

Enhancing the Role of Local Public Agencies and Leveraging Skills Development for Enterprise Promotion in Ramechhap

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EXECUTIVE SUMMARY

The Government of Nepal has integrated skills development in national and local development strategies to tackle its unemployment problem, and support the growth of SMEs, especially in rural areas. However, government and non-government agencies at national and local level have not been fully able to reach its desired outcome of producing high number of productive and marketable human resources. The lack of systematic coordination and collaboration among those agencies is one of the main reasons behind such mediocre outcome as it has caused work duplication, lack of variation in and low quality of skills development projects, and so on. The case scenario is no different in Ramechhap where most of the government and non-government agencies have been holding skills development training/workshops/programs in small to large scale. Thus, this research identifies the loopholes in current coordination and collaboration mechanism and practices, along with measuring the shortcomings in skills development projects of government and non-government agencies in Ramechhap. If the given recommendations made through thorough analysis and findings are put into action by further discussion at the central and local level, it will help in flourishing the enterprise ecosystem in Ramechhap.

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LIST OF ABBREVIATIONS

CASI: Cottage and Small Industry, Ramechhap

CGSS: Char Ghare Sewa Samiti

CTEVT: Council for Technical Education & Vocational Training

DDC: District Development Committee

DADO: District Agriculture Development Office

DLSO: District Livestock Service Office

DFO: District Forest Office

D-MEGA: District Micro Enterprise Group Association

EDSS: Enterprise Development Service Society

FY: Fiscal Year

ILO: International Labor Organization

MEDEP: Micro Enterprise Development Programme

GDP: Gross Domestic Product

OECD: The Organization for Economic Co-operation and Development

RRN: Rural Reconstruction Nepal

SMEs: Small and Medium Enterprise

TEVT: Technical Education and Vocational Training

WACO: Women and Children Development Office, Ramechhap

YSP-Nepal: Youth Partnership for Development & Peace Nepal

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1. INTRODUCTION

The agricultural sector, a main source of income for around 80 percent of Nepalese, only provides seasonal employment to the majority of the labor forces in Nepal¹. This creates the need for various skills to gain maximum output from the seasonal employment and/or to establish alternative source of income to tackle such problem. Among various initiatives taken by the government of Nepal to create employment opportunities, integration of skills development in national and local development strategies is one of them².

Moreover, the importance of skills development has skyrocketed with SMEs becoming one of the major sources of income in Nepal, especially in rural areas. SMEs are also “the engines of growth, the backbone of national economies, the highest employment-generating sector, a potential tool for poverty alleviation by creating self-employment avenues, and significant contributor to a country’s industrial production, exports, national income, and GDP”³. However, the foundation for a strong and flourishing enterprises also requires quality skills development. Thus, skilled workforce derived from quality education and training system is not only essential to tackle the unemployment problem of Nepal, but also for economic and social development⁴. Moreover, skills development is a basis of promoting decent work, and improving productivity and quality of goods and services⁵.

Since most of the Nepalese lack strong economic standing, government and non-government agencies have been freely providing skills development training/ workshops/ programs. Ramechaap has also incorporated the national strategy on skills development among

¹ “Skills Development Pathways in Asia.” *OECD* (2012). Pg. 1-126.

² “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

³ Ghimire, Rabindra. “Micro and Small Enterprises in Nepal: Prospects and Challenges.” *Journal of Finance and Management Review* (2011). Pg. 257-269.

⁴ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

⁵ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

its main development policies and strategies by providing and promoting free skills development projects. In response to such initiative, both the local government and non-government agencies, and few other local groups of Ramechhap are providing skills development training/workshops/programs. These agencies either work alongside the various government agencies or independently at Ramechhap.

Among many agencies holding skills development projects, government agencies, such as District Development Committee, District Agriculture Office, District Livestock Service, Women and Children Development Office, and non-government agencies, like D-MEGA, MEDEP, *Shree Char Ghare Sewa Samiti*, Helvetas, are some of them. However, the presence of various agencies often creates an overlap in work areas, and duplication of the service due to the absence of proper methodologies to share and transfer results. Duplication also occurs due to the lack of coordination and collaboration among these agencies. This results in minimum quality of skills development and low sustainable positive impact.

To address such problem, this report contains details on perception toward, importance of, and current practices of coordination and collaboration among government and non-government agencies that hold skills development programs in Ramechhap. It also overviews local strategies and policies on skills development, along with measuring work duplication, quality of and variation in skills development programs. Based on the findings, recommendations are made to enhance the impact of skills development programs, promoting enterprise ecosystem in Ramechhap.

2. OBJECTIVE OF THE STUDY

The objective of this study is to analyze existing practices and mechanism of coordination and collaboration among government and non-government agencies who provide skills development in Ramechhap, along with measuring the quality of those skills development projects.

3. RESEARCH DESIGN

This study is composed of qualitative and quantitative research, conducted from June 1 to August 31, 2016, on skills development projects held by/through government and non-government agencies in Ramechhap. Here, skills development projects refer to both hard and soft skills related training, workshops or programs that were held either in Ramechhap or the trainees were sent to other, district/regional/central level, skills development training/workshop/program, through any of the interviewed agencies.

The interaction and interviews were conducted with government and non-government agencies and trainees, related to previously held skills development projects as primary sources of data. Similarly, desk research and the annual reports of government agencies for the FY 2070/71, FY 2071/2072 and FY 2072/2073 are used as secondary sources of information. The details on the primary and secondary sources of data and information are below:

Primary Source of Information and Data

Government and Non-government Agencies: DDC was the major source of information as it is the main district level political and administrative office that coordinates district level development actions and strategies, under the Ministry of Federal Affairs and Local Development. Being DDC the research station, it provided time-to-time information about the skills development projects held by them and other local government and non-government agencies through the lens of DDC.

Other government agencies and non-government agencies were also visited for general preliminary inquiry on their skills development projects based on which the questioners (Annex 1) for government and non-government agencies was prepared. Whereas the coordination and collaboration measurement instrument (Annex 2) was derived from the intensive study of Peterson Model (1991), Levels of Community Linkage Model (Hogue, 1993), Bailey and Koney Model (2000), and Levels of Integration Model (Gajda, 2004)⁶. It (Annex 2) identifies the level of relationship of any agency with the given agency from the scale of 0 to 6, where 0 represents “No Interaction,” 1 represents “Networking,” 2 represents “Communicating,” 3 represents “Cooperation,” 4 represents “Coordination,” 5 represents “Coalition,” and 6 represents “Collaboration.” The agencies were asked to write the code (0 to 6) of the relationship they have had with the listed organizations, based on the characteristics mentioned below each relationship (Annex 2).

Officials interviewed with questionnaire (Annex 1, Annex 2) included employees of 7 government agencies, DDC, District Agriculture Office, District Livestock Service, Women and Children Development Office, Cottage and Small Industry Office, District Education Office, and Area Forest Office, and employees of 7 non-government agencies, D-MEGA, MEDEP, EDSS, YSP, *Shree Char Ghare Sewa Samiti*, *Helvetas*, and RRN. The given agencies were selected primarily based on their known work for providing skills development trainings/workshop/programs. The availability of the officials from other non-government agencies and from District Cooperative Office also played a huge role for not being able to include them.

The officials representing those government and non-government agencies were asked to answer the questions exclusively as per the planning, designing and implementation of their

⁶ Frey and et.al. “Measuring Collaboration among Grant Partners.” *American Journal of Evaluation* (2006). Pg. 383-392.

skills development projects. Based on the interviews through questionnaire, analysis of existing practices of coordination and collaboration was measured, along with the quality of their skills development projects.

Interview of Participants: Interview through the questionnaire (Annex 3) with the participants of the skills development training/workshops/programs either held by above 14 agencies or sent through above 14 agencies was conducted in Ramechhap. Only 20 participants were included due to the time constraint and budget restraints. Those interviews helped to gain insights on the true implementation and impact of the skills development projects, along with identifying the good and bad practices of government and non-government agencies associated with it.

Secondary Source of Information and Data

Desk Research: Desk Research comprised of research papers and reports on coordination and collaboration practices and its measurement instruments, along with understanding the entrepreneurial ecosystem of Nepal.

Annual Reports: The annual reports of DDC, District Agriculture Office, District Livestock Service, Women and Children Development Office, Cottage and Small Industry Office, District Education Office, Area Forest Office, and District Cooperative Office were collected for the FY 2070/71, FY 2071/72 and FY 2072/73. Only the reports from 2070 to 2073 B.S. was included as it was easier to access from most of the government agencies.

Based on the reports, data entry was done for all the skills development projects held by government agencies between 2070 to 2073 B.S. to check the work duplication and variation among them. The non-government agencies would not be included as some lacked database and concrete information on what projects they have had specifically held during those three fiscal years, while some could not provide reports on it due to their other priorities.

4. ANALYSIS/FINDINGS

The skills development projects of government and non-government agencies have been impactful in general by ensuring employment, and/or self-employment, and/or scaling up enterprises in Ramechhap. However, there are various issues as discussed below that could help increase the impact and outputs of skills development projects of different agencies, especially of government agencies in Ramechhap.

Coordination and Collaboration: Larger number of agencies means that there is an availability of groups with different ideas, resources, specialties and strengths. Such variation can be utilized to “garner the necessary skills, funds, and time to solve community problems and improve human services”⁷. The other importance of coordination and collaboration is that the follow-up and other necessary actions can be ensured on behalf of participants who received services from the agencies whose projects have phased out or have ended direct involvement and oversight. However, just the presence of various agencies do not lead to positive impact as they all must have shared values, and be well-organized and cooperative⁸.

Agencies can choose among various level of relationships with other agencies that share the same values as them. Some relationships, like networking, could be limited to an exchange of information to help each other perform better⁹. While cooperation could lead to modifying the activities based on the activity of other agencies to help provide better services to others and/or

⁷ Axner, Marya. “Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies.” *The University of Kansas* (2016).

⁸ Axner, Marya. “Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies.” *The University of Kansas* (2016).

⁹ Axner, Marya. “Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies.” *The University of Kansas* (2016).

avoid service duplication¹⁰. Whereas, coordination could lead to sharing resources, along with networking and cooperating¹¹. On the other hand, collaboration could lead to helping each other expand and enhance their capacities by sharing their resources and responsibilities for the shared purpose¹². The more detailed information on different kind of relationships and its characteristics are provided in Annex 2, which can be developed as per the need of an agency for better service delivery and higher impact on its beneficiaries.

The local governance body, DDC, of Ramechhap has also recognized coordination and collaboration as an important factor to ensure the higher impact of any development works. Therefore, DDC clearly states in its major policies that the coordinated execution of the impactful plan will be promoted among various government, non-government, and private agencies working at the local level to minimize duplication of their plans and programs¹³. This might be the reasons why 14 out of 14 interviewed agencies said that they have coordinated and collaborated, while 12 among 14 agencies listed collaboration as the very important relationship for their system. Similarly, 10 among 14 agencies perceive collaboration as the most helpful working mechanism when planning, designing and implementing skills development projects. However, when we calculate the mean level of relationships of these 14 agencies, we find that coordination, coalition, and collaboration is minimum to non-existence as presented in Fig 1.

¹⁰ Axner, Marya. "Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies." *The University of Kansas* (2016).

¹¹ Axner, Marya. "Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies." *The University of Kansas* (2016).

¹² Axner, Marya. "Section 3. Promoting Coordination, Cooperative Agreements and Collaborative Agreements among Agencies." *The University of Kansas* (2016).

¹³ "Annual District Development Plan for FY 2072/73." DDC (2073). Pg. 1-270.

S.N	Name of Agencies	Mean Levels of Relationship
1.	DDC	Coordination (3.5)
2.	District Agriculture Office	Cooperation (3.1)
3.	District Livestock Service Office	Communicating (2.1)
4.	District Education Office	Communicating (2.1)
5.	Women and Children Development Office	Communicating (2.0)
6.	Cottage and Small Industry Office	Cooperation (2.7)
7.	Area Forest Office	Networking (1.4)
8.	MEDEP	Coordination (4.3)
9.	D-MEGA	Cooperation (3.0)
10.	EDSS	Cooperation (3.0)
11.	Helvetas	Networking (0.7)
12.	Shree Char Ghare Sewa Samiti	Cooperation (2.7)
13.	YSP	Communication (1.7)
14.	RRN	Cooperation (2.5)

Fig. 1: Mean Level of the Relationship among 14 agencies in Ramechhap

As per the Fig 1, 2 agencies have networking as the mean level of relationship, while 4 are communicating, 6 are cooperating, and only 2 are coordinating. Whereas no coalition and collaboration is found as a mean level of relationship of any of the given 14 agencies. Even the existing mean level of the relationship among them is questionable as 112 responses out of 182 responses about their relationship with each other was conflicting as shown in fig. 2.

Name of Agency	DDC	DADO	DLSO	DFO	CASI	WACO	CETVT	MEDEP	D-MEGA	EDSS	Helvetas	RRN	YSP	CGSS
DDC	6	4	4	4	4	2	4	6	4	4	3	4	4	4
DADO	4	6	3	2	4	4	4	6	4	4	0	6	3	3
DLSO	4	4	6	2	4	4	6	6	4	4	0	4	2	4
DFO	4	4	1	6	4	0	0	6	4	4	0	0	0	3
CASI	4	4	3	2	6	4	4	6	4	4	2	4	4	3
WACO	4	4	2	2	4	6	6	6	4	0	0	0	3	5
CETVT	4	4	1	1	2	0	6	6	4	4	1	5	3	3
MEDEP	4	4	2	1	4	3	0	6	6	6	0	6	0	3
D-MEGA	4	4	2	1	4	3	0	6	6	6	0	4	0	3
EDSS	4	0	2	0	0	0	0	6	4	6	0	0	0	0
Helvetas	4	4	2	1	2	1	4	4	0	4	6	1	0	5

RRN	4	4	2	0	2	0	0	4	3	1	0	6	0	0
YSP	4	0	2	0	2	0	0	0	0	0	0	0	6	0
CGSS	4	4	2	1	2	4	3	2	1	1	0	0	2	6

Note: The rows and columns are coded as per the values filled by the each agencies in Annex 2. The red boxes indicates that the given agency marked different relationship indicator with another agency when compared to the marking of that another agency. For Example, DDC said that it is coordinating (4) with Women and Children Development office, but Women and Children Development Office said that it is networking (2) with DDC.

Fig. 2: The perceived level of relationship among agencies when planning, designing and implementing skills development projects.

Such huge number of conflicting relationship points out that the agencies are unclear about their relationship with other agencies. The main reasons behind such conflicting response could be the lack of clarity about the characteristics of relationship they could have with other agencies. The other reason could be that only 3 out of 7 government agencies keep track of training provided by other agencies. This has resulted into duplication of 30 out of 91 skills development projects carried out in FY 2070/71, FY 2071/72, and FY 2072/73 by the given 7 government agencies.

In sum, although the DDC and other agencies have prioritized collaboration and coordination in its system, its prerequisites, such as a clear characterization of relationship, common database on work areas of agencies are lacking to avoid work duplication, ensure variation in skills development projects, and to sustain its impact. This could be one of the reasons why only 6 out of 14 agencies said that they achieved very productive output through coordination and collaboration.

The Inclusion of Private Sector (Market Demand): The phenomenon of skills mismatch and skills shortage at the same time is frequent in Nepalese job market as the involvement of private sector in decision making and implementation of skills development project is non-existence to

poor in Nepal¹⁴. Therefore, the skills received through skills development projects rarely match the labor market demand which not only creates a surplus of workers whose skills do not match the demand, but also a shortage of skilled workforce for the existing and potential market¹⁵.

Ramechhap also faces the similar problem as it lacks the representation of local entrepreneurs who have knowledge on what kind of skilled human resources is necessary for the market when planning and designing skills development projects. The planning, designing, and budget discussion for skills development project includes stakeholders, such as political representative, Jannati groups, consumer groups, other stakeholders than local entrepreneurs¹⁶. Even the existing enterprise associations, like Enterprise Promotion Committee, only represents demands and complaints that their enterprise collectively face than being involved in planning and designing skills development projects alongside the government bodies. Moreover, those umbrella organizations does not always and necessarily represent private and small sized entrepreneurs, especially in modeling and implementing skills development project¹⁷.

If the private sectors or local entrepreneurs are incorporated in planning and designing skills development project, they can help government and non-government bodies in analyzing the market needs of their enterprises and potential enterprises, identifying bottleneck for enterprise development, defining skills needs and professional standards which can produce marketable skilled human resources¹⁸. Such skilled human resources will not only fulfill the local market demand, but will also scale-up the existing enterprise by increasing the production.

¹⁴ “Assessment of ways for facilitating Private Sector’s productive engagement in TVET.” *SKILLS Programme*. Pg. 1-28.

¹⁵ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

¹⁶ “Annual District Development Plan for FY 2072/73.” *DDC* (2073). Pg. 1-207.

¹⁷ “Assessment of ways for facilitating Private Sector’s productive engagement in TVET.” *SKILLS Programme*. Pg. 1-28.

¹⁸ “Assessment of ways for facilitating Private Sector’s productive engagement in TVET.” *SKILLS Programme*. Pg. 1-28.

Moreover, the inclusion of local entrepreneurs can mean that they can offer localized job training, employment opportunities after training, career advice, mentoring, tools/equipment and machinery for learning, or/and help in designing relevant courses¹⁹. In other words, the relevance of training increases with the increase in labor market information and the ability to translate such information into improved skills development project²⁰. Thus, local government agencies in Ramechhap should try to explore possible ways to incorporate local entrepreneurs to make skills development market friendly.

Standardization of Selection Criteria: National Strategy for Skills Development (2007) prioritizes economically and socially disadvantaged groups, adult workforces, school drop-outs, and workers in the informal economy, along with the youth who have completed their formal schooling when designing and selecting trainees for skills development projects²¹. While this initiative has helped training programs become more and more inclusive of various disadvantaged groups, the selection criteria vary as per government agencies and even as per programs of a same agency in Ramechhap. Due to lack of standard selection procedure, few repeatedly get training, while others have no to little information about such projects. Moreover, there are cases where people who are rarely involved in the field that a training is covering get selected into the program. Some entrepreneurs that I interviewed reported that many trainees come only for allowance they receive from the government, while some come to visit the places that the training offers. In such cases, the people who are involved in the field that the training is about get deprived of the chance to learn and increase their productivity. Therefore, agencies, especially government agencies, has to urgently look into this matter to benefit those who are

¹⁹ “Assessment of ways for facilitating Private Sector’s productive engagement in TVET.” *SKILLS Programme*. Pg. 1-28.

²⁰ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

²¹ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

actually in need of such programs. One of the ways to solve the problem of selecting the trainees would be setting out the occupational standard for entry, intermediate and advanced level skills development. Whereas, anyone interested in various skills development programs, but are not in that occupation can be provided with preparatory courses²².

Localization of Skills Development Projects: The variation that usually arises from the difference in the local geography and practices are not intensively covered in the policy of TEVT sectors²³. That is why the current trainings are based on top-down approaches, especially held at district, regional and central level where the trainees are invited to “Readymade Trainings” with an approach of “All Fit the Same Size.” Similarly, there are cases where the training/workshops/ programs on skills development are held without or with a minimum study of its feasibility on the local surroundings. This has led to cases where the skills development projects had minimum to no innovation, improvement, and increase in the productivity of entrepreneurs. The same case is true for many skills development projects held in Ramechhap and/or for the participants sent to other skills development trainings/workshops/ programs by the local government agencies in Ramechhap. One of the cases is of a *Tomato Farming Training* held in Manthali, Ramechhap, where the participants received training from a very renowned trainers. However, few participants that I interviewed complained that they could not grow any tomatoes based on what they learned from that program. The problem was that the methods that the trainer demonstrated was based on his/her experience in hilly regions, whereas, the weather in Manthali is tropical. Therefore, skills development project needs to be localized in order to achieve the desired impact of skills development.

²² “TEVT Skill Development Policy, 2064.” *UNESCO*. Pg. 1-4.

²³ “Assessment of ways for facilitating Private Sector’s productive engagement in TVET.” *SKILLS Programme*. Pg. 1-28.

Prioritizing Locally Available Resources: Ramechaap has identified its major possibilities and opportunities based on locally available resources²⁴. Therefore, it has committed itself to promoting enterprises based on locally available resources, like *Junar*, steel, forest based products, *Khiri Dunga*, *Chun Dunga* and so on²⁵. However, minimum skills development projects are based on raw materials that are locally available. For the FY 2070/71, 2071/72 and 2072/72, there are no skills development projects related to steel, *Khiri Dunga*, *Chun Dunga*, while skills development projects on forest-based products are minimum.

To add more example to such cases, one of the widely given skills development training in Ramechhap by the government and non-government agencies is making *Dhaka*-based products. However, one of the trainees who now owns a *Dhaka*-based products shop said that she has difficulty in making *Dhaka* products on time as she has to import raw material either from the capital or India. On the other hand, a trainee who received training on making *Lokta*-based products, and now owns a shop based on *Lokta* says that his production and income has been rapidly increasing as the *Lokta* is locally available raw material. Therefore, government and non-government agencies should prioritize skills development projects that are based on locally available resources to minimize the production cost and maximize the productivity and income.

Improvement in Follow-up Mechanism: As per CETVT, the provided training are expected to ensure “long-term, gainful wage-employment or self-employment,” with each trainees being able to secure at least NRs 4, 600 per month after the six months of completion of the training”²⁶. One of the ways to ensure such results is to continue to follow-up with the trainees. However, it seems that different government and non-government agencies are randomly deciding whether to

²⁴ “Annual District Development Plan FY 2070/71, 2071/72, 2072/73.” *DDC*.

²⁵ “Annual Distinct Development Plan FY 2070/71, 2071/72, 2072/73.” *DDC*

²⁶ “Recent News.” *Council for Technical Education and Vocational Training*.

follow up with the trainees or not in Ramechhap. For example, 2 out of 14 said that they do not follow up with the trainees, while few said they do follow up as per need. Moreover, there is the lack of clear objective to what the training is trying to accomplish and lack of prior planning on what actions should be taken if that objective is not accomplished. Such practice lowers the impact of skills development as the participants might be not doing well even after the training and might be in need of further technical or other form of assistance. Even for those who are doing well, they might be in need of other training or assistance to scale up their enterprise or income. In order to achieve such result, there ought to be compulsory follow-up and prior planning to what the next step would be, based on whether the object or achieved on.

The Role of DDC: Like any other DDC in Nepal, the DDC of Ramechhap has been conducting skills development projects even in presence of other local government agencies which are specifically focused on those sectors. For example, District Agriculture Office specializes in agriculture, District Livestock Service Office specialize in livestock, Cottage and Small Industry in SMEs and so on. This adds to above discussed problem of multiple agencies providing skills development training/workshops/programs without proper coordination and collaboration.

In such case, the budget and power of DDC as the main local governance can be utilized to created methodological coordination among agencies than executing skills development projects on its own. It could further help in identifying challenges faced in building relationship among agencies, along with ensuring the quality of skills development. For example, it would direct its resources to create a database on work of different agencies to avoid work duplication, it would ensure that the skills development projects are localized, technologically appropriate, and so on. That is why a strong and methodical local policy presents “a common vision of skills development system that a local government and non-government agencies are aiming to build”

which facilitates coordination, planned action, holistic approach²⁷. Therefore, DDC should utilize its power and resources to facilitate proper coordination and collaboration among existing government and non-government agencies to minimize loopholes in current skills development practices, rather than holding skills development project that other agencies are specialized at providing.

²⁷ “Formulating a National Policy on Skills Development.” *ILO* (2011). Pg. 1-8.

5. RECOMMENDATIONS

Based on the above analysis and interview with government and non-government agencies, and participants of skills development projects, following recommendations are made to DDC and other government and non-government agencies to ensure the higher impact of skills development projects.

Recommendations to DDC:

- Clear directives should be added to main policies on ways of coordinating, collaborating and establishing other forms of relationships as per requirement.
- DDC should direct its resources to study and address the existing loopholes in current skills development practices than self-providing training as there are already established government agencies which are specialized in those areas.
- DDC should facilitate systematic communication and networking sessions, exploring the best ways to increase productivity through collaboration and coordination.
- DDC should create a database of skills development projects carried out by different agencies, along with a database of their available resources to avoid work duplication and promote resource sharing.
- DDC can utilize volunteers and interns to create simple databases, conduct basic surveys, and other essential works to enrich skills development projects.
- The role of CETVT/TEVT should be made more prominent and standardize to planning designing, and implementing skills development projects of government and non-government agencies at the local level, rather than limiting its role to certifying trainers and trainees.

Recommendation for all government and non-government agencies:

- Skills development projects that are designed as per the locally available resources should be promoted, minimizing the problem of finding and importing raw materials.
- Variation in skills development project should be created as per the existing market and potential market assessment through consultation with existing local entrepreneurs, producing marketable skilled human resources.
- Local entrepreneurs can be utilized as trainers or as assistant trainers to localize skills development training for higher output.
- The occupational standard for entry, intermediate and advanced level skills development should be standardized and properly implemented, whereas anyone interested in various skills development but are not in that occupation can be provided with preparatory courses.
- Compulsory pre-assessment on the level of knowledge of participants and/or of the stage of their enterprise should be conducted to better suit the participants and their enterprise.
- Skills development project with the intermediate and advanced level of training should also be focused, rather than overproducing human resources with the similar basic level of skills.
- The clear objective of the skills development projects should be set, along with prior action planning on the possible next steps based on whether objective is met or not.
- A proper mechanism should be created to follow-up and benefit the trainees who received training from the non-government organizations whose project are now phased out.

- Compulsory grievance mechanism and actions based on those grievance should promoted.

6. CASE STUDY

The following case study demonstrates how few above discussed recommendations can be put into practices, along with other good practices that can be replicated to produce coordinated and task oriented skills development project.

Case Study: The Gender Responsive Recovery for Sustainable Peace (GRRSP) Project was conducted in the three conflict affected districts, Kavre, Ramechhap and Sindhuli, of Nepal from October 2012 to July 2015²⁸. It was an inter-agency project led by UN Women with the support from the UN Peace Building Fund (PBF), in collision with Food and Agriculture Organization (FAO) and International Labour Organization (ILO). The aim of the project was to benefit primarily 2,000 conflict affected women (CAW), including ex-combatants, by providing them with skills and vocational training. It also promoted, improved and targeted economic services to the CAW through capacity development of local Stakeholders²⁹. Below are some good practices that can be replicated to produce coordinated and task oriented project.

Selection of Implementing Partners: The implementing partners were identified by making an open call proposal in various newspapers and through bidding process³⁰. Often, stakeholder mapping is usually carried out by implementing agencies and are asked for their collaboration in areas that stakeholders are best at. Adding to that practices, we can also publish or send the project ideas to national and local governmental and non-governmental bodies whose mission and working areas broadly cover work areas of

²⁸ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

²⁹ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³⁰ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

implementing partners, adding value to the project in the best way possible. Upon the arrival of their interests and proposals, collaboration can be carried out based on shared interests. Also, respective agencies should be consulted at early stages of the project planning rather than latter stages so the number of loopholes can be minimized in that value chain.

Inclusion of National Stakeholders: The Ministry of Peace and Reconstruction, Ministry of Women, Children and Social Welfare, Ministry of Agricultural Development, and Local Development Training Academy were included as consultants on the national level in the GRRSP project³¹. The inclusion of national government line agencies ensures the authority and capacity to implement and monitor coordination and productivity at the national and local level. Such relationship also creates easier access to the district level agencies, along with ensuring cooperation and timely inputs from other government and non-government agencies.

Inclusion of Local Stakeholders: The inclusion of local bodies is very essential to ensure that the improvements made during the project period is sustained even after the completion of the project³². The implementing agencies mostly chose local partners, such as government officials from DCC and Local Peace Committee, who have had been working in the similar areas for several years. Firstly, the relevance,

³¹ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³² “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

effectiveness, efficiency, impact and sustainability of the project was measured, improved and established by conducting a reference group meeting in the inception phase with the stakeholders in all three districts³³. The implementing partners and district level partners were also able to identify and discuss their shared priorities. Moreover, the project carried out capacity buildings of local bodies on National Action Plan (NAP), along with providing technical services with an expectation that they will continue to work in areas covered by the project³⁴. As a result, at least 50% of staff of local bodies and concerned agencies were specialized and trained and are capable of using gender responsive tools for planning and budgeting³⁵. In a similar manner, any project should focus on informing or raising awareness about the issues the project is addressing through workshops or trainings as per the necessity. Also, the national and district agencies and other stakeholders should actively participate in such programs or workshops. In the same manner, we can identify the common priorities and shared goals, localizing the project and adding to its sustainability.

Work Division: The division of work among three key organizations was based on their expertise, such as UN women worked on increasing the access to psycho-social services, and awareness on human rights and

³³ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³⁴ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³⁵ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

gender equality among the community³⁶. Similarly, the FAO worked on improving agricultural productivity of conflict affected women and their families by recommending advanced agriculture practices, and also through knowledge and skills development programs³⁷. In the same way, ILO carried out entrepreneurship training, technical business start-up training, skills development training of conflict affected women and their families³⁸. The proper and specific allocation of task and responsibility among the partners develops the mechanism for the check and balance of the work. However, the division of work does not mean working separately, but sharing the resources and deriving maximum utility from available resources. The extension of collaboration from dividing the work share as per their expertise to sharing the resources increases the formal and informal interaction among the stakeholders. This might develop long term bond or working relationship among the stakeholders. In addition, when stakeholders get the chance to interact with one another, a new form of collaboration for different project might get formed.

Facilitating Coordination and Collaboration: Often collaboration is limited to implementing partners, rather than establishing collaboration or communication even among other stakeholders. In this project, beneficiaries were connected with various agencies so that they can independently obtain services on a

³⁶ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³⁷ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

³⁸ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

regular basis. For instance, producers or CAW groups were required to register with relevant government agencies, while their businesses were formally registered in the Cottage and Small Industry Office. It ensured that the beneficiaries will continue obtaining services, supports and inputs from the respective agencies after the completion of the project³⁹. Moreover, as the beneficiaries do not have good market exposure, they may need advice and support services regarding new product development, supply chain, business ethics and market development⁴⁰. Like this project, the regular interaction between stakeholders should be promoted. This might help to increase beneficiaries' access to information about available services and take regular benefits of available services, such as subsidized prices and trainings, from different agencies, along with developing their interpersonal communication skills.

Time Frame, Reviews and Revisions: GRRSP conducted a mid-term review which revealed that the project was facing coordination gaps, lacking timely dissemination of information to the public/beneficiaries, and the formats of work was too complex⁴¹. GRRSP directing committee meetings were held on a regular basis and other changes were made on agreements with all three implementing partner⁴². In a similar way, proper time frame should always be made by specifying the expected result at the end of a time frame. Timely mid-term or quarterly reports on progress should be created, and if the

³⁹ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

⁴⁰ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

⁴¹ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

⁴² “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

desired outcome is not met then the problem should be identified and addressed timely.

Sharing the Information: The good practices and lessons learnt through evaluation and recommendations by this project, and usages of such key lessons will not only be shared with UN Women country office staff, but also with the government and other civil society partners for future references⁴³. The proposal received during the initial stages of collaboration can also be submitted to the government offices or to information centers with the copyright of the proposal for the future references. Those proposals can be utilized by other agencies looking for the stakeholders, and they can work together for their shared purposes.

Overall, the project was found to be “strategically managed, practicing cost saving mechanisms such as sharing of financial and physical resources, and pooling resources from other projects of the executing agencies to this project, and especially, sharing human resources”⁴⁴. The evaluation team found that joint planning and reviews by the three agencies involving implementing partners, both at the central and district levels, and joint selection of beneficiaries are factors that help in risk management⁴⁵. Therefore, the coordination is not only about the existence or the absence of the policies, but how the project is structured and existing policies are implemented.

⁴³ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

⁴⁴ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

⁴⁵ “Final Evaluation Report of Gender Responsive Recovery for Sustainable Peace (GRRSP) Project in Kavre, Ramechhap and Sindhuli Districts.” *Nepal Institute for Development Studies (NIDS)* (2015). 1-79.

7. CONCLUSION

Ramechhap has noticeable number of agencies who often hold skills development training/workshops/programs in small to large scale. While these agencies are working together for the shared purpose of producing skilled human resources and increasing the income of participants, there arise the issues of coordination and collaboration among them. The presence of various agencies often creates an overlap in work areas and duplication of the service due to the absence of proper methodologies to share and transfer results. Therefore, government and non-government agencies, especially DDC, should focus on promoting coordination and

collaboration among such agencies, along with addressing the above mentioned challenges. Moreover, as planning of government agencies is carried out as per the suggestions and directions of National Planning commission, Ministry of Federal Affairs and Local Development, and other central level stakeholders, they should also consider above recommendation when approving, monitoring and evaluating national and local level skills development projects.

8. FURTHER STUDY

Skills development is must in Nepal as increasing number of people are dependent on SMEs and in need of employment opportunities. In order to gain maximum output and impact from skills development, all the government and non-government agencies, private sector, local people, and other stakeholder should coordinate and collaborate. Therefore, the further step would be adding clear directives on coordination and collaboration mechanism at local level, and then measuring its impact on skills development projects. As this study was conducted only for 3 months, additional government and non-government agencies can be studied to understand other challenges and identify necessary steps to enhance the impact of skills development.

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ANNEX 1

Note: This questionnaire is prepared to measure the existing collaboration and coordination among the government and non-government agencies who provide skill development training for enterprise promotion in Ramechhap, along with measuring the mechanism and quality of skill development trainings.

Agency Name:

Name of the Interviewee:

Position:

Name of the Interviewer: Triveni Chand

Date:

A) Perception of Collaboration Checklist

01) Which kind of working mechanism is most helpful to your agency while providing skill development trainings?

1. No Interaction with stakeholders
2. Networking with stakeholders
3. Cooperation with stakeholders

4. Coordination with stakeholders
 5. Coalition with stakeholders
 6. Collaboration with stakeholders
- 02) Rank the importance of collaboration in your system while providing skill development trainings?
1. Very Important
 2. Important
 3. Somewhat Important
 4. Least Important
 5. Not Important
- 03) Please indicate your level of agreement with the following statement: In general, effectively providing skill development trainings requires collaboration
1. Agree Strongly
 2. Somewhat Agree
 3. Disagree
 4. Somewhat Disagree
 5. Strongly Disagree
 6. Do not know
- 04) Have you ever collaborated/coordinated with stakeholders while providing skill development trainings?
1. Yes 2) No
- 05) If [yes] to 04, Rate the output of the work done on collaboration/coordination level while providing skill development trainings.
1. Very Productive
 2. Productive
 3. Somewhat Productive
 4. Least Productive
 5. Not Productive
 6. Do not Know
- B) Collaboration Readiness Checklist (You can choose multiple answers)
- 06) How well are you informed about the activities of the other stakeholders who provide skill development trainings?
1. Fully Informed
 2. Somewhat Informed
 3. Not Very Informed
 4. Not Informed At All
- 07) If you have collaborated while providing skill development trainings; List the main reason for collaboration:
1. Funding
 2. Lack of resources
 3. Need assessment
 4. Demanded/Suggested/Requested by Higher Authority
 5. Demanded/Suggested/Requested by collaboration agency
 6. Demanded/Suggested/Requested by community members
 7. Others

08) What is the mechanism for collaboration while providing skill development trainings?

1. Stakeholder Mapping
2. Resources assessment
3. Need assessment
4. Consultation with potential collaborative partners
5. Others

09) What has your organization done to develop and carry out sustainable collaboration in case of skill development programs?

1. Define role for each partner
2. Design Partnership/Networking to scale up
3. Sign contractual agreements
4. None of the above
5. Others

10) Why is your organization not involved in collaboration in case of skill development program?

1. Collaboration is not among the priority
2. Lack of interaction or Limited interaction
3. The time necessary to develop relationships is lacking
4. Lack of shared mission, vision and purpose
5. Environment of competitiveness than collaboration
6. Negative attitudes towards the idea of a collaboration
7. Resource scarcity
8. Lack of top management support
9. Lack of skilled human resources to collaborate
10. Do not know
11. Others

C. Existing System of Collaboration

11) Does your agency share resources with other government and non-government agencies for skill development related programs? S

1. Yes
- 2) No

12) If [yes], what are the shared resources?

1. Funds
2. Trainers
3. Equipment
4. Data
5. Others

13) If [no], specify the reasons.

14) How can agencies access your available resources?

1. Phone calls
2. E-mail
3. Broker/Middle Man
4. Official Letter

5. Verbal request from higher authority

6. Informal verbal request

7. Others

15) Have you used resources of other agencies?

1. Yes 2) No

16) If [yes], what were the resources?

1. Funds

2. Trainers

3. Equipment

4. Data

5. Others

17. If [no], specify the reason.

18) If [yes to 15], how did you access the available resources?

1. Phone calls

2. E-mail

3. Broker/Middle Man

4. Official Letter

5. Verbal request from higher authority

6. Informal verbal request

7. Others

19) What steps are taken if your agency comes to know that another agency is providing same/similar skill development training?

1. Collaborate

2. No Action

3. Informal Networking

4. Formal Networking

5. Others

20) Do you keep track of what type of trainings other government and non-government agencies are providing?

1) Yes 2) No

21) If [yes], Please describe the mechanism:

22) If [No], Please specify the reasons:

D. Inclusion of Beneficiaries and Training Standards

23) What as the basis for the allocation of budget for skill development trainings?

24) Who were consulted while allocating budget for skill development trainings?

1) Political Parties

2) Women development committee

- 3) Janajati groups
- 4) Consumer groups
- 5) Others

25) On what basis do you model/plan skill development trainings?

1. Need assessment
2. Demand Assessment
3. Central Authority Direction
4. Lobbying by Political Representative
5. Demand/Request by NGOS
6. Demand/ Request by community representative
7. Others

26) How are trainees of the program selected?

1. Interest Based
2. Application for the upcoming training
3. First come first serve
4. Others

27) Who participates in deciding/designing any skill development trainings?

1. Trainers
2. Community representative
3. Organizers
4. Stakeholders
5. Trainees
6. Others

28) Do you provide Referrals after the completion of trainings for further endeavor, like starting own enterprise?

- 1) Yes
- 2) No

29) If [yes], what kinds of referrals do you provide?

1. List of agencies
2. Telephone numbers of agencies
3. Link with/refer to other programs of own agencies
4. Others

30) Is there any mechanism for feedback from trainees?

- 1) Yes
- 2) No

31) If [yes], what are the mechanism for feedback from trainees?

1. Complaint/suggestion box
2. Follow up sessions
3. Others

32) How often do you receive feedback from the trainees?

1. Very often
2. Often
3. Sometimes
4. Rarely
5. Very Rarely

6. Never

33) Do you provide Post-training support?

- 1) Yes 2) No

34) If [yes], what time of Post-training support do you provide?

35) If [No], please specific the reason:

36) Do you follow up with trainee?

- 1) Yes 2) No

37) How do you follow up with trainee?

1. Field visit/Household survey
2. Others

38) Based on Post-program assessment/follow-up what kind of decision are made if the required purpose of training is not met.

1. Include them in other trainings programs
2. No decision is made
3. Others

Notes:

ANNEX 2

Level of Collaboration Survey

Note: This form is designed for those who work in one of the government or non-government agencies that provide skill development trainings in Ramechhap. - On the stakeholders section, please circle the name of the organization or group with which you are associated - Using the scale (0 to 6) provided, Please indicate the extent to which you currently interact with each other partner (Skip your own row)

	No Interaction (0)	Networking (1)	Communicating (2)	Cooperation (3)	Coordination (4)	Coalition (5)	Collaboration (6)
Relationship Characteristics		- Aware of organization - Little Communication (Basic and Informal Exchange of Information and	-Use of Formal ways (Newsletter, press release, updates) to share information and ideas -Identify mutual needs,	- Formal exchange of information or communication - Maintain separate identities -All decisions are	-Share information and resources - Frequent formal communication -Some shared decision making -Links are	-Share information - Share resources to address common issues - Frequent and prioritized communication -	-Members belong to one system (Shared Vission and Goals) -Links are formal and written into agreements - Collaboration

		ideas) - Independent Decision making *It excludes working together or performing any activity toward any goal beyond sharing information	but maintain separate identities	made independently - Links are advisory	formalized -co- sponsor events or synchronizing operations or activities - support mutual beneficial goals	Links are formalised -All stakeholders have a vote in decisions making	members clearly understand their roles, rights and responsibilities - Frequent communication is characterized by mutual trust - Consensus is reached on all decisions *Independent Bodies give up some degree of independence in an effort to realize shared goals by joining and sharing resources
Stakeholders							
DDC							
DADO							
DLSO							

ANNEX 3:

Note: This questionnaire is designed to study the effectiveness of skill development training programs through the assessment of the trainees

General Information

Name:

Age:

Sex: 1) Male 2) Female 3) Others

Education Level:

A. Training Information Checklist

a) How well informed are you about the available trainings conducted by the government and non-government agencies

- 1) Fully informed
- 2) Somewhat informed
- 3) Not very informed
- 4) Not informed at all

b) Did you receive any form of skill development trainings?

- 1) Yes 2) No

i) If [yes], specify the trainings received

ii) If [yes], specify the source of information about the skill training program?

iii) If [yes], how were you selected for the training program?

1. Based on Interest without formal mechanism
2. Through Application Form
3. Through Letter of Interest
4. Other means

iv) If [no], where you invited for any trainings, but did not attain?

- 1) Yes 2) No

a) If [yes], specify the reason

c) Have you ever made any request for the training?

- 1) Yes 2) No

i) If [yes], specify the agency you requested to and the method of request

ii) If [yes] Did you receive demanded training?

- 1) Yes 2) No

a) Where you provided any feedback for not given demanded training? Yes/No

iii) If [yes], did you receive demanded training on time?

- 1) Yes 2) No

Please specify the time period between the demand and supply.

d) Where you ever consulted while designing skill development trainings by the government or non-government agencies?

- 1) Yes 2) No

i) If [yes], specify the name of agency:

e) What are the skills you consider very important? Rank the skills trainings that you consider most important as (1) to least important as (6)

- 1) Technical skills

- 2) Product Specific
- 3) Business Development/Management/Commercialization
- 4) Pricing/Marketing
- 5) Financial/Funding Management
- 6) Risk Assessment
- 7) Administrative/ legal aspects
- 8) Scale-up Method
- 9) Others

f) What were the topic covered during the skill development program?

- 1) Technical skills/
- 2) Product Specific
- 3) Business Development/Management/ Commercialization
- 4) Pricing/Marketing
- 5) Financial/Funding Management
- 6) Risk Assessment
- 7) Administrative/ legal aspects
- 8) Scale-up Method
- 9) Others

g) Were the topics covered during the training easy to understand?

- 1) Yes
- 2) No

h) Rate the quality of the topics covered

- 1) Excellent
- 2) Very good
- 3) Good
- 4) Poor
- 5) Very Poor

i) Was the right amount of time spent on each of the topic covered during the training program?

1. Yes
- 2) No

j) Did the training include any field visit or practical example?

1. Yes
2. No

k) Did the field visit or practical example make topics covered in the training easier to understand?

1. Yes
2. No

l) If [No], specify the reason;

B. Quality of Training Checklist

After reading a brief description for each of the areas place an X in the box (see Figure 1) that best reflects your opinion of how your collaboration is functioning in each of the areas using the following scale: 1 = Strongly Disagree, 2 Disagree, 3 = Neither Agree or Disagree, 4 = Agree, and 5 = Strongly Agree.

S.No	Questions	Strongly Disagree (1)	Disagree (2)	Neither Agree or Disagree (3)	Agree (4)	Strongly Agree (5)
1	Do you agree that provided training was mostly related to your work?					
2	Do you agree that provided training helped you to pick up new technical skills?					
3	Do you agree that provided training helped you to build your leadership skills?					
4	Do you agree that provided training helped you to develop soft skills like communication skill, team work skills, etc.					
5	Do you agree that after attending the training, you can perform better at you current work or start a new work?					
6	Do you agree that the training met your expectation?					
7	Do you agree that the training environment was favorable to you?					
8	Do you agree that the suggestions by trainer were very useful to you work and personal life?					

9	Do you agree that the topic covered in training were relevant to your work?					
10	Do you agree that your productivity has increased after receiving the training?					

m) Rate the satisfaction with the level of training

1. Very Satisfied
2. Satisfied
3. Not satisfied
4. Poor
5. Very poor

n) Did you put any of their learning to use?

- 1) Yes
- 2) No

o) If [yes], specify how you put learning to use?

p) If [no], specify the reason;

C) Follow-up and Feedback

q) Did you get any referrals after the completion of trainings for further endeavor, like to open your own enterprise or flourish your existing enterprise?

- 1) Yes
- 2) No

n) If [yes], what kind of referrals did you receive?

1. List of agencies
2. Telephone number of agencies
3. Link with/refer to other programs of own agencies
4. Others

o) Did you provide any feedback after receiving trainings?

- 1) Yes
- 2) No

p) If [yes], How did you give the feedback?

1. Complaint/suggestion box
2. Feedback session
3. Others

q) Were you ever consulted for follow up session from the agency that provided the training?

- 1) Yes
- 2) No

n) If [yes], what was the mechanism of follow up session?

1. Household Survey
2. Others

q) What was the action taken after the follow up session?

1. Invitation to new program
2. Link up with new agency
3. No action
4. Other

r) What type of improvement could you suggest for upcoming training program?

Notes: