources

Apart from the physical facilities, qualified and experienced teachers are essential for quality training. The qualification of trainers, which is clearly defined by the curriculum, is as follows:

- Instructors should have a bachelor's degree in a related field or PCL in the related field with a minimum 5 years of practical experiences.
- Demonstrators should have PCL with minimum 2 years of practical experiences.
- They should have good communication and instruction skills

Similarly qualification of trainers for EDF 1500-hour course is as follows:

- A bachelor's degree in a related field or in any discipline with SIYB ToT or PCL in a related field with Senior EDF (L-3).
- Trainers Training from a recognized institution.

Similarly, the curriculum clearly mentions that the instructor and student ratio should be 1:10 and that 75% of the instructors should be full-timers. However, none of the institutions meet this requirement. The status of human resources of the training institutions is given in the table below. Detailed status of human resources is presented in ***Annex 4.***

Table 4: Status of Human Resource of the Training Institutes

Qualification	Trainers Number	Percentage	Number of Training Institute	Remarks
Bachelors with SIYB ToT	8	12.12	2	
Bachelors with L-3	17	25.76	11	
Bachelors with L-2	11	16.67	8	
PCL with L-3	1	1.52	1	
PCL with L-2	9	13.63	5	
Others (Computer, Accounting, Communication)	20	30.30	12	
Total	**66**	**100**		

Source: Survey report, 2018

The table above shows that 12.12%, 25.76%, 16.67 %, 1.52% and 13.63% instructors have a bachelor's degree with SIYB ToT, a bachelor's degree with EDF L-3, a bachelor's degree with EDF L-2, PCL with L-3 and PCL with L-2 qualification

respectively. Remaining (30.30%) of the instructors have other qualifications and work in communications, information technology and accounts. Similarly, 2 institutes have instructors with a bachelor's degree with SIYB ToT, 11 institutes have instructors with a bachelor's degree with EDF L-3, 8 have instructors with a bachelor's degree with EDF L-2, 1 institute has PCL with EDF L-3, 5 institutes have PCL with EDF L-2 and 12 institutes have instructors with other qualifications. Most of the instructors work part-time and are involved in more than one institute. However, as per the curriculum, instructors should have a degree that is least one level higher than the training they conduct and L-2 graduates are not allowed to work as instructors for both the 1500-hour training and the TSLC course.

4.4 Quality of Training Institutions

4.4.1 Class hour per day

The TSLC course should be conducted for twelve months in training institutes and there should be six months of OJT after the final examination. However, for the 1500-hour course, 700 hours should be conducted in training institutes and there should be 800 hours of OJT before the Skill Test. The TSLC course was conducted 12 months in the institutions as per the curriculum and they sent the students for 6 months of OJT after the final exam. EDF L-2 (1500-hour) course should be conducted for 5 months in the training institutes and 5 months should be spent in the field as OJT. However, a majority of the institutes running the 1500-hour course (EDF L-2) were conducting the theory class for 10 months in the institutes and sending the students for OJT after the Skill Test, which is against the curriculum guidelines. The average duration of class hours of all the training institutes is about 4 hours per day with very little practical exposure.

4.4.2 Ratio of Theory and Practical

As per the curriculum, the ratio of theory and practical should 20:80 but the actual ratio is the inverse of it. OJT is fully practical-based training; however, the majority (9 out of 12) institutions providing the 1500-hour training are sending the students for OJT at an inappropriate time after the Skill Test. As a result, students cannot get practical exposure during OJT.

4.4.3 Training Venue

The training venue should be the training institution that is affiliated to the CTEVT. However, out of 15 institutions, 4 are conducting training on a mobile basis in other districts without sufficient training facilities and competent trainers.

4.4.4 Number of Students in a Group

The appropriate group size is 40 persons for theory sessions and 20 persons for practical sessions. As per the curriculum, there should be two trainers in a group for practical sessions. A majority of the training institutes have only one classroom and they do not divide the students in small groups for practical work; in fact, they don't even have sufficient trainers for facilitating practical sessions. They conduct the practical classes by having all the students in one groups. This indicates that training institutes are not running the training effectively. Table 5 shows the number of students in a group.

Table 5: Status of Institute and Group Size

Number of Students	No. of Institute
Number of Institutes with 20 or fewer students in a group	8
Number of Institutes with more than 21 and fewer than 30 students in a group	1
Number of Institutes with more than 31 and fewer than 40 students in a group	6
Number of Institutes with more than 41 students in a group	0

Source: Survey report, 2018

The training institutes have to divide the students into sub-groups for practical sessions. At least one trainer is required to facilitate 10 students in a practical class. None of the training institutes have extra classes for practical sessions and carry out minimum simulation exercises.

4.4.5 Ratio of Trainer and Students

As per the curriculum, the ratio of trainers and students should be 1:10, and 75% of the trainers should be full-timers. But the majority of the trainers are part-timers. Trainers should have a bachelor's degree in a relevant subject or a bachelor's degree with SIYB ToT or PCL with Skill test L-3 certificate. However, the majority of the institutions don't have qualified trainers. Trainer and student ratio is presented in the Table 6.

Table 6: Ratio of Qualified Trainer and Students

S.N.	Name & Address of the Institutions	Qualification and number of trainer					Student	Ratio of Teacher Students
		Bachelor SIYB ToT	Bachelor L-3	Bachelor L-2	PCL L-3	Total	2074/75	
1	Kanchanjungha Polytechnical Institute	2				2	32	1:16
2	Sudur Pachimanchal		1	3		4	20	1:05

S.N.	Name & Address of the Institutions	Qualification and number of trainer					Student	Ratio of Teacher Students
		Bachelor SIYB ToT	Bachelor L-3	Bachelor L-2	PCL L-3	Total	2074/75	
	Polytechnical Institute							
3	Industrial Enterprise Development Institute	6				6	11	1:02
4	Wide Knowledge Technical College, Kohalpur, Banke		1	1		2	20	1:10
5	Women Skill Development Center,		1	1		2	27	1:13
6	Samana Multi Skills Institute		1		1	2	32	1:16
7	Bherimalika Bahuprabidhik Pratisthan					0	20	0
8	Madhya Nepal Prabidhik Sikshyala		1	2		3	36	1:12
9	Bheri Rapti Prabidhik Shikshayala		2	1		3	40	1:13
10	Enterprise Promotion and Research Centre		2			2	14	1:07
11	Nawa Jeevan Multi Educational Academy		2	1		3	36	1:12
12	Hill side Technical College Pvt Limited		1	1		2	32	1:16
13	Prabidhik tatha Babasayik Training Center Nuwakot		3	1		4	11	1:03
14	Gangaram College		2			2	19	1:10
15	Bheri Karnali Polytechnical Institute					0	10	0
	Total					**37**	**360**	

Source: Survey report, 2018

The above table indicates that 2 (13.3%) institutes don't have even a single qualified trainer, 7 (46.7%) institutes don't maintain the ratio of 1:10 and only 6 (40%) institutes maintain the ratio of 1:10. This indicates that the majority of the institutes don't accord priority to quality training.

4.4.6 Agreement with Local Community Organization for Practical

Training institutions have to conduct practical sessions such as PRA, household survey, resource analysis, community orientation, group formation, and group meeting in nearby community organization. Only one training institute has an agreement with local NGOs and CBOs for the practical training. Training institutes, for the most part, are only providing theoretical knowledge. They do not even have a contract with the BDSPO, which was subcontracted by MEDPA. Training institutes send the students for practical training on the basis of personal contacts. It was observed that some of the

students are engaged in office work that wasn't relevant to the training. Practical field exposure is a must for effective learning, which is lacking in all the training institutes. Training institutes are running the EDF course with minimum practical exposure for trainees.

4.4.7 Agreement for OJT

OJT is very important for participants of both the TSLC and the 1500-hour courses to familiarise themselves with practical work in the real world. Only one training institute has an agreement with other organizations for OJT. Mostly, the training institutes have been sending the students to their home districts for OJT as per the students' request. Generally, training institutes send their students to CSIDB, DCSIO, BDSPO, DMEGA and other NGOs for OJT. Students also influence the local organizations to keep them for OJT with very little effort from the training institutes. As a result, students are involved in irrelevant assignments such as filing, record-keeping, and day-to-day general administrative work rather than implementing the MED model. For the 1500-hour training, OJT has to start from February, but a majority of the institutes were sending the students for OJT in August/September after the final Skill Test exam, which is against the curriculum guidelines.

4.4.8 OJT allowances

DCSIO and CSIDB have a provision of an allowance for the OJT students. They provide Rs. 5000 per student per month for two students in each district. Similarly, IEDI also provides Rs. 3000 per student per month during OJT, irrespective of whether they get any extra allowances from the OJT providers or not. Students have to manage the cost of living during OJT themselves. Therefore, they choose an organization based in their home district, regardless of whether the organization adopts the MED model or not.

4.4.9 OJT Follow up

As per the curriculum, the training institutes should follow the activities of the students at least three times during the OJT period. Training institutes follow the activities of the students who are close to the training centre; with other students, they remain in touch only via phone. Generally, OJT is taken just as a formality necessary to complete the course.

4.4.10 OJT Activities

OJT is the most important part of the training for both the TSLC and the 1500-hour training courses. Participants should practise work that they learn in the class. However, neither the training institutes nor the students take it seriously. Students have to do work in line with the MED model during OJT. But a majority of them perform

administrative work such as filing, record-keeping, dispatching letters during OJT. This has been found to be the case in all the 1500-hour training course providers except three: Women Skill Development Centre, Ithari, Sunsari; Prabidhik tatha Babasayik Training Centre, Nuwakot; and Gangaram College, Bharatpur, Chitwan. Most institutes send their students for OJT after the Skill Test in August, which is when the new fiscal year will have just begun. Usually, BDSPs are selected in December/January and start their jobs after February, which is almost the end of the OJT period.

4.4.11 Collaboration with Sectorial Office

Micro entrepreneurs have to get different services from various sectorial offices such as marketing services from Federation of Nepal Chamber of Commerce and Industry (FNCCI) and Federation of Nepal Cottage and Small Industry (FNCSI), agriculture-related services from the District Agriculture Development Office (DADO), livestock-related services from the District Livestock Services Office (DLSO), forest-related services from the District Forest Office (DFO), financial services from micro finance institutions, banks and cooperatives. Collaboration with these sectorial offices is a must to deliver better quality of training. However, none of the training institutions have formal and informal collaboration with sectorial offices in the district. They have some kind of relations with BDSPO and DMEGA only.

4.4.12 Curriculum with Students

Out of the 15 institutes visited, only three provided the curriculum to their students. Some of the institutes do have the curriculum, but the majority of them did not provide the curriculum to their students. One institute did not have curriculum, although 70% of the course had already been completed. Furthermore, when students were asked whether they received the curriculum or not, even those who had the curriculum were confused and could not report exactly what the actual use of the curriculum was.

4.4.13 Follow the Curriculum

Diploma and TSLC training providers more or less follow the curriculum. Other training institutes running the 1500-hour course do not follow the curriculum. One institute did not have the curriculum even 8 months after the classes started. Only 700 hours should be spent in the training institutes and even out of the 700 hours, only 180 hours are allocated for theory and the remaining 520 hours are for practical. Training institutes are providing training in classrooms for 10 months for 4 hours a day, which is about 960 hours. This means they are conducing theory classes for more than 80% of the time.

4.5 Performance of Training Institutes in terms of delivering quality services

To assess the quality of training institutes in terms of delivering quality services to the students of the EDF course, the evaluation team tried to collect various information by using different checklists, questionnaires and observation methods. As per the findings of the assessment, none of the institutes are very concerned about the quality of training; they are more concerned about making profits. Physical facilities, learning environment, qualified trainers, books and library facilities, training as per the curriculum, practical exposure, OJT are the main indicators of quality training. However none of the institutes perform well when assessed by these indicators. The status of different facilities and activities provided by the training institutions to the students is presented in Table 7.

Table 7: Status of different facilities and activities provided by the training institution to the students

S. N.	Facilities/Activities	Recommendation by CTEVT	Status of the Training Provider	Remarks
1	Buildings	Building with sufficient compound		
2	Class Room	1 room for 10 students	Three have recommended size of class room. None have extra classroom for practical sessions	
3	Computer	Separate computer lab with 10 computers	11 training centres have 10 or more than 10 computers	
4	Laptop	At least one laptop for each training centre	3 training centre have a laptop	
5	Multimedia	At least one multimedia for each training centre	All training centres have one multimedia	
6	Number of SIYB Kit	1 set for 10 students	Only 4 training institutes meet the criteria	
7	Library Facilities	Library with sufficient numbers of Book	2 training institutes have a separate library	
8	Sports Facilities for Students	Not mentioned	None of the training institutions have such facilities	
9	Agreement with CBOs for Practical	Not mentioned	One training centre has agreement document	
10	Agreement for OJT	Not mentioned	None of the training institutes have agreement providers	
11	OJT Follow up	Three times within the OJT Period	They follow up if the students are in the same town	
12	Curriculum with Students	Yes	3 training centres provide curriculum to their students	
13	Follow the Curriculum	Should follow the curriculum	TSLC training providers follow the curriculum to some extent	
14	Ratio of theory & practical class	Maintain the Theory & Practical Ratio (20:80)	Training centres do not maintain such ratio	
15	Trainer	Ratio of trainer and students should be 1:10. 75% of the trainers should be full-timers, and have a bachelor's degree in relevant subject or a bachelor's degree with SIYB ToT or PCL with Skill test L-3 certificate.	The majority of the trainers are part-timers. The qualification of the trainer is is met by only one training cetrer	
16	Trainer and Students Ratio	1:10	Only 6 institutes maintain the ratio	

S. N.	Facilities/Activities	Recommendation by CTEVT	Status of the Training Provider	Remarks
17	Collaboration with Sectorial Offices	Not mentioned	None of the institutions have relations with sectorial offices	
18	Divided the Students in Small Group for Practical	10 students in one group	This happens in only one training centre	
19	Allowances for OJT	Not mentioned	One training centres provides OJT allowances	
20	Training centres run EDF training on a mobile basis	Has to maintain all the rules and regulations	4 training centres run such mobile training without following all the rules.	

Source: Survey report, 2018

The table above shows that the training institutes are not maintaining the quality of training and are not delivering quality service to the students.

4.6 Status of Students and Pass Percentage

4.6.1 Academic Year Wise Enrolment of Students

The number of short-term (1500-hour course) training institutes is increasing every year. The number of students enrolled in such institutes was also increasing until the 2073/74 academic year, but their numbers decreased in the academic year 2074/75. The main reason behind it is the result of the academic year 2073/74 and part-time employment opportunity available for the EDFs. The status of student enrolment is given in the table below. Detailed information on student enrolment is given in ***Annex 5***.

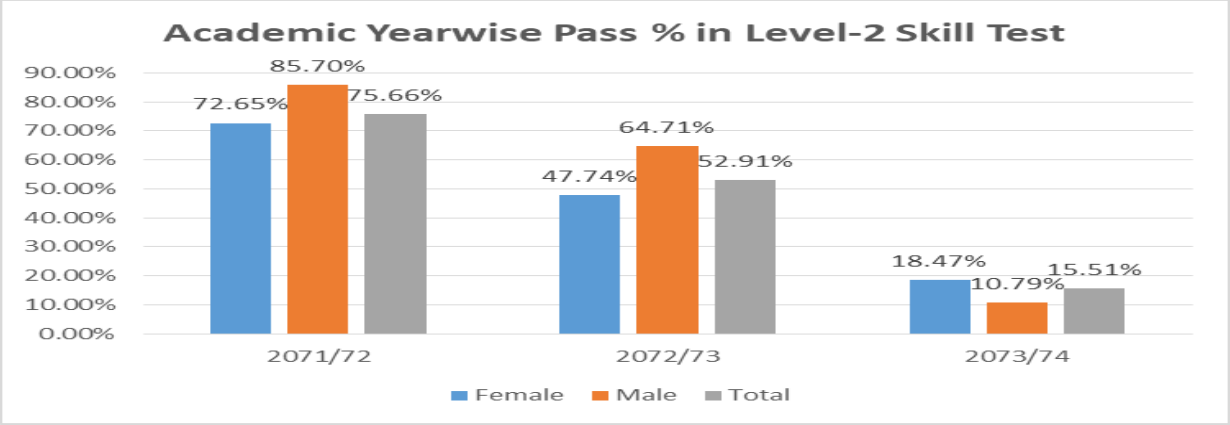
Table 8: Academic Year Wise Enrolment of Students

Academic Year	No. of Institutes	No. of Students		
		F	M	Total
Short Term Training				
2071/72	4	130	36	166
2072/73	6	155	69	224
2073/74	10	223	140	363
2074/75	12	236	80	316
Total		**744**	**325**	**1069**
TSLC Programme				
2071/72	2	45	9	54
2072/73	3	69	19	88
2073/74	3	70	19	89
2074/75	3	46	17	63
Total		**230**	**64**	**294**

4.6.1 Academic Year Wise Result of Students

The results for three years—academic years 2071/072, 2072/073 and 2073/074—of the 15 training institutes selected for the study are compiled, compared and presented in the three tables given below. The study team found that the average result of the first two academic year i.e. 2071/72 and 2072/73 is 75.66% and 52.91% respectively, whereas average result of 10 training institutes in 2073/074 is 15.51% (highest 44.83 and lowest 7.27). Four training institutes have begun the Level 2 class from this academic year. The pass percentage in the Skill Test is also presented in the figure below:

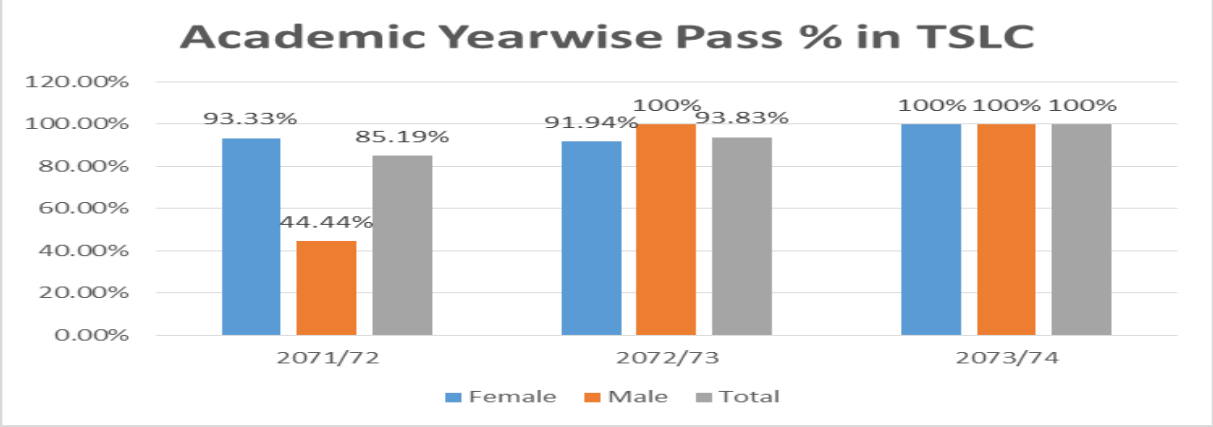
Figure 3: Academic Year wise Pass % in Level-2 Skill Test



The above figure shows that the result of the Skill Test is going down every year. Detailed information on the result of different institutions in the three academic years is presented in ***Annex 5***.

The result of the TSLC programme is found satisfactory. The figure below shows the pass percentage of TSLC programme in each of the three academic years.

Figure 4: Pass Percentage of TSLC Programme



The figure above shows that the result of TSLC programme is found satisfactory; however, the quality of training is still questionable. The results of 2 institutions for the academic year 2073/74 had not been published at the time of the assessment.

4.7 Reason behind the Low Pass Rate

Discussion was held about the reasons behind the low pass rate with the management team and trainers of all the 15 training institutes selected for the study. Similarly, discussion was also held with the current students about their thoughts on the low pass rate of the previous students. The study found that most of the students are not aware of and do not care about the results of the previous students.

4.7.1 Views of Training Providers Regarding Low Pass Rate

The pass rate of the Skill Test is going down every year. The study team discussed this issue with the management team to find out their views about it. According to them, in the previous years, the students who passed the SLC exams were enrolled in both the TSLC and the 1500-hour training program, but after the letter grading system was introduced in SEE, students with grades D and E who did not get opportunities for higher study elsewhere enrolled in the EDF course. As a result, they could not pass the written exam and brought the pass rate down. Another main reason behind the low pass rate is the lack of qualified trainers due to the increasing number of training institutes. Other reasons, according to the training providers, are compiled and presented in the table below.

Table 9: Reasons for Decreasing the Pass Rate

S. N.	Reasons	Number of training Providers
1	Poor academic background (D and E grades in SEE) of the students enrolled in EDF	15 (15)
2	Inadequate practical exposure	10 (15)
3	High level of questions in the written exam	8 (15)
4	Teacher and Student ratio does not match	6 (15)
5	Conflict with assessors	2 (15)
6	Questions are out of the curriculum	4 (15)
7	Late intake of students	2 (15)
8	Maximum number of students in a group	4 (15)
9	Communication problems	1 (15)
10	Questions are not updated	5 (15)
11	Questions are not remodelled	5 (15)
12	Long duration of practical exam	4 (15)

13	60 % pass mark is for theory is too high	7 (15)
14	Questions do not match with the curriculum	4 (15)
15	Lack of qualified trainers in the market	10 (15)

Source: Survey report, 2018

4.7.2 Study team's view on the low pass rate:

The study team discussed with the management team and current students at the 15 training institutes as well as employers in the related districts. Findings of the study team are as follows:

1. Intake of students with low grades (D & E grades in SEE) in level 2 (1500-hour) training course.
2. Low quality instructors (Level-2/TSLC graduates)
3. Inadequate number of trainers for practical sessions. Failure to maintain the teachers and students ratio of 1:10.
4. Poor physical facilities and learning environment of the training institutes.
5. Conducting training on a mobile basis without sufficient physical facilities and resource persons.
6. Providing SIYB training by local facilitators, sometimes by the L-2 graduates.
7. Not conducting the SIYB training till the end of Chaitra.
8. CTEVT is the responsible organization for regular monitoring and supervision of the training providers; however, it never conducts the monitoring and supervision of the institutes that provide the 1500-hour course.
9. Not following the curriculum properly i.e. not maintaining the ratio of theory and practical (20:80)
10. OJT should be conducted within the 10-month period; however, a majority of institutions providing the 1500-hour course are sending the students for OJT after the Skill Test.
11. Training providers do not have a coherent plan to send the students for OJT; sometimes they send the students to irrelevant organisations or send too many students to one organisation.
12. They do not have connections with related sectorial offices in the district.
13. There is no agreement with practical training and OJT providers.
14. Class is more theory-oriented, yet more students fail in the theory part of the exam.
15. OJT period does not match MEDPA activities.
16. Inadequate number of SIYB kits as compared with the number of students.
17. Sometimes, out-of-curriculum questions are asked in the exams.

4.8 Quality of EDF in Service Delivery

To assess the quality of EDF in service delivery, 32 employers including APSO of MEDEP, BDSPO, DMEGA, DCSIO/CSIDB and SAMRIDDHI project of MoICS were selected. However, only 25 organizations (2 DMEGA, 9 BDSPO, 7 DCSIO, 2 CSIDB, 4 APSO and SAMRIDDHI project) were visited during the assessment period. The list of the employers selected and visited during the assessment period is given in ***Annex 6***. At present, DMEGA is almost without function. Only one DPC in Dang and a few executive board members were present at the DMEGA office in Surkhet. They were not capable of differentiating the quality of EDF in service delivery. DCSIO/CSIDB have employed one or two EDF in their own organisation and implement the MEDPA programme through BDSPs. SAMRIDDHI project is planning to recruit about 400 EDF in the project, but till date they have not employed the EDFs. BDSPOs are implementing the MEDPA programme in the district through EDFs. All the BDSPOs have employed 6 to 8 EDFs in their organisation. Mainly three major questions were asked to them during the visit.

Q1. Among the Skill Test Level 2, Skill Test Level 3 and TSLC graduates, who has better performance and ability to provide the SIYB training to entrepreneurs?
Q2. Among the Skill Test Level 2, Skill Test Level 3 and TSLC graduates, who has better overall performance and ability to implement the enterprise development programme?
Q3. What are the strengths and weaknesses of EDFs while performing the activities in the field?

The response of employers are collected as per the predefined questionnaire, compiled and analysed. Findings of the study are presented in table 10:

Table 10: Response on quality of EDF in service delivery

Activities	No. of Respondents				
	L-2 From Experience	L-2 from Training	TSLC	L-3	No Idea
Better Quality of SIYB Training	6	2	4	11	2
Better Overall Performance of EDF to implement MED Model	6	2	4	11	2
Percentage	**24**	**8**	**16**	**44**	**8**

Source: Survey report, 2018

The above table shows that EDF of level 3 skill test (44%), EDF of level 2 from experience (24%), EDF of TSLC (16%) and EDF of level 2 from fast-track training (8%) respectively have better ability to conduct SIYB training and to implement the MED model. The employers say that the EDFs with higher academic qualification and more experience have better performance even if they have the same level of EDF certificate. This indicates that EDF L-3 are better than EDF L-2 and TSLC. Similarly EDFs L-2 with practical experience are better than EDFs L-2 with training and TSLC. Similarly EDFs from TSLC are better than EDFs L-2 from training. This points to the need for improving the 1500-hour training course.

The study team also tried to find out about the strengths and weaknesses of different categories of EDFs from the employers. The finding of the survey is presented in table 11:

Table 11: Strengths and Weaknesses of EDFs while performing the activities in the field

S.N.	EDF Categories	Strength	Weakness
1	EDF L-3 from experience	1. Can conduct all 6-steps of MED-Model independently 2. Guide and supervise the fellow EDF	1. Future uncertainty 2. More dependent on MEDEP/MEDPA
2	EDF L-2 from experience	1. Can conduct all 6-steps of MED-Model independently 2. Dedication towards work	1. Lack proposal & report writing skills 2. Lack of coordination with line agencies
3	EDF L-2 (Fast tract)	1. Dedication towards work	1. Lack of confidence 2. Low persuasive power 3. Low practical exposure 4. Need assistance to complete the work
3	EDF L-2 (1500 hours)	1. Dedication towards work	1. Lack of confidence 2. Low persuasive power 3. Low practical exposure 4. Need assistance to complete the work
4	EDF -TSLC	1. Dedication towards work 2. Can conduct social mobilization and SIYB training independently 3. Can manage skills training and technology	1. Low practical exposure 2. Lack of coordination with line agencies

Source: Survey 2018

4.9 Quality of SIYB training

Experienced Level-3 EDFs can run the SIYB training independently whereas 70 percent of the students who just passed the TSLC and Skill Test (L-2) cannot handle the SIYB training independently and need support from senior EDFs.

Table 12: Performance of EDF to provide SIYB training

EDF	Performance Level				
	Excellent	Very Good	Good	Satisfactory	Poor
Level 3	5	18			
Level 2		5	15	3	
TSLC		8	15		

4.10 Assessment of the effectiveness of teaching of MED model in training centres

Telephone interviews were also carried out with purposively selected 28 EDFs working in 25 districts about the effective teaching of different MED models in the training centres and practical application of these in their real life. The findings of the study are given in Table 12. Detailed information on the name of the EDFs, working organisations and addresses is given in ***Annex 7***.

Table 13: EDFs views about the status of teaching of MED model in training center

S.N	MED Model	Rank	No of EDF	Percentage
1	Social Mobilization for ED	II	19	67.86
2	Entrepreneurship Development Training	I	20	71.43
3	Technical Skills Training	VI	12	42.86
4	Access to Finance	III	16	57.14
5	Appropriate Technology	V	13	46.43
6	Marketing & Business Counselling	IV	14	50.00

Source: Survey report, 2018

Among the six Med-model, Entrepreneurship Development training is found to be the most effective model. Similarly, Social Mobilization for entrepreneurship development, Access to finance, Marketing and Business Counseling, Appropriate Technology and Technical skills training, were found to be effective in descending order.

Another question was also included: What job did they perform during OJT? All the EDFs responded that no specific job was assigned to them. They were involved in the regular job of the organisations they were a part of during OJT. More than 60 percent EDFs said that the time they were sent for OJT did not match the actual working seasons of the organisation; therefore, the EDFs could not do the job they had expected. Likewise, about 40 percent of EDFs did their OJT in their previous districts so they did

not have the exposure to the six MED-model. They were engaged in mobilisation of the old groups.

4.11 Suggestions for improvement in the quality of EDF education:

Suggestions for improving the quality of the EDFs in the future was also sought from the EDFs. Their suggestions are compiled, ranked and presented in Table 13. All 28 respondents expressed that the training institutes have to give more emphasis on the practical sessions and the time of OJT should match the peak working period of the respective organizations.

Table 14: Ranking of top 10 suggestions to improve the Quality of the training

S. N.	Suggestions	Percentage of respondents
1	More Practical and Less Theory	100
2	The OJT period should match the working time of the respective organization	100
3	More focus on presentation skills	80
4	Provision of interaction with or visit to sectorial offices	70
5	Provision of interaction with or visit to micro-credit providers	70
6	Facilitation by experienced specialists	70
7	Conduct SIYB training more than 2 times in real situation	60
8	More exposure to group meeting and minute taking	50
9	Exposure to the appropriate technology and greater access to them	50
10	More emphasis on report writing	50

Similarly, greater emphasis on presentation skills of the students, more interaction with the sectorial offices and micro-credit providers and better qualification of the facilitators were also prioritised. Holding of SIYB training, exposure to appropriate technology, provision of handling group meetings and minute-taking as well as emphasis on report writing are others suggestions from the EDFs.

4.12 Issues Challenges and Problems

Some issues, challenges and problems faced by the training institutes are as follows;

- They do not have adequate physical facilities
- They have unqualified trainers
- They do not follow the curriculum properly
- They are more focused on profit-making rather than on providing quality service

4.13 Suggestions for Improvement

During the study, suggestions for the improvement of the quality of the EDF education were also collected from the training providers, the employers as well as the students.

4.13.1 Suggestions for Training Providers

To improve the quality of training, the training providers should:

1. Follow the curriculum properly.
2. Hire qualified trainers and maintain the trainer and student ratio as stipulated in the curriculum.
3. Have appropriate physical facilities and learning environment.
4. Provide more practical exposure to students as mentioned in the curriculum
5. Reach agreements with other organizations for practical work and OJT in advance.
6. Match the OJT period and the MEDEP/MEDPA work.
7. Manage sufficient numbers of SIYB kits.
8. Have sufficient computers.
9. Provide exposure to the latest mobile application for HHS.
10. Assign responsibility to the trainers to guide the management to complete the course as per the curriculum.
11. Maintain contact with related offices for theory as well as practical classes.
12. Develop model outreach sites to perform practical work.
13. Conduct mock theory and practical tests regularly as per the CTEVT and NSTB model questions.
14. Conduct institute-based training at least 6 hours a day for 5 months and send them for OJT for another 5 months to appropriate organisations.
15. Control late intake of students.
16. Carry out follow-ups at least 3 times within the OJT period.
17. Assign one supervisor in each organisation with some incentive to guide the students during OJT.

4.13.2 Suggestion for CTEVT

CTEVT is the responsible organization for the monitoring and supervision of training providers. It, however, has not monitored and supervised the institutions that provide the 1500-hour course till date. It should conduct regular monitoring of the training providers to ensure:

1. Infrastructure and physical facilities are adequate.
2. Qualification of the teacher and teacher student ratio are up to par.
3. Teaching is based on the curriculum.
4. Student are sent for practical work and OJT.
5. Questions are remodeled and updated as per the curriculum.
6. The provision of the intake of students with grades D and E in the SEE exams is reconsidered.
7. Qualified assessors and manager are sent to conduct the Skill Test.
8. The notice to stop satellite training centres for the 1500-hour course is circulated.
9. Late intake of the students is curbed.

Chapter 5

Conclusion and Recommendations

This chapter summarises key findings, draws conclusions and provides recommendations for further improvements in the quality of the EDFs and their sustainability.

5.1 Conclusion

This **"Assessment of Effectiveness of Enterprise Development Facilitators (EDFs) in Service Delivery and Training Institutes in Conducting Training of EDF Course"** was carried out to systematically analyse the situation of the physical facilities of the training institutes, the academic qualification of the trainers, the following of the curriculum, the agreements with local organisations to perform practical work and OJT, the follow up of the students when they are in OJT, the collaboration with the sectorial offices, and the pass rate of the students. It also looked into the reasons behind the low pass rate and has made suggestions for improvement. Similarly, information about the quality service delivered by the different categories of the EDFs was also collected from the employees. The status of the effective teaching of six MED models in training centres and their real life application was also collected from the EDFs working in different organisations. The EDFs were also requested to provide suggestions for the training institutes to improve the quality of EDF education in the future. This study has made a comparison of the results of the previous three years. Twelve short-term training providers and three TSLC providers from eight districts, DCSIO, BDSPOs and DMEGA of nine districts form Sunsari in the east to Kalali in the west were visited.

The study found that the pass percentage of the students appearing in Skill Test (EDF Level-2) after completion of the 1500-hour course has dramatically gone down in the 2073/74 academic year to below 20 percent, which was above 50 percent in previous year. But the results of the EDF students appearing in the TSLC exam have not dropped in a similar manner. The study team tried to find the reasons behind it. The findings are summarised below:

1. **Performance of Training Institutes in terms of delivering quality services to students of EDF course:** The performance of Training Institutes in terms of delivering quality services to students of EDF course is found to be below standard. The main reasons behind it are poor physical facilities at the training centres, unqualified trainers, failure to follow the curriculum properly, greater focus on theory than on application, running short-term training (1500-hour) courses also as a TSC class, providing OJT just for formalities, etc.

2. **Physical facility of training institutions as per the required standard set by the CTEVT:** Physical facilities of the training institutes such as buildings,

classrooms, libraries, books and training manuals, SIYB Kits, computer, etc. are found to be below the standard set by the CTEVT.

3. **Education, qualifications and experiences of human resources (teachers) involved in training EDFs:** The majority (60%) of training providers are conducting the training without qualified trainers as prescribed by the curriculum.

4. **Quality of service provided by EDFs:** To assess the quality of the EDF service, the assessment team interacted with about 32 employers, and drew the conclusion that EDFs of L-3 have better performance than other EDFs. Similarly EDFs of L-2 with practical experience have better performance than TSLC and EDFs L-2 from the 1500-hour course. The performance of EDFs L-2 from the 1500-hour course and from the fast-track course is poorer than that of other EDFs.

5. **Performance of EDFs in delivering Entrepreneurship Development package:** EDFs L-3 and L-2 with experience have better ability than other EDFs to deliver the SIYB package and the MED model. They can conduct the SIYB training independently without supervision. EDFs L-2 from training and TSLC need guidance from senior EDFs to deliver the SIYB package and the MED model. The confidence level of such EDFs is low due to the lack of proper practical exposure during the training.

6. **Issues, Challenges and Problems :** Some issues, challenges and problems of the training are as follows;

- Inadequate physical facilities
- Unqualified trainers
- Not following the curriculum properly
- Training institutes being more focused on profit-making than on providing quality service

7. **Reasons for the low pass rate:** The study team identified many reasons behind the declining trend in the pass rate in the Skill Test.
    - Intake of students with low grades (D & E grades in SEE) in level 2 (1500-hour) training course.
    - Low quality instructors (i.e. level-2/TSLC graduates) providing training.
    - Inadequate number of trainers for practical sessions, and failure to maintain the teacher and student ratio of 1:10.
    - Poor physical facilities and learning environment of the training institutes.

- Conducting training outside the training institutes on a mobile basis without sufficient physical facilities and resource persons.
- Providing SIYB training by local facilitators, sometimes by the L-2 graduates.
- Not following the curriculum properly i.e. not maintaining the ratio of theory and practical (20:80)
- The majority (9 out of 12) of the institutions providing the 1500-hour course are sending the students for OJT after the Skill Test.
- Inadequate writing exercises so that most of the students have failed in the theory portion of the exam, even though the classes are more theory-oriented.
- OJT period not matching the MEDPA activities
- Inadequate number of SIYB kits as compared with the number of students
- Sometimes, out-of-curriculum questions are asked in the exams.

5.2 Recommendations:

Based on the findings and the conclusion, the following recommendations are made for improving the quality of the training and raising the pass rate of the EDFs L-2 in the future:

1. Training institutes must develop sufficient physical facilities to conduct the training in advance
2. Training institutes must employ qualified trainers as recommended by the curriculum.
3. Training institutes must follow the curriculum properly and provide more practical exposure to the students during training and OJT.
4. Training institutes must send the students to an appropriate place for OJT for 5 months before the Skill Test.
5. Training institutes should have training and OJT plans, and reach an agreement with practical and OJT providers at the beginning of the class.
6. There should be at least three follow-ups during the OJT period to provide proper guidelines to the students.
7. MEDEP should recommend to CTEVT for regular monitoring and supervision of the institutes providing the 1500-hour course.
8. Training providers should hire qualified teachers with the sufficient exposure in the field as mentioned in the syllabus.
9. CTEVT should remodel the questions before sending them to the exam centres.
10. The provision of the intake of students with grades D and E in SEE exams has to be revised.
11. CTEVT should put greater emphasis on starting Diploma and TSLC programmes than on running the 1500-hour course, if the training providers continue to run this course in an inadequate manner.

12. The most important thing is the regular supervision of the training providers by the CTEVT to ensure that they are following the curriculum properly.
13. Training institutes should develop functional relations with DLSO, DFO, DADO, cooperatives, micro-finance banks, rural municipalities and other relevant organisations.
14. OJT period should match the workload of the organisations where students are sent.
15. DCSIO/CSIDB should involve the EDFs in enterprise-development activities rather than in administrative work during the OJT period.

Annex 1: List of EDF Training Providing Institute Affiliated to CTEVT

S.N.	Institute/ Address	Chairman/Chief	Approved Date	Tel No.	Remarks
A.	**3 Years Diploma Programme**				
1	Narayani Polytechnic Institute, Bharatpur, Chitwan	Tara Raj Luitel		9841478268	CTEVT Constituent
B.	**18 Months TSLC Programme**				
2	Mitra Udhimsilata Vikash Kendra (MUVK)	Chhatramani Purwe	071/12/08	9844024522	Not Running
3	Kanchanjungha Polytechnic Institute Pvt.,Butwal, Rupandehi	Nirmal Kumar Sharma	071/12/08	9851094016	
4	Sudur Pachhimanchal Polytechnic Institute Pvt.Ltd. Dhangadi Na.Pa.-5, Kailali	Sujit Raj Sharma	071/12/30	9848445513	
5	Industrial Enterprise Development Institute, Tripureswor, Kathmandu		2071	014261339	Govt. Owned
C.	**1500 hours Training Programme**				
6	Mahila Sip Bikas Kendra, Itahari-4, Sunsari	Radhika Karki	071/06/12	025-585407	
7	Saphal Nepal Janakpur, Janakpurdham-4, Dhanusha	Chhatramani Purwe	073/08/07	9844024522	
8	Chitragupta Institute of Technology, Bardibas-7, Mahotari	Amit Karna	071/09.27	044-55062	
9	Prabidhik Tatha Byabasayik Training Cente Nuwakot, Bidur-9, Bidur, Nuwakot	Bimala Subedi	071/02/28	9851188504	
10	Ganga Ram College of International Language and Technical Education Pvt.Ltd., Bharatpur, Chitwan	Khem Bahadur Darji	073/03/12	056-533567	
11	Pyuthan Technical College Pvt.Ltd, Pyuthan Na.Pa.-14, Pyuthan	Shailendra Giri	072/03/25	9857832329	
12	Jhimsak Ship Bikas Tatha Bybasayik Talim Kentra, Pyuthan Na.Pa-6, Pyuthan	Prabin Subedi	072/03/29	9857830926	
13	IT Park Educational Academic, Pyuthan	Madan Khadka		9857835107	
14	Hill Side Technical College Dang Pvt.Ltd, Tulsipur-6, Dang	Eakraj Chand	073/04/25	9809701655	
15	Samana Multi Skill Institute, Tulsipur - 5, Dang	Tika Budhathoki	073/04/28	9843067826	
16	Enterprise Promotion and Research Centre, Dang	Bhim Bahadur Basnet	2073.2.12		
17	Bheri Karnali Polytechnic Institute, Nepalgunj, Banke	Sujit Raj Sharma	071/12/30	9848445513	
18	Waid Knwoladge Technical College, Kohalpur 11, Banke	Shekhar Bohara	074/05/04	9851034788	
19	Bherimalika Bahuprabidhik Pratisthan, Kohalpur, Banke	Dinesh Raj Neupane	2074.05/30	9868984194	
20	Bheri Rapti Prabidhik Shikshyalaya, Birendranagar-4, Surkhet	Suman Nath Yogi	073/04/07	9858030217	
21	Navajeevan Multi Education Academy Pvt.Ltd, Birendranagar-4, Surkhet	Nirmala Sharma	073/04/24	9848629217	

S.N.	Institute/ Address	Chairman/Chief	Approved Date	Tel No.	Remarks
22	Madhya Nepal Prabidik Sixchhalaya, Birendranagar-6, Surkhet	Binod Lamsal	070/06/04	083 524968	
23	Superlink Technical College Pvt.Ltd, Bhimdutta Na.Pa.-18, Kanchanpur	Baldev Prasad Bhatta	072/03/17	9851137932	
24	RB Technical Institute Pvt.Ltd., Bhimdatta Nagarpalika, Mahendranagar, Kanchanpur	Ram Datta Bhatta	073/07/22	984883963	
25	Amibition Technical Institute, Mahendranagar, Kanchanpur	Suraj Bista	074/01/12	9848726227	
26	Chahana Institute of Technical Education Pvt.Ltd., Dashrathchand Na.Pa.,Baitadi	Amba Datta Bhatt	074/02/08	9805777972	

Annex 2: Questionnaire for Data collection

Micro -Enterprise Development Programme

Annex 1.1 Questionnaire to be filled with Training Institute

1. Name of Institute:
2. Address: a. Municipality: b. Ward No:
   c. District:
3. Ownership of the Institution : (a) Government (b) Private (c) NGO
4. Established Date:
5. CTEVT Affiliation Date:
6. Name of the Head of the Institute:
7. Position:
8. Name of the Programme:
9. Duration of the Programme: …… Months (Theory …… Hours, Practical ……. Hours)

   (Note: Check daily routine and verify with students) ……..AM to ……PM, (…….Hours per day)

10. Class Hours:
11. Where do you run the training?
    (a) At training centre: (b) Outside the training centre: (c) Both
12. Total Number of Instructors:

13. Detail Information of Instructors:

S. N.	Name of the Instructors	Sex	Ethnicity	Academic Qualification	Other Qualification	Years of Experience in ED
1.						
2.						
3.						
4.						
5.						

14. Please mention the name and qualification of SIYB trainers:

15. Physical Facilities of the Training Institution:

S. N.	Physical Facilities	Number	Condition	Remarks
1.	Building			Own/Rented
2.	Class Room			Size of classroom
3.	Computer			
4.	Laptop			
5.	Vehicle/Motorcycle			
6.	Multimedia			
7.	SIYB Kits			
8.	Library			
9.	Books/manuals			
10.	Sports facilities as extracurricular activities			
11.	First Aid Kit			
12.	Hostel Facility available or student self-managed lodging. If hostel facility is available then how they are managing			

16. Total Number of students in Institution: Total ☐ Female ☐ Male ☐

17. Number of students in each group: Total ☐ Female ☐ Male ☐

18. Agreement with local community organization for practical: Yes ☐ No ☐

19. If Yes, Name and address of the community organization:

20. Nature of the community organization and types of practical provided:

21. If No, How do you provide the practical exposure to the trainees:

22. Agreement for OJT: Yes ☐ No ☐

23. If Yes, Name and address of the Organization:

1.

24. Is the organization hosting OJT has provided allowances to the students? Yes ☐ No ☐

25. If yes, how much per months and for how many students?

Per Month Allowances NRs.: Number of Students:

26. If the student has to manage the living and food cost during the OJT then how much they spend? Or how the training institute manages the cost of living?

27. If No, How do you manage the OJT for trainees:

28. Detail information of the Trainees from the beginning of the institution:

Academic Year	Training Venue	Exam Center	Total number of students							
			Enrolled		appeared in Skill Test/ TSLC exam		Pass in Regular exam		Pass in Back exam	
			M	F	M	F	M	F	M	F

29. If any project or programme has provided scholarship to students then how much, for how many and which years.

Academic Year	Scholarship providing Organization	Number of Students			Amount per month
		Female	Male	Total	

(Note: If possible name and address with contact numbers of students that should be put in a table in the annex.)

30. If pass rate is low, what are the reasons?

31. Give your suggestions to improve the quality of training: (module?)

Person Interviewed:

Name:	**Position:**	**Signature:**

Interviewer:

Name:	**Date of Visit:**	**Signature:**

Thank you for your valuable information and time

Micro-Enterprise Development Programme

Annex 1.2: Questionnaire to be filled with Employers

1. Name of Organization:
2. Address: a. Municipality: b. Ward No:
   c. District:
3. Name of the Head of the Organization:
4. Position:
5. Total Number of Employees: Total Female Male
6. Number of EDF Employees with
   (a) Skill Test Level 2: (b) Skill Test Level 3: (c) TSLC:
7. Which of them have better performance?
   (a) Skill Test Level 2: (b) Skill Test Level 3: (c) TSLC:
8. Quality of SIYB training of Level 2 certificate holder employees:
   (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
9. Quality of SIYB training of Level 3 certificate holder employees:
   (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
10. Quality of SIYB training of TSLC certificate holder employees:
    (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
11. Overall performance of Level 2 certificate holder employees to implement the enterprise development programme:
    (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
12. Overall performance of Level 3 certificate holder employees to implement the enterprise development programme:
    (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
13. Overall performance of TSLC certificate holder employees to implement the enterprise development programme:
    (a) Excellent (b) Very Good (c) Good (d) Satisfactory (e) Poor
14. What are the strengths and weaknesses of EDFs while performing the activities in the field? Your comments and suggestions to improve the quality of EDF:

Person Interviewed:

Name: **Position:**

Interviewer Name: **Date of Visit:**

Thank you for your valuable information and time

Micro-Enterprise Development Programme

Annex 1.3: Questionnaire to be filled with Students in Group at Classroom

1. Name of Training Institute: ____
2. Address: a. Municipality: ____ b. Ward No: ____
   c. District: ____
3. Name of the Programme: ____
4. Duration of the Programme: …… Months (Theory …… Hours, Practical ……. Hours)

   (Note: Judge the number of hours the students are involved in practical sessions and theoretical sessions and compare with curricula particularly for TSLC students.)
5. Total Number of Students in a class: ____
6. Class Hours: ..... AM to ..... PM (..... Hours per day)
7. Do you have curriculum? (a) Yes ☐ (b) No ☐
8. If yes, does the instructor follow the curriculum? (a) Yes ☐ (b) No ☐
9. Ratio of theory and practical:
   (a) 20:80 ☐ (b) 50:50 ☐ (c) 80:20 ☐ (d) Theory only ☐
10. Quality of Trainers:
    (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐ (d) Satisfactory ☐ (e) Poor ☐
11. Name of the trainer providing SIYB training package :
    i.
    ii.
    iii.
12. Quality of SIYB training:
    (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐ (d) Satisfactory ☐ (e) Poor ☐
13. Are you satisfied with the quality of training? (a) Yes ☐ (b) No ☐
14. If No, what are the reasons:
    i.
    ii.
    iii.
15. Give your suggestions to improve the quality of training:
    i.
    ii.
    iii.

Interviewer Name:	**Date of Visit:**	**Signature:**

Thank you for your valuable information and time

Micro-Enterprise Development Programme

Annex 1.4: Questionnaire to be fill with EDF

1. Name of EDF:
2. Working Organization:
3. Position:
4. Completed Course:
   - (a) EDF Fast Track Course
   - (b) EDF 10 month's course
   - (c) TSLC 15 month's course
   - (d) TSLC 18 month's course
5. Which component of the MED Model is found more effective in training
   - (a) Social Mobilization for ED
   - (b) Entrepreneurship Dev. Training
   - (c) Technical Skills Training
   - (d) Access to Finance
   - (e) Appropriate Technology
   - (f) Marketing & Business Counselling
6. Which component of the MED Model is found less effective in training
   - (a) Social Mobilization for ED
   - (b) Entrepreneurship Dev. Training
   - (c) Technical Skills Training
   - (d) Access to Finance
   - (e) Appropriate Technology
   - (f) Marketing & Business Counselling
7. What type of activities did you perform during the OJT?
8. What problem did you face in actual working situation after training:
9. Give your suggestions to improve the quality of training:

Thank you for your valuable information and time

Annex 3: List of Training institutes visited

S.N.	Name of the Training Institute	Address
A. TSLC Course Providers		
1	Kanchanjungha Polytechnical Institute	Butwal-11, Rupandehi
2	Sudur Pachimanchal Polytechnical Institute	Dhangadi, Kailali
3	Industrial Enterprise Development Institute	Kathmandu-11
B. Short Term Training (1500 hrs) Providers		
4	Wide Knowledge Technical College	Kohalpur, Banke
5	Women Skill Development Center	Ithari-4, Sunsari
6	Samana Multi Skills Institute	Tulsipur-6, Dang
7	Bherimalika Bahuprabidhik Pratisthan	Kohalpur banke
8	Madhya Nepal Prabidhik Sikshyala	Birendra Nagar-8, surkhet
9	Bheri Rapti Prabidhik Shikshayala	Birendra Nagar-4, surkhet
10	Enterprise Promotion and Research Centre	Ghorahi-15, Dang
11	Nawa Jeevan Multi Educational Academy	Birendra Nagar 4-surkhet
12	Hill side Technical College Pvt Limited	Tulsipur-6, Dang
13	Prabidhik tatha Babasayik Training Center Nuwakot	Bidur-1, Nuwakot
14	Gangaram College of International Language and Technical Education Pvt.Ltd	Bharatpur - 10, Chitwan
15	Bheri Karnali Polytechnical Institute	Nepalgunj, Banke

Annex 4: Institute Wise Status of Human Resources

S.N.	Name & Address of the Institutions	Qualification							Student
		Bachelor and SIYB ToT	Bachelor L-3	Bachelor L-2	PCL L-3	PCL L-2	Others	Total	2074/75
1	Kanchanjungha Polytechnical Institute	2				1	4	7	32
2	Sudur Pachimanchal Polytechnic Institute		1	3		2	0	6	20
3	Industrial Enterprise Development Institute	6					0	6	11
4	Wide Knowledge Technical College, Kohalpur, Banke		1	1			3	5	20
5	Women Skill Development Centre,		1	1			1	3	27
6	Samana Multi Skills Institute		1		1		0	2	32
7	Bherimalika Bahuprabidhik Pratisthan					2	1	3	20
8	Madhya Nepal Prabidhik Sikshyala		1	2			2	5	36
9	Bheri Rapti Prabidhik Shikshayala		2	1		2	0	5	40
10	Enterprise Promotion and Research Centre		2				3	5	14
11	Nawa Jeevan Multi Educational Academy		2	1			1	4	36
12	Hill side Technical College Pvt Limited		1	1			2	4	32
13	Prabidhik tatha Babasayik Training Center Nuwakot		3	1			0	4	11
14	Gangaram College		2				2	4	19
15	Bheri Karnali Polytechnical Institute					2	1	3	10
	Total	**8**	**17**	**11**	**1**	**9**	**20**	**66**	**360**

Annex 5: Academic Year & Institute Wise Enrollment and Result of Skill Test & TSLC Course

Annex 5.1: Result of Academic Year 2071/72

S.N.	Institute Name	Enrolled			Appeared in exam			Passed in exam			Pass percentage		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total
1	**Short Term Training Program (Skill test)**												
1.1	Women Skill Development Center	18	15	33	15	14	29	12	14	26	80.00	100	89.66
1.2	Madhya Nepal Prabidhik Sikshyala	36	13	49	36	13	49	24	8	32	66.67	61.54	65.31
1.3	Industrial Enterprise Development Institute	40	0	40	31	0	31	25	0	25	80.65	0.00	80.65
1.4	Prabidhik tatha Babasayik Training Center, Nuwakot	36	8	44	35	8	43	24	8	32	68.57	100.00	74.42
	Total	130	36	**166**	**117**	**35**	**152**	**85**	**30**	**115**	**72.65**	**85.7**	**75.66**
2	**TSLC program**												
2.1	Sudur Pachimanchal Polytechnical Institute	10	7	17	10	7	17	7	2	9	70.00	28.57	52.94
2.2	Kanchanjungha Polytechnical Institute	35	2	37	35	2	37	35	2	37	100.00	100	100.00
	Total	**45**	**9**	**54**	**45**	**9**	**54**	**42**	**4**	**46**	**93.33**	**44.44**	**85.19**

Annex 5.2: Result of Academic Year 2072/73

S.N.	Institute Name	Enrolled			Appeared			Pass			Pass %		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total
1	**Result of Short term Training (Skill Test)**												
1.1.	Women Skill Development Center, Ithari	18	7	25	18	7	25	14	7	21	77.78	100.00	84.00
1.2	Samana Multi Skills Institute	11	6	17	11	6	17	3	7	10	27.27	116.67	58.82
1.3	Madhya Nepal Prabidhik Sikshyala	78	35	113	78	35	113	30	19	49	38.46	54.29	43.36
1.4	Prabidhik tatha Babasayik Training Center, Nuwakot	22	6	28	22	6	28	9	2	11	40.91	33.33	39.29
1.5	Gangaram College	12	7	19	12	7	19	9	3	12	75.00	42.86	63.16
1.6	Kanchanjungha Polytechnical Institute	14	8	22	14	7	21	9	6	15	64.29	85.71	71.43
Total		**155**	**69**	**224**	**155**	**68**	**223**	**74**	**44**	**118**	**47.74**	**64.71**	**52.91**
2	**Result of the Academic Course (TSLC)**												
2.1	Sudur Pachimanchal polytechnic Institute	22	15	37	22	15	37	21	15	36	95.45	100.00	97.30
2.2	Kanchanjungha Polytechnic Institute	14	4	18	14	4	18	14	4	18	100.00	100.00	100.00
2.3	Industrial Enterprise Development Institute	33	0	33	26	0	26	22	0	22	84.62		84.62
Total		**69**	**19**	**88**	**62**	**19**	**81**	**57**	**19**	**76**	**91.94**	**100.00**	**93.83**

Annex 5.3: Result of Academic Year 2073/2074

S.N.	Institute Name	Enrolled			Appeared			Pass			Pass %		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total
1	**Result of Short term Training (Skill Test)**												
1.1	Women Skill Development Center, Ithari	18	8	26	18	7	25	6	2	8	33.33	28.57	32.00
1.2	Samana Multi Skills Institute, Dang	25	7	32	25	7	32	3	1	4	12.00	14.29	12.50
1.3	Madhya Nepal Prabidhik Sikshyala, Surkhet	31	24	55	31	24	55	4	0	4	12.90	0.00	7.27
1.4	Bheri Rapti Prabidhik Shikshayala, Surkhet	19	18	37	19	18	37	1	2	3	5.26	11.11	8.11
1.5	Enterprise Promotion and Research Centre, Dang	6	3	9	6	3	9	2	0	2	33.33	0.00	22.22
1.6	Nawa Jeevan Multi Educational Academy, Dang	22	18	40	22	18	40	2	3	5	9.09	16.67	12.50
1.7	Prabidhik tatha Babasayik Training Center, Nuwakot	24	18	42	23	18	41	11	2	13	47.83	11.11	31.71
1.8	Gangaram College, Bharatpur, Chitwan	15	5	20	15	5	20	5	1	6	33.33	20.00	30.00
1.9	Kanchanjungha Polytechnical Institute	35	23	58	35	23	58	4	3	7	11.43	13.04	12.07
1.10	Bheri Karnali Polytechnic Institute, Banke	28	16	44	28	16	44	3	1	4	10.71	6.25	9.09
	Total	**223**	**140**	**363**	**222**	**139**	**361**	**41**	**15**	**56**	**18.47**	**10.79**	**15.51**
2	**Result of the Academic Course TSLC**												
2.1	Sudur Pachimanchal polytechnic Institute	24	13	37	23	13	36						
2.2	Kanchanjungha polytechnic Institute	20	6	26	20	6	26	20	6	26	100.0	100.0	100.0
2.3	Industrial Enterprise Development Institute			26			21						
	Total	**44**	**19**	**89**	**43**	**19**	**83**	**20**	**6**	**26**	**100**	**100**	**100**

Annex 5.4: Academic Year Wise Enrolment of Students

S.N.	Institute Name	2074/75			2073/74			2072/73			2071/72		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total
1	**Enrolment in Short Term Training (Skill Test)**												
1.1	Women Skill Development Center, Ithari	24	3	27	18	8	26	18	7	25	18	15	33
1.2	Samana Multi Skills Institute, Dang	29	3	32	25	7	32	11	6	17			
1.3	Madhya Nepal Prabidhik Sikshyala, Surkhet	20	16	36	31	24	55	78	35	113	36	13	49
1.4	Bheri Rapti Prabidhik Shikshayala, Surkhet	26	14	40	19	18	37						
1.5	Enterprise Promotion and Research Centre, Dang	13	1	14	6	3	9						
1.6	Nawa Jeevan Multi Educational Academy, Dang	24	12	36	22	18	40						
1.7	Prabidhik tatha Babasayik Training Center, Nuwakot	24	7	31	24	18	42	22	6	28	36	8	44
1.8	Gangaram College, Bharatpur, Chitwan	16	3	19	15	5	20	12	7	19			
1.9	Bheri Karnali Polytechnic Institute, Banke	8	1	9	28	16	44						
1.1	Hill Side Technical College, Tulsipur, Dang	32	0	32									
1.11	Wide Knowledge Technical College, Kohalpur, Banke	11	9	20									
1.12	Bherimalika Bahuprabidhik Pratisthan, Kohalpur, Banke	9	11	20									
1.13	Kanchanjungha polytechnic Institute				35	23	58	14	8	22			
1.14	Industrial Enterprise Development Institute										40	0	40
	Total	**236**	**80**	**316**	**223**	**140**	**363**	**155**	**69**	**224**	**130**	**36**	**166**
2	**Enrolment TSLC**												
2.1	Sudur Pachimanchal polytechnic Institute	12	8	20	24	13	37	22	15	37	10	7	17
2.2	Kanchanjungha polytechnic Institute	26	6	32	20	6	26	14	4	18	35	2	37
2.3	Industrial Enterprise Development Institute	8	3	11			26	33	0	33			
	Total	**46**	**17**	**63**	**44**	**19**	**89**	**69**	**19**	**88**	**45**	**9**	**54**

Annex 5.5: Ethnicity Wise Student Enrolment

S.N.	Institute Name	Academic Year 2073/074				Academic Year 2072/073				Academic Year 2071/072			
		Ethnicity				Ethnicity				Ethnicity			
1	**Short term Training Participants**	**D**	**J**	**O**	**T**	**D**	**J**	**O**	**T**	**D**	**J**	**O**	**T**
1.1	Women Skill Development Center, Ithari	3	8	15	26	7	7	11	25	5	20	8	33
1.2	Samana Multi Skills Institute, Dang	1	8	23	32	1	4	12	17				
1.3	Madhya Nepal Prabidhik Sikshyala, Surkhet	5	4	46	55	10	21	82	113	2	14	33	49
1.4	Prabidhik tatha Babasayik Training Center, Nuwakot	1	15	26	42	1	9	18	28	1	10	33	44
1.5	Gangaram College, Bharatpur, Chitwan	2	15	3	20	5	3	11	19	8	44	74	166
1.6	Kanchanjungha Polytechnical Institute	13	17	28	58	0	8	14	22				
1.7	Bheri Rapti Prabidhik Shikshayala, Surkhet	4		33	37								
1.8	Enterprise Promotion and Research Centre, Dang	1	2	6	9								
1.9	Nawa Jeevan Multi Educational Academy, Dang	8	0	32	40					**2**	**38**	**14**	54
1.10	Bheri Karnali Polytechnic Institute, Banke	4	15	25	44								
1.11	Industrial Enterprise Development Institute	0	0	0	0	0	0	0	0	0	0	0	40
	Total of Short Term Training	**42**	**84**	**237**	**363**	**24**	**52**	**148**	**224**	**18**	**126**	**162**	**386**
2	**TSLC Participants**												
2.1	Sudur Pachimanchal polytechnic Institute	2	7	28	37	3	6	28	37	0	12	5	17
2.2	Kanchanjungha polytechnic Institute	1	12	13	26	6	5	7	18	2	26	9	37
2.3	Industrial Enterprise Development Institute				26				33				
	Total of TSLC	**3**	**19**	**41**	**89**	**9**	**11**	**35**	**88**	**2**	**38**	**14**	**54**

Annex 6: List of Employers visited

S. N.	Name of the Organization	Address
1	District Micro Enterprise Group Association (DMEGA)	Dang
2	District Micro Enterprise Group Association (DMEGA)	Surkhet
3	District Micro Enterprise Group Association (DMEGA)	Kailali
4	District Micro Enterprise Group Association (DMEGA)	Banke
5	District Micro Enterprise Group Association (DMEGA)	Rupendehi
6	District Micro Enterprise Group Association (DMEGA)	Nawalparasi
7	District Micro Enterprise Group Association (DMEGA)	Chitwan
8	District Micro Enterprise Group Association (DMEGA)	Sunsari
9	District Micro Enterprise Group Association (DMEGA)	Nuwakot
10	Enterprise Promotion and Research Centre P. Ltd.	Dang
11	Community Development Programme	Surkhet
12	SEWAK Nepal, Dhanghadi	Kailali
13	Oppressed community Development Centre (OCDC),	Banke
14	SMART, INDRENI JV Palpa	Rupendehi
15	SAHAMATI, Gaidakot	Nawalparasi
16	SAHAMATI, Gaidakot	Chitwan
17	Social Justice	Sunsari
18	Community for Business Development and Promotion Society (COBDEPS)	Nuwakot
19	District Cottage and Small Industry Office	Dang
20	Distritc Cottage and Small Industry Office	Kailali
21	Distritc Cottage and Small Industry Office	Banke
22	Distritc Cottage and Small Industry Office	Rupendehi
23	Distritc Cottage and Small Industry Office	Nawalparasi
24	Distritc Cottage and Small Industry Office	Chitwan
25	Distritc Cottage and Small Industry Office	Sunsari
26	Cottage and Small Industry Development Board	Nuwakot
27	Cottage and Small Industry Development Board	Surkhet
28	MEDEP, APSO	Morang
29	MEDEP, APSO	Dang
30	MEDEP, APSO	Surkhet
31	MEDEP, APSO	Kailali
32	SAMRIDDHI	Sunsari

Annex 7: List of EDF interviewed

S.N.	Name of the EDF	Name and address of organization	Position	Completed Course
1	Shila Gharti	SMART Nepal, Arghakhachi	EDF	L-2 Fast track
2	Kalika Self	Kalika Self-reliance Social center, Kapilvastu	EDF	10 Months
3	Puja Shahi	District Coordination Committee, Surkhet	EDF	10 Months
4	Sushila Nepal	Mahila Sahayog Munch, Pyuthan	EDF	15 months TSLC
5	Mamata Paija	Chautarfi Development Resource Forum (CDRF), Parbat and Rural Enterprise Development Center (REDC), Baglung (JV)	EDF	L-2 Fast track
6	Sebika Budhathoki	HEEHURLDE Nepal	EDF	10 months
7	Prem Kumar Tharu	Oppressed Society Development Centre, Banke	EDF	L-2 Fast track
8	Sabitri Regmi	Oppressed Society Development Centre	EDF	L-2 Fast track
9	Binu Hamal	Oppressed Society Development Centre	EDF	10 moths
10	Pratima Jamarkattel	Nepal Youth Development Forum, Lalitpur	EDF	10 months
11	Surendra Thapa	Nepal Youth Development Forum, Lalitpur	EDF	10 months
12	Shila Chhetri	SMART, IRD JV Palpa	EDF	L-2 Fast track
13	Hisila Dangi	Human Rights Awareness Centre (HURAC) Rolpa	EDF	15 months TSLC
14	Rita Pun	United Society Development, Lamjung	EDF	15 months TSLC
15	Dipendra Bista	Human Right and Environment Development Centre, Kalikot	EDF	10 months
16	Chandra Oli	Rural Environment Development Center, Dadeldhura	EDF	15 months TSLC
17	Saraswati Budha	Community Development Society (CSD) Nepal, Baitadi	EDF	10 months
18	Mina Bishwakarma	SAHAMATI, Gaidakot	EDF	15 months TSLC
19	Shova Bishwakarma	SAHAMATI, Gaidakot	EDF	15 months TSLC
20	Binu Nepali	SAHAMATI, Gaidakot	EDF	15 months TSLC
21	SushmaSherpunja	SANGAM Talim Tatha Paramarsha Kendra	EDF	15 months TSLC
22	Babita Mandal	Rural Region and Agro-forestry Development Centre (RRAFDC)	EDF	10 months
23	Janak Raj Joshi	REEDS Darchula	EDF	L-3

24	Uma Gurung	SANGAM Talim Tatha Paramarsha Kendra	EDF	10 months
25	Man Kosha Rawal	Rural Situation Nepal (RS Nepal), Jumla	EDF	15 Months TSLC
26	Sushmita Bhandari	Mountain Multiple Training Centre, Basundhara	EDF	15 Months TSLC
27	Shyam Bahadur Bhujel	Enterprise Development Service Society, Ramechhap	EDF	L-2 Fast track
28	Umesh Prasad Yadav	SAHAMATI, Nawalparasi	EDF	L-2 Fast track

Annex 8: Institute Wise Students Enrolled in Academic Year 2074/075

S.N.	Institute Name	Enrolled		
		F	M	Total
1	**Short term Training (1500 Hours)**			
1.1	Women Skill Development Center, Ithari	24	3	27
1.2	Samana Multi Skills Institute, Dang	29	3	32
1.3	Madhya Nepal Prabidhik Sikshyala, Surkhet	20	16	36
1.4	Bheri Rapti Prabidhik Shikshayala, Surkhet	26	14	40
1.5	Enterprise Promotion and Research Centre, Dang	13	1	14
1.6	Nawa Jeevan Multi Educational Academy, Dang	24	12	36
1.7	Prabidhik tatha Babasayik Training Center, Nuwakot	24	7	31
1.8	Gangaram College, Bharatpur, Chitwan	16	3	19
1.9	Bheri Karnali Polytechnic Institute, Banke	8	1	9
1.1	Hill Side Technical College, Tulsipur, Dang	32	0	32
1.11	Wide Knowledge Technical College, Kohalpur, Banke	11	9	20
1.12	Bherimalika Bahuprabidhik Pratisthan, Kohalpur, Banke	9	11	20
	Total	**236**	**80**	**316**
2	**Academic Course (TSLC)**			
2.1	Sudur Pachimanchal Polytechnical Institute	12	8	20
2.2	Kanchanjungha Polytechnical Institute	26	6	32
2.3	Industrial Enterprise Development Institute	8	3	11
	Total	**46**	**17**	**63**

Annex 9: Rationality of the EDF Categories

Excellent:

- Can independently perform and handle all 6 MED-Model
- Prepare the proposal and report independently
- No hesitation to conduct training and meeting

B. Very good

- Can independently perform and handle 4 MED-Model i.e, social mobilization, Entrepreneurship training, technical skills training and appropriate technology
- Prepare the proposal and report independently
- No hesitation to conduct training and meeting
- Need some support for establish linkage with MFIs and marketing partners

C. Good

- Can conduct PRA, household survey, natural resource mapping and wealth ranking
- Can conduct ToPE and ToSE part of SIYB training independently and ToEE & ToGE with support of senior EDF
- Can manage Technical Skill Development training independently
- Need some support for establish linkage with MFIs and marketing partners
- Need support from senior to prepare the proposal and report

D. Satisfactory

EDF who can perform following activities are under this very good category

- Can not perform any work independently but can perform with the help of senior EDF

E. Poor

- Very few knowledge and skill on MED-Model and can not perform the work with the support of senior EDF

Picture 1: Computer room

Picture 2: Study team with students

Student at class room