



Rural Village Water Resources Management Project Phase III

‘RVWRMP University’: Project as a training and occupation provider

(Research and Study Report)

11th July 2022

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Abbreviations

BCC	Behaviour Change Communication
CAO	Chief Administrative Officer
CCA	Climate Change Adaptation
CGD	Child, Gender and Disable friendly
DMM	Dignified Menstrual Management
DoLI	Department of Local Infrastructure
DRM	Disaster Risk Management
DWS	Department of Water Supply
DWSSM	Department of Water Supply and Sewerage Management
EU	European Union
GESI	Gender Equality and Social Inclusion
GoF	Government of Finland
GoN	Government of Nepal
GWRO	Gaopalika Water Resource Officer
HP	Health Promoter
IEC	Information Education and Communication
LO	Livelihood Officer
LP	Livelihoods Promoter
MHM	Menstrual Hygiene Management
MIS	Management Information System
MoF	Ministry of Finance
MoFAGA	Ministry of Federal Affairs and General Administration
MUS	Multiple Use Water System
NGO	Non-Governmental Organisation
O&M	Operation and Management
PEARLS	a financial performance monitoring system for cooperatives
PSU	Project Management Unit
RM	Rural Municipality
RME	Rural Municipality Executive
RMPMC	Rural Municipality Project Management Committee
SBS	Step-by-Step Project Planning and Implementation Process Guideline
SHP	School Management Committee
TF	Technical Facilitator
TS	Total Sanitation
UC	Users' Committee
WASH	Water, Sanitation and Hygiene
WQ	Water Quality
WRA	Water Resource Advisor (Project Technical Assistance)
WRE	Water Resource Engineer
WSS	Water Supply & Sanitation
WUMP	Water Use Master Plan
WUSC	Water User Sanitation Committee

1. Introduction and objectives

RVWRMP has operated since 2006 in Sudurpaschim and Karnali Provinces, with a focus on grassroots level implementation and capacity building. Although the project is often considered an infrastructure development project, with a focus on hardware, in reality most of the work and efforts go to capacity building, institutional development, and behaviour change support – in other words the main focus is on software. Only changed behaviours, established institutions and local capacities make the intervention and development in general sustainable. Infrastructure cannot be sustainably constructed without the institutions and changed behaviours and improved local capacities to operate it.

The main sector focus of the project over the years has been on water supply and sanitation, followed by livelihoods (mainly agricultural, and food security/nutrition activities), climate change adaptation, and governance support to community, village, municipality, and district levels. The project has operated from the beginning at scale, including by the end close to 700 000 WASH beneficiaries and even more livelihoods beneficiaries. More than 1 400 Users' Committees were established as the local formal WASH operation and maintenance institutions, among many other institutional developments. The project has also provided occupational trainings to local people, including multipurpose nursery managers, masons, and local resource persons. Many of them have gained self-employment as local businessmen through these trainings and other project support. The local participants are typically expected to share the lessons learnt within their home communities, spreading the capacity further and increasing the amount of indirect beneficiaries and benefits to the society.

The project has worked for 17 years in collaboration with 10 District governments, and since 2017 with over 60 municipalities, of which 27 were selected for extensive collaboration partnership in the third phase. This partnership included dozens of capacity building activities and trainings to municipality officers, policy development in WASH, livelihoods, and climate change adaptation, as well as institutional development in the form of WASH Boards and Units. The project has had dozens of staff working in each of the core municipalities. The staff has lived in the communities implementing water and livelihoods infrastructure, building local capacities, institutions and developing local behaviours.

Since 2006, the project has employed directly and indirectly hundreds of staff annually. In the peak years of the third phase, the project simultaneously employed as many as around 500 staffers, most of them being local people, and living in the local communities or municipal headquarters. All the staffers such as health promoters, livelihoods promoters, technicians, and field coordinators receive a training from the project side. Of these hundreds of employees, the number of international staff has remained one to three persons, or less than 1% of the total staff. We can rightfully say that this structure has enabled building of the local capacities, as well as service delivery from Nepali people to Nepali people.

All these aspects, including all the external and internal trainings and all the capacity building actions have resulted in playful consideration of the project as the 'RV university' among project staff. Most of the learning happens by learning-by-doing in the field and by learning from the colleagues outside the training events. Most of the staff are in regular face-to-face interaction and daily collaboration with the beneficiaries and communities, and the staff also typically facilitate and run sessions in local workshops that teach them to share their knowledge and teach other people.

In this report, we simply gather the trainings given by the project over the years, to an extent possible from the project records. The list is by no means complete – many trainings, especially at the local level, are not reported in project MIS or other sources. Naturally the daily interactions, ‘learning by doing’, and the numerous lessons learnt from the colleagues every project staffer and beneficiary have experiences are beyond any numerical analysis. Though this bulk of the ‘RV university’s’ learning experience cannot be captured here, we can track the people trained by RVWRMP in different key themes and make a small assessment of the impact of the trainings on people’s career, capacities and life. After the methods, we elaborate the different trainings provided by the project, and further analyse some of the key trainings in the following subsections. The aim is to utilize data in the project’s information management system and training manuals to provide the reader with an understanding of the scale and extent of the software of this so-called infrastructure-focused project. Happy reading!

2. Methods and limitations

This study was mostly conducted as a desk study. Project Management Information System, other statistics and reports were used to extract relevant training and beneficiary data. The data gives the big picture and numbers.

This picture was supplemented by a set of selected case stories in text boxes that give additional information about the impact of trainings. The case stories were collected by interviewing training beneficiaries some years or months after receiving the training. The voluntary interviewees are kept anonymous.

The numerical data is limited to recorded formal events. Project MIS was developed as an online platform during the third phase. In this system the data is recorded more precisely. Also, other reports are better available from the third phase, whereas only limited number of reports and excel-based MIS data was available from the previous phases. For that reason, many Phase I-II activities may be missing from the table. Furthermore, many minor local level project events and activities are not reported in PSU-level reporting channels, and most of the hundreds of face-to-face exchanges and thousands of informal capacity delivery and sharing occurrences may not be reported anywhere. Still, much of field staffers’ reality and lessons learnt in the ‘RV university’ are related to these types of interactions.

3. Trainings delivered by RVWRMP I-III

The trainings under project records from Phase I to Phase III had altogether around 190 000 trainings participants, presented in the table below. Third phase records sum up as many as 140 000 beneficiaries, compared to 46 000 participants in Phase II, and around 5000 in Phase I. Phase I and II records probably do not include all the training events as at the time the recording system was simpler and more general, and access to some information may have been lost over the years. Similarly, the numbers of trainings have increased considerably towards the third phase: 224 trainings Phase I, 1003 trainings in Phase II, and 6156 trainings in Phase III. Most of the trainings have been organised in Phase III as the project has grown to triple as big as the previous phase, and its scope has been extended, especially in livelihoods, renewable energy, and governance sectors. Many trainings by Phase III have also been linked to sustainability.

The table below shows the increase of activities over the phase along with the increased budget and extended scope. Phase I conducted 21 types of recorded events, Phase II 40 types of events, and Phase III 47 types of events, recorded in the table. This is not the exact number as many types of events in the smaller sectors of the project are not separately recorded.

The trainings vary from one-day campaigns, introductions, and refreshers to several weeks long occupational trainings. Most of the trainings are two or three days long. Similarly, the benefit varies from getting skills to obtain a paid occupation, to mere participation in a campaign. The vast majority of the trainings are organised as per an approved training manual that specifies the content and expected outcomes of the trainings, many of which are referred to in Section 4.

The conducted trainings were categorized according to type of participants (internal staff or external beneficiaries) and sector (Governance, livelihood, RM GESI, Total Sanitation, and WASH). There were around 1000 participants in internal staff trainings. Considering external sectoral trainings, there were around 3000 participants in the governance sector trainings, 3000 participants in the cooperative trainings, 36 000 participants in livelihoods related trainings, 3000 participants in RM-level GESI trainings, 13 000 participants in Total Sanitation related trainings, 130 000 participants in WASH related trainings, and 500 in other trainings altogether. In all cases, most of the trainings have been conducted in Phase III. Numerically the type of event with greatest participation is clearly the 'UC level Step-by-Step related trainings', with almost 100 000 participants (around 3100 events), home garden management trainings with 26 000 participants (around 900 events), and the WASH orientations to UC/community with 17 000 participants (around 900 events). This is not necessarily a comprehensive list. For instance, trainings for RM accountants or on-the-job trainings are not listed.

Occupational trainings are among the most extensive ones as they prepare the participants for a specific paid job, or to be self-employed in a specific business. For some, such as Agro-vets, participants were trained to pass a national exam to enable them to be licenced. The occupational trainings included Leader Farmers (591 trained persons), Agro-vets (60), Livestock Extension Workers (27), Local Resource Persons (146), Improved Cooking Stove Promoters / Masons (4984), Local Latrine Builders (298), and Village Maintenance Workers (1312). These occupational beneficiaries are 7418 in total.

Trainings	Category	Phase I		Phase II		Phase III		Total	
		Events	Beneficiaries	Events	Beneficiaries	Events	Beneficiaries	Events	Beneficiaries
Cooperative related trainings	Cooperative	36	836	14	139	98	2002	148	2977
Participatory Monitoring & Evaluation Workshop	Governance			6	193			6	193
WUMP workshops	Governance	12	299	13	1028	9	189	34	1516
RM CCA/DRR workshop	Governance	5	234	2	88	27	803	34	1125
RM Sutra/DDCFAMP trainings	Governance			2	61	2	88	4	149
RM training for DWSS design software	Governance			1	36	2	65	3	101
RM level GIS related trainings	Governance	1	31	1	36			2	67
RM WASH MIS / N WASH events	Governance					8	183	8	183
Leader farmers; nursery holders	Livelihood	3	139	6	266	7	186	16	591
Agro-vets	Livelihood	6	36	2	12	9	12	17	60
Livestock Extension Worker	Livelihood			2	27			2	27
LRP / LLB triggerers	Livelihood	5	48	1	40	16	58	22	146
HG management trainings	Livelihood			19	574	918	25171	937	25745
Polyhouse management trainings	Livelihood			7	172	6	106	13	278
Commercial farming trainings	Livelihood			9	238	42	1140	51	1378
Mushroom farming trainings	Livelihood					4	65	4	65
MUS business-plan trainings	Livelihood					17	451	17	451
Value chains -related trainings	Livelihood					5	163	5	163
Off-seasonal veg. farming training trainings	Livelihood			1	266	30	746	31	1012
Community livelihood promotion	Livelihood				5772			0	5772
Nutrition promotion trainings	Livelihood			1	130			1	130
WSS Technicians	Project staff			1	16	14	156	15	172
Community Social Mobilizers' training package	Project staff	6	91	2	77			8	168
Water Resource Technicians' training	Project staff	1	12	9	55	2	23	12	90
Sub-Engineers' design software trainings	Project staff	5	61	1	36	3	83	9	180
LP training	Project staff	6	82	1	30	4	105	11	217
HP / DMM facilitator trainings	Project staff			14	102	2	66	16	168
Women as Decision-makers workshops	RM GESI			1	74	51	1868	52	1942
Pad-making workshops	RM GESI			1	90	17	188	18	278
Sasu-buhari workshops	RM GESI				368	3	131	3	499
ICS Promoter trainings	Total Sanitation	3	56		4705	24	223	27	4984
Local Latrine Builder trainings	Total Sanitation	6	210	3	88			9	298
Awareness Campaigns	Total Sanitation				5143	4	290	4	5433
School WASH workshops	Total Sanitation			3	324	4	118	7	442
Total Sanitation trainings	Total Sanitation			4	144	12	684	16	828
Model Village related events	Total Sanitation					20	654	20	654
VMW trainings	WASH	19	445	13	310	50	557	82	1312
N/IRRI/MHP UC level events	WASH				4298			0	4298
UC SBS related	WASH	0	0	4	210	3097	96048	3101	96258
UC GESI workshop	WASH	38	591	8	724	20	198	66	1513
UC WSP workshop	WASH			1	16	15	210	16	226
Women's tap group workshop	WASH	9	147			4	156	13	303
UC financial management workshop	WASH			4	514	293	3360	297	3874
Sanitation-hygiene workshop	WASH			8	1975	1	13	9	1988
Community action plan	WASH			3	336	8	125	11	461
WUSC Procurement training	WASH	0	0	39	824	79	636	118	1460
VMW workshops	WASH			5	310	35	422	40	732
WUSC PoCo workshops	WASH	9	116	2	88	17	270	28	474
Orientations at UC/community level	WASH	54	1333	784	15441	9	147	847	16921
Exposure visits	other			5	458	1	36	6	494
Doctoral Degrees support	other					1	5	1	5
Master's Degrees support	other					1	2	1	2
Total		224	4767	1003	45834	4991	138202	6218	188803
Total occupational		60	1180	55	5764	131	1469	246	8413

Occupational trainings are also given to project's internal frontline staff that add to their basic occupational background. These participants involve Field Coordinators (Community Social Mobilizer training; 168 trained persons), Water Resources Technicians (172), Sub-Engineers design-software training (97), Livelihoods Promoters (217), and Health Promoters (168). These internal project staff training participants are 995 in total.

The table represents a majority of the projects' formal trainings, but it is difficult to estimate exactly how many local level minor events are not being reported in the systems. Many of the trainings to local people have been given by the trained occupational trainees and other beneficiaries, such as Leader Farmers who distribute the knowledge to the other farmers in the community.

4. Description of selected trainings and participant interviews

4.1. Description of selected key WASH trainings

Step by Step (SBS) training for User Committees (UCs)

Duration: 1 – 3 days

Participants: UC members and Village Maintenance Workers (VMWs). About 30 participants.

Content: Capacity enhancement of UCs to implement the schemes/activities maintaining the inclusive participation, transparency and quality. Orient UCs for sustainable operation and maintenance management of the schemes/activities.

Outcomes:

- Participants are oriented on the SBS approach of the project.
- Schemes/activities can be implemented with proper way ensuring GESI approach, transparency and quality.
- UCs are oriented on scheme sustainability.

Water Safety Plan (WSP) Training

Duration: 3 days

Participants: WSP team of scheme level

Content: Orientation to the concept, scheme area visit to identify hazards and risks, overall analysis of the scheme, Preparation of WSP.

Outcomes:

- To prepare WSP plan in scheme level

- To prepare facilitators for WSP training to the UC WSP team.

Interview of a participant:

Main topic and content that the participant still remembers and has learned:

- I learned what water safety is and how to keep the built structures clean, as well as how to identify the issues that may arise with the water from source to tap. I learned about the water purification process, 'from source to mouth' water safety, and ways to minimize water-borne diseases.

Application of learning from training / event in daily / professional life:

- Water should be consumed for drinking and in food preparation only after boiling, and regular cleaning of built structures is important.

Major changes in the life or occupation of the participant after receiving the training / event:

- Water-borne diseases have decreased, resulting in, for example, savings of medical treatment expenses.

Procurement training for User Committees (UCs) and Income Generation (IG) groups

Duration: 1 - 3 days

Participants: UC key position and procurement committees, IG groups. About 30 participants.

Content: Capacity enhancement of UC key position and procurement committees, IG groups on procurement process of external and local materials

Outcomes: UCs can procure materials as per specifications and are aware of proper procurement process.

Village Maintenance Worker (VMW) Training

Duration:

- Scheme level VMW: 14 Days
- RM Level VMW refresher: 5 Days
- District Level VMW workshop: 2 Days

Participants: Average participants per event: 20, scheme caretaker/ maintenance worker selected from the beneficiary household/community by user committee.

Content: Theoretical session on engineering drawings, types of structures, scheme repair and maintenance tools, equipment, and construction materials. Practical works on masonry, ferro-cement works, pipe joining and fittings etc.

Outcomes:

- Participants are capable of understanding engineering drawing.
- Participants can identify the quality of construction material.
- Participants can layout DWSS structures, identify fittings, can set formworks and scaffolding.
- Participants can make HDPE pipe fittings & GI fittings/thread cutting.

- Participants are practically able to construct ferro-cement tanks, taps and other structures for the DWSS scheme.
- To produce/develop the technical human resources in the WASH sector in local level.

Interview of a participant:

Main topic and content that the participant still remembers and learned:

- I learned about the details of the materials used in drinking water schemes and got information about the structures. I developed pipe cutting and connecting skills and how to prepare materials for schemes, as well as how to construct them properly.

Application of learning from training / event in daily / professional life:

- I aim to run the scheme for a long time through regular maintenance and upkeep. I am also earning a small income by using my skills, and by going to assist any other scheme as per the need or requirement.

Major changes in the life or occupation of the participant after receiving the training / event:

- I am earning a small income by operating as a maintenance worker. After the training, I have got the skills of maintenance of drinking water and other mechanical schemes. I am earning a small income through helping other households with mechanical works. I am thinking of gradually increasing my efficiency and moving forward in a more professional way.

Improved Cooking Stoves (ICS) Promoters' training

Duration: 5 days

Participants: Participants selected by User committee/RM.

Training content: Training Content: Home gardens, nursery management, plant nutrition management, IMP, insect and disease management, propagation, training and pruning, plant growth hormones.

Outcomes:

- Technical human resources in ICS construction trained.
- Enabling community/HH promotion in total sanitation activities.

4.2. Description of selected key livelihoods trainings

Home Garden (HG) Training

Duration: 3 + 1 days (4 days including nutrition management)

Participants: All home garden management group members.

Content: Home gardens, nursery management, plant nutrition management, IMP, insect and disease management, propagation, training and pruning, plant growth hormones.

Outcomes:

- HG group members are familiar with farming technologies,
- Ability to use seasonal vegetable, fruits, spices, and fodder trees for cattle,

- Ability to use grey/wastewater management for gardening purposes.

Interview of a participant:

Main topic and content that the participant still remembers and has learned:

- I learned everything about how to manage a home garden. For instance, I learned the process of developing a nursery, utilising wastewater, the process of making organic waste, the process of making seedling of seasonal vegetables, and other skills. I also learned about problems in home garden management and their solutions, as well as techniques to cultivate vegetables, fruits and spices.

Application of learning from training / event in daily / professional life:

- I apply the teachings learned from the training in my daily life, like using urine collected from the cowshed as pesticides, using wastewater collected in a hole I have dug, for vegetable irrigation, and raising seedlings in the nursery. By using what I learned from the training, I have improved the previous traditional way of home garden management, farming of vegetables and spices to produce better ways of farming. We consume vegetables more regularly now, compared to only a short time ago.

Major changes in the life or occupation of the participant after receiving the training / event:

- All members of the group have started vegetable farming. Income has been successfully generated from the remaining vegetables sales after own consumption. We have been interested in doing farming more professionally and understand the importance of proper farming methods. I invest my leisure time in the farm.

Local Resource Person (LRP) training

Duration: 5 days

Participants: LRPs who have previous experience, get specific skills in agriculture extension, stay in the community and provide support in home garden, income generation, agribusinesses and value chain promotion activities of the project and need to be further strengthened to bridge the gap of technical human resources. Selected LRPs/Lead farmers from core RMs: 3 from each core RM = 81 LRPs have been mobilized.

Content: Mainly a focus on Home garden management, Commercial and semi commercial vegetable production techniques, Disease, pest/insect management with plant nutrient management aspects, Agribusinesses, Micro-enterprises, Value chain and their management, Marketing, Roles and responsibilities of LRPs (during and after project), preparation of action plans.

Outcomes:

- Services provided to the community people as skilled local service providers,
- Demonstrated modern technologies in agriculture activities
- Ability to facilitate agro based livelihood activities and solve related problems locally

- Ability to facilitate farmers, agro-vets and community organizations for optimum utilization of local resources.

Interview of a participant

Main topic and content that the participant still remembers and has learned:

- I remember some of the main topics included vegetable crop production and pest management, plastic house construction, and disease management in tomatoes and potatoes. I learned about 3G cutting in *lahare bali*, to build a trap containing soli, about fruit-bearing inter-cropping, and to manage and prevent insects by making tunnels in the leaves.

Application of learning from training / event in daily / professional life:

- The farmer group has cultivated bottle gourd (*lauka*) but had previously not been able to get the expected yield. I received training from RVWRMP and learned to do 3G cutting, which helped in increasing the production. Before, we did not know about the treatment of red ants in potato farming, and we were informed about deep irrigation and application of well-cooked manure as mitigating measures. I have now used this learning.

Major changes in the life or occupation of the participant after receiving the training / event:

- After 15 months of studying technically, I came to know about real agricultural practices. I also got information about animal urine collection and its uses, and learnt about composting manure and its management. After getting information about all the above-mentioned activities, I shared these learnings with all the members of the local farmers' group, ensuring that the capacities stay at local level.

Leader Farmer (LF) training

Duration: 5 days

Participants: Selected leader farmers from the group (out of two selected LFs one should be a woman leader farmer from a group).

Content: Main focus to support the home garden group farmers on home garden management, leader farmer, commercial and semi commercial vegetable production techniques, disease, pest/insect management with plant nutrient management aspects.

Outcomes:

- Trained leader farmers have improved knowledge on agriculture and home gardening
- Provision of leader farmer service to home garden groups and community farmers
- Demonstrated modern technologies in agriculture activities
- Improved home garden production activities and solving of possible related problems
- Capacity to do marketing of surplus agriculture produce.

Multipurpose Nursery Owner Training

Duration: 5 days

Participants: Selected multi-purpose nursery owners from the core-RMs.

Content: Site selection for good nursery, seeds and saplings grow technology, demand and grow the seedlings for supporting community people, taking care of nursery plans, etc.

Outcomes:

- Opportunity for self-employment and sources of income generation
- Ability to produce locally available species of vegetables, fruits, spices and plantation trees species for local service delivery
- Establishment of multi-purpose nurseries
- Delivery of samplings to farms

Interview of a participant:

Main topic and content that the participant still remembers and has learned:

- I have learned about the importance of nursery management; land selection for vegetable farming; types of nursery; area construction; seed collection; fertilizer management; seed selection; seed planting; pest control; botanical transmission.

Application of learning from training / event in daily / professional life:

- I am applying what I have learned from the training in my daily or professional life on the basis of regular training experience. I plant my nursery at the right time, I do transplanting and conduct regular maintenance, I also use irrigation, pest control, and distribution of plants.

Major changes in the life or occupation of the participant after receiving the training / event:

- I use my time properly, and have achieved economic advancement, development of modern technology, ease of livelihood, self-employment, health and wellness, production and sale of plants, ease of agribusiness.

Agro-vet occupational training

Duration: 9 days (3+6 days seeds + pesticides respectively)

Participants: Selected persons or agribusiness holders from all core RMs (27 persons)

Content: Government of Nepal validated contents for seed and pesticide entrepreneurs

Outcomes:

- Enabling an occupation and self-employment as an agro-vet
- Attaining a legal permission to run an agro-vet business after passing the examination.
- Ability to facilitate insecticides and pesticides use in a proper way.
- Ability to sell and advice on how to distribute seeds to farmers.
- Ability to facilitate community people on precautionary measures to be taken in advance for agro and veterinary related issues.
- Ability to deliver Rural Advisory Services to communities.

Mushroom farming training

Duration: 2 Days

Participants: Mushroom farmers

Content: Learning about mushroom cultivation methods, techniques and management

Outcomes: Participants are capable of cultivating mushroom independently

Interview of a participant:

Main topic and content that the participant still remembers and has learned about:

- Learning about mushroom cultivation methods, techniques and management. I learnt how to cultivate mushrooms, about the environment and location of mushroom cultivation, and the benefits of mushroom cultivation.

Application of learning from training / event in daily / professional life:

- As mushroom farming is a lucrative business with little investment required, it helps in earning income. I have been cultivating mushrooms and I will continue, as mushroom cultivation is more suitable than other crops as it also gets good market.

Major changes in the life or occupation of the participant after receiving the training / event:

- My family consume mushrooms as a vegetable. As it is a good source of income, it has helped in earning a living also. Our level of nutrition and health has improved.

1.3. Description of selected trainings to cooperatives

Account, Loan and Office Management training:

Duration: 6 days

Participants: Cooperative Managers, Assistant Managers and Accountants of the cooperatives

Content: Learn about book-keeping, financial transaction, loan lending policy, loan appraisal, and office management.

Outcomes:

- Improved knowledge and skills on overall financial transactions and book-keeping.
- Awareness raising on loan appraisal, loan lending policy and procedure
- Capacity improvement on proper office management
- Capacity to conduct analysis on existing problems in overall management of cooperative
- Sharing & learning the experiences among participants
- Understanding the calculation of the PEARLS indicators

Interview of a participant:Main topic and content that the participant still remembers and has learned:

- Types of accounts of cooperatives, necessary documents required for loan investment, definition of accounts, how to manage the office, etc. I have learned the definition of accounting, and that keeping records of accounts should be systematic, regular and clear. I understand the financial condition of the debtor while investing the loan. I have learned that the office has to be kept in order.

Application of learning from training / event in daily / professional life:

- I have been doing all the work of the cooperative myself, including closing the accounts.

Major changes in the life or occupation of the participant after receiving the training / event:

- I got a job as a manager of the cooperative, succeeded in keeping accurate accounting records, increased my income by successfully becoming an assistant trainer in trainings, and increased my income by helping with yearly and half-yearly closing of accounts of other organizations.

PEARLS Monitoring and Proposal Report Writing training

Duration: 4 days

Participants: Cooperative staff

Content: PEARLS is a financial training tool for cooperatives (signifying - Protection, Effective financial structure, Asset quality, Rates of return and cost, Liquidity and Signs of growth). The training assists staff to utilize PEARLS monitoring as a tool, learning to make proposals, learning to make financial analysis of the cooperative, analysis of problems and their solutions in cooperative financing and strategy, learning to make a solid budget proposal.

Outcomes:

- Ability to use of a set of financial ratios for proper management of a cooperative
- Improved skills in computation of all sets of financial resources of PEARLS
- Confidence on application of tools targeted for maintaining the goal of cooperative
- Understanding of the factors to be considered for proposal preparation and layout
- Identification of needs and problems, and discussion of their solution strategies
- Capacity for real budgeting in the proposal and way forward to monitoring & evaluation

Interview of a participant:Main topic and content that the participant still remembers and has learned:

- For instance, calculation of percentage, and analysis of transactions, analysing the status of the cooperative, balance of liquidity of loans, and about interest. I also learned about preface/proposal writing.

Application of learning from training / event in daily / professional life:

- I have utilised the skills for determining the organisation's OSS, percentage calculations and in calculation of the interest on receivables.

Major changes in the life or occupation of the participant after receiving the training / event:

- I have been able to determine and calculate the organisation's transactions through use of formulas.

Accounts software training to Cooperative Managers

Duration: 3 days

Participants: Cooperatives Managers

Content: Familiarizing the participants to account software and learning to use a particular accounting programme.

Outcomes:

- Improved knowledge and skill of cooperative personnel in the use of accounting software.
- Ability for independent use of particular accounting software
- Sharing of experiences among participating cooperatives

Workshop for value chain leading cooperatives with regional and national level traders

Duration: 3 days (1 event)

Participants: Management or value chain business leading persons, regional and national traders of each value chain sub-sectors, DCCI, MoLMAC, AKC Kailali, GRAPE/GIZ, GWROs, livelihood officers, livelihood facilitators, etc. No of participants: 30 participants

Content: Review of value chain voyage of the RVWRMP, marketing bottlenecks of agricultural products in national and international arena, government initiatives and programmes for value chain development, induction of GRAPE project, production status of five value chain sub-sectors, faced marketing problems and solution measures brought by value chain lead cooperatives, national and international market status of five value chain sub-sectors, agreement facilitation to buy and supply of value chain products.

Outcomes:

- The provincial ministries, AKC, FNCCI, GRAPE, regional and national traders will be informed about the value chain initiatives of the RVWRMP.

- The GRAPE project will share their objectives as value chain taking-up agents for further support in different value chains.
- The issues/problems will be resolved through collective initiative in demand and supply ends.
- All five value chain leading cooperatives will sign business agreements for the supply of products from their respective rural municipalities.
- The marketing mechanism of products will be established to enhance the sustainability of the market system.

1.4. Description of selected key GESI trainings

Women as Decision Makers workshop

Duration: 3 days

Participants: RME/RM council female members, RM female officials, HGM group members, women volunteers, Female Community Health Volunteers (FCHVs), women activists,

Content: Identification of issues of gender-based discrimination and problems faced by women in the community, planning of gender responsive plan

Outcomes

Formulated different policies in RMs like (DMM directives and others) implemented effectively

Interview of a participant:

Main topic and content that the participant still remembers and has learned:

- I learned about women's leadership development, and that women should be self-reliant. There were also discussions about commercial vegetable farming, goat rearing, bee keeping, and participation in various training meetings for women.

Application of learning from training / event in daily / professional life:

- We have been raising our voices about our rights, celebrating different occasions, and I started earning income by cultivating commercial vegetables at home.

Major changes in the life or occupation of the participant after receiving the training / event:

- As one example, after receiving the training to make reusable cloth sanitary pads, we have been making and using pads at home.

Sasu-Buhari (Cross-generational) workshop

Duration: 2 days

Participants: Mother-in-law, daughter-in-law and adolescent girls (3 generations)

Content: Understanding healthy and unhealthy behaviour in total sanitation and menstruation behaviours. Sharing the experience of all three generations, how they faced the most challenging events in their life and changing behaviours with the generations.

Outcomes:

- Reduce the risk behaviour of menstruation
- Support on declaring the total sanitation area.
- Increase the tap and toilet users during menstruation.
- Support to change the mind-set of the older generation.

Training on Pad-making

Duration: 2 Days

Participants: Students (separate), adolescent group (separate), mothers' group (separate), RME women representatives and FCHVs, Nursing staff, UCs, HGM representatives, RM level women leaders from different forums, and local tailors.

Content: Semi-structured discussion on MHM and DMM, theoretical and practical sessions on preparation of local sanitary pads, making of sample pads.

Outcomes:

- Increase the accessibility of reusable sanitary pads to all community women.
- Increasing the attendance rate in the school.
- Reduce the dropout rate of the girls due to menstruation.
- Openly talking about menstruation issues.

Interview of a participant:Main topic and content that the participant still remembers and has learned:

- I learned how to make sanitary pads at the household level for hygienic menstrual cycle, and that it should be regularly cleaned after using the pad. During menstruation it is not good to carry very heavy loads, and we should eat nutritious food. We can and should use the toilet and taps during menstruation. I learned to make sanitary pads easily at home with the help of the training and gained information related to use of toilets, consuming nutritional foods, and regular sanitation during menstruation.

Application of learning from training / event in daily / professional life:

- I have been using the reusable sanitary pad and eating nutritious food. I have been using the toilet and tap during menstruation. I gained information about consuming nutritional food and regular sanitation during menstruation, and heard about problems faced by women due to flow of blood during menstruation. The problems can be minimized by use of a home-made pad and by improved access to community taps and toilets.

Major changes in the life or occupation of the participant after receiving the training / event:

- I have been selling sanitary pads. All women from mothers' group have been buying from me. I have earned income from this. During menstruation, I now use the toilet, have easy access to community taps, I wash myself regularly, and eat nutritional foods. After learning to make the pad at home, it has been easier during the menstruation.