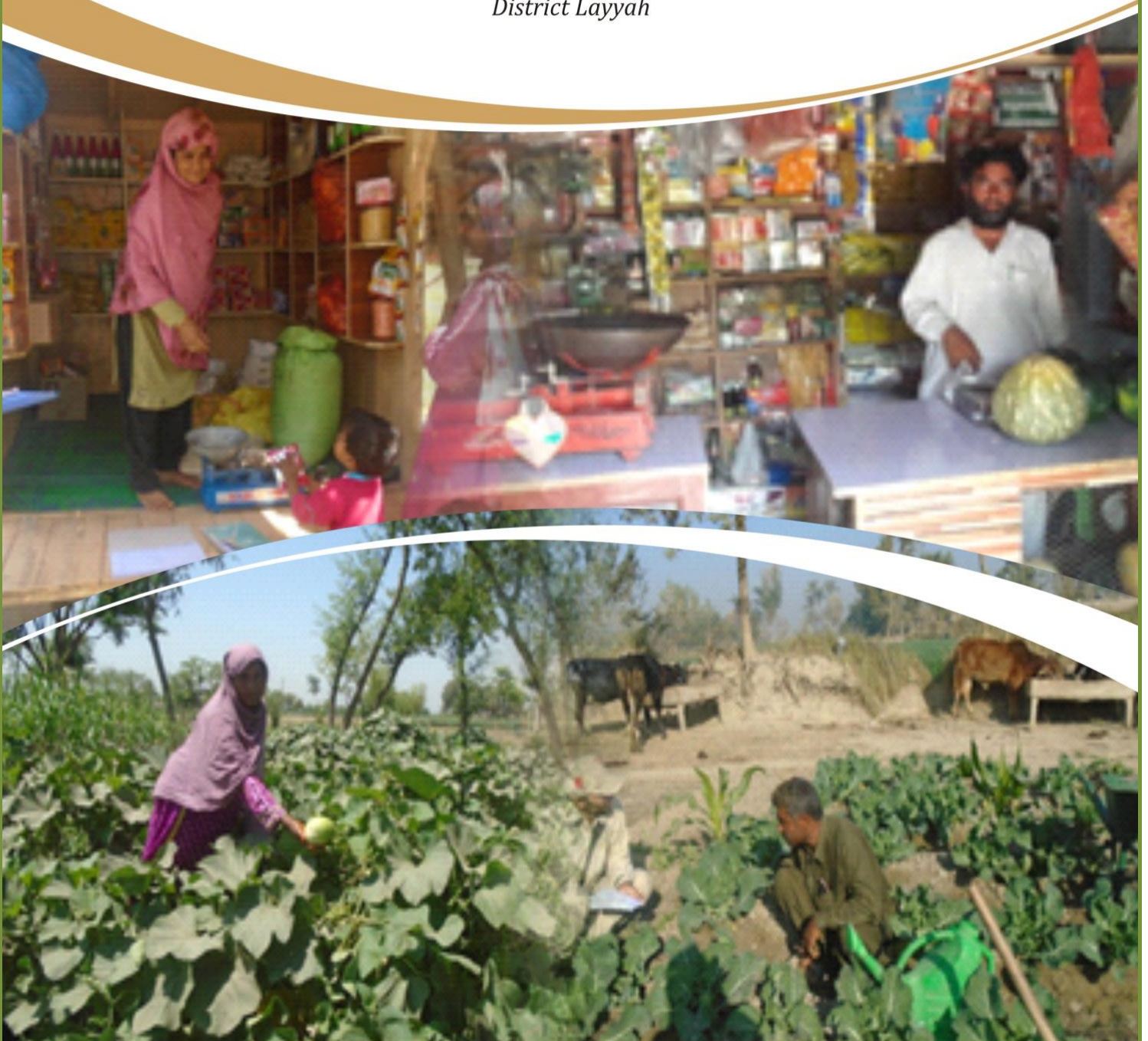


Training Impact Assessment

Post-Disaster Economic Rehabilitation of the Flood Affected Population of Punjab

*For the flood affected community members
of Union Council Jakhar and Lohanch Nashaib,
District Layyah*



Submitted to:



SOLIDAR, Islamabad

June 2016

Submitted by:



Action Consulting (Pvt) Ltd. Lahore

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We also extend our sincere thanks to the team of trainers and mobilizers in Layyah for supreme participation and productive inputs during survey and trainings.

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Last but not the least we would like to thank all the vendors, community members, and project staff for their support.

Shahzad Bukhari
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Introduction

1. Background

Solidar Switzerland implemented a post recovery livelihoods project to strengthen the resilience of the targeted local community towards new disasters by improving their economic situation and empowering them with coping strategies to overcome the effects of the 2010 flood. The project focuses on nutritional and economic livelihood security by improving the business knowledge of shop owners, Solidar is assisting those participants to contribute to a functioning local market place, to which the wider community can access. Kitchen gardening and improved nutrition and food preparation techniques allowed the beneficiaries to increase and potentially diversify their daily dietary needs.

The access to a local functioning market and the generated income is supporting individual independence, enable individuals to contribute to the family income, and improve their self-worth and empowerment. In case disasters occur in future, beneficiaries would have the ability to self-recover quicker and help lead future recovery efforts in their villages.

2. About the Assignment

Under the direction of the Country Representative in cooperation with the National Program Manager, the consultant was expected to conduct the impact assessment/evaluation of the project activities completed so far and assess the output/outcome level achievement. Based on the gaps identified during the assessment the consultant will design a refresher capacity building program by customizing the already developed training manual and adding the required skills and competencies. The said activity was to uplift the community through various interventions including promoting their business, establishing home based agriculture units in the form of backyard garden, etc. through capacity building and trainings.

Main purpose of assessment is to conduct a an evaluation of the above two capacity building interventions and advise curriculum for a refresher training for the beneficiaries of business development interventions to enable them to maintain, develop and replicate their shops for earning reasonable income to meet their family protection and development needs.

Similarly, the assessment of kitchen gardening interventions is to evaluate how much they are capable to maintain, develop and replicate their gardens for producing diverse and nutritious vegetables and earning reasonable income through their sale to meet their family protection and development needs.

The assignment may also be able to assess the following information:

- ✓ Improvement in socio economic conditions of community members after receiving these trainings
- ✓ Level of ripple effect and support to indirect beneficiaries and community groups
- ✓ Level of technical skills and competencies improved in the beneficiaries groups
- ✓ Identification of constraints and gaps in product & services, sales and purchase

- ✓ Level of knowledge about respective skills, specifications of different market segments.
- ✓ Level of cooperative culture and interest groups for business development support services required for production, marketing, innovation, order management, quality raw material, etc.
- ✓ Level of savings practices, access to finance and market linkages.

Objectives



The assessment is expected to

- ✓ *Review the existing training curriculum and identify gaps for refresher trainings in the field of business management and kitchen garden.*
- ✓ *Review and identify the best practices and lesson learnt by beneficiaries for replication and experience sharing*
- ✓ *Identify the issues and challenges faced by the beneficiaries during last two years*
- ✓ *Identify the gaps and challenges of shopkeepers to respond in the refresher trainings to improve their income and profit*
- ✓ *Review the existing kitchen gardening interventions and identify the point for improvement and profitability*

3. Structure of the Report

The assignment has three major components including design and conduct a survey to assess the productivity and impact of the previous trainings, suggest / advise content for the refresher trainings and design a two days curriculum while the last component of the assignment is to conduct two 2-days TOTs for the SOLIDAR in-house trainers to conduct rollout refresher trainings in the field. This final report is organized as follows:

Part 1	Part 2	Part 3
Findings of Survey	Design of Refresher Curriculum	Conduct of (03) TOTs

Part 1 – Findings of the Survey

1. Methodology

In order to meet the objectives given in the TORs, the survey design went through phased development as follows and contained both qualitative and quantitative methods.

a. Literature Review

A thorough literature review was carried out to determine research variables. Secondary literature on the topic of business development and kitchen gardening was carefully chosen to learn from value chain development initiatives. The documents¹ including the project proposal, training curriculum of kitchen gardening & business management, project logical framework, monitoring & evaluation tools and reports, etc.

b. Development of Tools

Subsequent to literature review, the following methods were utilized as per the proposed plan.

- i. **In-depth Interview:** This purpose of the IDIs was meant to gather qualitative insights from the individuals, who were part of the project at several stages. The Project Manager and Project Coordinator in the project office Layyah were interviewed. The seed merchant was also interviewed considering useful for the kitchen gardening training and future interventions.
- ii. **Focus Group Discussions:** To collect the qualitative feedback from different project partners 07 FGDs were conducted as follows:

Figure 1 - List of FGDs

#	Audience	Sex	UC	No.
1	Business Management	Male	Jakhar	01
2	Business Management	Female	Khokar	01
3	Village Development Committee	Mix	Jakhar	01
4	Kitchen Garden	Male	Jakhar	01
5	Kitchen Garden	Female	Khokar	01
6	VDC	Male	Khokar	01
7	VDC	Female	Khokar	01
8	Trainers / Mobilizers	Mix	Office	01
Total				08

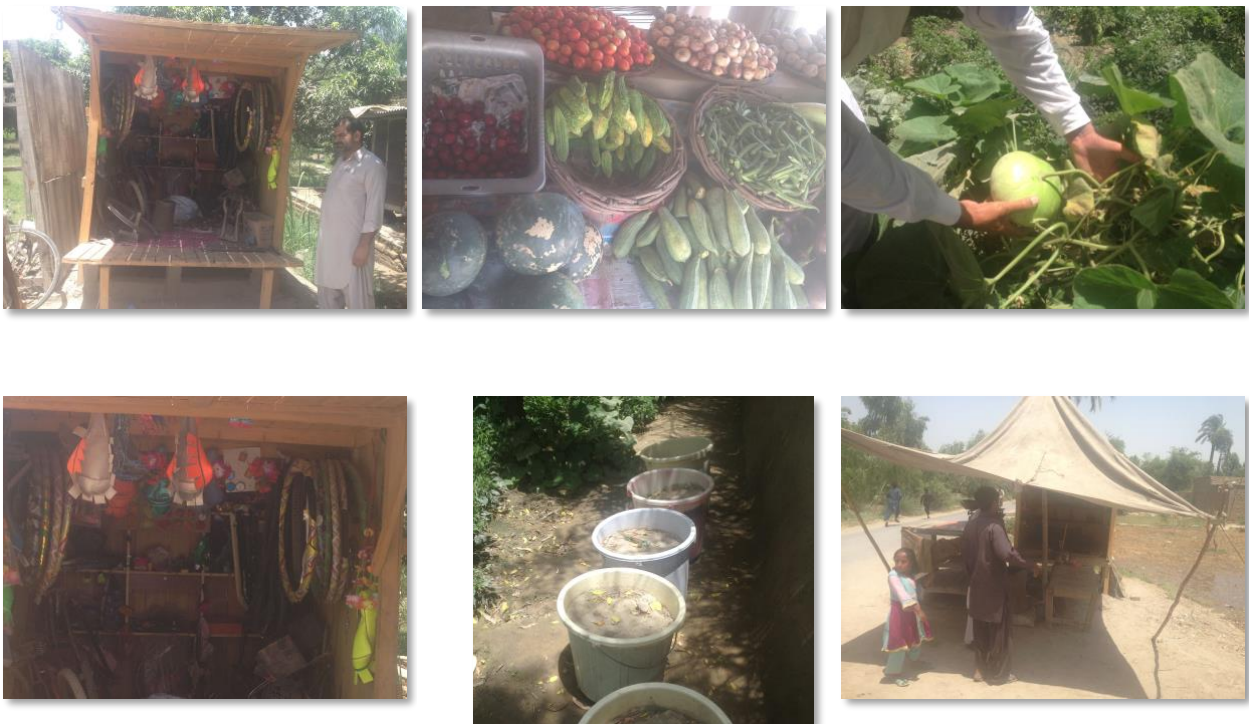
- iii. **Field Survey:** Two separate instruments² were designed to collection information from the direct beneficiaries. There are approximately 40+ variables and areas of inquiry as distilled from the literature review. The two experts (from respective fields) were assigned the task to conduct the survey in the project areas. The tools were tested with actual beneficiary prior to conduct the survey in the field.

¹ List of documents reviewed is attached as Annex 01.

² Survey instruments for Kitchen Gardening and Business Management is attached as Annex 02.



iv. **Observations:** The consultant team also visited the shops and kitchen gardens of random beneficiaries to validate the responses of the survey, feedback of the VDCs and relate the progress with expected outcome of the proposal.



c. Sampling and Field Execution

Given the fact that project aims to represent the 600 households in two UCs of district Layyah, a random sample of 60 was calculated for field execution as follows:

Figure 2 - Sample Size

Total Beneficiaries (Kitchen Garden 250 & Business Management 350)	600
Sample Calculated (10%)	60
Margin of Error	10
Confidence Level	95%

Actual Sample for Survey

71

Following is the final tally of respondents achieved in the survey from two UCs of district Layyah.

Figure 3 - Sample Distribution by UC

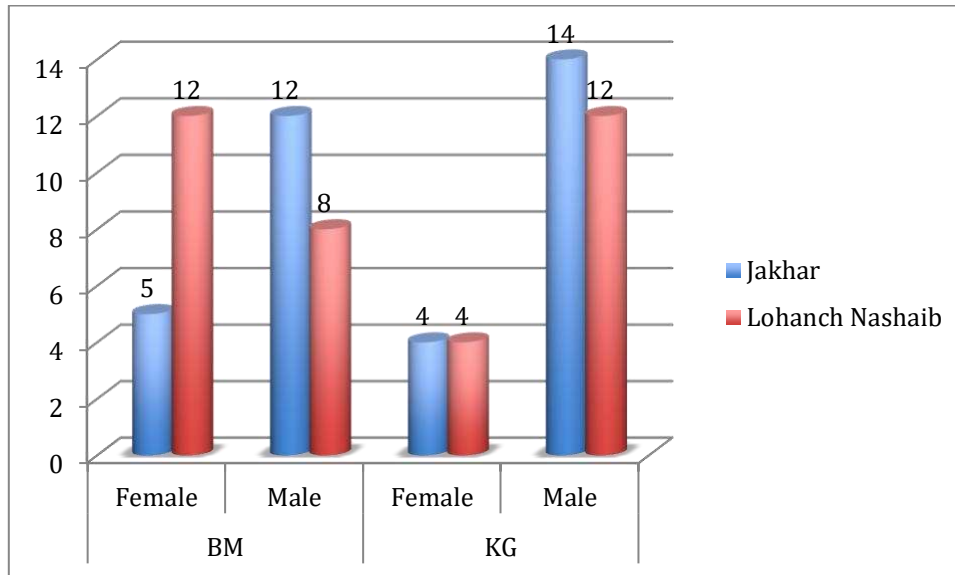


Figure 4 - Sample Distribution by Village

The following is the list of respondents by 47 villages selected for survey:

b	Villages	BM		KG		Total	
		Female	Male	Female	Male	Female	Male
1	Bahaar Wala	0	0	0	1	0	1
2	Bali	0	0	1	0	1	0
3	Basti Gode Wala	0	0	0	1	0	1
4	Basti Gujor mor	0	0	2	2	2	2
5	Basti Haidro	0	0	0	1	0	1
6	Basti Kamal Wala	0	0	0	1	0	1
7	Basti Lali	0	0	0	1	0	1
8	Basti Mandar	0	0	1	0	1	0
9	Basti Mochi	0	0	0	1	0	1
10	Basti punj Hazari	0	0	0	1	0	1
11	Basti Sari	0	0	0	1	0	1
12	Basti Toba wala	0	0	0	1	0	1
13	Chah Dajal	0	0	0	1	0	1
14	Chah Dakry Wala	0	0	0	1	0	1
15	Chah Godara	0	0	0	1	0	1
16	Chah Kalay wala	0	0	0	1	0	1
17	Chah Lohar wala	0	0	0	1	0	1
18	Chah Louqman Wala	0	0	2	0	2	0
19	Chah Luqman wala	0	0	0	3	0	3
20	Chah Nehal	1	0	0	0	1	0
21	Chah pattan Wala	0	0	0	1	0	1
22	Chah Titraan Wala	0	0	0	2	0	2
23	Chah Wakeel Wala	0	0	0	1	0	1
24	Chandrar	1	1	0	0	1	1
25	Dana Mochi Wala	0	0	0	1	0	1
26	Dirkhan	0	1	0	0	0	1
27	Gujjar mor	1	0	0	0	1	0
28	Hafiz Wala	1	0	0	0	1	0
29	Haidro	0	2	0	0	0	2
30	Jand Wala	0	1	0	0	0	1
31	Lali	0	1	0	0	0	1
32	Mohana	2	1	0	0	2	1
33	Murly Wala	2	1	0	0	2	1

34	Patafi	0	1	0	0	0	1
35	Pathan Wala	1	0	0	0	1	0
36	Pul mai jevan	0	0	0	1	0	1
37	Pull Mai Jeewan	1	0	0	0	1	0
38	Punj Hazari	0	2	0	0	0	2
39	Qazi	0	1	0	0	0	1
40	Sabqi	0	1	1	1	1	2
41	Sarai	2	5	0	0	2	5
42	Sarai chowk	0	1	0	0	0	1
43	sarai Shumali	1	0	1	0	2	0
44	Sari	2	0	0	0	2	0
45	Sohya	0	1	0	0	0	1
46	Takky Wala	1	0	0	0	1	0
47	Tanveer Abad	1	0	0	0	1	0
Total		17	20	8	26	25	46
		37		34		71	

d. Data Processing and Graphical Presentation

Survey data was processed using SPSS software and findings are presented as descriptive stats. Experts' IDIs were recorded and transcribed to get insights that have been used to support survey findings, where applicable.

Readers are advised to keep the following conditions in mind while reading the graphical presentation.

- ✓ The tables and graph contains cross tabulated data into union councils, training interventions and sex (where required).
- ✓ Findings by respondent sex is aggregated into two depictions (2 bars).
- ✓ The two categories of interventions are reported separately to avoid confusion
- ✓ Within each bar percentages to the response items are shown.
- ✓ Where question is close-ended and allows for single response (respondents asked to pick ONE choice only) the percentage within each bar will total to 100 percent.
- ✓ Where question is close-ended and allows for multiple responses (respondents asked to tick ALL that apply) the percentage may exceed 100 per cent.

e. Significance of the Study

This assessment commissioned by Solidar is indeed significant in following aspects.

- ✓ It is one of the very few impact assessment studies for the beneficiaries of flood-affected areas focused on nutrition, diet management, business management, behaviors and health in rural areas of South Punjab, Pakistan.
- ✓ The data represents the situation of the flood-affected communities before and after the intervention, especially Layyah, one of the most neglected districts.

- ✓ The study comprehensively looks at effect of business and health aspects of beneficiaries.
- ✓ The study would be an important contribution to the available literature on development of capacities, nutrition management, rehabilitation and disaster management.

2. Literature Review

a. Project Design:

The project intervention provides livelihood for thousands of community members and also provides avenues for realization of social and cultural potential of hundreds of people. The intervention is the true demonstration of “teaching how to fish” rather giving cash grants and financial supports to the beneficiaries, right after the disaster. The interventions not only help the community members to have their own livelihood but at the same time it promote the business, health, nutrition habits and entrepreneurial culture in the communities. The project intervention can also help communities to sustain in their resources and export the surplus to other communities for profit, which improve the cash flow in the community.

b. Capacity Building:

The following two key interventions was identified by the project to respond the community’s immediate needs:

i. Business Development Training

Marketing, profit/ loss indicators, finance management, etc.

Intervention	The training was designed and supported by Business Development Advisor (consultant). A total of 350 community shop keepers (237 men and 114 women) were selected thru a systematic selection process (by village development committees) to attend two days training to establish or re-establish their shop which they lost during flood.
Design	<p>The two days curriculum was mainly focused on reinvesting, money management, the importance of documentation, profit and loss indicators, and key marketing strategies such as knowing your customer’s needs.</p> <p>A step-by-step instructions for the trainers to deliver the training was also part of the curriculum.</p> <p>Trainings was extremely challenging, as the levels of shop owners’ education is very low or illiterate.</p> <p>The training helped to recover quicker from a future disaster.</p> <p>A pre and post assessment tool was also included in the training curriculum to measure the change in skills and behavior after the trainings.</p>
Implementation	<p>The team of six (4 male and 2 female) existing mobilizers from project office Layyah, were trained in Business Management concepts and given the agenda to rollout the trainings at community level.</p> <p>They also ensured the practical implementation and post training</p>

	mentoring support to the shopkeepers when they required.
Support Intervention	After attending trainings, approximately 351 shopkeepers received cash grants between Rs. 30,000 – Rs. 50,000 depending on the shops and nature of business including rehabilitation, restocking or tools. In the case where the shop is completely destroyed by the flood and the shop owner is unable to re-establish the shop, Solidar provided wooden shop cabins (wooden stalls, wooden structure) close to their residence.
M&E	A monthly report is shared with Solidar Islamabad in order to ensure beneficiaries are implementing these learned skills. As part of ensuring that beneficiaries are learning concepts, their grant distribution was linked with the retention / learning and evidence of use of this information.

The following was the evidence based Cash/grant disbursement Schedule for general & specialized shops

Attend Training	1st Installment	Evidence through M&E	2nd Installment	Evidence through M&E	Final Installment
Create Business Plans and Book Keeping	Receive of 1st installment of Cash Grant (according to Business development plan)	Keeping records of shop turnover & following business plan	If designed in business development plan a second payment will be issued	Keeping records of shop turnover & following business plan	Final payment Cash Grant (receiving of 100% Grant)

ii. Kitchen Gardening

Training and Techniques to improve Nutrition, Food Preparation, and Dietary Awareness

Intervention	<p>The kitchen gardening is mostly organized and tended by women, however in some vulnerable families, men must do this work as well. Currently a number of families in Layyah have been unable to re-establish their kitchen gardens since the 2010 floods, and as most kitchen gardens are limited to a few crops, kitchen gardeners would benefit from learning better gardening techniques such as composting, natural fertilizers, and seed gathering and storing.</p> <p>A kitchen garden ensures an inexpensive, regular and handy supply of fresh vegetables, which are basic to nutrition. The green vegetables contain vitamins and minerals, which protect us against diseases. This awareness within the community by the beneficiaries might be increased the likelihood that kitchen gardens will be</p>
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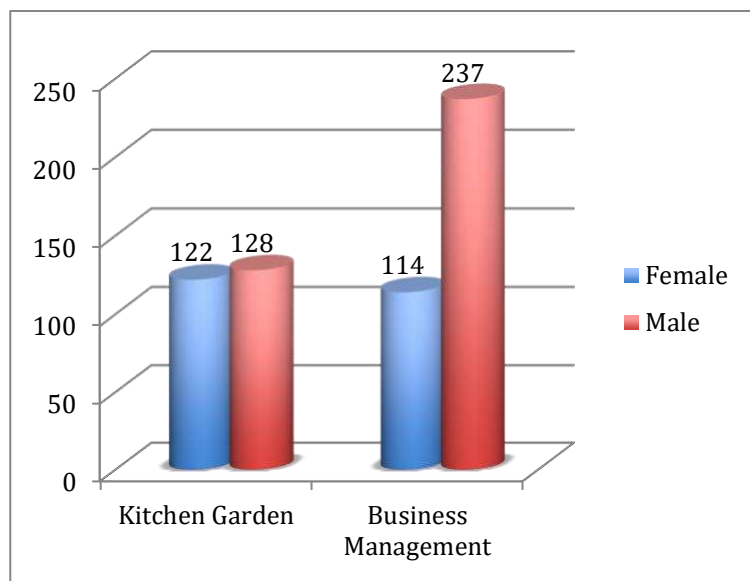
	replicated in the area.
Design	<p>The training was designed and supported by Kitchen Gardening Expert. A total of 250 community members (128 men and 122 women) were selected thru a systematic selection process (Village Development Committees) to attend a two days training in Kitchen Gardening.</p> <p>A gardening expert was hired to design the training on kitchen gardening techniques, as well as the possibility of making “green houses” with plastic sheeting in order to have year round crops, and the possibility to sell additional unused foods on the market.</p> <p>A trainers guide for a step-by-step instructions to deliver the training was also part of the curriculum.</p> <p>A pre and post assessment tool was also included in the training curriculum to measure the change in skills and behavior after the trainings.</p>
Implementation	<p>The team of (06) existing mobilizers from project office Layyah, were trained in Business Management concepts and given the agenda to rollout the trainings at community level.</p> <p>The team also ensured the practical implementation and post training mentoring support to the shopkeepers when they required.</p>
Support Intervention	<p>Distribute vegetable / pulse / legume packages and equipment kits for kitchen (home) gardening</p> <p>To ensure that beneficiaries are learning and using these learned skills from the training, beneficiaries were provided their own set of tools “on loan” upon the completion of training.</p> <p>The kits were necessary for the preparation of soil and seeding. They were also provided the materials i.e. plastic sheeting to create their own “greenhouse” (not on loan). After they actively shown that they are using their kitchen gardening skills and tools, each beneficiary was paid an amount of Rs 1,000 for the purchase of seeds for planting.</p>
M&E	<p>The progress of the plants and the tending of their kitchen gardens was monitored and supported by Solidar. To ensure the beneficiaries are engaged in their kitchen gardens, the tools are remain “on loan” until the end of the project when the tools will be handed over to the beneficiaries for their continued use.</p> <p>A monthly report is shared with Solidar Islamabad in order to ensure beneficiaries are implementing these learned skills. As part of ensuring that beneficiaries are learning concepts.</p>

The following was the evidence based **Cash / Tool Distributions Schedule of Kitchen Gardening**

Attend Training	1 st Installment	Evidence through M&E	2 nd Installment	Evidence through M&E	Final Installment
Plan Garden	Receive tools "on loan" and material	Gardens ready to be planted	Receive Cash Grant to purchase seeds	Fruit and vegetables are growing	Ownership of tools given to beneficiaries

c. Equality:

There was no distinction between male and female during the selection. The gender balance was maintained during the selection and support to beneficiaries. Both male and female participated in business management and kitchen gardening trainings. The female participation in business managements intervention is comparatively less than the kitchen gardening intervention due to



the culture, where women usually has less interaction with public than men. The required support was provided to the beneficiaries to establish their shops and gardens based on their needs.

d. Mentoring Support:

The mentoring support after the training was also continued by the mobilizers to mentor the beneficiaries in their respective business and work. As a culture, shops are mostly owned by the male members but in this case a fair representation of female for their ladies shops were quite visible, these shops not only help the community females for their consumables but male and kids items are also available at their door.

e. Linkages:

The linkages with market seem very low. The beneficiaries of business intervention are totally dependent on district market for the purchase of their raw material. The beneficiaries of both interventions are not aware of backward and forward linkages. They are dependent on the local whole sellers for their raw material and other needs of the business. The concept of collective purchasing and bargaining is missing, the shop keepers were never exposed to the whole sale market in the district or outside the districts for bulk purchase which can give them more profit and saving.

f. Profitability:

The beneficiaries of business management are able to calculate and earn profit on monthly basis. The provided business ethic tips improved their selling skills and increased the customer flow. While in kitchen gardening, Solidar provided the seeds to the beneficiaries until they are able to purchase their own. There is no seed management concept; they are mostly dependent on local market for fresh seeds. The seed collection and storage were not part of the capacity building intervention (as per original proposal). The training of kitchen gardeners helped the beneficiaries to manage and balance their diet with the fresh vegetables at home but they were neither informed about the use of surplus vegetable nor using the produce as a business and profit.

g. Replication of Business in the Community:

The good intervention also influences others for replication, so as these interventions. The replication of business was also found in the community. The community members started their own vegetables garden by seeking help from the trained groups, and started mobile shops in the villages to earn their own livelihood.

h. Marketing and Advertising:

The economical and little information about marketing techniques do not permit the beneficiaries to undertake advertising of their products individually. The shopkeeper may not need expensive and technical means of marketing and promotion but the kitchen gardeners produces the organic vegetable, which has more demand in the major cities than the town and villages. The producers are not aware of the promotional tips of their high quality organic vegetables. Due to the lack of cooperative and interests groups, they are not able to collect their produce/products to attract the major vegetable vendors on regular basis in the town nearest major cities i.e. Multan, Faisalabad, Muzafargarh & Lahore.

i. Sustainability:

The sustainability of the project intervention was ensured thru provision of grants to the business management groups and tools & seeds to vegetable growers. A team of trainers and mobilizers are always available to support and mentor the beneficiary groups within the community. Although these inputs are quite helpful for establishing and up scaling the shops and gardens but cannot be considered as exit strategy of the project.

The community was engaged thru VDCs through out the project but their role after the project is not listed anywhere. The trainer's team is highly dedicated and motivated and produced good results but they will not be available after few months (September 2016) for the support of community.

3. Survey Findings

The assessment has two major component i.e. Business Management and Kitchen Gardening. The both elements have different dynamics, which represented separately thru tables and charts with quality findings.

3a. Survey Findings - Business Intervention

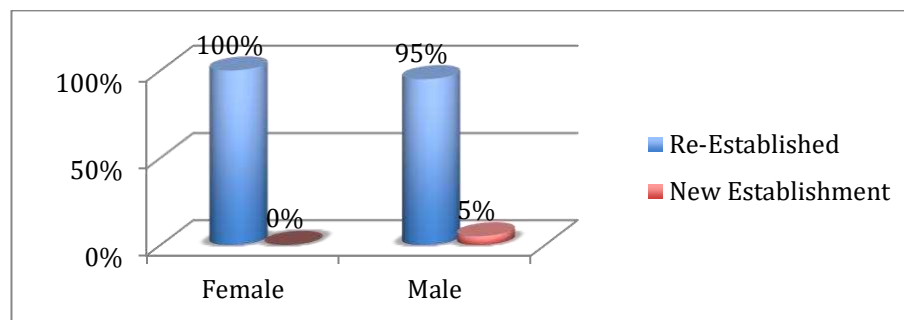
The post flood intervention was to help the local beneficiaries to improve their livelihood by either establishing or re-establishing their destroyed shops. The project successfully achieved the livelihood improvement objective by helping the community to run their profitable shops.

a. Background

i. Shop Establishments

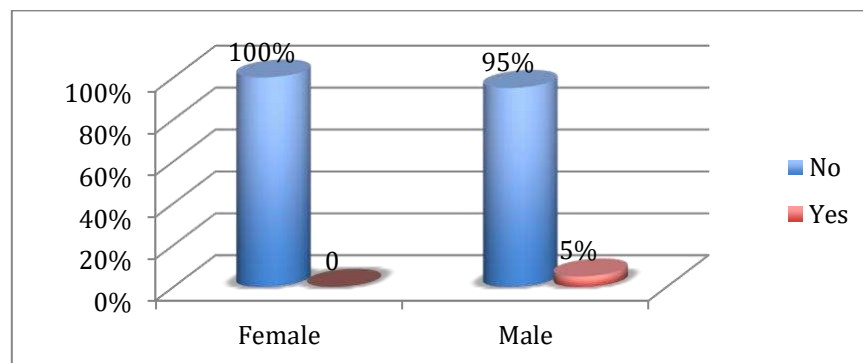
According to the survey 97% of the beneficiaries had their shops (both male and female) before the flood and only 03% were encouraged to open the shops first time. These shops were destroyed by the flood and only allowed them to re-establish their businesses with the help of Solidar intervention.

Figure 5 - Establishing OR Re-Establishing Shops



The majority of the shopkeeper (97%) did not change their business and opened the same shops as they had before, except the ones who started the shops first time.

Figure 6 - Change of Business After Flood



ii. Selection Process

The project has a very transparent selection process through village development committees. Each village has a committee (with both male and female representation) to

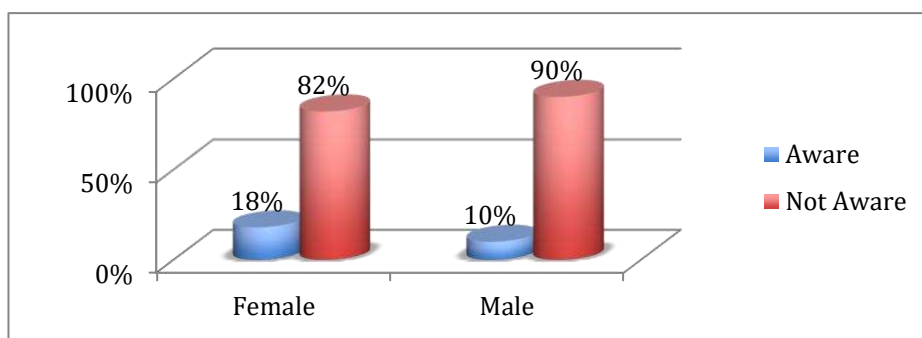
identify and orient the most deserving individuals to benefit from the project intervention. There is not a single individual found in the survey who was selected on his own influence or bypassing the selection process.

b. About the Capacity Building Intervention

i. Prior Experience

The majority of the shopkeepers (86%) were not aware of the business ethics. Only 14% of the responded attended 3-4 days training in business/enterprise development from local organizations under their livelihood programs.

Figure 7 - Awareness of Selling/Shop Running Skills



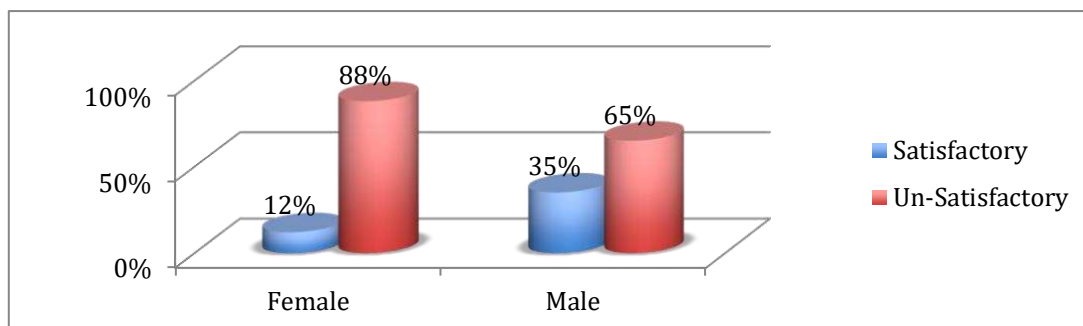
ii. Effectiveness:

The business training was rated as most relevant and timely intervention in the community for putting the community back on their feet.

iii. Content:

The majority of the female counterparts did not find the content and the topics satisfactory (88%) comparing to their male counterparts (65%). The methods, examples and videos used in the trainings required improvement. Only 24% participants were able to understand the concepts, the reasons could be the level of literacy and language.

Figure 8 - Quality & Relevance of the Content



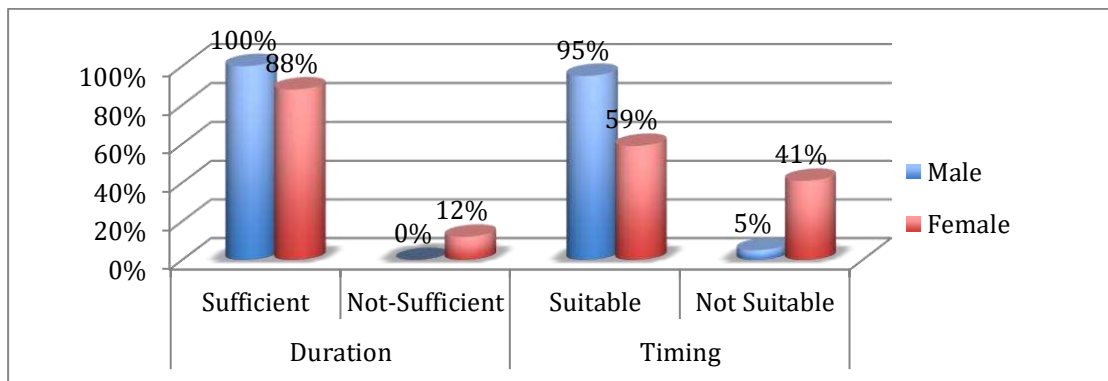
The participants seem more comfortable in the videos and verbal communication than the written handouts. The handouts were not as friendly as it should be for the level of audience. The Urdu script was not legible and the supporting pictures were missing. The sequence and number of the steps were not found in the handouts, which allow the participants to remember the points and sequence of the activity. The presentation used

in the training could have been more impressive and productive if pictures, basic shapes or diagrams were added for the understanding of the topics.

iv. Duration and Timing:

The duration of the training was sufficient while the timing of the training was not suitable to the community members especially women. The women are mostly busy with their household chores i.e. cleaning, cooking, etc. which does not allow them to spare the whole day out of the house. They were in an opinion to increase the number of days while reducing the timing off the training in future.

Figure 9 - Duration and Timing of the Training



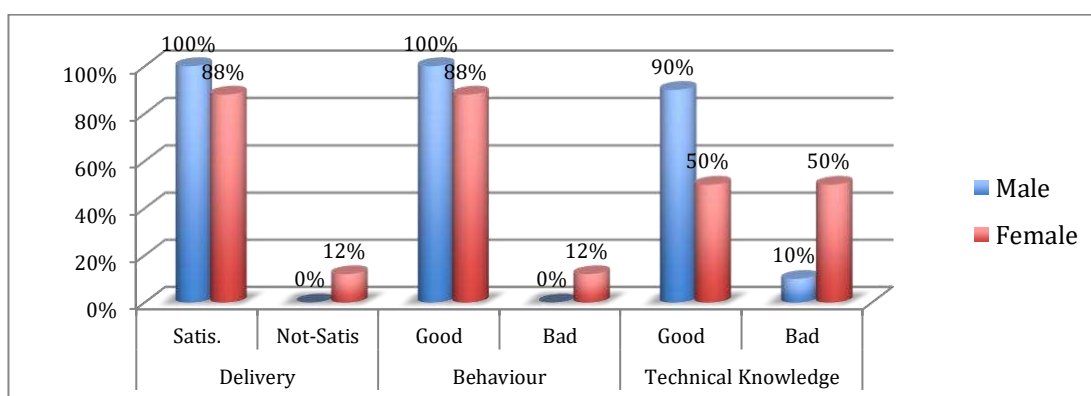
v. Delivery of Trainings:

The majority (92%) beneficiaries of the business management training seem satisfied with the delivery of the training.

The methods utilized by the trainers were also rated satisfactory. The behavior of the trainers and his/her interpersonal skills were satisfactory. The commitment and dedication was quite visible in the training delivery. The trainers went beyond their TORs and helped the beneficiaries to understand the key components of the trainings.

The project mobilizers’ team was selected as trained and trained in both concepts (Business Management and Kitchen Gardening). The results showed their efforts, dedication and hard work in the field by making their business profitable. Although they had limited practical knowledge in these fields but their dedication and consistency made the intervention a success case study.

Figure 10 - Trainers Delivery, Behaviour & Knowledge



The male members of the community were in the shop business since years, they were expecting more technical knowledge about improving the shops and business. The trainers were rated good in their delivery of training contents but as business management experts, their exposure seems limited which made them unable to answer some questions of the participants. For example: the tips and examples for profit, expansion of the business, diversification, value chain, bargaining techniques, etc. were not available with the trainers due to their limited exposure to the business management topic.

The answers of the questions are more limited when it comes to the female business e.g. design, skills enhancement, product development, innovation, marketing, production, selling, etc.

d. Benefits of the Training

i. *Personal Benefits of the Training:*

The marketing and promotion is one of the best skill learnt by the participants (29%) while the display and organization is the second highest skill improve by the training. Informal linkages are also established with the local whole sellers. Financial management and business planning is also marked are one of the few skills improved after the training.

Figure 11 - Key Learning's of the Training

Sr.	Components	Female		Male		Total	
1	Business planning	1	2%	7	12%	8	7%
2	Value addition	7	14%	6	10%	13	12%
3	Disaster Management		0%	2	3%	2	2%
5	Marketing & Promotion Tips	15	31%	17	28%	32	29%
6	Financial Management and Planning	3	6%		0%	3	3%
7	Behavior & Dealing with Customer	1	2%	1	2%	2	2%
8	Display and organization	13	27%	16	27%	29	27%
9	Competitor	2	4%	2	3%	4	4%
10	Selection of Products & Services	2	4%	2	3%	4	4%
11	Inventory Control	1	2%		0%	1	1%
12	Linkage Building	4	8%	7	12%	11	10%
	Total	49	100%	60	100%	109	100%

ii. *Record Management:*

A simple ledger was introduced in the business management training and the participants were trained how to manage the daily and monthly record. The majority of the community shopkeepers have started maintaining their daily and monthly accounts. The female shopkeeper (95%) shown better interest in maintaining shop record than the male members (71%). Some of the shopkeepers (mostly female) are not maintain their record due to lack of numeracy and literacy. The majority of the female in the community is

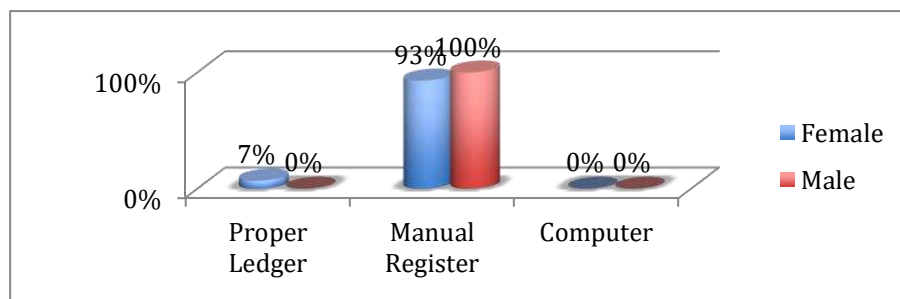
illiterate and seeks the help of male family members or their kids in maintaining the shop records.

Figure 12 - Maintaining Shop Records

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Maintained	12	71%	18	95%	30	83%
Not Maintained	5	29%	1	5%	6	17%
	17	100%	19	100%	36	100%

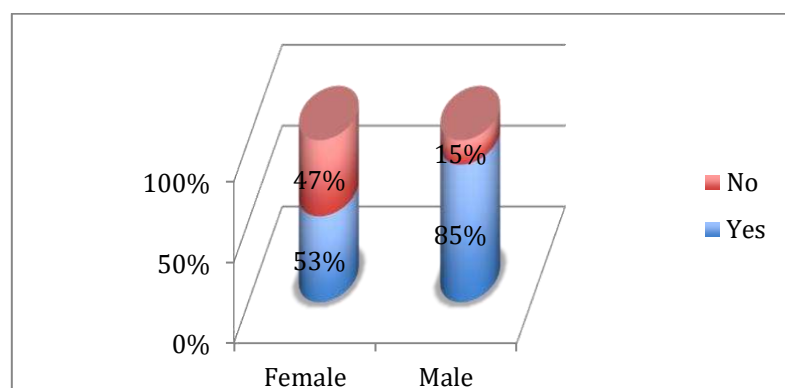
To maintained daily record and calculating the monthly profit, a manual register is used. None of the shopkeeper (either men or women) is using the computer or any other digital device to maintain their monthly record. This also shows the level of poverty to afford a computer and skills to operate the computer.

Figure 13 -Tools used for Financial Record Management



The 70% of the beneficiaries are able to calculate their daily, weekly and monthly profit. It was very encouraging during the survey when the female shopkeepers showed their ledger/accounts closed on daily basis with monthly profit analysis. In a question, they also informed the survey team that they separate the profit for their livelihood. They have a purchasing record of each item and separate the on daily basis. Beside this good practice, unfortunately, they are unable to separate the direct and indirect cost which may affect their shops in future, e.g. they cost of operations, refreshment, utilities and their wages is not considered as expense in the daily profit. The costing and pricing component is completely missing which results in the price variation in the shop., e.g. during survey it was also noticed that some of the prices they have 100% margin while in some only 5-10%. It is only up to the shopkeeper how s/he sets the profits on each item.

Figure 14 - Analyzing the Monthly Profit

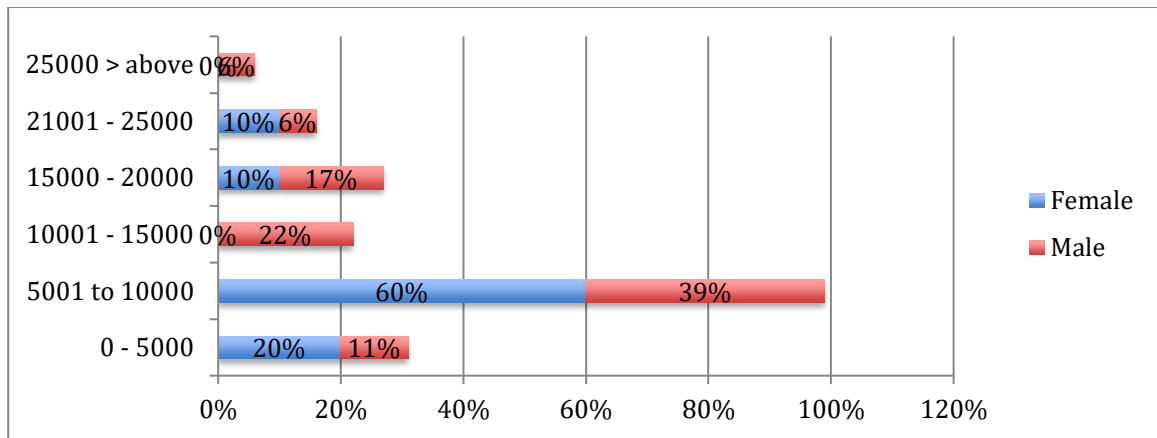


iii. Economic Benefits

Earning more and sufficient for the livelihood was the ultimate objective of the intervention. The project was able to achieve this successfully. The business management intervention supported the community shopkeeper to earn sufficient money for their families after the disaster. The following figure shows that most shopkeepers are earning 5000 to 10000 per month from.

Few shopkeepers also showed high profit in a moth. These shops owned by Mr. Saeed Aheed of Jakhar, Mr. Niaz Hussain of Dullo Nashaib and Mr. Abdul Majeed of Lohanch Nasaib who earn 20,000 to 25,000 on monthly basis.

Figure 15 - Monthly /Income Profit from Shops



iv. Access to Micro-Finance

The grant was a built in component of the business management intervention. The grant was given in phases based on the maturity of the shop or business. None of the community member (0%) feels the need to access any microfinance institution or bank to apply for loan. The business development activity are mostly linked with the funds, if the funds are not available right after the intervention the motivation level is decreased and enterprises are not sustained. The grant was another success factor of the project activity, which was a timely support to the community members to establish or re-establish their shops rather finding a financial institution for loan. The grant has not installment and no interest, which helped the community members to improve their livelihood without compromising their beliefs. The provision of grant was rated as best economic benefit of the intervention.

Figure 16 - Access to Microfinance or Personal Loan

Response	Female		Male		Total	
	#	%	#	%	#	%
Not obtained	15	94%	19	100%	34	97%
Obtained	1	6%	0	0%	1	3%
Total	16	100%	19	100%	35	100%

v. Direct Benefits of Trainings

Beside the key learning of the training there are some direct benefits of the business ethics training including more customers are visiting the shops due to the behavior and respect

by the shop keepers, availability of products based on the community members (male, female, children) need, quality and quantity improved and better services.

One of the female shopkeeper informed that if some of the item is not available in the shop, we get that arranged from the main market and supply to the doorstep of the customer.

Figure 17 - Key Benefits of the Trainings

Sr	Response	Female		Male		Total	
		No	%age	No	%age	No	%age
a	Customer increased	7	23%	6	20%	13	22%
b	Products increased	6	20%	9	30%	15	25%
c	Outlet increased	1	3%	1	3%	2	3%
d	Low price due to whole sale link	3	10%	3	10%	6	10%
e	Quality products in the shop	3	10%	5	17%	8	13%
f	More variety and quantity		0%		0%		0%
g	Service improved	8	27%	6	20%	14	23%
h	Finish product market increased	2	7%		0%	2	3%
i	More financial linkages developed		0%		0%		0%
	Total	30	100%	30	100%	60	100%

vi. Social / Community Benefits

The community also found the intervention very useful for the villagers. The majority (76%) showed great benefit of the intervention especially the female community (80%) is more in comfort than the male.

Figure 18 - Social Benefits of the Business Intervention

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Yes	12	71%	16	80%	28	76%
No benefits	5	29%	4	20%	9	24%
	17	100%	20	100%	37	100%

During a focus group discussion with female members, they mentioned that it is now easy to find female specific items at doorstep. Before we have to wait for our male members to take us to main market to purchase female items.

When they asked, did not this limit your exposure to the main market and social time to go out of the house for a while and have a chat with other women in the market and enjoy the liberty.

They said, it is very difficult to get time out from the household chores and travel to city in this hot weather just to buy couple of items. There is not benefit of going main market when we get the same thing in same price. As far as the social gathering is concern, we do that here in the ladies shop of the community.

Things are easily available in the next-door shops. We don't have to go main Layyah city for daily consumable items. The shopkeepers only keep the items, which is the need of the community. We can even knock the shop in the middle of the night if we need something, which we cannot do in the market.

Figure 19 - Benefits of Business Intervention in the Community

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Community benefits	11	73%	17	85%	28	80%
No Benefits	4	27%	3	15%	7	20%
	15	100%	20	100%	35	100%

v. Ripple Effect of Business Intervention

In response to a question, the training material, ideas and learning was also shared with other community members (30%) by the selected participants. There are some examples of establishment of shops and mobile vending units without attending.

Figure 20 - Sharing of Training Material and Learning with Community Members

b	Female		Male		Total	
	No	%age	No	%age	No	%age
Yes	5	29%	6	30%	11	30%
No	12	71%	14	70%	26	70%
	17	100%	20	100%	37	100%

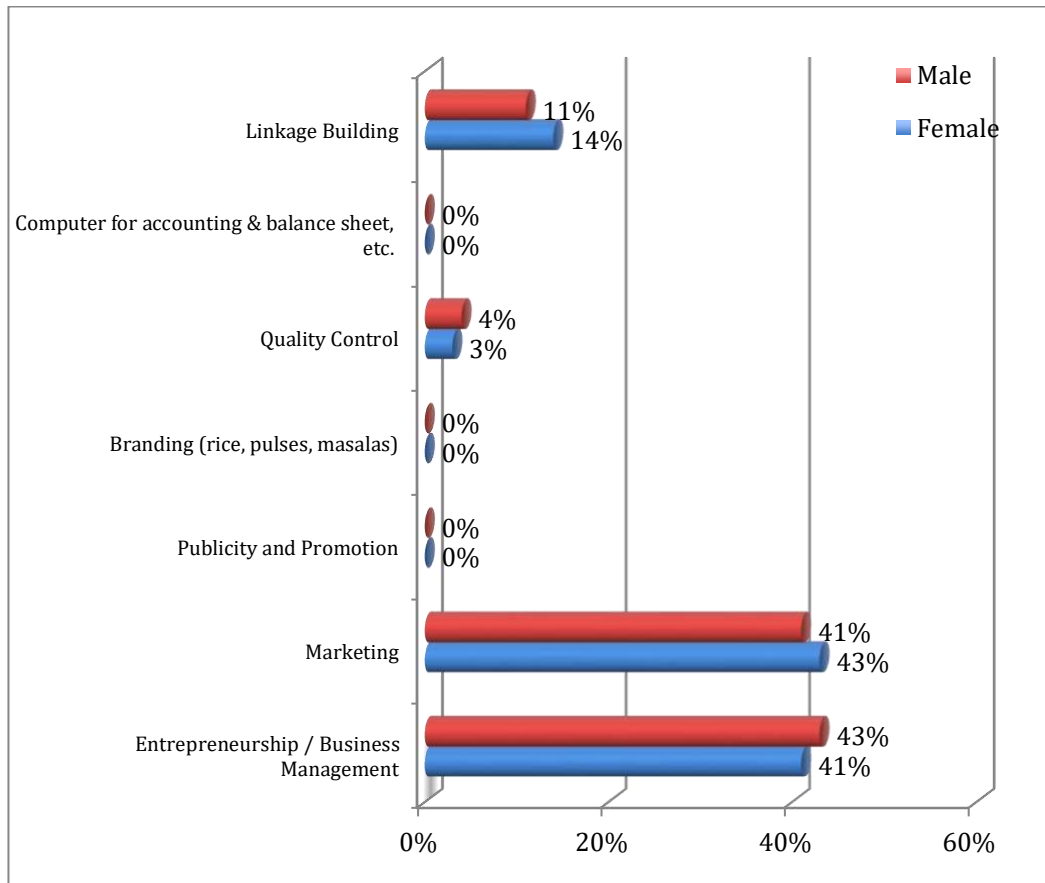
A women in Jakhar started her own vending unit in the nearest school. She visited Ms. _____'s newly established shops and decided to start her own.

Not only the shop, she has also started growing her own vegetable at home. She has also experience the vegetable in the bottle of Pepsi by learning from the training participants.

e. Continuity

Almost all the respondents (100%) showed their interest to learn more concepts, tips and techniques to improve and expand their business. Due to the poverty and lack of literacy computer is not found to be a good option, due to the small-scale business promotion and publicity is not felt necessary. Business concepts and marketing is the highly demanded skills by the folks. Following are some the topics they are eager to know.

Figure 21 - Topics for Future Trainings



i. Cooperative / Interest groups

Cooperative or similar interest group is either new idea for the community or they were never mobilized for such grouping. Some of the members are representing the community thru Village Development Committee but not part of any business association, forum, cluster or group. They are also not aware of the benefits of the being member of an interest group or a cooperative.

When they briefed about the cooperative and interest groups, they showed a great interest (100%) to join these groups. The majority of them want to be member of the groups. There is hardly an individual who want to lead the group to demonstrate his/her marketing and selling skills for the purchase of raw material or selling the finish goods.

An informal group was found in UC Khokhar, without knowing the concept of cooperative they are in link with the whole sale dealer and showed some evidences of bargaining with the suppliers.

3b. Survey Findings - Kitchen Gardening

a. Background

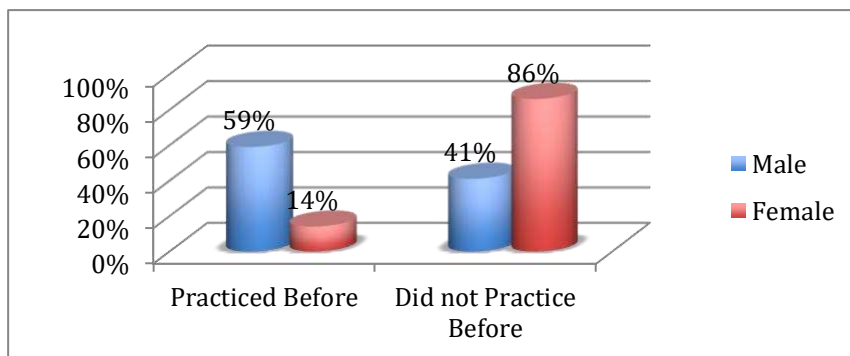
Farming is a male activity in the rural areas, who are mainly responsible for cultivating, harvesting and selling the produce to the market. These cash crops e.g. wheat, corn, sugarcane and cotton are the main source their livelihood. Some of the farmer also grows vegetable for profit but some grow them in the smaller pockets of their field for their own use.

After the flood, food and health was the most important issue of the community. The flood did not left anything with the community members including livestock for meat and milk, poultry for meat and eggs, crops, grains at home, etc. Everything was washed away with the flood. The business management and kitchen gardening was the perfect combination for the rehabilitation of any community. The kitchen gardening not only help the community members to revive their farming habits, but having sufficient and fresh varieties of vegetable for their family to eat and earn profit by selling them in the community and market.

i. Establishment of Kitchen Gardens

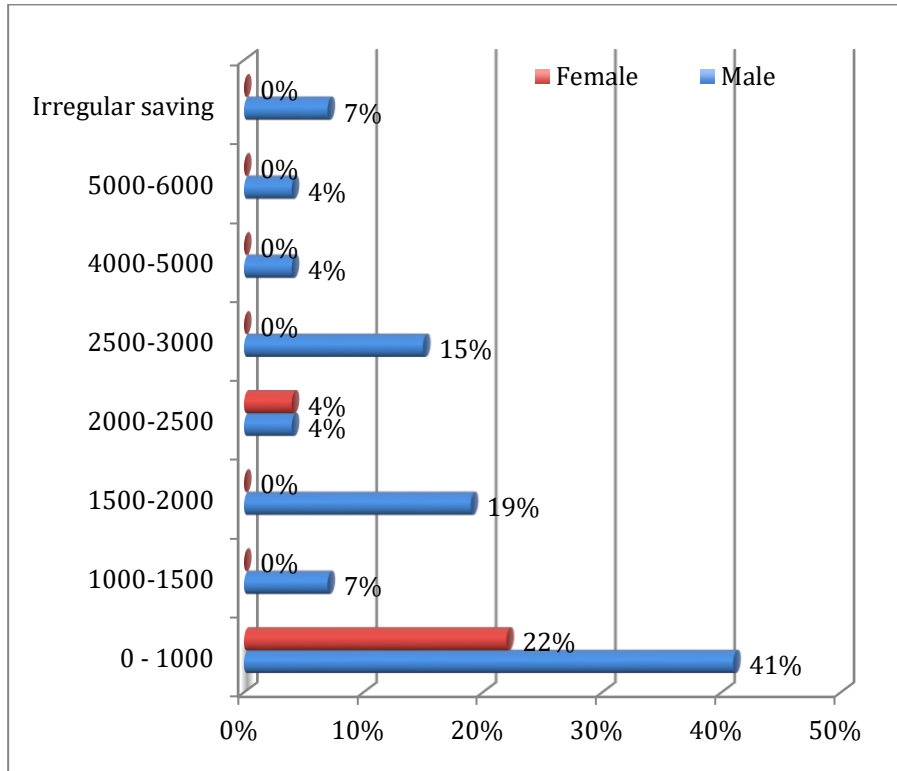
It is a very encouraging fact that half (50%) of the beneficiary group was producing their own vegetable (on minor or major scale) while 50% never consider grown vegetable at home. The 86% of the beneficiary women group were not aware about growing vegetables within the house for their own use.

Figure 22 - Vegetable Growing Practice (Before Flood)



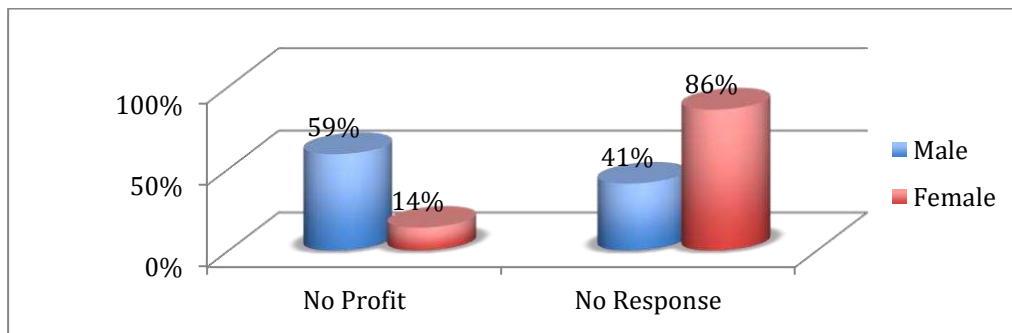
The half of the population (50%) who had vegetable growing practice before were able to save some money by not purchasing vegetable from market. The majority (59%) up to Rs. 1,000 per month, some middle size families (11%) saves up to Rs. 2000-3000 while there are few large families who were able to save up to 5000 per month.

Figure 23 - Savings from Kitchen Gardening Vegetable (Before Flood)



The half (50%) of the gardeners never considered selling the vegetables in the market for profit.

Figure 24 - Profit from Selling Vegetable (before Flood)



ii. Source of Vegetable:

The community was mainly dependent (47%) on market to purchase the vegetables while only 3% were collecting vegetables from their neighbors.

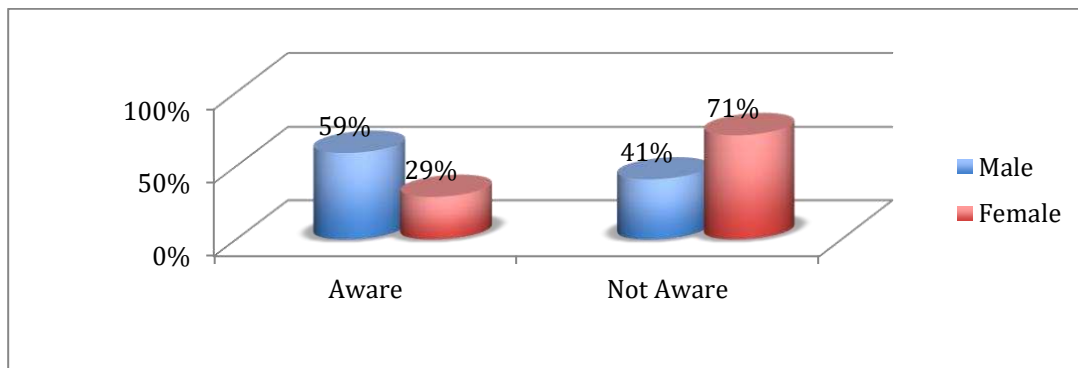
Figure 25 - Source of Vegetables and Fruit before Flood

Response	Male		Female		Total	
	#	%	#	%	#	%
Neighbors	0	0%	1	14%	1	3%
Market	11	41%	5	71%	16	47%
NA	16	59%	1	14%	17	50%
Total	27	100%	7	100%	34	100%

iii. Diet Management (before Flood)

Almost half of the respondents (47%) were not practicing balance diet habit. In the rural culture of Pakistan, women are mainly responsible for deciding what to cook on daily basis and unfortunately 71% of the target women were not practicing the balance diet and nutrition. The response of male members regarding diet management was quite satisfactory i.e. 59%.

Figure 26 - Awareness about Diet Management



The male members found more aware of the benefits and limitation of the balance diet that the female members.

Figure 27 - Awareness about the Benefits and limitation of unbalance diet

Response	Male		Female		Total	
	#	%	#	%	#	%
Aware before	17	63%	2	29%	19	56%
Not aware before	9	33%	5	71%	14	41%
NA	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

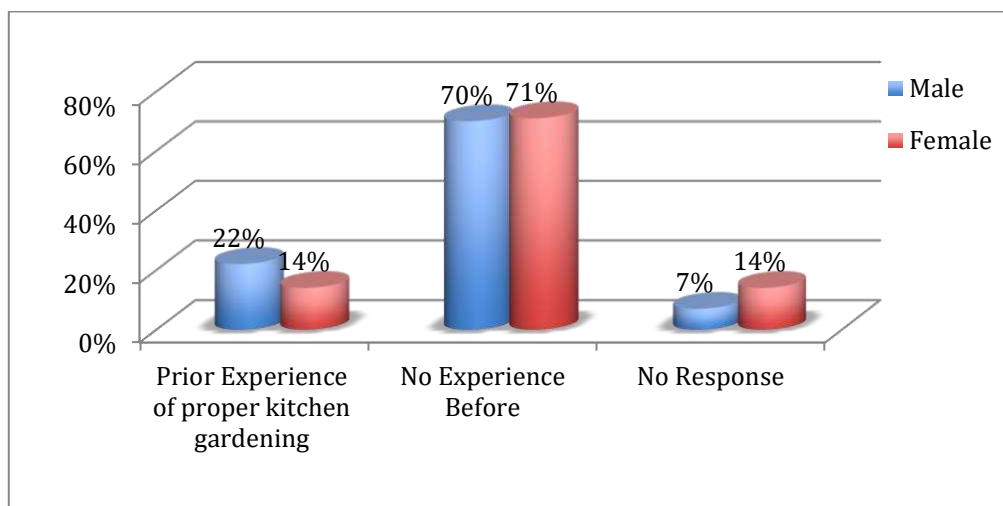
iv. Selection Process for Kitchen Gardening Training

The project has a very transparent selection process through village development committees. Each village has a committee (with both male and female representation) to identify and orient the most deserving individuals to benefit from the project intervention. There is not a single individual found in the survey who was selected thru his or community influence or bypassing the selection process.

b. Training Intervention

Prior Experience: The majority of the members (71%) were not aware of growing vegetable at home. Only 21% showed the expertise of vegetable farming. Male community (22%) is as usual found well aware than the female members (14%) before attending the kitchen gardening training by the project. They also

Figure 28 - Prior Experience of Kitchen Gardening



Almost all (100%) participants found the kitchen gardening the right intervention for the community for their health, nutrition and livelihood. They found the intervention very beneficial due to the following:

- ✓ Availability of fresh vegetables on daily basis
- ✓ Basic kitchen gardening support and motivation
- ✓ Variety of vegetables for family saving and earnings
- ✓ Organic and healthy vegetable without spray and pesticides
- ✓ Provision of good seed
- ✓ Health and nutrition awareness
- ✓ Provision of necessary tools for gardening
- ✓ Self-sufficiency and information
- ✓ Helping community by providing them vegetables
- ✓ Making soups with fresh vegetables
- ✓ Saving of time and effort of purchasing from market

i. Effectiveness:

The kitchen gardening training was rated as most relevant (100%), money saving and step towards community support.

ii. Content:

The content and the topics taught in the training were the most relevant and useful. Almost all the participants (100%) rated the curriculum very productive. The methods, examples and videos used in the trainings were very informative. The participants seem very comfortable with the training handouts and (74%) rated them good while some of them (24%) still feel difficult to relate or understand it.

Figure 29 - Comfort ability Level of Training Material

Response	Male		Female		Total	
	#	%	#	%	#	%
Yes	19	70%	6	86%	25	74%
No	7	26%	1	14%	8	24%

Did not received book let	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

The only reason of no comfortability was the illiteracy, they had to bring their children to understand the booklet.

iii. Provision and Orientation of Tools:

The tools provided in the training were quite relevant to the vegetable gardening. Almost all (100%) responded appreciated the type and quality of tools provided in the kit for gardening.

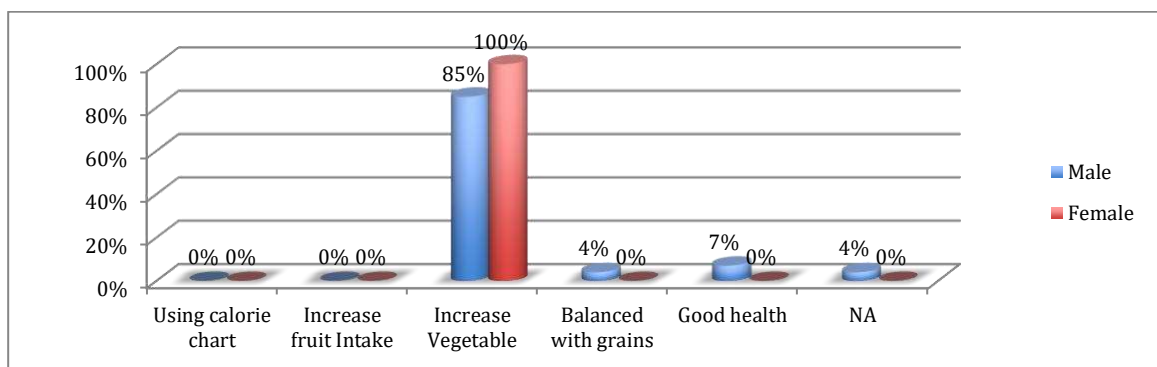
iv. Diet Management:

It was the first occasion for the community members (100%) (male and female) to learn about the diet and nutrition management. They may have some idea about eating but the training help them to develop healthy habits. Some of the community learning regarding diet and nutrition is as follows:

- ✓ Awareness for organic & mixed vegetables
- ✓ Balanced Diet and food
- ✓ Cleanliness, chemical free vegetables
- ✓ Variety of food in daily diet
- ✓ Different types of vegetables and change in cooking style
- ✓ Health conscious foods
- ✓ Improved diet pattern
- ✓ Less cooked vegetable
- ✓ Mixed & fresh vegetables
- ✓ Traditional food habit changed
- ✓ Vegetable intake increased

All women respondent (100%) changed their cooking and eating habits, so as male (85%). The intake of vegetable is increased due to the sufficient produce at home.

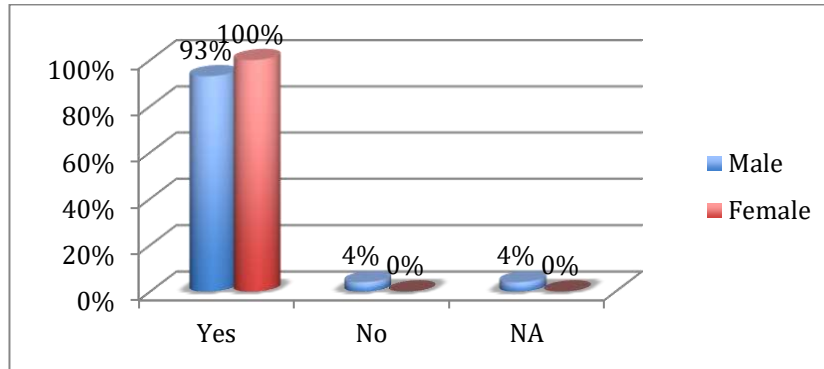
Figure 30 - Benefits of Kitchen Gardening Training



v. Duration and Timing of the Training

The duration timing of the training was rated suitable and sufficient by the 94% of the participants. No major changes in the timing or duration was proposed except for female as they have to reach home early to prepare food for their family members.

Figure 31 - Timing of the Training



v. ***Delivery of Trainings:***

The majority (92%) beneficiaries of the business management training seem satisfied with the delivery of the training.

The methods utilized by the trainers were also rated satisfactory. The behavior of the trainers and his/her interpersonal skills were satisfactory. The commitment and dedication was quite obvious in the training delivery. The trainers went beyond their TORs and helped the beneficiaries to understand the key components of the trainings.

vi. ***Trainers Content Knowledge:***

The project mobilizers' team was selected as trained and trained in both concepts (Business Management and Kitchen Gardening). The results showed their efforts, dedication and hard work in the field by making their business profitable. Although they had limited practical knowledge in these fields but their dedication and consistency made the intervention a success case study.

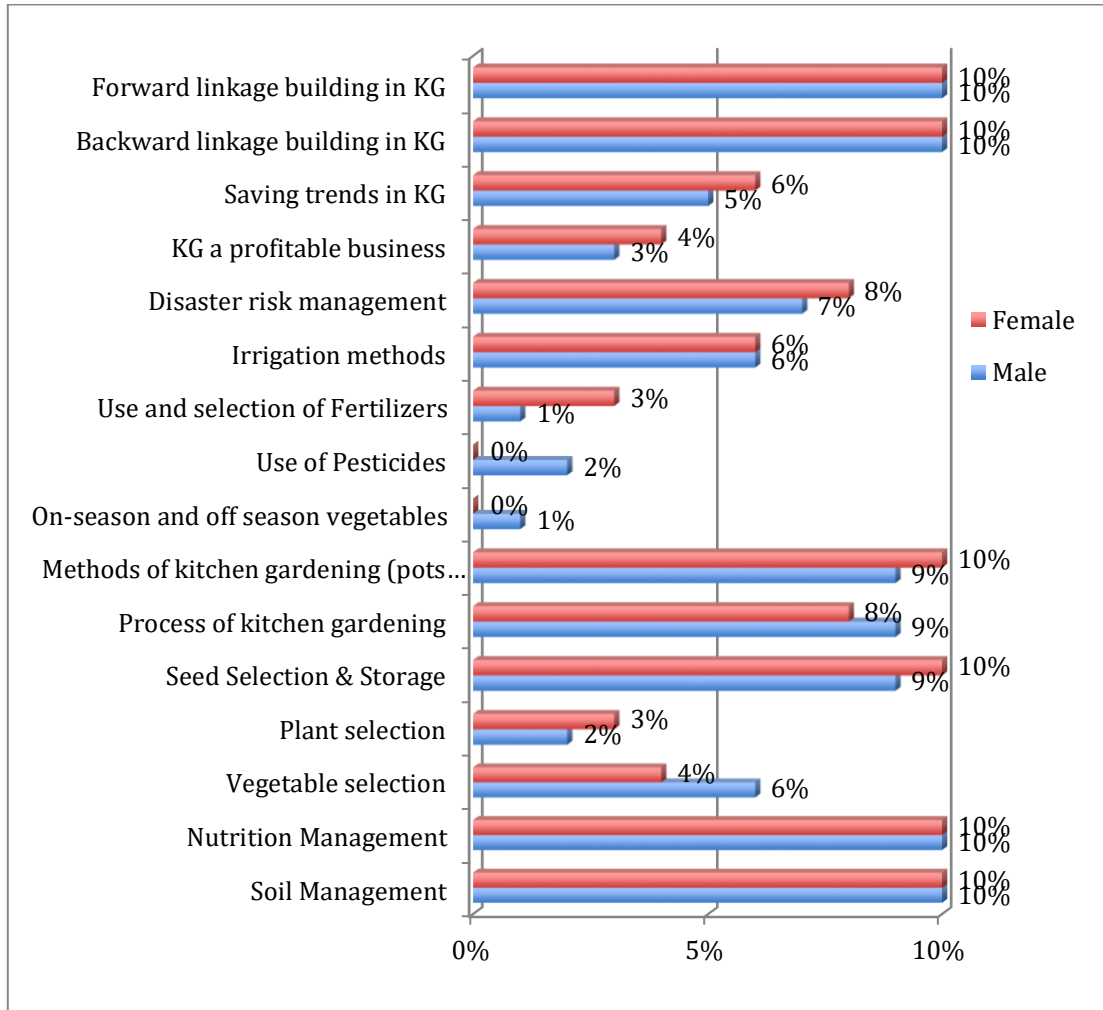
The trainers were rated good in their delivery of training contents but as kitchen gardening experts, their exposure seems limited which made them unable to answer some questions of the participants. For example: use of buckets was an experiment which could be managed with experience, the production of bitter gourd and Keera, Kari could have better presentation for plantation, organization of garden, watering technique can bring more value to the training.

c. **Benefits of the Training**

i. ***Personal Benefits of the Training:***

The male member found more benefited with the training than the female members. This may be their existing exposure to the field and plant. They appreciated the learning of soil management for vegetable, process of kitchen gardening, seed selection and storage, nutrition management and linkages with market

Figure 32 - Key Learning's of the Training

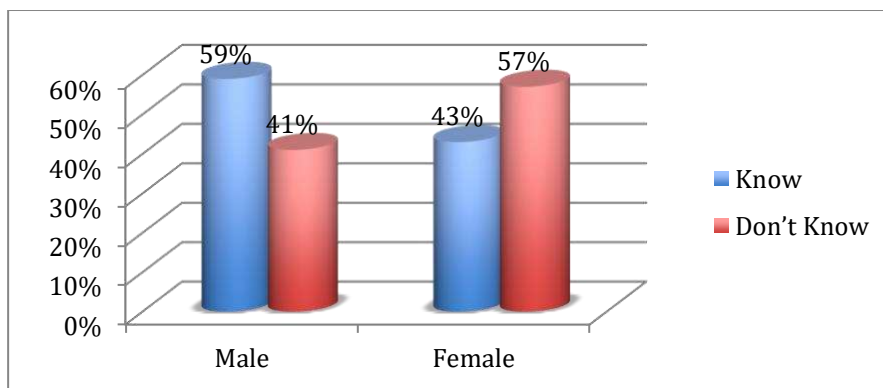


ii. Selling the Vegetables:

The kitchen gardening training was mainly on vegetable production not on making a profitable business. None of the respondent showed any skill they learn in the training to sell the vegetable in raw or value added form.

The grading and sorting skills they already now (male 59% and female 43%) but not aware of using them for the business and market

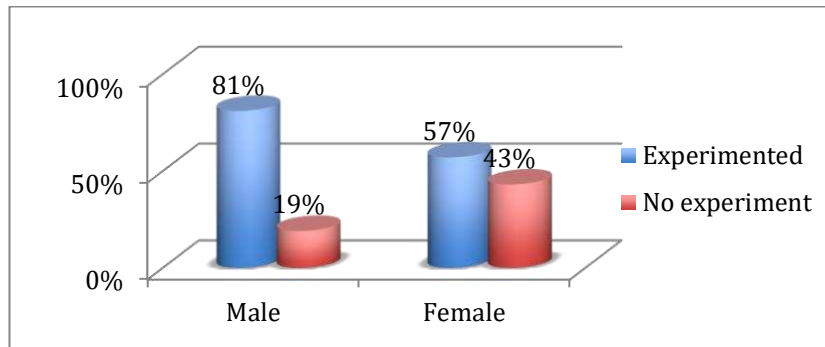
Figure 33 - Sorting and Grading Skills



iii. Growing Multiple Plants:

The majority of the farmers tried other plants than the one supplied by the Solidar project. The male farmers experimented (81%) more than the female (57%) farmers. Farmers also purchased their own seeds from the market to produce more. This is a sign towards the sustainability, that if Solidar stop providing seeds (which they will do after this last supply) they farmers should feel the importance of produce and purchase their own seeds for their gardens.

Figure 34 - Experiment of New Plants



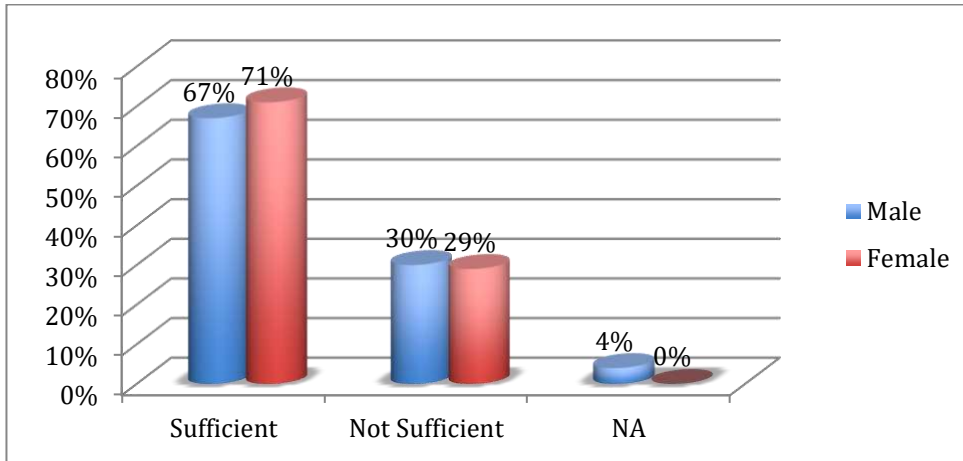
Following are some of the experiments they made for better produce.

- ✓ Bitter gourd
- ✓ Sponge gourd
- ✓ Tomato Cherries
- ✓ Chilies (due to less seed provided)
- ✓ Extended the same vegetables provided by Solidar by own purchase of seed from Layyah
- ✓ Garlic
- ✓ Kidney Seed
- ✓ Okra & Pumpkin (less seed provided by Solidar)
- ✓ Okra, bitter gourd etc. (due to less seed provided)
- ✓ Okra, Bitter gourd, Chilies (due to more requirement)
- ✓ Okra, Chilies (due to less seed provided)
- ✓ Pumpkin, Urinal, many vegetables (due to less seed and plant mortality)
- ✓ Sponge gourd (extra requirement)
- ✓ Tinda, Sponge gourd, Pumpkin, Watermelon, Cucumber
- ✓ White sponge gourd

iv. Product Development / Value Addition

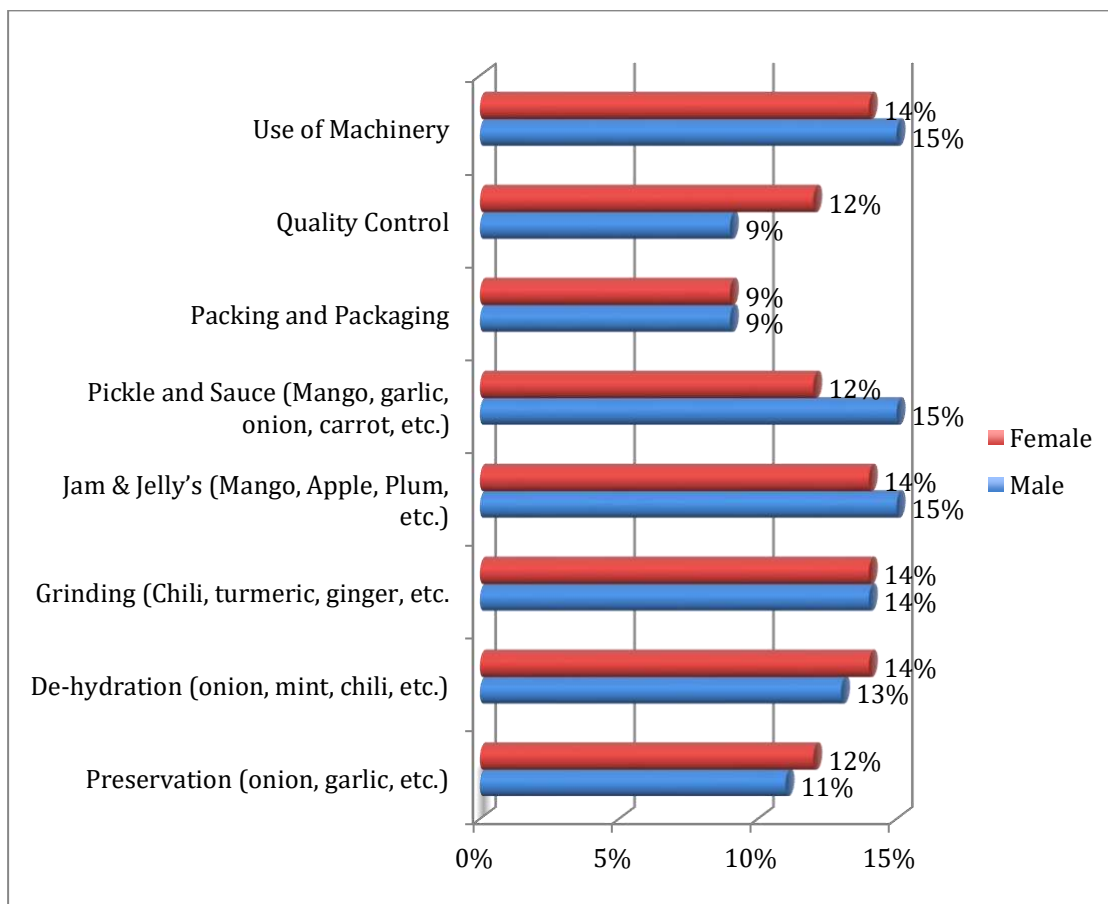
A large group of vegetable producers (67%) are willing to learn more about value additional with the surplus food. 71% female farmer and 67% male farmers have sufficient produce to either sell or value addition.

Figure 35 - Sufficient Produce for Value Addition



The group (both male and female members) are interested to preserve the onion, garlic, de-hydrate the mint and onion and learn about make jam, jelly, paste and sauces. The male members also showed their interest to use of machinery for product development e.g. grinding, drying, packing tools, etc.

Figure 36 - Value Addition and Use to Surplus Vegetables

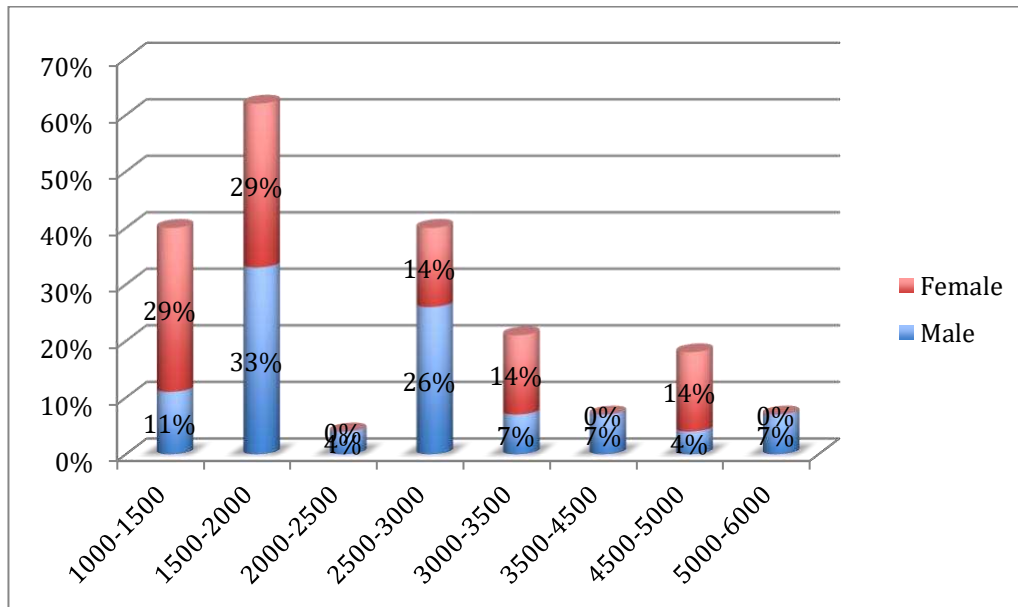


v. Economic Benefits

The key objective of the kitchen gardening training was the health, nutrition and saving, which was met successfully. The 32% of the beneficiaries were able to save 1500 to 2000

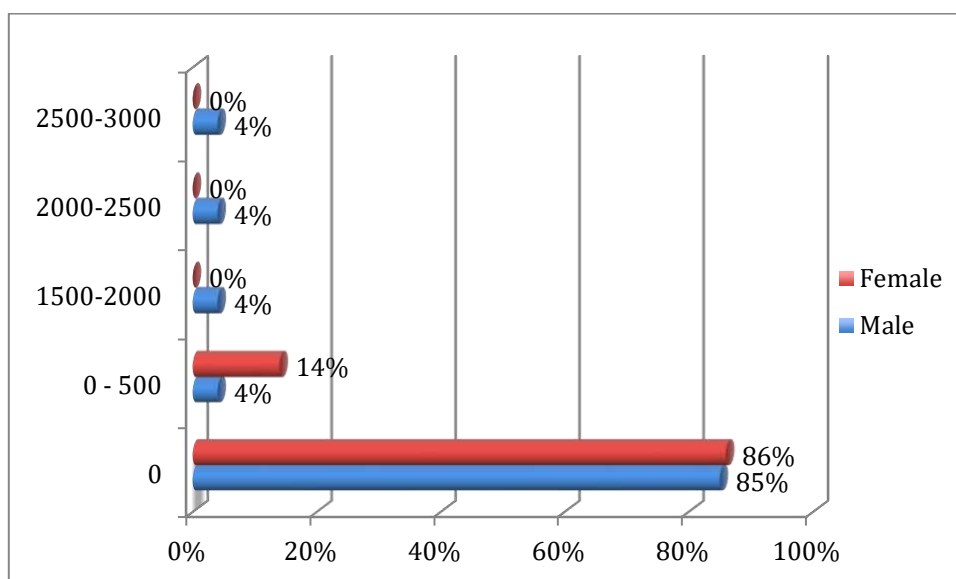
from gardens. Some of the large families (12%) are also able to save 5000 to 6000 per month. Earning was not the objectives but still help the farmers to earn something from their gardens. 85% of the gardeners did not considered this a profitable business and unable to earn anything. The rest of the 17% were able to mange some earning from Rs. 500 to 3,000 per month.

Figure 37 - Savings from the Kitchen Gardening



As far as the earnings are concern, the majority (85%) never considered this intervention for earning. Only 15% earned some money from the garden produced vegetables. The earning is not very but only Rs. 500 to 3000. The reason could be the message disseminated during the mobilization and training. The female farmers distribute their surplus vegetable to the relatives and neighbors. The concept of earning and profitability from the intervention was neither part of the curriculum nor mobilizers had any efforts to motivate them for the up scaling the business for profit.

Figure 38 - Earning from Kitchen Gardens



vi. Indirect Benefits

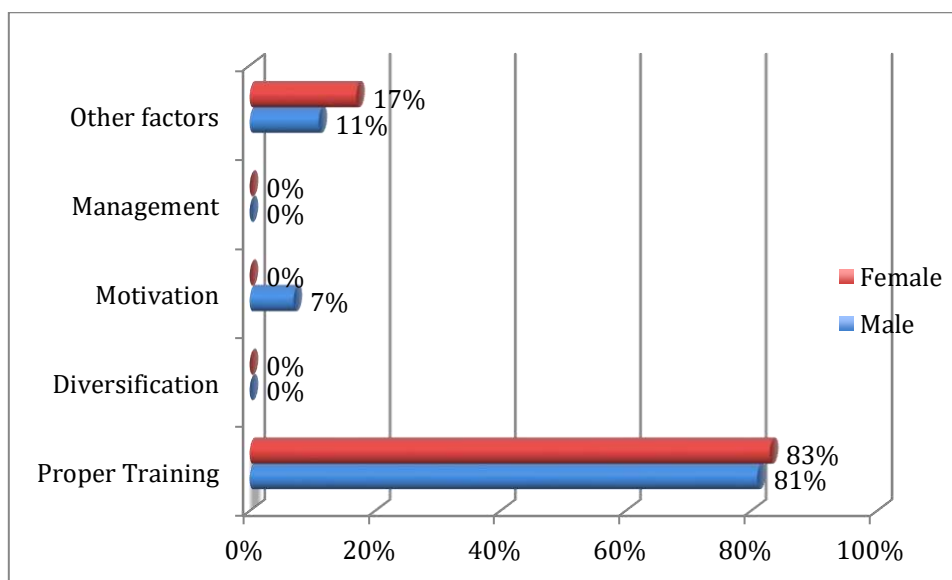
A large number (88%) also mentioned a wide range of indirect benefits of the interventions. Some sell the surplus vegetable in the local market, some collect the seeds to sell to other community farmers, teaching others about kitchen gardening, selling soil and fertilizer is another source of income, etc. Since the male counterparts are more in contact with the community, they have a better access to these benefits and opportunities than the women beneficiaries. Availability of fresh and organic vegetables on time is another indirect economic benefit rated by all the farmers.

Figure 39 - Indirect Economic Benefits of Kitchen Gardening Intervention

Sr.	Response	Male	Female	Total
1	Selling vegetable in the market	18	4	22
2	Collecting seed for selling to others	10	1	11
3	Teaching other about kitchen gardening	11	1	12
4	Selling soil / Compost/ Organic Manure	23	6	29
5	Selling fertilizers	23	6	29
6	Selling pesticides	23	6	29
7	Helping others in their KG preparation	8	1	9
Total		116	25	141

The interest shown by the members (87%) to provide a proper training and motivation is required to utilize the garden produce for income earning activities.

Figure 40 - Type of support for Making Kitchen Gardening Profitable

**vii. Access to Micro-Finance**

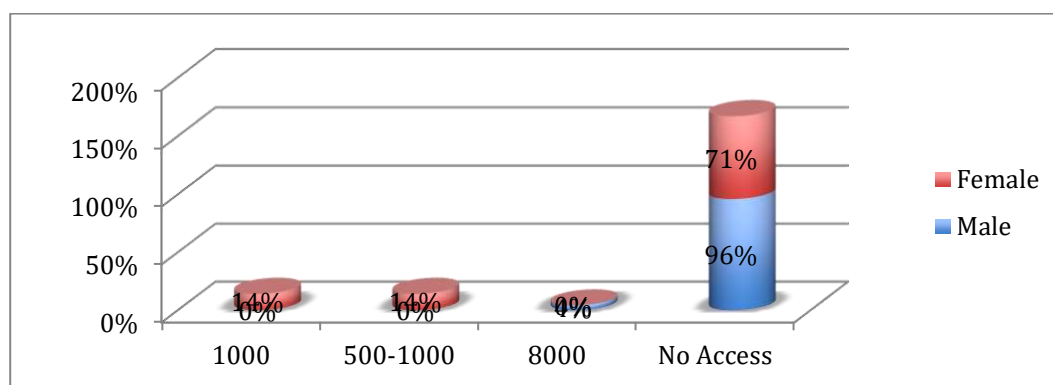
The community is not habitual of obtaining loan, especially for their work and business. The seed and gardening kits was a built in component of the kitchen gardening intervention. The seeds and tools were given in phases based on the maturity of the gardens. Only 9% of the community member obtained loan for their needs other than kitchen garden. The amount was very nominal 500 to 1,000, where only one case he

received a loan of Rs. 8,000 form the neighbors. The majority 81% did not contact any micro finance institution for loan.

Figure 41 - Access to Micro Finance

Response	Male		Female		Total	
	#	%	#	%	#	%
Accessed	1	4%	2	29%	3	9%
Did not access	25	93%	4	57%	29	85%
NA	1	4%	1	14%	2	6%
Total	27	100%	7	100%	34	100%

Figure 42 - Amount of Loan Received



viii. Social / Community Benefits

The training participants (79%) also found the intervention very beneficial, both male and female pointed the following as social benefits for the community.

- ✓ Fresh & free vegetables are available to the community
- ✓ The relations and respect is increased between neighbors
- ✓ It is a support to those community member who cannot afford vegetable from market
- ✓ Easy door step availability of vegetables
- ✓ It's a motivation to non-beneficiaries to adopt the kitchen gardening
- ✓ It's a help to poor neighbors
- ✓ Regular availability of fresh vegetables
- ✓ Respect and social interaction is increased
- ✓ Health & Nutrition safety

Figure 43 - Increase in Social Benefits

Response	Male		Female		Total	
	#	%	#	%	#	%
Yes	22	81%	5	71%	27	79%
NA	5	19%	2	29%	7	21%
Total	27	100%	7	100%	34	100%

Sharing the training material with friend and neighbors to establish their own garden is another social benefit of the intervention. 67% of the training participants, especially male members shared the material with neighbors, friends, etc. The lack of education, literacy and language of the material did not allow massive sharing in the community.

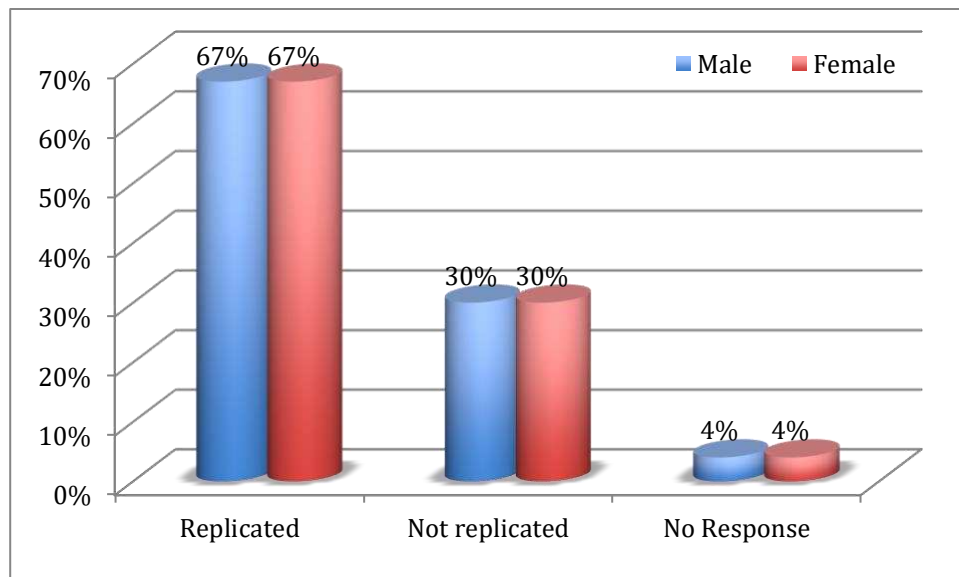
Figure 44 - Sharing and Understand the Training Material

Response	Male		Female		Total	
	#	%	#	%	#	%
Shared	24	89%	3	43%	27	79%
Did not Shared	0	0%	4	57%	4	12%
No Response	3	11%	0	0%	3	9%
	27	100%	7	100%	34	100%

vix. Ripple Effect of Kitchen Gardening Intervention

The responded informed that approximately 67% (out of 79%) of the community members started their own kitchen gardening from the learning from the books and neighbors.

Figure 45 - Non-beneficiaries started their own Kitchen Gardens



The following is the list of individuals who stated their own kitchen gardens without out any training.

- ✓ Allah Bookish S/O Karim
- ✓ Allah Nawaz s/o Rahmoo

- ✓ Ghulam Muhammad,
- ✓ Noor Muhammad S/o Ghulam Hussain
- ✓ Ghulam Shabir & Ghulam Farid S/O M. Ramzan
- ✓ Haji Ghulam Rasool, Basti Qaisrani
- ✓ Hameed Mai W/O Qadir Bukhsh
- ✓ Iqbal Baloch S/O Sarwar Khan
- ✓ Shokat Mohajir S/O Sakhi
- ✓ Juma khan s/o Ghulam Haassan
- ✓ Kaloo s/o Imam bukhsh
- ✓ Abdul ghafoor s/o Bashir Ahmad
- ✓ Khalid Hussain S/O Allah Diwaya
- ✓ Khuda Bukhsh S/O Maher Hassoo
- ✓ M. Amin S/O Allah Bukhsh
- ✓ Koroo S/O M. Bukhsh
- ✓ M. Sajjad S/O Barkat Ali
- ✓ Nazar Hussain S/O Barkat Ali
- ✓ M. Bukhsh s/o M. Nazeer
- ✓ Manzoor Hussain S/o Karim Bukhsh
- ✓ Moosa Khan Merani
- ✓ Mr. Sajjad S/O Qadir Bukhsh Mohana
- ✓ Nawaz Kona, Allah Baksh Kona
- ✓ Pir bukhsh
- ✓ Imam Bukhsh
- ✓ Ghulam Muhammad
- ✓ Qadir Bukhsh s/o Allah bukhsh
- ✓ Sajjid S/O Faqeer Muhammad
- ✓ Tariq S/O Iqbal Hussain

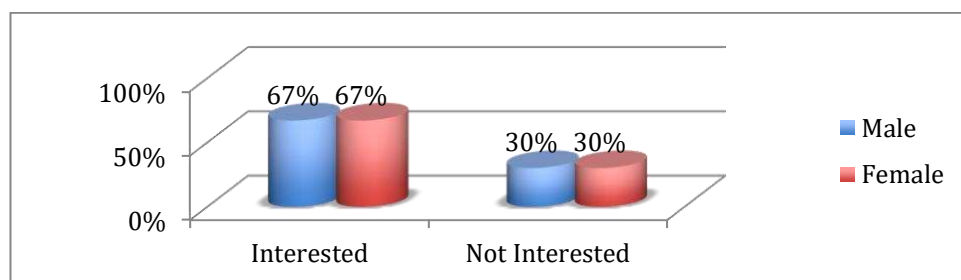
It is to be noted that the list is provided by the 10% of the survey sample. If a comprehensive survey on replication is conducted it will be in hundreds.

NOTE: Short case studies of indirect beneficiaries can be collected later

c. Continuity

A large number (67%) showed their interest to learn more concepts, tips and techniques to improve and expand their vegetable gardens.

Figure 46 - Interest in Refresher Training



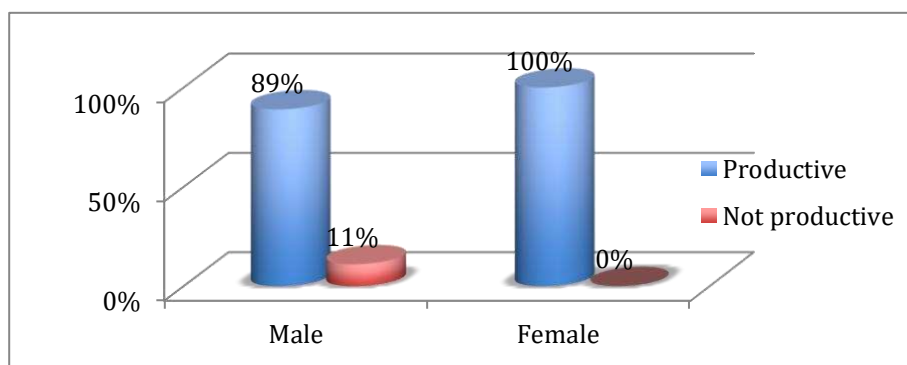
Following topics were identified by the respondents for more trainings:

- ✓ Making kitchen garden a profitable business
- ✓ Producing different off-farm vegetables and tunnel farming
- ✓ Yield and productivity enhancement
- ✓ Innovation in production and postharvest practices
- ✓ Management, marketing vegetables and manures
- ✓ Off-season vegetable production
- ✓ Packing packaging and marketing
- ✓ Pest management
- ✓ Seed production and preservation
- ✓ Quality and yield improvement
- ✓ Relevant updated techniques
- ✓ Trailing, Protection of Vegetables in winter

i. Cooperative / Interest groups

Cooperatives or similar interest group is either new idea for the community or they were never mobilized for such grouping. Some of the members are representing the community thru Village Development Committee but not part of any business association, forum, cluster or group. They are also not aware of the benefits of the being member of an interest group or a cooperative. When they briefed about the cooperative and interest groups, they showed a great interest (91%) to join these groups.

Figure 47 - Interest to Join Cooperative or Interest Groups



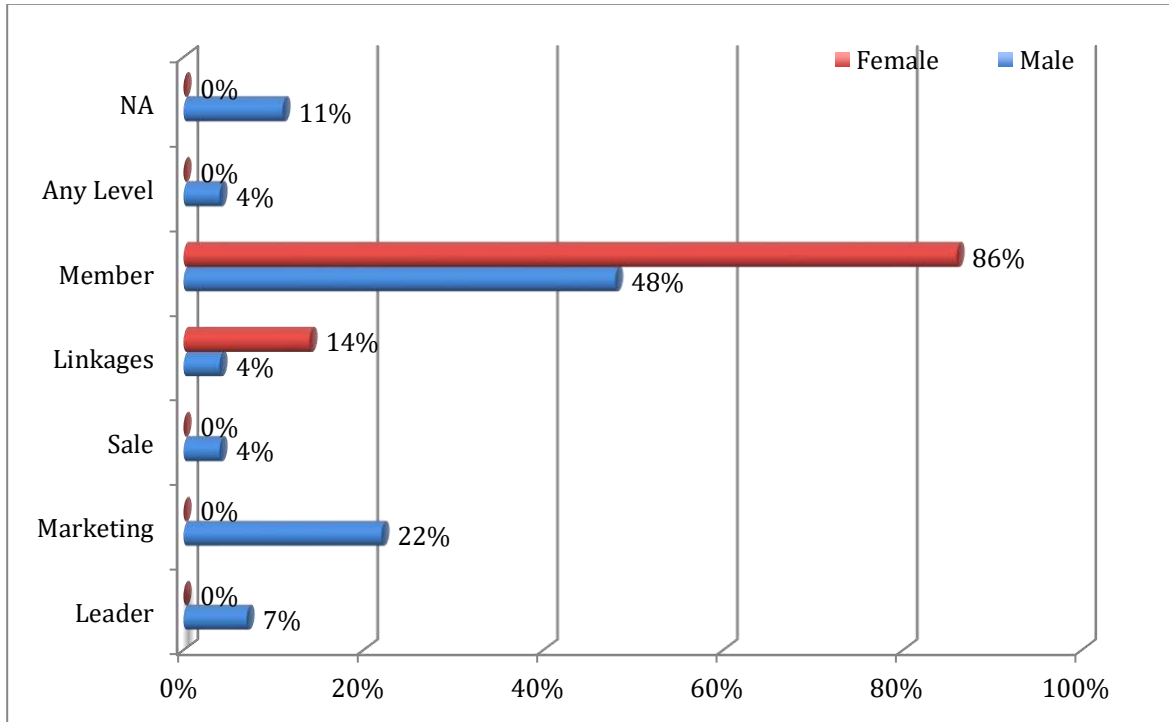
The majority (94%) of them want to be a member of these groups and think these groups will be helpful to promote their organic vegetable, its promotion and sale. The female members are more interested, they think individually it is difficult to bargain and sell their vegetables to the market.

Figure 48 - Would Interest Group will be helpful

Response	Male		Female		Total	
	#	%	#	%	#	%
Helpful	25	93%	7	100%	32	94%
No Helpful	2	7%	0	0%	2	6%
Total	27	100%	7	100%	34	100%

There are very few individuals who want to lead the group to demonstrate his/her marketing and selling skills for the purchase of raw material or selling the finish goods. More members are interested to play their role in establishing link between market vendors and vegetable producers.

Figure 49 - Role in the Cooperative or Interest Group



4. Recommendations

Sr.	Key Areas	Kitchen Gardening	Business Management
1	Training Intervention	<p>After the flood, the training was a very useful intervention to produce won vegetable for saving and balance diet.</p> <p>Its time to provide other trainings to utilize the surplus vegetable for profit by addition values to it. Two type of trainings are suggested at this stage including:</p> <ul style="list-style-type: none"> • Recap and Learning from the experience • Kitchen Gardening Management • Postharvest Management • Value Addition & Profitability • Sustainability & Profitability 	<p>The shop keeping ethics was the right intervention after the flood. The shopkeeper has developed a good sense of selling and managing customer.</p> <p>It would be essential to have business concepts and improve competencies to increase the entrepreneurial culture in the community to have comparatively large shops with good linages and variety of products on economical prices for the community.</p> <p>The following topics are suggested to teach in the refresher trainings:</p> <ul style="list-style-type: none"> • Recap and Learning from the experience • Experience Sharing Learning's • Technical Concepts • Sustainability & Profitability • Action Planning
2	Experience Sharing	<p>The good producers and creative gardens should be identified, case studies should be developed and shared with other (especially new) producers for encourage and ideas</p> <p>The women gardeners should be identified, visible and recognized in the community for experience sharing and motivation.</p> <p>A short booklet of best practices can be developed with short case studies of the producers, product practices and innovative ideas for better yield and improved production. These booklets can be distributed to the community (and</p>	<p>The shops with good results and profits should be identified and case studies should be developed to share with other (new and shop keepers).</p> <p>The female shop keeper should be encouraged thru visibility and recognition in the community for experience sharing and motivation.</p> <p>A short booklet of best practices can be developed with short case studies of the most innovative shopkeepers, quality of services, best selling tips, etc. These booklets can be distributed to the community (and nearest communities) for experience and motivation.</p>

		<p>nearest communities) for experience and motivation.</p> <p>The booklet can also have contact numbers of these cases to contact their services as services providers of kitchen gardens.</p>	<p>The booklet can also have contact numbers of these cases to contact their services as services providers of enterprises.</p>
3	Economic Benefits	<p>The value addition and diversification should be introduced in the gardeners to utilize their extra and surplus produces for profit.</p>	<p>The innovation and diversification should be introduced to the shopkeepers so that multiple options are available within one shop for more profit and community benefits.</p>
4	Cooperatives and Interest Groups	<p>The cooperative and similar produce culture should be introduced in the community. In cooperative the produces can be collected and linked with main markets and shops for better sale and profit.</p>	<p>The cooperative and similar trade (e.g. tailor, handicrafts, kiriyana, poultry, cycle shop, etc.) culture can be introduced in the community.</p>
5	Linage Development	<p>These groups could be useful for backward linkages (for the purchase of seed, fertilizers, pesticides, soil, etc.) and forward linkages (sale of vegetable to the local shops, market in the city and super stores e.g. hyper star, macro, metro, etc.)</p>	<p>These cooperative could be useful for backward linkages (for raw material) and forward linkages (for the sale of finish products).</p>
6	Access to Micro Finance	<p>The linkage with micro finance institution can be developed for the up gradation of the gardens</p>	<p>The linkages with micro finance institution (e.g. Akhuwat) would be useful to develop credit line for the up gradation of the shops and establishes.</p>
7	Ripple Effects	<p>The best cases kitchen gardens and producers should be showcased in the community by giving them rewards or establishing their link with large dealer to encourage the non-beneficiary groups to adopt kitchen gardening habits for their health and profitability.</p>	<p>The best shops and shop keepers should be showcased in the community by giving them rewards or establishing their link with large dealer, distributors and suppliers to encourage the non-beneficiary groups to establish or improve their shops for their economic uplifting.</p>
8	Sustainability	<p>A best gardeners can be selected to provide kitchen gardening services and support to the community members after the completion of the project.</p> <p>The selection criteria could be best practices and interest in</p>	<p>Best entrepreneurs can be selected to provide enterprise establishment and development services and support to community members after the completion of the project.</p> <p>The selection criteria could be the most innovative and diversified</p>

		the kitchen gardening, good communication skills, literacy level, delivery skills, social entrepreneurship and good reputation in the community	shop, best entrepreneurial competencies, best shop keeping skills and behavior, good communication skills, literacy level, delivery skills, social entrepreneurship and good reputation in the community
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Part 2 – Curriculum Development & TOT

In the light of survey findings three TOTs were designed to improve the knowledge of the beneficiaries and the trainers as follows:

Capacity Building of the Beneficiaries

Refresher Training on Business Management Skills

Refresher Training on Kitchen Gardening Skills

Capacity Building of the Trainers

Facilitation Skills




1. Refresher Training Curriculum of Business Management

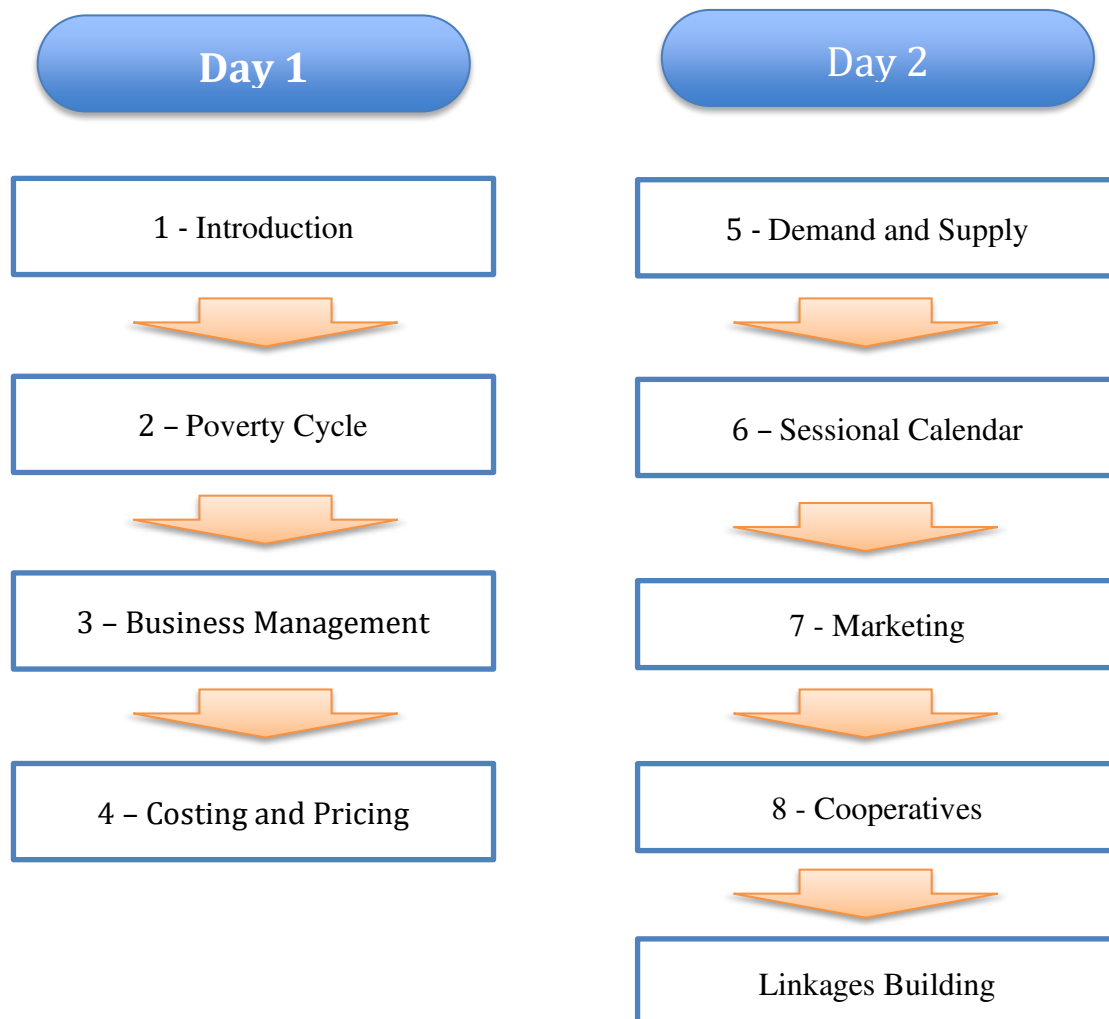
Two days refresher training was designed in the light of survey findings and analysis of learning versus previously delivered curriculum: The following was the layout of the Curriculum.

a. Curriculum

Following are they key objectives of the refresher training of Business Management:

 Objectives	
	1. To introduction business management and development concepts in the local shopkeepers to upscale their business and profit.
	2. The introduction the Collectiveness in the community for unity and establishment of strong linkages with whole sale suppliers and finish market vendors.
	3. To train the community members in negotiation, selling and bargaining skills vendors, dealers and suppliers.
	4. To develop entrepreneurial culture in Community to reduce unemployment and poverty.

Following are the flow of sessions of two days refresher training:



The complete curriculum is attached as annex 04

b. Training of Trainers - Business Management

The two days TOT on Business management was a combination of technical sessions on improving the businesses and enterprises, stories and case studies for the motivation of potential entrepreneurs, games and energizers.



Mock training sessions were also conducted to assess the level of understanding of the trainers. One of the key objectives of the mock session was also to assess the training delivery skills of the trainers and provide constructive feedback to improve the facilitation skills as much as possible in these two days TOT.




2. Refresher Training Curriculum of Kitchen Gardening

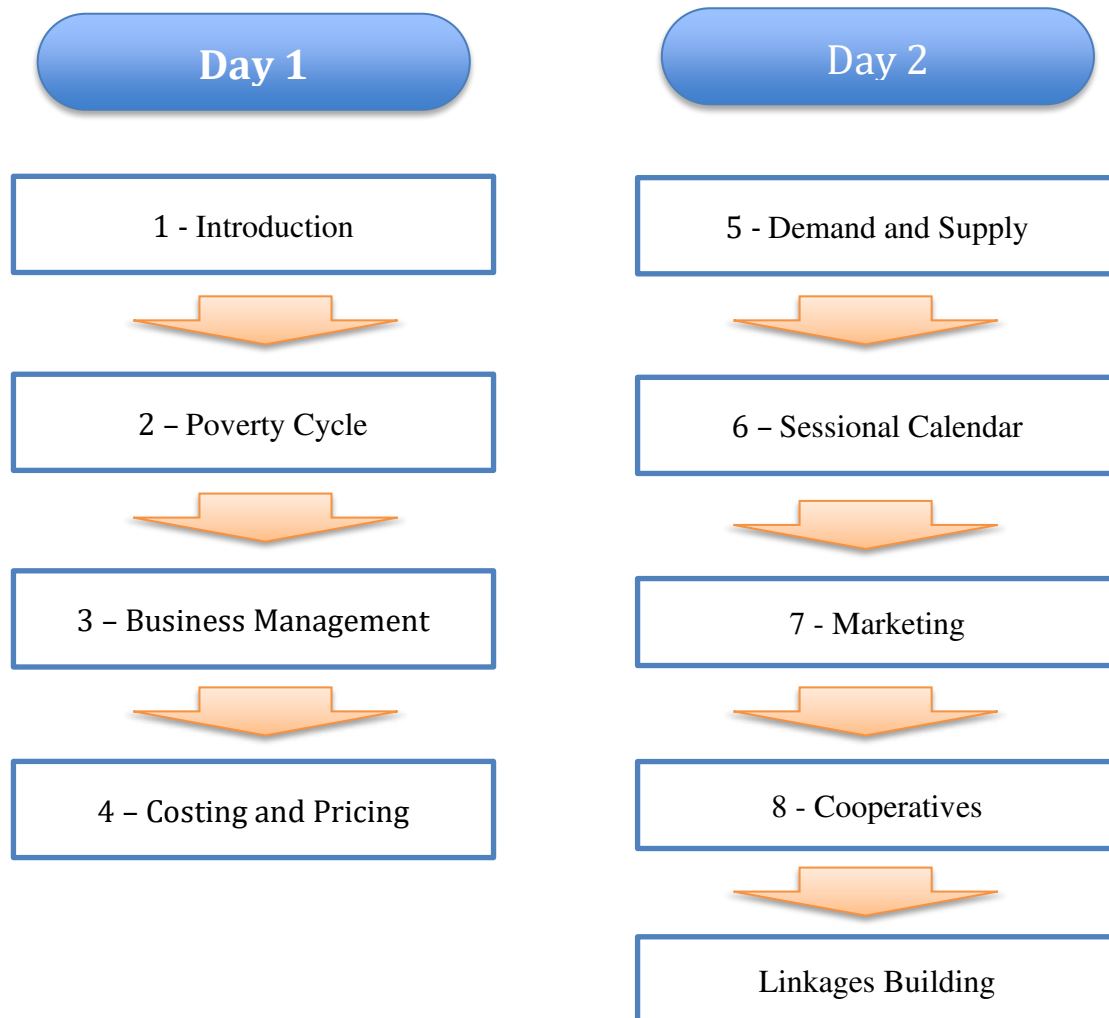
Two days refresher training was designed in the light of survey findings and analysis of learning versus previously delivered curriculum: The following was the layout of the Curriculum.

a. Curriculum

Following are they key objectives of the refresher training of Business Management:

 Objectives	<ol style="list-style-type: none"> 1. To improve the kitchen gardening practices of local vegetable growers 2. To introduce the techniques for improved production and healthy organic vegetable 3. To introduce the concepts of value addition, profit earning from the surplus/extra produced vegetables 4. To explain the harvest, handling, sorting, grading and marketing techniques for better sale and profit from the garden produced organic vegetables
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Following are the flow of sessions of two days refresher training:



The complete curriculum is attached as annex 05

b. Training of Trainers - Kitchen Gardening

The two days refresher TOT on Kitchen Gardening was a combination of technical sessions for a better understanding of the kitchen gardening. The refresher provided a complete tour of gardening practices from soil to production. The TOT also provided tips for saving, tips to improve the yield and production of the garden and adding value to surplus vegetables. The real-time examples and practical was the main features of the TOT.



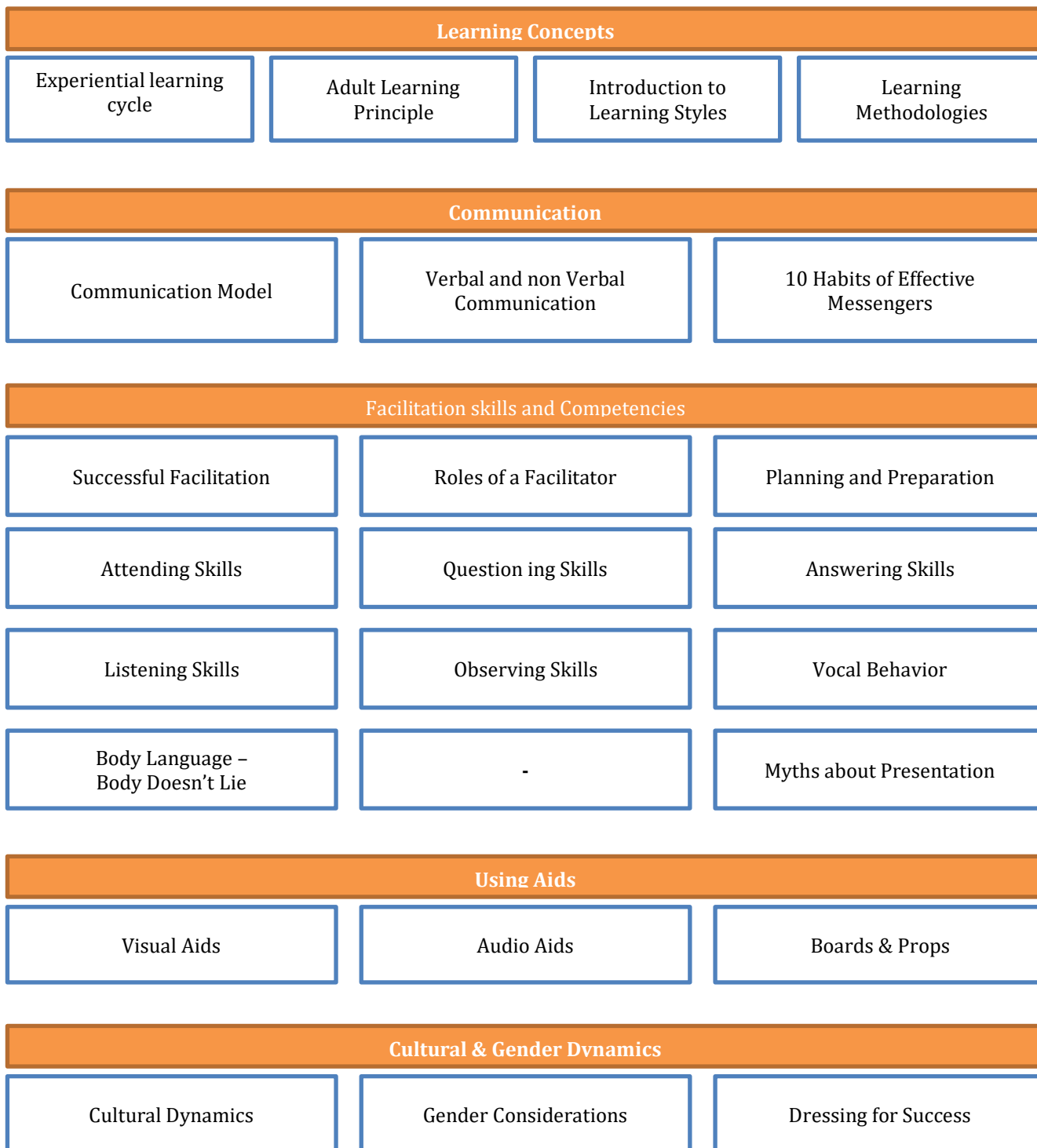
Mock training sessions were also conducted to assess the level of understanding of the trainers. One of the key objectives of the mock session was also to assess the training delivery skills of the trainers and provide constructive feedback to improve the facilitation skills as much as possible in these two days TOT. The mock session were continued till the Azan-e-Maghrib of Ramazan.



3. Facilitation Skills

It was also realized during the survey that an improvement is also required in the facilitation and training skills of the trainers. A complementary session was designed and delivered to polish the skills of trainings for better and productive trainings.

Following were the key skills and competencies of a successful facilitator discussed during one-day session.



The complete presentation on Facilitation Skills is attached as annex 06

Annexures

Annex 01 - List of documents Reviewed

- ✓ Project Proposal - Post-Disaster Economic Rehabilitation of the Flood Affected Population of Punjab
- ✓ Annex: Log Frame for Project - "Post disaster economic rehabilitation of flood affected populations in Punjab"
- ✓ Monitoring Report Tranche 1
- ✓ Monitoring Report Tranche 2
- ✓ Midterm Evaluation of Kitchen Garden
- ✓ Mid Term Evaluation tool of Business Development
- ✓ List of Trainers
- ✓ Kitchen gardening Monitoring Tool
- ✓ Business development monitoring Tool
- ✓ Items of Different small business trades
- ✓ Final List of business development beneficiaries
- ✓ Final List of kitchen gardening beneficiaries

Q11a - If no, why not: _____

Q12 - Do you think the duration of the training was sufficient? (1-Yes / 2-No)

Q12a - If no, why not: _____

Q13 - Do you think the timing of the training was sufficient? (1-Yes / 2-No)

Q13a - If no, why not: _____

Q14 - Did the trainer was competent and had grip of the topic? (1-Yes / 2-No)

Q14a - If no, why not: _____

Q15 - Are you satisfied with delivery methods? (1-Yes / 2-No)

Q15a - If no, why not: _____

Q16 - Was the behavior of the trainer acceptable? (1-Yes / 2-No)

Q16a - If no, why not: _____

Q17 - Did s/he answer your questions? (1-Yes / 2-No)

Q18 - If no, why not: _____

c. Personal (technical) Benefits

Q19 - What were the key learning's of the training?

- | | | |
|--------------------------------------|--------------------------|-------------------------------------|
| a. Income and Expenditure | <input type="checkbox"/> | k. Selection of Products & Services |
| b. Business planning | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Value addition | <input type="checkbox"/> | l. Inventory Control |
| d. Disaster Management | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Personal End. Competencies | <input type="checkbox"/> | |
| f. Marketing & Promotion Tips | <input type="checkbox"/> | |
| g. Financial Management and Planning | | |
| | <input type="checkbox"/> | |
| h. Behavior & Dealing with Customer | | |
| | <input type="checkbox"/> | |
| i. Display and organization | | |
| | <input type="checkbox"/> | |
| j. Competitor | | |
| | <input type="checkbox"/> | |

m. Other linkages _____

n. Others _____

d. Economic Benefits

Q20 - What was your previous income from this shop? Rs. _____

Q21 - What is your earnings now from this shop? Rs, _____

Q22 - What you think is the influencing factor of this increase? (1-better shop, 2-new products and varieties, 3-competencies, 4-others _____)

Q23 - Do you maintain your income and expenditure record? (1-Yes / 2-No)

Q23a - If yes, how: (1-Proper ledger, 2-manual registers, 3-computer, 4-Other _____)

Q24 - Do you analyze your monthly profit? (1-Yes / 2-No)

Q24a - If yes, what is the average profit per month Rs. _____ (average %age)

Q25 - Did you obtained microfinance or grant to established or re-establish your shop.

Q25a - If yes, how much Rs. _____

Q25b - From where _____

Q26 - Do you see other economic benefits of the trainings? (1-Yes / 2-No)

a. Customer increased

b. Products increased

c. Outlet increased

d. Low price due to whole sale link

e. Quality products in the shop

f. More variety and quantity

g. Service improved

h. Finish product market increased

i. More financial linkages developed

j. Others _____

e. Social / Community Benefits (Please explain the social benefits prior their response, e.g. respect, recognition, credits, inclusion, participation, decision making, etc.)

Q27 - Do you see any social benefits of BM training? (1-Yes / 2-No)

Q27a - If Yes, what: _____

Q28 - Do you see any benefit of your BM intervention in the community? (1-Yes / 2-No)

Q28a - If Yes, what: _____

Q28b - If no, why: _____

1. Do you think the community still visits out of district market for their needs? (1-Yes / 2-No)
No)
2. If Yes, for which needs

3. If No, why _____

Q29 – Did you share the training material with your family, friends, neighbors? (1-Yes / 2-No)

Q29a - If Yes, Were they able to understand and use the information (1-Yes / 2-No)

Q29b - If no, why: _____

Q30 – Did you share the training learning with your family, friends, neighbors? (1-Yes / 2-No)

Q30b - If yes, what are the results: _____

f. Continuity

Q31 – Would you be interested if more or refresher trainings are offered in future (1-Yes / 2-No)

Q32 - Would you like to know more about?

- | | |
|--|--------------------------|
| a. Entrepreneurship | <input type="checkbox"/> |
| b. Marketing | <input type="checkbox"/> |
| c. Publicity and Promotion | <input type="checkbox"/> |
| d. Bradding (rice, pulses, masalas) | <input type="checkbox"/> |
| e. Quality Control | <input type="checkbox"/> |
| f. Computer for accounting & balance sheet, etc. | <input type="checkbox"/> |
| g. Linkage Building | <input type="checkbox"/> |
| h. Etc. _____ | |

g. Cooperative / Interest groups

Q33 - Did you learn about the cooperatives or interest group? (1-Yes / 2-No)

Q34 - Do you know about the cooperatives of Interest Groups? (1-Yes / 2-No)

Q35 - If yes, are you a member of any group? (1-Yes / 2-No) _____ (name)

Q36 - If no, would you like to be a member of a similar produce group? (1-Yes / 2-No)

Q37 - Do you think, if a similar produce groups is made, would be helpful in your business / vegetable sale or linkages with vendors and market? (1-Yes / 2-No)

Q38 - What role you can play in that group (1-Leader, 2-Marketing, 3-Sale, 4-Linkages 5-Member)

Q39 - What were the limitations of that training?

- a. _____
- b. _____
- c. _____

Q40 - What is your suggestion to make the training more productive and profitable?

- a. _____
- b. _____
- c. _____

----- End -----

Q8a - If no, why not: _____

Q9 - Were you able to read and understand the handouts of the training booklet? (1-Yes / 2-No)

Q9a - If no, why not: _____

Q10 - Have you been introduced to new KG tools in trainings (1-Yes / 2-No)

Q10a - Are those tools are useful or you have better orientation of other tools? (1-Usefull, 2-Regular, 3-Not useful)

Q10b - Incase of not useful, which tools you suggest _____

Q11 - Did you receive the training on diet management too? (1-Yes / 2-No)

Q12 - Did you change your diet habits after the KG? (1-Yes / 2-No)

Q12a -= If Yes, how _____

Q12b - How it is different from before? (1-using calorie chart, 2-Increase fruit Intake, 3-Increase Vegetable, 4-Balanced with grains, 5-others _____)

Q13 - Do you think the duration of the training was sufficient? (1-Yes / 2-No)

Q13a - If no, why not: _____

Q14 - Do you think the timing of the training was appropriate? (1-Yes / 2-No)

Q14a - If no, why not: _____

Q15 - Was the trainer competent and had grip of the topic? (1-Yes / 2-No)

Q15a - If no, why not: _____

Q16 - Are you satisfied with delivery methods? (1-Yes / 2-No)

Q16a - If no, why not: _____

Q17 - Was the behavior of the trainer acceptable? (1-Yes / 2-No)

Q17a - If no, why not: _____

Q18 - Did s/he answer your questions? (1-Yes / 2-No)

Q19 - If no, why not: _____

c. Personal (technical) Benefits

Q20 - What were the key learning's of the training?

a. Soil Management

b. Nutrition Management

c. Vegetable selection

d. Plant selection

e. Seed Selection & Storage

f. Process of kitchen gardening

g. Methods of kitchen gardening (pots and lands)

h. On-season and off season vegetables

Impact Assessment of Capacity Building Intervention

- | | | | |
|-------------------------------------|--------------------------|------------------------------------|--------------------------|
| i. Use of Pesticides | <input type="checkbox"/> | m. KG a profitable business | <input type="checkbox"/> |
| j. Use and selection of Fertilizers | <input type="checkbox"/> | n. Saving trends in KG | <input type="checkbox"/> |
| k. Irrigation methods | <input type="checkbox"/> | o. Backward linkage building in KG | <input type="checkbox"/> |
| l. Disaster risk management | <input type="checkbox"/> | p. Forward linkage building in KG | <input type="checkbox"/> |
| q. Other linkages _____ | | | |
| r. Others _____ | | | |

Q21 - Did you also learn about selling the vegetables in the market? (1-Yes / 2-No)

Q22 - Did you also learn about sorting and grading during training? (1-Yes / 2-No)

Q23 - Are you practicing the same plants or tried other too at your own? (1-Yes / 2-No)

Q23a - If yes, which plant and why _____

d. Product Development

Q24 - Do you have sufficient produce to have the following trainings? (1-Yes / 2-No)

- | | |
|--|--------------------------|
| a. Preservation (onion, garlic, etc.) | <input type="checkbox"/> |
| b. De-hydration (onion, mint, chili, etc.) | <input type="checkbox"/> |
| c. Grinding (Chili, turmeric, ginger, etc.) | <input type="checkbox"/> |
| d. Jam & Jelly's (Mango, Apple, Plum, etc.) | <input type="checkbox"/> |
| e. Pickle and Sauce (Mango, garlic, onion, carrot, etc.) | <input type="checkbox"/> |
| f. Packing and Packaging | <input type="checkbox"/> |
| g. Quality Control | <input type="checkbox"/> |
| h. Use of Machinery | <input type="checkbox"/> |
| i. Etc. _____ | |

e. Economic Benefits

Q25 - Did the KG training increase your monthly income? (1-Yes / 2-No)

Q25a - What is your earnings from this intervention now: Rs. _____

Q25b - What is your savings from this intervention now: Rs. _____

Q25c - What are the influencing factor of this increase? (1-proper training, 2-motivation, 3-diversification in grow, 4-management, 5-other_____)

Q26 - Did you obtained microfinance or grant to established or re-establish your KG (1-Yes / 2-No)

Q26a - If yes, how much Rs. _____

Q26b - From where _____

Q26c - What did you do with that amount?

- a. Seeds
- b. Plants
- c. Tools
- d. Fertilizers
- e. Nutrition's
- f. Guides/manuals
- g. Services

h. Others _____

Q27 - Do you see other economic benefits of the trainings? (1-Yes / 2-No)

o. Selling vegetable in the market

p. Collecting seed for selling to others

q. Teaching other about kitchen gardening

r. Selling soil

s. Selling fertilizers

t. Selling pesticides

u. Helping others in their KG preparation

v. Others _____

f. Social / Community Benefits (Please explain the social benefits prior their response, e.g. respect, recognition, credits, inclusion, participation, decision making, etc.)

Q28 - Do you see any social benefits of KG training? (1-Yes / 2-No)

Q28a - If Yes, what: _____

Q29 - Do you see any benefit of your KG intervention in the community? (1-Yes / 2-No)

Q29a - If Yes, what: _____

Q29b - If no, why: _____

Q30 - Did you share the training material with your family, friends, neighbors? (1-Yes / 2-No)

Q30a - If Yes, Were they able to understand and use the information (1-Yes / 2-No)

Q31b - If no, why: _____

Q32 - Do you think your KG has impressed other HHs to start their own KG? (1-Yes / 2-No)

Q32a - If yes, who (get case study)

g. Continuity

Q33 - Would you be interested if more or refresher trainings are offered in future (1-Yes / 2-No)

Q34 - If Yes, What you would like to know? _____

h. Cooperative / Interest groups

Q35 - Did you learn about the cooperatives or interest group? (1-Yes / 2-No)

Q36 - Do you know about the cooperatives of Interest Groups? (1-Yes / 2-No)

Q37 - If yes, are you a member of any group? (1-Yes / 2-No) _____ (name)

Q38 - If no, would you like to be a member of a similar produce group? (1-Yes / 2-No)

Q39 - Do you think, if a similar produce groups is made, would be helpful in your vegetable sale or linkages with vendors and market? (1-Yes / 2-No)

Q40 - What role you can play in that group (1-Leader, 2-Marketing, 3-Sale, 4-Linkages 5-Member)

Q41 - What were the limitations of that training?

d. _____

e. _____

f. _____

Q42 - What is your suggestion to make the training more productive and profitable?

d. _____

e. _____

f. _____

----- End -----

Annex 04 – Refresher Training Curriculum for Business Management Training

Annex 05 – Refresher Training Curriculum for Kitchen Gardening Training

Annex 06 – Tables of Survey Findings - Business Management

Figure 50 - Establishing OR Re-Establishing

Responses	Female		Male		Total	
	#	%	#	%	#	%
Re-Established	17	100%	19	95%	36	97%
New Establishment	0	0%	1	5%	1	3%
Total	17	100%	20	100%	37	100%

Table 6 - Change of Business after Flood

Response	Female		Male		Total	
	#	%	#	%	#	%
Yes	17	100%	19	95%	36	97%
No	0	0%	1	5%	1	3%
Total	17	100%	20	100%	37	100%

Table 7 - Awareness of Selling/Shop Running Skills

Response	Female		Male		Total	
	#	%	#	%	#	%
Aware	3	18%	2	10%	5	14%
Not Aware	14	82%	18	90%	32	86%
Total	17	100%	20	100%	37	100%

Table 8 - Quality & Relevance of the Content

Response	Female		Male		Total	
	#	%	#	%	#	%
Satisfactory	2	12%	7	35%	9	24%
Un-Satisfactory	15	88%	13	65%	28	76%
Total	17	100%	20	100%	37	100%

Table 9 - Duration of the Training

Response	Female		Male		Total	
	#	%	#	%	#	%
Sufficient	15	88%	20	100%	35	95%
No sufficient	2	12%	0	0%	2	5%
Total	17	100%	20	100%	37	100%

Table 10 - Timing of the Training

Response	Female		Male		Total	
	#	%	#	%	#	%
Suitable	10	59%	19	95%	29	78%

Not Suitable	7	41%	1	5%	8	22%
	17	100%	20	100%	37	100%

Table 11 - Participation Satisfaction with Trainers Delivery

Response	Female		Male		Total	
	#	%	#	%	#	%
Satisfied	14	82%	20	100%	34	92%
Not Satisfied	3	18%	0	0%	3	8%
Total	17	100%	20	100%	37	100%

Table 12 - Trainers Behavior and Interpersonal Skills

Response	Female		Male		Total	
	#	%	#	%	#	%
Good	15	88%	20	100%	35	95%
Bad	2	12%	0	0%	2	5%
	17	100%	20	100%	37	100%

Table 13 - Trainers Technical Knowledge to Answer the Questions

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Answer	8	50%	18	90%	26	72%
Unable to Answer	8	50%	2	10%	10	28%
	16	100%	20	100%	36	100%

Table 14 - Key Learning's of the Training

Sr.	Components	Female		Male		Total	
1	Business planning	1	2%	7	12%	8	7%
2	Value addition	7	14%	6	10%	13	12%
3	Disaster Management		0%	2	3%	2	2%
5	Marketing & Promotion Tips	15	31%	17	28%	32	29%
6	Financial Management and Planning	3	6%		0%	3	3%
7	Behavior & Dealing with Customer	1	2%	1	2%	2	2%
8	Display and organization	13	27%	16	27%	29	27%
9	Competitor	2	4%	2	3%	4	4%
10	Selection of Products & Services	2	4%	2	3%	4	4%
11	Inventory Control	1	2%		0%	1	1%
12	Linkage Building	4	8%	7	12%	11	10%
	Total	49	100%	60	100%	109	100%

Table 15 - Maintaining Shop Records

Response	Female		Male		Total	
	No	%age	No	%age	No	%age

Maintained	12	71%	18	95%	30	83%
Not Maintained	5	29%	1	5%	6	17%
	17	100%	19	100%	36	100%

Table 16 - Tools used for Financial Record Management

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Proper Ledger	1	7%	0	0%	1	3%
Manual Register	14	93%	20	100%	34	97%
Computer	0	0%	0	0%	0	0
	15	100%	20	100%	35	100%

Table 17 - Analyzing the Monthly Profit

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Yes	9	53%	17	85%	26	70%
No	8	47%	3	15%	11	30%
	17	100%	20	100%	37	100%

Table 18 - Monthly /Income Profit from Shops

Sr	Response	Female		Male		Total	
		No	%age	No	%age	No	%age
1	0 - 5000	2	20%	2	11%	1	11%
2	5001 to 10000	6	60%	7	39%	3	33%
3	10001 - 15000	0	0%	4	22%	2	22%
4	15000 - 20000	1	10%	3	17%	1	11%
5	21001 - 25000	1	10%	1	6%	1	11%
6	25000 > above	0	0%	1	6%	1	11%
	Total	10	100%	18	100%	9	100%

Table 19 - Access to Microfinance or Personal Loan

Response	Female		Male		Total	
	#	%	#	%	#	%
Not obtained	15	94%	19	100%	34	97%
Obtained	1	6%	0	0%	1	3%
	16	100%	19	100%	35	100%

Table 20 - Key Benefits of the Trainings

Sr	Response	Female		Male		Total	
		No	%age	No	%age	No	%age
a	Customer increased	7	23%	6	20%	13	22%
b	Products increased	6	20%	9	30%	15	25%
c	Outlet increased	1	3%	1	3%	2	3%
d	Low price due to whole sale link	3	10%	3	10%	6	10%

e	Quality products in the shop	3	10%	5	17%	8	13%
f	More variety and quantity		0%		0%		0%
g	Service improved	8	27%	6	20%	14	23%
h	Finish product market increased	2	7%		0%	2	3%
i	More financial linkages developed		0%		0%		0%
Total		30	100%	30	100%	60	100%

Table 21 - Social Benefits of the Business Intervention

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Yes	12	71%	16	80%	28	76%
No benefits	5	29%	4	20%	9	24%
	17	100%	20	100%	37	100%

Table 22 - Benefits of Business Intervention in the Community

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Community benefits	11	73%	17	85%	28	80%
No Benefits	4	27%	3	15%	7	20%
	15	100%	20	100%	35	100%

Table 23 - Sharing of Training Material and Learning with Community Members

Response	Female		Male		Total	
	No	%age	No	%age	No	%age
Yes	5	29%	6	30%	11	30%
No	12	71%	14	70%	26	70%
	17	100%	20	100%	37	100%

Table 24 - Topics for Future Trainings

Sr.	Response	Female		Male		Total	
		No	%age	No	%age	No	%age
a	Entrepreneurship / Business Management	15	41%	20	43%	35	42%
b	Marketing	16	43%	19	41%	35	42%
c	Publicity and Promotion	0	0%	0	0%	0	0%
d	Branding (rice, pulses, masalas)	0	0%	0	0%	0	0%
e	Quality Control	1	3%	2	4%	3	4%
f	Computer for accounting & balance sheet, etc.	0	0%	0	0%	0	0%
g	Linkage Building	5	14%	5	11%	10	12%
Total		37	100%	46	100%	83	100%

Survey Findings - Kitchen Gardening

Table 25 - Vegetable Growing Practice (Before Flood)

Response	Male		Female		Total	
	#	%	#	%	#	%
Practice Before	16	59%	1	14%	17	50%
Did not Practice Before	11	41%	6	86%	17	50%
Total	27	100%	7	100%	34	100%

Table 26 - Savings from Kitchen Gardening Vegetable (Before Flood)

Response	Male		Female		Total	
	#	%	#	%	#	%
0 - 1000	11	41%	6	22%	16	59%
1000-1500	2	7%	0	0%	2	7%
1500-2000	5	19%	0	0%	1	4%
2000-2500	1	4%	1	4%	2	7%
2500-3000	4	15%	0	0%	3	11%
4000-5000	1	4%	0	0%	1	4%
5000-6000	1	4%	0	0%	1	4%
Irregular saving	2	7%	0	0%	1	4%
Total	27	100%	27	26%	27	100%

Table 27 - Profit from Selling Vegetable (before Flood)

Response	Male		Female		Total	
	#	%	#	%	#	%
No Profit	16	59%	1	14%	17	50%
No Response	11	41%	6	86%	17	50%
Total	27	100%	7	100%	34	100%

Table 28 - Source of Vegetables and Fruit before Flood

Response	Male		Female		Total	
	#	%	#	%	#	%
Neighbors	0	0%	1	14%	1	3%
Market	11	41%	5	71%	16	47%
NA	16	59%	1	14%	17	50%
Total	27	100%	7	100%	34	100%

Table 29 - Awareness about Diet Management

Response	Male		Female		Total	
	#	%	#	%	#	%
Aware of Diet Management	16	59%	2	29%	18	53%
Not Aware of Diet Management	11	41%	5	71%	16	47%
Total	27	100%	7	100%	34	100%

Table 30 - Awareness about the Benefits and limitation of unbalance diet

Response	Male		Female		Total	
	#	%	#	%	#	%
Aware before	17	63%	2	29%	19	56%
Not aware before	9	33%	5	71%	14	41%
NA	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 31 - Prior Experience of Kitchen Gardening

Response	Male		Female		Total	
	#	%	#	%	#	%
Prior Experience of proper kitchen gardening	6	22%	1	14%	7	21%
No Experience Before	19	70%	5	71%	24	71%
No Response	2	7%	1	14%	3	9%
Total	27	100%	7	100%	34	100%

Table 32 - Comfort ability Level of Training Material

Response	Male		Female		Total	
	#	%	#	%	#	%
Yes	19	70%	6	86%	25	74%
No	7	26%	1	14%	8	24%
Did not received book let	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 33 - Benefits of Kitchen Gardening Training

Response	Male		Female		Total	
	#	%	#	%	#	%
Using calorie chart	0	0%	0	0%	0	0%
Increase fruit Intake	0	0%	0	0%	0	0%
Increase Vegetable	23	85%	7	100%	30	88%
Balanced with grains	1	4%	0	0%	1	3%
Good health	2	7%	0	0%	2	6%
NA	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 34 - Timing of the Training

Response	Male		Female		Total	
	#	%	#	%	#	%
Yes	25	93%	7	100%	32	94%
No	1	4%	0	0%	1	3%
NA	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 35 - Key Learning's of the Training

Response	Male		Female		Total	
	#	%	#	%	#	%

Soil Management	26	10%	7	10%	33	10%
Nutrition Management	25	10%	7	10%	32	10%
Vegetable selection	16	6%	3	4%	19	6%
Plant selection	5	2%	2	3%	7	2%
Seed Selection & Storage	23	9%	7	10%	30	9%
Process of kitchen gardening	24	9%	6	8%	30	9%
Methods of kitchen gardening (pots and lands)	24	9%	7	10%	31	9%
On-season and off season vegetables	3	1%	0	0%	3	1%
Use of Pesticides	4	2%	0	0%	4	1%
Use and selection of Fertilizers	3	1%	2	3%	5	1%
Irrigation methods	16	6%	4	6%	20	6%
Disaster risk management	18	7%	6	8%	24	7%
KG a profitable business	8	3%	3	4%	11	3%
Saving trends in KG	13	5%	4	6%	17	5%
Backward linkage building in KG	27	10%	7	10%	34	10%
Forward linkage building in KG	27	10%	7	10%	34	10%
	262	100%	72	100%	334	100%

Table 36 - Sorting and Grading Skills

Response	Male		Female		Total	
	#	%	#	%	#	%
Know	16	59%	3	43%	19	56%
Don't Know	11	41%	4	57%	15	44%
	27	100%	7	100%	34	100%

Table 37 - Experiment of New Plants

Response	Male		Female		Total	
	#	%	#	%	#	%
Experimented	22	81%	4	57%	26	76%
No experiment	5	19%	3	43%	8	24%
	27	100%	7	100%	34	100%

Table 38 - Sufficient Produce for Value Addition

Response	Male		Female		Total	
	#	%	#	%	#	%
Sufficient	18	67%	5	71%	23	68%
Not Sufficient	8	30%	2	29%	10	29%
NA	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 39 - Value Addition and Use to Surplus Vegetables

Response	Male		Female		Total	
	#	%	#	%	#	%
Preservation (onion, garlic, etc.)	16	11%	5	12%	21	11%

De-hydration (onion, mint, chili, etc.)	19	13%	6	14%	25	13%
Grinding (Chili, turmeric, ginger, etc.)	21	14%	6	14%	27	14%
Jam & Jelly's (Mango, Apple, Plum, etc.)	22	15%	6	14%	28	15%
Pickle and Sauce (Mango, garlic, onion, carrot, etc.)	22	15%	5	12%	27	14%
Packing and Packaging	13	9%	4	9%	17	9%
Quality Control	13	9%	5	12%	18	9%
Use of Machinery	23	15%	6	14%	29	15%
Total	149	100%	43	100%	192	100%

Table 40 - Savings from the Kitchen Gardening

Response	Male		Female		Total	
	#	%	#	%	#	%
1000-1500	3	11%	2	29%	5	15%
1500-2000	9	33%	2	29%	11	32%
2000-2500	1	4%	0	0%	1	3%
2500-3000	7	26%	1	14%	8	24%
3000-3500	2	7%	1	14%	3	9%
3500-4500	2	7%	0	0%	2	6%
4500-5000	1	4%	1	14%	2	6%
5000-6000	2	7%	0	0%	2	6%
Total	27	100%	7	100%	34	100%

Table 41 - Earning from Kitchen Gardens

Response	Male		Female		Total	
	#	%	#	%	#	%
0	23	85%	6	86%	29	85%
0 - 500	1	4%	1	14%	2	6%
1500-2000	1	4%	0	0%	1	3%
2000-2500	1	4%	0	0%	1	3%
2500-3000	1	4%	0	0%	1	3%
Total	27	100%	7	100%	34	100%

Table 42 - Indirect Economic Benefits of Kitchen Gardening Intervention

Sr.	Response	Male	Female	Total
1	Selling vegetable in the market	18	4	22
2	Collecting seed for selling to others	10	1	11
3	Teaching other about kitchen gardening	11	1	12
4	Selling soil / Compost/ Organic Manure	23	6	29
5	Selling fertilizers	23	6	29
6	Selling pesticides	23	6	29
7	Helping others in their KG preparation	8	1	9
	Total	116	25	141

Table 43 - Type of support for Making Kitchen Gardening Profitable

Response	Male		Female		Total	
	#	%	#	%	#	%
Proper Training	22	81%	5	83%	27	87%
Diversification	0	0%	0	0%	0	0%
Motivation	2	7%	0	0%	2	6%
Management	0	0%	0	0%	0	0%
Other factors	3	11%	1	17%	2	6%
Total	27	100%	6	100%	31	100%

Table 44 - Access to Micro Finance

Response	Male		Female		Total	
	#	%	#	%	#	%
Accessed	1	4%	2	29%	3	9%
Did not access	25	93%	4	57%	29	85%
NA	1	4%	1	14%	2	6%
Total	27	100%	7	100%	34	100%

Table 45 - Amount of Loan Received

Response	Male		Female		Total	
	#	%	#	%	#	%
1000	0	0%	1	14%	1	3%
500-1000	0	0%	1	14%	1	3%
8000	1	4%	0	0%	1	3%
No Access	26	96%	5	71%	31	91%
Total	27	100%	7	100%	34	100%

Table 46 - Increase in Social Benefits

Response	Male		Female		Total	
	#	%	#	%	#	%
Yes	22	81%	5	71%	27	79%
NA	5	19%	2	29%	7	21%
Total	27	100%	7	100%	34	100%

Table 47 - Sharing and Understand the Training Material

Response	Male		Female		Total	
	#	%	#	%	#	%
Shared	24	89%	3	43%	27	79%
Did not Shared	0	0%	4	57%	4	12%
No Response	3	11%	0	0%	3	9%
Total	27	100%	7	100%	34	100%

Table 48- Non-beneficiaries started their own Kitchen Gardens

Response	Male		Female		Total	
	#	%	#	%	#	%
Replicated Kitchen Gardens by Non-beneficiary group	18	67%	3	67%	21	67%
No replication	5	30%	4	30%	9	30%
No Response	4	4%	0	4%	4	4%
Total	27	100%	7	100%	34	100%

Table 49 - Interest in Refresher Training

Response	Male		Female		Total	
	#	%	#	%	#	%
Interested	23	67%	6	67%	29	67%
Not Interested	4	30%	1	30%	5	30%
Total	27	97%	7	97%	34	97%

Table 50 - Interest to Join Cooperative or Interest Groups

Response	Male		Female		Total	
	#	%	#	%	#	%
Productive	24	89%	7	100%	31	91%
Not productive	3	11%	0	0%	3	9%
Total	27	100%	7	100%	34	100%

Table 51 - Would Interest Group will be helpful

Response	Male		Female		Total	
	#	%	#	%	#	%
Helpful	25	93%	7	100%	32	94%
No Helpful	2	7%	0	0%	2	6%
Total	27	100%	7	100%	34	100%

Table 52 - Role in the Cooperative or Interest Group

Sr.	Response	Male		Female		Total	
		#	%	#	%	#	%
1	Leader	2	7%	0	0%	2	6%
2	Marketing	6	22%	0	0%	6	18%
3	Sale	1	4%	0	0%	1	3%
4	Linkages	1	4%	1	14%	2	6%
5	Member	13	48%	6	86%	19	56%
6	Any Level	1	4%	0	0%	1	3%
7	NA	3	11%	0	0%	3	9%
Total		27	100%	7	100%	34	100%

