

Framework Contract Beneficiaries 2013 – EuropeAid/132633/C/SER/multi
Lot 9: Culture, Education, Employment and Social

RfS 2015/367278 – Version 1

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

Provision of Access to Market Driven Training and Employment Opportunities to Vulnerable Youth and Women in Rural Districts of Southern Punjab' project

Submission Date:

May 2016

Team:

Hari Pradhan, PhD

Bilquis Tahira



This project is funded by
the European Union



A project implemented by the
PROMAN Consortium

DISCLAIMERS

This report has been prepared with the financial assistance of the European Commission. The contents of this publication are the sole responsibility of PROMAN and can in no way be taken to reflect the views of the European Union.

This report has been discussed with the international expert concerned in relation to the input work plan agreed with the Client, the expert's terms of reference and to ensure it contains relevant issues and recommendations, which have been discussed in a debriefing session with the Client.

This document has been prepared for the titled project or named part thereof and should not be relied on or used for any other project without an independent check being carried out as to its suitability and prior written authority of the Framework Contract Management (PROMAN) being obtained. PROMAN accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purpose for which it was commissioned. Any person using or relying on the document for such other purposes agrees, and will by such use and reliance be taken to confirm his agreement to indemnify PROMAN for all loss and damage resulting therefrom. PROMAN accepts no responsibility or liability for this document to any party other than the person by whom it was commissioned.

To the extent that this report is based on information supplied by other parties, PROMAN accepts no liability for any loss or damage suffered by the client, whether contractual or tortuous, stemming from any conclusions based on data supplied by parties other than PROMAN and used by PROMAN in preparing this report.

CONTENTS

LIST OF ABBREVIATIONS	4
EXECUTIVE SUMMARY	5
MAIN REPORT	9
1. THE CONTEXT	9
2. METHODOLOGY	9
3. INTRODUCTION TO THE PROJECT	10
4. PROJECT DESIGN	12
5. ASSESSMENT OF PROJECT DELIVERY	12
5.1. PROJECT RELEVANCE	12
5.2. PROJECT EFFECTIVENESS	14
5.3. PROJECT EFFICIENCY	22
5.4. IMPACTS – OUTCOME AND EARLY SIGNS OF IMPACT	23
5.5. SUSTAINABILITY/ EXIT STRATEGY	27
5.6. PROJECT INNOVATIONS.....	28
5.7. EU VISIBILITY.....	28
5.8. GENDER AND SOCIAL INCLUSION	29
5.9. LESSONS LEARNED	29
5.10. ISSUES AND CHALLENGES	29
6. CONCLUSIONS AND RECOMMENDATIONS	30

LIST OF ABBREVIATIONS

Acronym/abbreviation	Meaning
BIAs	Business and Industry Associations
DACUM	Developing a Curriculum
DoA	Description of the Action
FGD	Focus Group Discussion
GCUF	Government Collage University Faislabad
M&E	Monitoring and Evacuation
MFI	Micro Finance Institutions
MIP	Multi-year Indicative Plan
NAVTTTC	National Vocational and Technical Training Commission
NRSP	International in partnership with National Rural Support Program
OJT	On the-Job-Training
PKR	Pakistan Rupee
R/AC	Refrigeration and Air Conditioning
RMA	Rapid Market Appraisal
ROM	Results Oriented Monitoring
SDG	Sustainable Development Goal
TEVTA	Technical Education and Vocational Training Authority
ToT	Training of Trainers
TST	Trade-Specific Training
TVET	Technical and Vocational Education and Training

EXECUTIVE SUMMARY

The Context

With objectives to increase access of youth and rural women to support marginalized young men and women aged 15-29 year to secure meaningful, well-paid employment and self-employment through improving access to effective market-driven TVET and creating linkages with employers and credit facilities, this project was implemented by Plan International in partnership with National Rural Support Program (NRSP). In order to examine the project achievements, this evaluation mission was administered by EUD with objective 'to assess project implementation in terms of relevance, efficiency, effectiveness, impact to-date, and sustainability of the activities that have been undertaken.

The Methodology

The assignment started with desk review of relevant documents including national policies and international development instruments. The relevant project documents included Description of Action (DOA), Result Oriented Monitoring (ROM) and market assessment report (Plan Pakistan TVET in Southern Punjab). Project's interim progress reports, midterm review and outcome study reports were other valuable sources of data and information. Findings from review were substantiated by data and information collected during Focus Group Discussion (FGDs) with stakeholders – EUD, and project functionaries of Plan and NRSP as well as the government, training providers, graduates, employers and parents. Briefing meetings at EUD and Plan office, which were also participated in by NRSP representatives allowed evaluators to get an overview of the project achievements. Visits to training institutes and graduates' workshops/shops provided valuable evidence helping substantiate the findings. The preliminary findings were shared with the Plan and NRSP Project Team at its office in Islamabad.

Assessment of Project Delivery

Project Effectiveness: The Project had a very strong awareness component and had its reach in more villages than it targeted. Creating awareness in TVET was one of the key activities of the project which started with social mobilization from the outset of the project. This preparatory process together with social mobilization also involved meetings and workshops at the district and community level, theatre performances, radio messages, and distribution of Information, Education, and Communication (IEC) materials. A three-day long Handy Skills training was the next step with the objectives to: i) contribute in awareness creation on TVET; ii) prepare young women and men for some initial technical work in the rural areas itself; and iii) prepare youth for three month long training. All these approaches – social mobilization, awareness programmes and handy skills training – helped the project effectively achieve its program targets. Overall, it reached 29,213 young people (direct & indirect beneficiaries) and household members.

The project delivered its services through public, private and NGO training providers. To enhance the capacity of government institutes, the project provided needs based machinery and equipment as well as infrastructure support. Private sector TVET institutes were also provided with lab enhancement and other equipment support. All the institutes engaged with the project were provided capacity building trainings for staff. The support proved to be of very helpful to the beneficiary institutes for managing trainings effectively.

The project followed a thorough and systematic process for selecting potential trainees. In order to enhance precision in addressing the needs, it carried out needs assessment at the community level and needs identification at the candidate level. In order to facilitate effective training, it developed 15 training modules, which are a contribution to the national TVET system. Despite some issues, 52 employers were involved in this process. It was a direct result of the standing MoU the project had with 66 such employers. Using this process, the project identified a large number of trades. Among them tailoring, uniform making, advance dress making/ boutique, beautician, appliqué, baby garments, fabric printing and embroidery training were the three months long training preferred by

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

females. Motorcycle repair, refrigerator/air conditioning (R/AC), mobile repair and UPS maintenance were the trades popular among males.

The project almost reached its target on handy skills training and also the trade-specific training. All these three month long trainings were free-of-cost. The project was able to deliver its targets in enrolment and graduation with OJT/internship facility to 256. The training program was noted for its high level of emphasis on practical training, which was possible again due to its engagement with employers. Its financial linkage facility was critically important for some graduates for starting their own business. The project also provided transportation facility and toolkits to almost all its graduates. Finally, it had provision of certification by Skill Development Council Islamabad which is considered a good part of the project.

Project Efficiency: Although the project was targeted for 42 months, it was allowed an additional three months' no cost extension period. Except for employment and income verifications, the project has completed most of its activities within this period. The total resource available for the project was EUR 2,484,725.57. Divided over the cumulative costs, the average training cost for each trainee comes to Euro 607 (PKR 72,260) per trainee which seems high for training of three months' duration. However, this average figure is reduced to Euro 565 (PKR 67,230) if the administrative cost is deducted from the cumulative cost. The project was well resourced with required staff with both Plan and NRSP.

Project Impacts – Outcome and Early Signs of Impact: Project impacts are measured using the employment and income outcomes and other relevant indicators as early signs of impact.

With an 81% employment rate, the project was able to surpass its employment target. Of them, more than 86% were in self-employment which included small business/micro enterprises. Given the overwhelmingly informal nature of economy, it was reasonable for the project to encourage graduates for self-employment. The entrepreneurship component of training, financial linkages and toolkits provided by project played a major role in achieving this success. The wage employment was possible due to the project's innovative way of working with small/micro scale business and industry owners who did not only work as trainers for market-driven training but also hired their own trainees. In other words, these trainer/employers trained people by keeping their own needs in perspective. This is one of the reasons for project's success. This project has proved that the productive engagement of employers is useful for achieving TVET outcomes of employment and income. This project has also proved that such engagement is possible.

Assessing income was challenging work for evaluators. As per respondents, income of male graduates engaged in trades such as electrical and motorcycle ranged between PKR 6000 and 8000, which was higher than the figures identified by the baseline study. Similar to other projects, females with beautician and embroidery trades were able to earn at least PKR 3000 but as these occupations are seasonal; their income has the tendency to increase during marriage and festival seasons. In all cases, with experience, income of these graduates has potential to increase over time.

Both these outcomes will be verified by an end of project evaluation that the project has planned to carry out during the first half of 2016. Apart from these visible results, it was very encouraging to see the changes the respondents have experienced. Many respondents reported that their new skills have facilitated employment. Due to the skills-led employment and income, they have access to and presumably, some control over the resources. Most importantly, the community also feel some signs of impact. They feel that market has emerged in their own locality and hence feel relieved as they do not need to travel to urban areas for simple things such as stitching their clothes or getting parlour services. Evaluators feel that the project led economic activities might help other economic activities to emerge as well.

Sustainability/ Exit strategy: As many of the training providers who the project worked with were public institutes, there is possibility of continuing the project approaches/innovations. Indications of such continuity were already noted by evaluators during the field mission. There is also a possibility that institutes will continue enrolment of rural underprivileged youth in training. Cost of training at public training institutes is low, which might make it possible for the poor to afford these trainings.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

As the PVTI institutes and Sanatzaars are permanent structures, they could continue offering the new courses they now have. Even the private institutes can continue offering the trades such as mobile training as they appeared professional. Incentive based/shared innovative partnership between the Sanatzaar, and private sector trainers and registered graduates are some interesting examples that can be expected to continue.

Conclusions and Recommendations

The project was able to deliver its output level targets. It was also able to achieve its employment outcome. Its income outcome was on the right track with potential to contribute to impact level objectives. Overall, the project represents a good model of training. Yet, during the field mission, the evaluators were able to discover some areas where improvements could have been made. The corresponding recommendations are considered to be useful for future TVET endeavours.

Although the project was able to complete almost all outputs with visible outcomes which in turn have indicatively paved way towards impact, the project results could have been heightened by enhancing the capacity of Plan and NRSP staff on TVET. Such capacity building work could have been focused on planning and management of TVET projects. As DYNs are expected to sustain and also deliver some of important project activities such as information exchange, it is even more important to ensure the DYN leadership has all the required skills.

Although handy skills trainings have some understandable limitations, using it as social mobilization tool/entry point mechanism has proven to be a good strategy. It demonstrated its potential to help individuals, households and communities. It was an opportunity for young females to understand the relevance and importance of technical training. The graduates with employment – wage or self were very happy with the project as it brought a turning point in their life. They feel that they now have employment and income enhancing their status in the family and community. Females feel somewhat liberated as they can move out of houses and enjoy some financial resources of their own. These are indications of success. Part of the credit for this success goes to project strategy that made provision for productively engaging employers in the training process. However, with more OJT opportunities for employment results could have been further enhanced. Considering the early stages of skills learning, Plan and NRSP team should follow up with graduates and provide necessary technical backstopping support. This is possible by mobilizing competent graduates who could even work as production centre in their villages. This post-training support is necessary as many of these self-employed entrepreneurs appeared to be in need of market linkages support.

Part of the project success can also be attributed to M&E system. It was more systematic and results oriented than many other similar projects. Still it would have been more effective, were such assessments done immediately after completion of each chapter of the curriculum.

The project decision of delivering training through public, private and NGO training providers was a welcome approach. However, all these training institutes were centre-based which required rural youth to travel from their villages to urban areas. While recognizing the invaluable opportunity this provision provided to women, there was room for testing mobile-training approach to enhance the cost-efficiency. This could have been done either through the public institutes who apparently need to have such learning or by working with private training providers using outcome-based payment approach. This payment system could be further enhanced by applying a differential pricing mechanism.

The graduates, particularly females, seem to have higher level of awareness. They are confident in the work they do and are also capable of communicating with outsiders. The parents' perception of project contribution was very high. They think the small enterprises started by graduates such as tailoring and beauty parlour in their own neighbourhood has indications of the emergence of a new market. They believe that the 'Market has come closer to them'. This realization proves the importance of training and shows that the achievements can be further enhanced by developing small scale private sector technical training providers. These achievements encourage both Plan and NRSP to continue skills training activities.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

Finally, as the project has tested some innovative approaches – handy skills training, allowing private trainers to use public institute facilities, opening outreach training centres, using training institutes as linking-points between market and graduates, contracting out of training facilities by Sanatzaars – these initiatives need to be properly documented and disseminated. Many of these achievements could also be made important agenda items in the policy dialogue process contributing to enhancing existing national TVET Policy.

MAIN REPORT

Provision of Access to Market Driven Training and Employment Opportunities to Vulnerable Youth and Women in Rural Districts of Southern Punjab

1. THE CONTEXT

The European Union Delegation (EUD) in Pakistan hired two consultants in December 2015 through PROMAN to conduct the final evaluation of the project 'Provision of Access to Market Driven Training and Employment Opportunities to vulnerable Youth and Women in Rural Districts of Southern Punjab'. The Terms of References (Annex I) state the global objective of the assignment as 'to conduct final evaluation of the project' with specific objective as 'to assess project implementation in terms of relevance, efficiency, effectiveness, impact to-date, and sustainability of the activities that have been undertaken'. This evaluation is expected to provide the decision-makers in the Government of Pakistan, the EU and other key stakeholders with an independent assessment of: i) the overall performance of the project, paying particular attention to the impact of the project actions against its objectives, its sustainability and the effectiveness and feasibility of phasing out strategy. The report is also expected to identify key lessons and propose practical recommendations for follow-up and replication actions. The evaluation was carried out within this given context.

2. METHODOLOGY

Apart from the desk review, following the approved methodology, evaluators made field visits in Muzaffargarh and Layyah, the project districts. During these visits, they were able to meet National Rural Support Program (NRSP), the local implementing partner; skills training institutes/TEVTAs/VTIs; employers, graduates, parents and government functionaries. The details of the respondents are presented in Annex II. Depending upon the availability of time, these meetings were carried out in group or individually. The evaluators ensured independent opinion of respondents by interviewing only the targeted respondents. The evaluation methodology is explained in the following paragraphs.

Desk review

The assignment started with review of relevant documents - National Skills Strategy 2009, National TVET Policy 2014 and Pakistan Vision 2025. The other documents that provided important information and data included Description of Action (DoA), Results Oriented Monitoring (ROM) report and narrative and financial reports submitted by Plan Pakistan TVET project in Southern Punjab. The information shared in the interim progress reports was very useful for understanding the progress and achievements, particularly against the log frame indicators. Financial reports with the aim to assess project's financial efficiency were also analysed. The references details are presented in Annex III.

Briefings with the EU Delegation (EUD)

Before starting the field work, evaluators were briefed by EUD Human Resource Development Advisor, also responsible for the Technical and Vocational Education and Training (TVET) sector and this assignment. This meeting was critically important for evaluators to get an overview of the project and discuss relevant issues. During the meeting, the team also reviewed the mission TOR and shared the proposed methodology, tools and work plan and also agreed on changes, as required.

Briefing with the Implementing Partner and its Local Partners

The field mission started with briefing meeting with the Plan International staff at Multan. The meeting was led by its senior staff from its main office in Islamabad and was participated by NRSP project manager and a large number of project staff, both female and male. During the meeting, the

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

project team made a detailed presentation on progress in Punjab which helped evaluators to further their understanding on project and its progress.

Field Work

The team made field visits to collect detailed qualitative information for better understanding of the project contributions. During the visits in Muzaffargarh and Layyah districts (Fig 1), the evaluators met a large number of stakeholders. The inputs from field were very important to assess the training process including employment, market/financial linkages, achievements, challenges and issues. Interview with NRSP was focussed on assessment of their physical and HR capacity, training quality, wrap-around and post training support services. During FGDS, graduates were asked about training, the type of employment they currently had, the level of income and its use. FGDS also included assessment of early signs of impact i.e. the changes the new income has indicatively brought in their livelihoods. Details of the questions and data and information collection formats are presented in Annexes IV.

Debriefing - After completion of the field work and preliminary analyses, the evaluation team had a detailed debriefing with Plan International and NRSP team in Islamabad which was participated also by their senior staff members. During the meeting, evaluators' findings including strengths and weaknesses particularly the training outcomes were briefed. The meeting was very lively as there were lot of interesting questions led discussions. The evaluation team also made recommendations they thought were appropriate to share at that point of evaluation process. With some clarifications, the project team accepted the major findings as realistic. It was followed by debriefing at the EUD Office.

Limitations of the Study –Due mainly to the limited time available for the study, the evaluation team relied mainly on the desk review, FGDS, some interviews and observations. It did not have opportunity to carry out research in a systematic manner.

3. INTRODUCTION TO THE PROJECT

Project Goals and Objectives

The project overall goal was to economically empower disadvantaged youth in deprived rural areas of the three districts of Southern Punjab by engaging them in viable employment and livelihood strategies. The specific objective was to support marginalized young men and women aged 15-29 year to secure meaningful, well-paid employment and self-employment through improving access to effective market-driven TVET and creating linkages with employers and credit facilities.

Project Districts and Communities

As mentioned above, the project was implemented in Muzaffargarh, Rajanpur and Layyah of Punjab (Fig 1). It targeted to train 3694 youths including 2,350 females and 100 people with disability (PWD).

Key Results of the Project

The key results expected from the project included: i) TVET institutions deliver accredited, market-driven, competency-based training appropriate for rural youth, women and young PWD; ii) Employers formally linked with targeted TVET institutions and contributing to the design of competency-based curricula, and supporting job placements and apprenticeships for the trained youth; iii) 3,694 vulnerable young men and women supported to access free enterprise and skills training and with job placement services; and iv) Increased recognition of the value of vocational training amongst 133 communities particularly for young women and youth living with disabilities.



Project Partners and Management

While Plan International was in the lead, the major role of implementation in the field was entrusted to National Rural Support Program (NRSP), a reputed national NGO. As mentioned in the Description of the Action (DoA) and explained below, there was clear segregation of the responsibilities between the two partners.

According to the Description of Action, **Plan International** was responsible for overall coordination, monitoring and implementation of the project. It was also supposed to take the lead on community mobilization at the grassroots level, improving access to information about TVET services, organising youth groups, undertaking awareness campaigns targeted at community gatekeepers and providing free TVET places to 3,694 young people; also taking the lead on organising youth forums at district, provincial and national level. **National Rural Support Programme (NRSP)**, the partner in the project was to assume responsibility for field research and capacity assessments of local TVET institutes. Based upon the field research findings, NRSP was to support the development of new competency based curricula and ToT training programmes, development and delivery of the work skills and enterprise development modules as well as workforce preparation 'handy skills' training. NRSP was also to facilitate signing of MoUs with 40 local enterprises, and facilitate their involvement in curricula design, job placements and establish linkages with targeted TVET institutions. Additionally, NRSP was responsible for creating awareness of the value of women-friendly employment schemes, access for those with disabilities, and the ILO decent work standards agenda.

These activities are explained in the relevant Chapters of this report.

Monitoring and Evaluation Provision

The M&E system as detailed in Annex V reveals NRSP's major role in field monitoring. This responsibility was shared by Plan but to a limited degree only. The project also maintained trainee database with baseline information which was helpful for monitoring their progress and making follow up after their graduation. The project had also carried out a baseline study (referred to as HTSPE study in this report), which proved to be very important resource for comparing some of the major findings of this evaluation.

4. PROJECT DESIGN

The project was appropriately designed to address skilling needs of the communities. Appropriateness of various components of the project as presented in DOA is explained through relevance, effectiveness, efficiency and impact chapters. It has clearly explained the expected results and is also tied up with indicators, which is again summarized in the project log frame.

The design includes **NRSP** with extensive experience of working with communities. Roles between Plan and NRSP were clearly defined and suit their respective strengths. The project was built on NRSP's experience with TVET and its presence in Punjab. One of the strengths of the project was that it envisaged employers' productive engagement at the results level. The project has proven that such engagement through standing MoUs is possible even in short term skills training. Proving this model is one of the important contributions of the project.

The project results chains are clearly established with specified indicators. For instance, at the outcome level it has targeted achieving 75% graduates reporting employment and increase in income outcomes. All the four output level results are connected to each other and contribute to the outcome level results. Indicators at each level of results are properly identified. The only area where the log frame could have been improved was: i) decreasing number of indicators; and ii) removing activity related indicators such as 'Number of consultative meetings between employers and TVET institutions.

Although the project contains elements of good skills training process, it would have been much better if essentials of skills training management – preparation of project operational manual, RMA, competency monitoring, OJT and employment placement planning and employment and income outcomes verification – were categorically and systematically planned in the project.

5. ASSESSMENT OF PROJECT DELIVERY

5.1. Project Relevance

Relevance of the project was assessed based on national policy framework and international development instruments. This criterion was also analysed based on general trends at the national level and particular needs in the target districts. Finally, relevance was examined also in terms of suitability of the project design, particularly the log frame results and indicators.

The National Policy Framework Context

Pakistan TVET is guided by national policy instruments that include Vision 2025¹, The National Skills Strategy 2009 - 2013² and the National TVET Policy 2014³.

Vision 2025 has emphasis on entrepreneurial private sector with potential to generate jobs. Accordingly, the document explains government's commitment to skills development by setting up vocational and technical training centres with anticipation to improve youth employability. In line with this vision, youth entrepreneurship is promoted. Internships and job counselling are expected to help youth transition to work life.

The National Skills Strategy 2009-13 is another policy instrument that has clearly spelled out three objectives: i) providing relevant skills for industrial and economic development; ii) improving access, equity and employability; and iii) assuring quality to address the major issues confronting the TVET system. The project interventions were relevant in view of at least the first two objectives.

¹Planning Commission/GoP. 2014. Pakistan Vision 2025 One Nation – One Vision. Author.

²NAVTTTC. 2009. The National Skills Strategy 2009 – 2013. Author.

³NAVTTTC/ (Ministry of Federal Education and Professional Training (MoFEPT). 2015. Skills for Growth and Development. A TVET Policy for Pakistan. Author.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

The TVET Policy 2014 has put high importance on increasing training opportunities for young people as well as on re-skilling existing workers, implementing the NVQF and CBT&A. The policy also puts emphasis on forging public-private partnerships and increasing the private sector role in the governance of TVET.

The International Development Context and Tools

The EU Country Strategy clearly states its interest to support the development of TVET and is in line with the EU policy for Development Cooperation adopted in 2011 through the EU Agenda for Change. The MIP 2014-2020 indicates TVET as one of the priority sectors for EU cooperation with Pakistan.

The Millennium Development Goals, which was the collaborative international development agenda covering the period between 1990 and 2015 had no mention on TVET/skills development. However, role of TVET has been recognized by and placed well in the Sustainable Development Goals (SDGs), which is expected to remain under implementation until 2030. The level of importance the SDG has given to TVET has been explained by the four out of seven education targets related to skills development. This provision also indicates the emphasis governments have put on TVET/skills development.

Need for Employment and Income for the Target Population

The project is justified on the basis of its implementation in the poorest and deprived districts of the province. As per the DoA, the incidence of poverty was very high in these districts - Muzaffargarh (56%), Rajanpur (54%) and Layyah (41%) and also suffers from low literacy. Enhancing the employability and self-employment opportunities for youth and particularly females was a prerequisite for mitigating the risk of further poverty and marginalization (HTSPE 2013⁴). As even short term skills trainings, if managed well, possesses the proven power to address poverty to some degree, this indicator alone is sufficient to validate the project interventions. The populations rely mainly on agricultural and animal husbandry (HTSPE 2013⁵). Small and micro enterprises sporadically exist but as informed by employers during the FGDs, finding appropriately skilled workforce is difficult. As per the DoA, the unemployment rate in the target districts stood at 20.3%, even higher than national average (15.2%) highlighting the acute need for skills training for employment promotion, particularly for youth. Additionally, young women and men based in rural areas have limited affordability for procuring the TVET services, particularly those offered by private training providers.

Female participation in the labour market is very limited in the target districts. The HTSPE study indicates that 62% of the women in rural Muzaffargarh were employed as domestic workers and in the target districts, women take up only 11% of the public vocational training places, which is lower than the provincial average. The study also emphasized training as an important need of the youth to enhance their employability. People with disabilities (PWDs) constitute 2.5% of the population in Punjab and need access to skills training – perhaps even more than other young women and men in the shared context.

As per the HTSPE study, at the public and private training institutes offering services in the districts the technical skills training was not aligned with the demand of the local industry in most cases. Furthermore, the curricula were not updated and some institutes lacked the requisite equipment to provide practical skills and the faculty had limited understanding of theoretical concepts. The study also found the TVET institutes would require: a) support in equipment and expendable material; b) in updating the curricula and; c) in capacity enhancement of the trainers. As a result, as shown by the study, almost two-third of businesses in the local market could not find right people for the job when needed suggesting supply side weakness. The study also indicates existence of some small business initiatives by females but they were in need of counselling services and facilitation for financial linkages.

⁴HTSPE 2013. Plan Pakistan TEVT in South Punjab. Final Report. June 2013.

⁵ Ibid.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

The facts and figures presented above confirm the relevance of the project indicating that the project under evaluation intended to address the local needs and was also in line with national and international policy instruments.

5.2. Project Effectiveness

Effectiveness of the project is assessed based on project processes, approaches and its results at the output level.

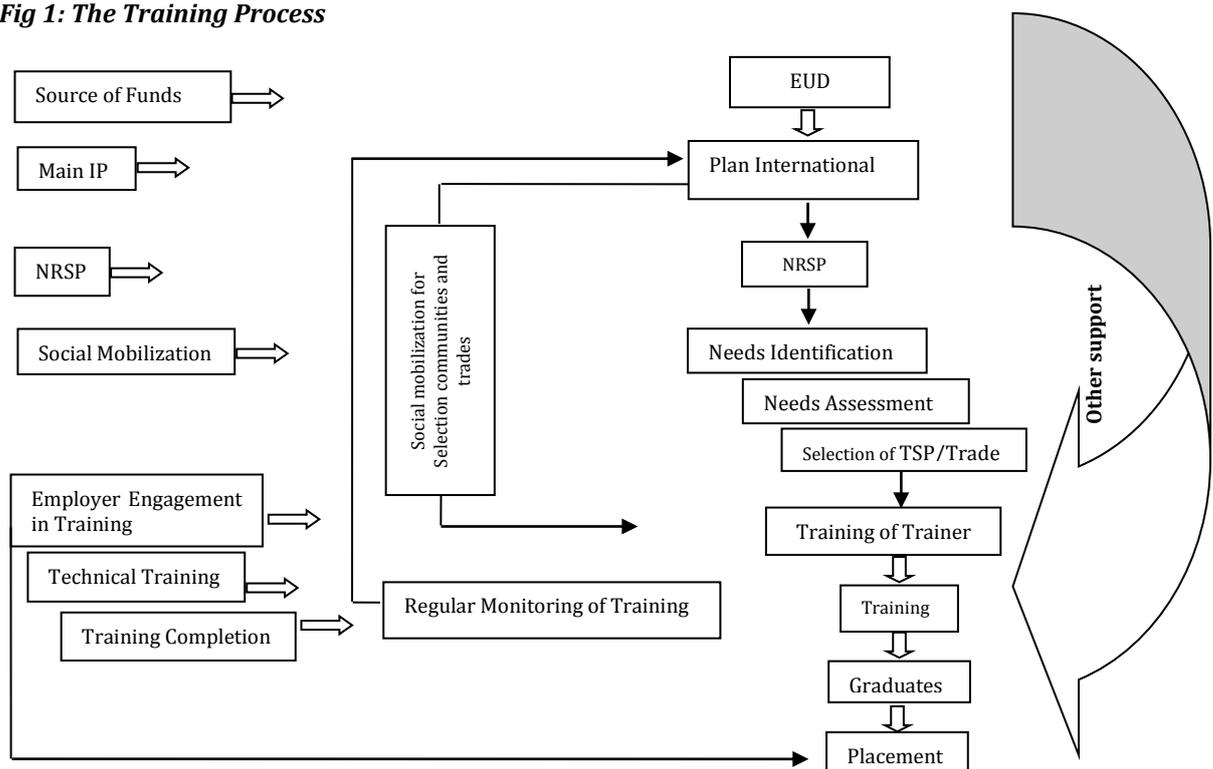
Project Partners

Plan's continued presence in the project districts for other initiatives since 2010 presented an advantage to this project in terms of familiarity of Plan with the context and trust by the communities. Staff of both partners, Plan and NRSP met during evaluation exhibited some level of TVET knowledge and experience and showed motivation for TVET. Both Plan and NRSP have some previous experience of delivering TVET hence Plan's decision to collaborate with NRSP for the project implementation was prudent.

The Training Process

There is adequate evidence to suggest that project applied training process to a large extent (see Fig 1 for details). The relevant activities are explained in detail in the following paragraphs.

Fig 1: The Training Process



The project carried out a market assessment study in the beginning which helped it to identify potential training centres/institutes as well as potential trades. Since awareness on the importance of TVET and opportunities available for TVET was low in the communities, the project executed a well thought-out awareness programme. Several strategies were adopted one of which was establishing 230 youth groups – a majority of which were women's groups - 124. There were altogether 4671 members in these groups with 66% female membership.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

The awareness campaign also included broad-based meetings and workshops, seminars, walks and community mass awareness sessions at the district and community level to highlight opportunities that TVET can provide. Other related activities consisted of theatre performances, broadcasting of radio messages and distribution of Information, Education, and Communication (IEC) materials (flyers brochures, banners, posters) to the community. The IEC material covered information such as existing TVET institutions and various training programs they offered.

In order to ensure participation of and gain support from the community, meetings were conducted with various segments of the society, including community gatekeepers - elders, teachers, social activists, notables, CBOs, women from the community, and religious leaders. Through these awareness raising activities, the project was able to reach 154 villages (28 villages of Muzaffargarh, 50 of Layyah and 76 in Rajanpur district including Rojhan) against its target of reaching 133 villages with a total of 7061 youth (girls and boys) aware of TVET programs.

Formation of District Youth Network (DYN)

South Punjab is attracting relatively more attention from donors due to natural disasters as well as worsening security situation. Consequently, more NGOs than before are focussing on the development and humanitarian situation in the area. Most of the NGOs have mobilised the community in their specific sectors for response and have federated them at district level as well. In Year II of the project, Plan had also established a district youth network expecting collaboration in TVET project.

In Year III, Plan realised that many other organisations had also established similar structures so the restructuring process of having one consolidated DYN was began in consultation with other NGOs, government functionaries, representatives of DYNs and other stakeholders. The DYNs now are overarching youth network for all development and humanitarian efforts in the districts. While 25 capacity enhancement sessions have been conducted with 3 DYNs on vision, mission and objective statement, action planning, leadership skills and organizational management, record keeping and local resources mobilization, the networks are still at initial stage; dependent on NGOs (including Plan) for their existence and action – understandably so since mechanisms do take time for grounding.

DYNs have been ready to support Plan whenever Plan has asked them to organise any event. At individual level, members have supported linkages of graduates with the market and employment; an example is one member working with *fori* mazdoori portal facilitated registration of 200 graduates. However the sector specific committees formed in DYN seem to work in silos and as was evident in FGDs conducted by evaluators, do not share their work with each other.

Plan is cognizant of the weaknesses and will continue strengthening the networks to make them more effective and sustainable. A few examples of DYNs' support to Plan and vice-versa (since Plan pays for the events) are: 6 village level advocacy/awareness events: 3 international youth day celebrations and toolkit distribution ceremonies.

Overall, restructuring of DYN was helpful in the implementation of some of the project activities. Similarly, it has potential to continue supporting graduates at least with information exchange on employment.

Handy Skills Trainings

Although these trainings were only for three days, they helped communities understand TVET and benefits of skills development for young women and men. These trainings were participated by 9344 youth with 72% females. Of the total trainees, more than 50% were from Rajanpur with nearly three times higher female participants compared to males (Table 1). Of the total trades, 65% (20) skills were females-only trades, followed by seven by both males and females (Annex VI). The reasons for the higher participation of women in handy skills training include easy access to training within the community, shorter duration and safe environment. This level of women's participation also is

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project
Final Evaluation Report

distribution of choice indicates how females, when provided appropriate environment are motivated to be engaged in skills training that also requires particular technical training.

Table 1: Distribution of Three Days’ Training participants by District

Districts	Women	Men	Total
Muzaffargarh	1,934	541	2,475
Layyah	1,503	1,020	2,523
Rajapur	3,754	1,218	5002
Total	7,191 (72)	2,809 (28)	10,000

(Source: Project Narrative Report Year Three).

The figures in brackets indicate proportion of total trainees

The purpose of handy skills training was also to encourage youth to pursue three months long training. This project expectation did not prove realistic as only 12% (1180) participants of handy skills training continued to the trade-specific training (TST). Of them a large majority (78%) were females (Table 2).

Table 2: Distribution of participants of 3 days’ training who continued to TST

Tehsil/District Name	Female	Male	Total
Layyah	137	62	199
Muzaffargarh	146	18	164
Rajapur	353	38	391
Rojhan	290	136	426
Grand Total	926 (78)	254 (22)	1,180

Source: Project Database 2016.

The figures in brackets indicate the % in total participants

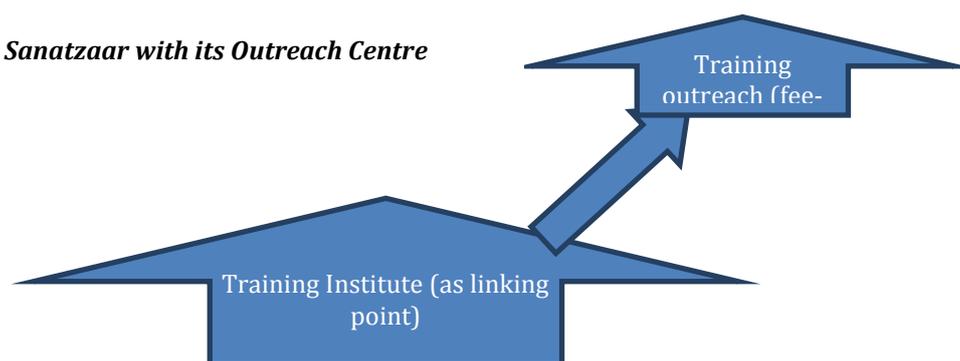
Girls and women who had gone through handy skills training seemed to have some level of technical know-how. During an ongoing training, it was interesting to watch young girls trying to fix electric/electronic home appliances such as electric iron and washing machines and talking about the training’s relevance to their daily lives. Despite the fact that this training could never be adequate, it has proven to be a powerful tool for introducing TVET to the community, and in gaining trust of parents and communities.

All these approaches – social mobilization, awareness programmes and handy skills – played key role in making communities, households and individuals aware about TVET and also in making possible to get sufficient enrolment in various trades (Annex VII).

Identification/extension of Training Institutes

Altogether 17 institutes under public, private and NGO management were identified and engaged in offering skills training (for details see Annex VIII); one NGO Watan Development Organisation (WDF) was later dropped due to its management’s internal disputes. The evaluators’ visited three institutes: Punjab Vocational Training Institute (PVTI) under Punjab Vocational Training Council (PVTC); Sanatzaar (District Industrial House) under Social Welfare Council at Muzaffargarh as well as the Professional Training Institute at Layyah, a private institute. These training institutes were well managed and possessed good training facilities and well experienced trainers. In order to facilitate access of rural communities in far flung locations to TVET, Sanatzaar, under the project tested the outreach centres approach and trained over 200 women in Roheelan Walee; the centre is now sustained by Sanatzaar (Fig 2). This arrangement proved to be very useful and innovative.

Fig 2: Sanatzaar with its Outreach Centre



Support to/Up gradation of TSPs

The project baseline research and external assessment of TVET institutes carried out by HTSPE International in July 2013 identified a total of 32 local TVETs in three districts. It was followed by a detailed capacity assessment conducted internally by the NRSP technical staff which pointed out the need for additional machine and equipment in TVET institutes, particularly in new trades being offered under the project.

To respond to these gaps, the project provided support to 17 training institutions in various forms (Annex IX). Staff capacity building training was delivered to all 17 however the rest of the support was provided to 15 as one NGO Watan was dropped and Roshni, an NGO was fully equipped already by another donor. Infrastructure support (construction of shades and washrooms, and installation of fans, exhaust fans and lights) was provided only to government institutes (9). Lab improvement support (provisions of computers, stitching machine, leather work machines, multimedia, etc.) was offered to 15 institutes. The evaluators witnessed the newly constructed training shed and refrigeration and air conditioning (R/AC) training workshop at PVTI. The support proved useful for effective implementation of the demand driven training programs.

Training Duration

Except six 2 month trainings computer hardware 21 male trainees; computer applications 18 women; machine and hand embroider 25 young women; excavator operator 2 batches of 27 and 15 men; artificial jewellery 26 young women) all the trainings were of 3 month duration. Most of the trainees met suggested at least 6 months for skill training identifying gaps in skills they had acquired such as a beautician pointing out 'hair rebounding' skill not offered. Training duration is a complex and multi-faceted issue. While it is usually difficult to retain trainees for more than three months duration, lesser duration of training may mean skill acquirement gaps which may become a barrier to employment. On the other hand, longer term training will have cost implications resulting in reduced number of graduates. While there is no formula in such cases, one can suggest a well-designed curriculum shared with trainees at the beginning of training so that expectations from the training remain realistic. We must acknowledge though that once trainees are exposed to skills they will have the desire to learn more and that skills sector is dynamic and rapidly changing making it difficult for one training to respond to future needs. Complementing the training with OJT can be another option. Under this project 256 trainees (approximately 7% of total) were able to get OJT/internship for 1-2 months (Annex VII).

Identification of trainees

The project followed a systematic process for selecting potential trainees. Training needs of the community were identified and information about the training opportunity was disseminated in the community through youth group members. Interested candidates were required to fill in the forms reflecting their personal information. Poverty indicators were used to select particular youth of age group 15-29 years. It was followed by identification of training needs of individuals by the NRSP technical staff. After identification of the potential candidate with trade of their interest, a one-day orientation on TVET was organized at training institutes and trainees were advised on market demands to rationalize their choice of trade.

Curriculum Preparation

The HTSPE study showed curriculum development/revision as rare practice in the TVET system. As per the findings, 58% institutions under study never revised the curricula, followed by another 31% who did it once in a year. In order to address this gap, as detailed in Annex X, the project developed fifteen training modules⁶, which is considered important contribution to the national TVET system. The Skills Development Council accredited all the 15 modules for certification (Annex XI). The process of curriculum preparation was contributed to by 52 employers, which surpassed the target of 40. These facts indicate the effectiveness of this activity.

The project had interesting course module development process. Based on local assessment for new trades in the community, NRSP with help from employers, TEVT institutes and youth identified particular trade and prepared an outline of the curricula required. After an open bidding process, NRSP realized that allocated budget was not adequate for a highly competitive market. NRSP therefore conducted consultations with employers and supported COMSAT University Islamabad in developing the curricula. The draft was shared with partner TVET institutes via NRSP for feedback. After incorporation of their inputs, the curricula were finalized. A separate enterprise development training (EDT) and Life-Skills (LS) training modules were prepared and delivered.

Training of Trainers (ToT)

The project organised ToT on EDT and LS in Lahore and Islamabad. A total of 89 trainers and staff including 26 females benefited from this opportunity. The project went further and organized management training for senior staff from TVET institutes. As explained by HTSPE study, the ToT was a right intervention as trainers were in general not updated and often lacked understanding of local context. In rural areas non-availability of skilled trainers was another major issue. Similarly, in the informal sector, master-craftsmen or enterprise owners frequently lack(ed) instructional skills.

Counselling

According to the project, counselling started from the social mobilization stage and was continued until the completion of training. The project hired 3 Job Placement and Career Counselling Officers – one for each district - who provided career counselling on needs basis. Though not a well-structured process as it lacked any guiding notes or standard operating procedures (SOPs) for the Counsellors, it was sometimes complemented by joint monitoring team as well as senior project management.

The Training Program

As per the information available in Annex VII, a large variety of trades was available for training. Tailoring, uniform making, advance dress making/ boutique, beautician, appliqué, baby garments, fabric painting, computer applications and embroidery training were offered to females which shows efforts made by the project for trade diversification. Males, on the other hand, opted for motorcycle repair, RA/C, mobile repair, computer hardware and UPS maintenance training among others. These free-of-cost trainings were a great relief for trainees without affordability to purchase training services, particularly from the private training institutes.

As per the data in Table 3, the project almost reached the handy skills training target and nearly met the graduation target on trade-specific skills training. Significant majority (65%) of enrolled and graduated youth were females. The trainees included 103 people with disabilities (PWDs) of whom 101 graduated. One woman and one man dropped out of the training: the woman had children and could not manage responsibilities at home and the training simultaneously and the man migrated to some other city.

⁶Called modules by the project

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project
Final Evaluation Report

Table 3: Training Details

SN	Categories	Target	Total	% of Target	Females	PWDs	
						Females	Males
1	Handy skills training	10,000	10,000	100	7191 (72)	NA	NA
2	3 months training						
2.1	Enrolled	3694	3694	100	2400 (65)	72	31
2.2	Graduated	3694	3694	99.4	2380 (65)	71	30
2.3	OJT/internship	NA	256	NA	NA	NA	NA
2.4	Toolkits	NA	3594	NA	NA	NA	NA

Source: Project Database 2016.

Figures in brackets indicate proportion of total.

Further breakdown of graduation and employment status by year and gender has been presented in Table 4. The project had made right decision by enrolling small number in 2013 and increasing it during the following years.

Table 4: Distribution of Graduates' by District and Year

District	Years	Graduates		
		Female	Male	Total
Muzaffargarh	2013	134	26	160
Layyah	2013	75	47	122
Rajanpur	2013	68	69	137
Muzaffargarh	2014	261	212	473
Layyah	2014	288	179	467
Rajanpur	2014	435	276	711
Muzaffargarh	2015	212	130	342
Layyah	2015	327	128	455
Rajanpur	2015	523	227	750
Muzaffargarh	2016	57	0	57
Total		2,380 (65)	1,294 (35)	3,674

Source: Project Database 2016.

Figures in brackets indicate proportion of males/females in the total number of graduates

The training programme had a standard 20% theory and 80% practical practice. In most of the cases, two trainers- one for theoretical session and another for practical- were arranged. Each day, half hour each was spent on EDT and LS sessions; a good way of imparting knowledge and skills compared to offering them towards the end of training since it gave trainees time to reflect and question. The class size varied though between 22-25 trainees per class. It would have been more effective if the project was able to maintain class size at or below 20, the number considered to be appropriate for this kind of training. This would allow more time for each trainee to have sufficient opportunity to practice with machine and equipment.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

A total number of 176 trainees dropped out including 92 young women, 82 men and 2 PWDs (one woman, one man). The reasons were varied; some got jobs; some migrated and some did not give a reason.

Box 1: Opinion of Representatives from Social Welfare Council in Sanatazaar

Skills training events organized by Plan are up to the mark. These trainings have 'opened the doors' for rural people particularly for females. It is quite nice to observe young people in employment. Even females, who were mainly in household chores before are now working from home. It means Plan has provided skills at people's doorsteps. This development proves the saying 'Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime'. However, it would be better if plan liaises with government from the beginning of such development work.

On-the-Job-Training (OJT)/ Internship

The description in the project proposal gives the impression that writers had an adequate understanding of the significance of OJT. Therefore was a little surprising to note during briefing and debriefing sessions that Plan as well as NRSP leadership did not appreciate OJT and considered it as a separate component from the training. Consequently, the project was able to arrange OJT only for 7% (256) of the graduates despite MoUs with employers. Graduates who were able to tap this opportunity assessed OJT as a very important component of the training due to the exposure to the world of work gained through OJT. Additionally, most of the graduates in OJT were able to continue employment in the same workplace. This indicates the possibility of further enhancement in employment rates, had OJT been available to all.

Toolkits

Until the date of this evaluation, a total of 3594 graduates had already received toolkits (Table 3). The decision to provide toolkits to all graduates is practical for two reasons. Firstly, as most of the employers engaged with the project are either small or micro entrepreneurs, they may not have extra tools required by the workers to perform their job and secondly because due to the informal nature of enterprises, the young graduates may not be working full time and having own toolkits would allow them to carry out additional work during off-work hours enhancing their income.

Wrap Around Services

The transportation support was appreciated by graduates as it made the training accessible to trainees from far flung locations, particularly young women. Another critical service provided was some literacy and numeracy skills by instructors to those with low level of reading and writing ability. However, this service, not being part of the programme, depended on the willingness of particular instructor/s.

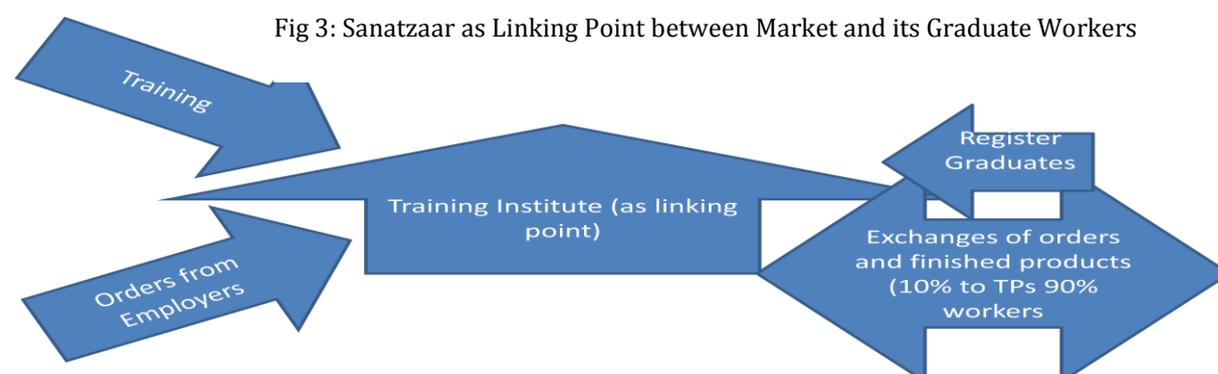
Certification

Irrespective of type of institute – public or private, the project had arrangements for assessing and certifying their skills from Punjab Vocational Training Council and Skills Development Council (SDC); a welcome arrangement. However, certification has been an issue for Veterinary Training graduates, who have had to close their Agro Vet outlets and are providing their services at an individual level. The main reason is that their 3-month training certificates were not recognized by local government. This particular curriculum was prepared by the project before the skills standards were developed by government resulting in a mismatch in new standards and certificates issued under the project curriculum. The project informed the evaluators that they have plan to address this problem by managing additional training sessions to these particular graduates. This realization by the project is appreciable.

Facilitation for Market/Employment

In order to ensure employers' support during the training process - trades identification, developing curricula, OJT, and also for placement facilitation, the project entered into MOU with a total of 66 local businesses/employers. They ranged between small scale employers/entrepreneurs with the capacity of 1 to 2 employees and medium scale employers with the capacity of 10 to 50 employees. Since the MOUs helped the project in placing 449 trainees in apprenticeship the arrangement proved to be important and innovative. The project also organized 15 consultative meetings at various stages of implementation including awareness creation for promoting culturally sensitive and women-friendly work places. It also encouraged the employers to hire more women, as employment opportunities for women barely exist in rural areas. Another 15 consultative meetings were organized with employers for identifying trades, training, OJT, apprenticeship and employment facilitation.

Under the project initiation, the Sanatzaar in Muzaffargarh had made interesting and useful arrangement for facilitating business/employment opportunity for its graduates (Fig 3). It has started new practice of registering all its graduates. When local business owners need to produce large amount of garments or when they need services of training graduates, they contact the institute, which puts them in touch with graduates after ascertaining their availability. The workers are entitled to 90% of the benefit leaving 10% for the institute. As there is incentive (i.e. profit) for both the institute and workers while engaging in such system, it contains elements of sustainability.



Further, DYNs are also supporting Plan for any follow-up required with graduates including their employment status.

Financial Linkages

Through the DYN, the project also facilitated linkage between graduates and micro finance institutes (MFIs) such as Akhuwat and Rural Community Development Society (RCDS) and the Institute for Development Studies and Practices (IDSP). These MFIs offer interest-free loans (IFL) to people willing to start business. As a result, a total of 132 graduates were able to access IFL. These examples prove that facilitating credit linkages is possible despite socio-cultural factors that discourage accessing interest attached loans., However, compared to the needs identified by the baseline study which showed that 91% of the respondents were without financial resources to start business, this support was not sufficient.

Linkages with the Women Chamber of Commerce

The project was also successful in facilitating linkages between the Women Chamber of Commerce in Multan and self-employed young women graduates. This network might prove helpful for promoting and safeguarding the women graduates' business interests.

Monitoring and Evaluation Provision

NRSP team was responsible for monitoring the field implementation. The monitoring team would visit the training venues and check trainees' attendance and availability of training materials, machines and equipment. Availability of curriculum and modules, training facility and infrastructure

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

were elements of monitoring. The project had established complaint handling mechanism which contributed in reducing the drop-out rate and ensured an effective and successful training process.

Unlike other similar projects, the project staff also checked the progress in training and learning achievements. From the start of the project two monitoring officers (Plan and NRSP) regularly visited institutions during training delivery to ensure the quality of the trainings and identify any gaps. In case of any issues, monitoring staff would consult with trainers and institute management to resolve them. The NRSP team ensured at least two visits per week to each training event. Most interestingly, the NRSP and Plan staff also arranged pre-test and post-test provisions to measure and record the learning achievements made by individual graduates. Based on the reports submitted by NRSP, the Plan field team would check five percent of the total case. All these provisions indicate the project had an excellent M&E provision.

Tracer study and Graduates' Follow up

The project had provision of tracing graduates after two to three months of training completion. A Placement Officer was assigned for carrying out this responsibility in the training institutes under PVTC. Similar provision was noted in one of the private institutes the evaluators visited. The project reportedly made one to three follow ups of each of its graduates. This was accomplished following combination of strategies including door-to-door visit, telephone calls and gathering information through DYNs.

Overall Assessment

Although, specific critical appreciations are presented in the relevant sections above, some limitations the project faced are summarised below:

- Although the project had better monitoring system compared to many other similar projects, it could have been further improved by assessing progress after completion of each module of training. This system would be better than only assessing trainees through post-training tests at the end of training;
- Although it is difficult to facilitate financial linkages in the project context, the success cases of those who were able to access credit indicate need for up scaling this support;
- The results chain and the indicators in the log frame clearly indicate employment and income as project outcomes. However, the approach of management shows its emphasis on completing outputs which was necessary for facilitating the intended outcomes.

5.3. Project Efficiency

Project Efficiency is assessed based on three criteria: time, financial resources and project management.

Time Efficiency

Although the project was targeted for 42 months, it was allowed an additional three months' no cost extension period. Except verification of project results on employment and income of graduates, the project has completed most of its activities (Annex XI).

Resources Efficiency

The total resource available for the project was EUR 2,484,725.57. Since the project is to close down in May 2016 and the updated expenditure details were not available, the financial analysis presented below is of the budget and not of the total project expenditure:

- The 32 person time allocated to the project accounted for 26.4% of the total budget;
- Travel has budgeted at 0.4% however rent of vehicles is 11.2% making the total budget for travel as 11.6%;
- Toolkits to be provided to graduates have taken up 6.5% of total budget;
- Budget allocation for equipment and supplies amounts to 2.8%;

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

- Local office costs consist of 4.5% of the total budget;
- Other costs including IEC material, research, consultations, baseline, end-of-project evaluation, conferences/seminars and visibility actions amount to 2.3%;
- Delivery of training has been budgeted at 39.3%;
- 6.5% administrative cost has been budgeted.

The budget seems balanced and reasonable and no hidden costs can be seen. Divided over the cumulative costs, the average training cost for each trainee comes to Euro 607 (PKR 72260) per trainee which seems high for training of 3 months' duration. The average cost per trainee becomes Euro 565 (PKR 67,230) if the administrative cost is deducted from the cumulative cost. In such projects though there are mitigating circumstances: for the rural population, access to TVET is almost impossible without express financial support whether in cash or in kind; and considering cultural barriers on women's mobility, support becomes all the more critical. It would be relevant to compare with average costs incurred by public system but it is difficult to get data for all parameters required for making precise calculations. Similar situation prevails in private training centres as well where it fluctuates with the number of trainees and also it is difficult to get relevant information from these centres.

The project reports disbursement process as smooth except once when Plan headquarters had shifted to a totally different computer based system for all countries.

Management Efficiency

The project was well resourced with required staff with both Plan and NRSP. The NRSP staff had some TVET experience which was an advantage compared to many other projects. Plan managed its main office in Multan with three district offices in Muzafargarh, Layyah and Rajanpur. This arrangement was useful for managing and monitoring progress in implementation. The NRSP presence was also well visible in the project districts with its staff with designated responsibilities. The staff details are presented in Annex XII.

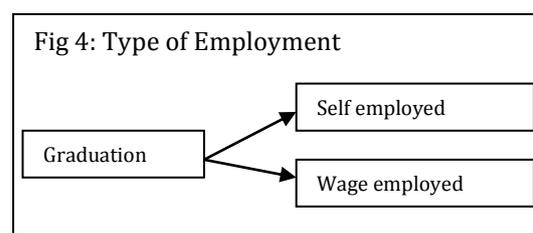
5.4. Impacts – Outcome and Early Signs of Impact

The evaluators consider employment and income as the two major outcome level indicators which correspond to the project log frame (Annex XI). Therefore, project impact has been assessed using outcome (employment and income) and some early signs of impact gathered through feedback from respondents and their parents.

Employment Outcome

The project facilitated two types of employment: wage and self-employment (home-based employment and small enterprises in the form of single proprietorship shops/workshops) (Fig 4).

As per the project database, of the total, 81% (2981 out of 3674) graduates are employed (Table 4 and 5). It indicates the project has surpassed its target of employing 75% of graduates (Annex XI). Among the female graduates 78% (1862 of 2380) were employed while it was 86% among males (Table 4 and 5). This shows more males than females had likelihood of getting employment. It was because of availability of various options for males in the labour market. Some of the interesting case studies based on these respondents have been presented in Annex XIII.



Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project
Final Evaluation Report

Table 5: Distribution of Employment Status by District and Years

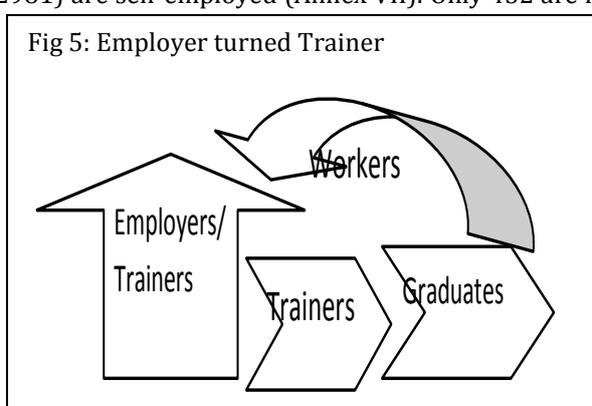
District	Years	Status of Employment		
		Female	Male	Total
Muzaffargarh	2013	128	20	148
Layyah	2013	55	46	101
Rajanpur	2013	65	68	133
Muzaffargarh	2014	189	180	369
Layyah	2014	276	153	429
Rajanpur	2014	390	258	648
Muzaffargarh	2015	197	118	315
Layyah	2015	297	103	400
Rajanpur	2015	265	173	438
Total		1,862 (78)	1,119 (86)	2,981

Source: Project Database 2016.

Figures in brackets indicate proportion of males / females in the total number of graduates

Even the youth with disabilities recognized that the project had brought major changes in their lives. Some of those engaged in employment reported that they were not paid attention to by family and community before the training. These young women and men informed that the training helped them to have skilled work, which led to income generation enhancing their respect in the family as well as improving their self-esteem.

Of the total employed, a large majority (86% of 2981) are self-employed (Annex VII). Only 432 are in wage employment, which was possible due to the MoU the project had with 66 enterprises/employers. Some employers also worked as trainers for the project. Their familiarity with skills in demand in the market enabled them to provide appropriate training to the youth (Fig 5). Therefore, evaluators consider this as an innovative way for bringing the employers and workers together. The evaluators saw at least two examples where bringing employers in constant touch with trainees has achieved impressive results: one in bag making and the other in tailoring.



The self-employed youth from rural areas, especially the women, benefited from EDT as they learned to prepare business plans and also about time and resource management. These skills helped them understand customer behaviour and maintain long term business relationships with customers successfully. Like other projects though, despite some exemplary cases of employment and market linkages, some of the micro entrepreneurs appeared to be suffering from shortage of work orders mainly because of limited linkages with market. In absence of a marketing/placement strategy, they remain known only to their family members, neighbours and community in their surroundings. Despite limitations, the efforts made by the project are appreciated as these new entrepreneurs remain hopeful that their business/market will increase slowly. Active linkages with the market will help retain their interest in the business and also keep the skills they have gained from the training, alive.

The definition of employment is quite tricky in Pakistan, particularly in the informal sector. Due to micro/small and household enterprises/ business, it is difficult to assume that all these workers have fulltime work at least in the early days of their business. Limited wage/income they get as remuneration further explains the limitations with it. However, as also explained by parents, with

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

experience these new workers have potential to get additional work and so is the situation for new entrepreneurs, whose business, in due course of time, has potential to grow. Therefore, evaluators consider the level of benefit workers/entrepreneurs were getting until the evaluation encouraging.

Apart from delivering technical and entrepreneurship skills and providing toolkits, as explained in Chapter 5.1, the project also facilitated interest free loans (IFL) to 132 graduates (Annex XI). For some, this support was critical to start their business. Some young motorcycle workshop owners who the evaluators were able to meet are some of the examples worth mentioning.

Other Outcomes

Involvement of employers in the project through MoU brought interesting results. For instance, trades such as bags stitching, industrial garments stitching, leather work and hand embroidery were identified by employers themselves and accordingly the project arranged training in collaboration with employers. This association also paved way for getting their collaboration while developing modules. When compared with the baseline situation, this is a big change. According to the HTSPE study, in the past, training contents were usually prepared without pre-planning and with no relevance to the industry demand and target population. These were male-dominated courses (electrician, plumbing, metalwork etc.). Training for women was usually offered in a narrow range of traditionally female dominated activities.

The work with DYN has tendency to bring mutual benefits. For example, the project organized many sessions for enhancing capacity of DYN leadership. The DYN officer bearers who the evaluators met appeared to be different from the graduates. They were active and demonstrated leadership characteristics. Even the female members present in the meetings were assertive. The way these young people explained their involvement in the project activities was impressive. Some of them were also project graduates and were engaged in self-employment. The DYN committee on YEEP on the other hand served as information exchange forum useful for employers and graduates. As DYN has capacity to continue at least until near future, this relationship can be expected to continue if strengthened in an appropriate manner.

Income Outcome

In the absence of independent end line survey, the evaluators had to rely on FGDs responses for estimating income outcomes. As per the respondents, graduates of electrical, motorcycle and welders training were able to make monthly income ranging between PKR 6,000 and 8,000. This finding clearly shows the difference compared to the baseline situation. As per the HTSPE study the highest percent of population who they interviewed used to earn less than PKR 6,000/month. But compared to the results in the trades mentioned above, the graduates in trades such as embroidery could earn only around PKR 3000/month. Beautician could earn at least PKR 3000 a month but their income has high possibility to hike up to PKR 10,000 during marriage season and Eid festivals. However, income from tailoring business located in neighbourhoods could remain only between PKR 1000-2000/month. Interestingly, there were some exceptional evidences where some graduates even working from home could earn as high as PKR 4000/month. Similarly, females trained in jewellery making were found working in their own villages could earn around PKR 3000/month.

In summary, a well-trained graduate, irrespective of gender and trade has potential to earn at least PKR 3,000 which compared to their unemployment status earlier is far better. These graduates were found very happy with the income they have now. The opinion of the parents was not different either. To quote some parents who the evaluators met during FGD, 'We are confident that their (graduates) income will increase with the experience and expertise they gain while continuing their work/business. Also this is the income they make by working in their own neighbourhood. Therefore, it is particularly important for females'. These observations are agreeable because compared to their past, they are now semi/skilled workers which was definitely the project contribution.

Early Signs of Impact

As explained above, it was highly encouraging to find changes in the graduates, particularly females after completion of skills training. Although, it may require fresh data to prove them, at this point in time, evaluators feel it contextual to document their findings as early signs of impact. Accordingly, based on information collected from respondents, comparison of their experiences has been presented in Matrix 1.

Matrix 1: Some Early Signs of Impact

Variables	Before	After
Mobility for women	There were severe limitations in females' movement, particularly when they were required to move away from their neighbourhoods.	As a result of training, some of the female graduates experienced opportunity for coming out of their homes. In the beginning of this training, parents would accompany their girl children up to the training centre. They would watch activities in the training institute. But after couple of days' observation they trusted the project management and let their children travel on their own to attain the training. Graduates of Jewellery making training were exception in the communities who after the training could even travel to markets on their own looking for new jewellery design.
Employment and Income	Mostly unemployed. In absence of skills, they had to work as farm/labourer. It was difficult to get job. Females were mostly in the household chores which are not converted into economic terms. Young women had almost no access to money. They had to ask father and brothers, if they ever were in need.	Today they have at least some technical/vocational skills that have been proven helpful for engaging in employment, which helps them earn at least some income. There are visible changes among females who have acquired good skills, and are employed and/or have access to market. For instance, female graduates in general were able to make income as high as PKR 3000/month. This amount, according to respondents, was significantly high compared to their pre-training status. Some respondents who were able to do business (beyond being merely a crafts, embroidery or stitching worker), were able to even make savings. Although very limited, they have their own income now. This was invaluable because they did not have their own income before the training. They feel they have their own resources and have therefore, access to it. They do not need to ask for money from others.
Use of income		Most of the respondents with new income informed that they now share income at home and are used as household expenses. Some also reported paying own and siblings' educational fee. Some others used such income for transportation. They have opportunity of buying new clothes more frequently than before.
Business/ Enterprise		Some males were able to take loan from their parents or relatives and were able to open their own shop (small business). Some have even got IFL from MFIs and are now owners of their own business.
Creating employment		Those with their own business are even able to employ others, which is distinctly different from their past. They are now employers and find themselves in better

	situation than before.
Happiness in family	Parents felt happy as their children particularly the girls have now skills, employment and income. As some of the trained graduates have been model in their communities, the project and NRSP staff has been approached for training by others who did not have such opportunity.

Indication of Emergence of Market Centres

Respondents from rural areas including the parents of some graduates informed very important changes they have observed after their children completed training and started to work in their own neighbourhoods/townships. They can now see new business in their neighbourhood. They informed that this development has helped them feel market has now come 'closer to their communities'. Unlike the past, they do not have to travel for hours to reach urban centres for getting their clothes stitched or for availing beautician services or even for getting jewellery designed. This has helped them save time and money. The village youth are able to generate money locally and to some extent employment for a few others as well. This is indication towards reduction of siphoning of rural income. These interesting remarks made by the respondents indicate that part of this change could perhaps be attributed to the training led technical activities in the communities.

Social Value of Employment and Income after Training

Unlike their pre-training status, the graduates no more feel they are a burden on the family particularly women. With the employment and income facilitated by newly acquired skills, they feel they can be engaged in productive employment and generate their own earnings. Some of them are able to visit to the markets on their own. This has helped create some socio-economic awareness and confidence that can hardly be measured in economic terms. The females feel they have now gained respect and attention in the family and men feel they are looked at with respect by the family and the community. These changes indicate that the society has slowly started to accept contribution of TVET though the pace is slow.

5.5. Sustainability/ Exit strategy

Although a separate impact study will be required to assess whether interventions have continued even after closure of the project, some indications of sustainability observed during the field work are summarised in the following paragraphs.

Curriculum Development

As explained in Chapter 5.2, the project has made important contribution by developing curricula. However, these valuable resources are yet to be widely circulated/distributed. Ideally, it is desirable to have them in the NAVTTC curriculum repository which could enhance the possibility of sustainability of these resources. It would also be useful to have it placed on Plan International, NRSP or any other relevant agencies' website. This would help other relevant training agencies to download them and use as and when required, saving resources (financial and time) required developing them again.

Strengthening of Training Institutes

As explained in Chapter 5.2 and in the section above, the project has developed training curricula, which the relevant institutes could use continuously. Similarly, the skills learned through ToT could be expected to continue. The trainers as well as principals who had the opportunity to participate in ToT and management/administration training appreciated the trainings. They intend to retain the trained persons on their staff and would also share the training with other staff members at the institute.

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

Moreover, PVTI at Muzaffargarh has already continued to offer training on R/AC and motorcycle repair, which the evaluators were also able to visit and observe training sessions in progress. The latter training was organized in the multi-purpose workshop constructed also with support from the project. These evidences indicate sustainable use of these resources – curricula, skills gained by trainers and physical infrastructure including machine and equipment.

Continuation of Fee-based Training

In order to enhance access to training in far flung rural areas, the Sanatzaar at Muzaffargarh had opened a satellite type training centre at Kot Addu. After the completion of training financed by the project, the training centre has continued to offer similar skills training on fee-paying basis. Fee is distributed at the rate of 60/40: 60% is retained by the trainer and 40% goes to the satellite institute. This is one of the important contributions of the project with features of sustainability.

5.6. Project Innovations

As conveyed in Fig 3, the Sanatzaar model of registering its graduates and functioning as linking point is an innovative model of market linkage. It is considered an innovative market system as both the graduates and the institute have income as an incentive. It has also potential for growth and sustainability if the income for the institute becomes attractive.

Managing training by an expert trainer in the Sanatzaar institutes is another interesting approach (Fig 6) which also demonstrates model for public private partnership. Under this model finding the marketable trades for training, required trainers and trainees are trainers' responsibility while the institute allows its physical space and machine and equipment for this purpose. The benefit from this scheme is shared at the ratio of 40:60 between institute and trainer.

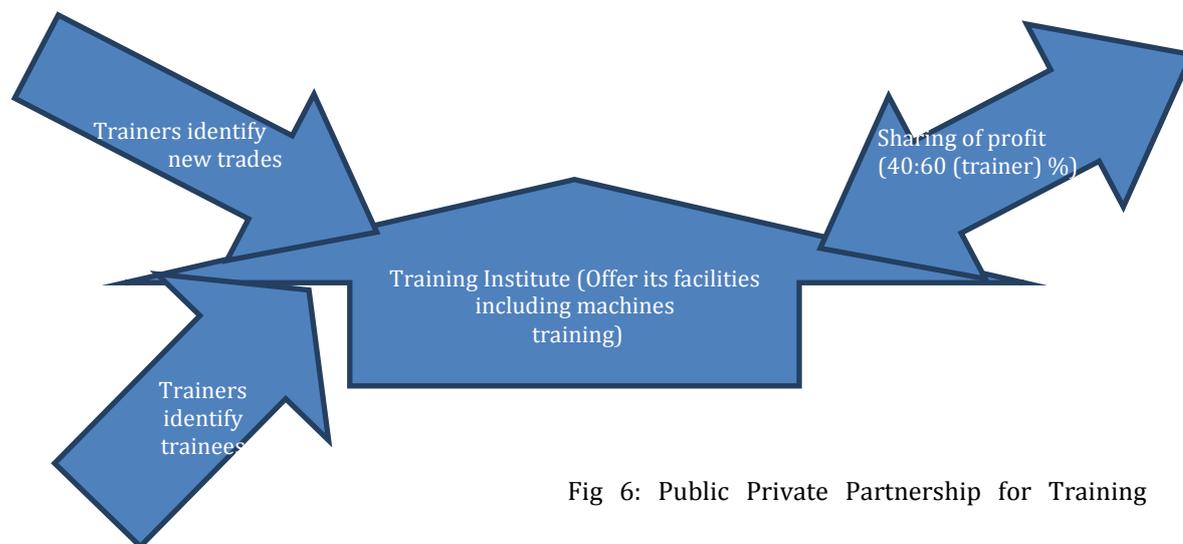


Fig 6: Public Private Partnership for Training

These two examples demonstrate the emergence of a new market system, at least during the project period.

Handy Skills training has been proved to be a tool for reaching the unreached, particularly in view of awareness creation. With small inputs, it has been able to effectively change the mind-set of people in traditional society and inculcate the ideas that even females can perform the technical work. It has helped create awareness about and develop respect for TVET among communities. This is a big contribution in the context where the project was implemented.

5.7. EU Visibility

Although, ensuring visibility is not easy work to accomplish in the project areas, as explained in the EU visibility guidelines, the project had made efforts towards this result. Evaluators could observe EU

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

logo on relevant information boards and banners and modules. The information packs of IEC material and visibility/promotion material also displayed the EU logo. Hence, given the project context, provisions on visibility looked reasonable.

5.8. Gender and Social Inclusion

The project has made conscious efforts towards gender equality and social inclusion. Seventy two (72) per cent of the target trainees of handy skills training have been women, breaking the general impression that women can only be involved in traditional vocational activities. In the 3 month training too, 65% trainees have been women. The project has made efforts to provide some non-traditional courses such as computer applications, jewellery making, bag making and others to encourage women to get involved in the market space.

In training of people with disabilities, over 70% graduates have been women. All of these efforts have been intentional and exhibit Plan's commitment to gender equality and social inclusion. Promoting functional and active linkages of women with the market could have enhanced the impact.

The project has also liaised intermittently with employers to provide women friendly environment at the work place so more women could join formal work force. It is not clear how far it has succeeded but change in roles is slow in coming particularly where social norms are concerned. Much hope lies though in women and men members of the DYNs.

5.9. Lessons Learned

- Due to traditional society in the project districts, the project had to spend reasonably long time for reaching and convincing parents and communities for allowing their children, particularly females to participate in trainings. Overcoming these hindrances required a thorough social mobilization process. The handy skills training also facilitated this process;
- Project districts are characterised by rural economy where opportunities for public or formal sector employment are only limited. Therefore, in order to increase employment rate, the project emphasized self-employment. Although, employment and income outcomes are yet to be properly recorded, encouraging graduates in self-employment proved to be a good strategy;
- As demonstrated by the project, if employers are engaged as trainers, the employment potential gets stronger, which could also be sustainable. As they know exactly what skills are required in the market, they can train people accordingly. If they have intention to hire these trainees, they can train precisely as per their own needs. They also become ready to offer OJT opportunity and possibly with some incentives as well. This is what is called productive engagement of BIAs in the training program and the project has rightly demonstrated the process. This becomes more realistic with the small scale employers/micro entrepreneurs;
- Ensuring market linkage is extremely important for getting sustained orders from clients/customers, particularly for females. In this process, with proper incentives, even the government training institutes (Sanatzaars in this case) could serve as 'linking-point' between market and workers. This approach of training needs to be disseminated.

5.10. Issues and challenges

- The evaluators were able to make quick scan of some course modules and found provision of OJT provision missing. This gap hints at limitations in the curricula preparation process. That the curricula have been given accreditation by Skill Development Council Islamabad is a huge achievement of the project. However, it is important to have Punjab TEVTA recognize it as well. This is important to note as evaluators met at least one out of 26 veterinary training graduates whose certificate was not recognize by local government due to deficiency in training duration. He had to close his Agro Vet business. After this incidence he could work only informally. Therefore, Plan and NRSP have challenge to identify and provide additional training to ensure credible certificate to these particular category of graduates;
- Using various communication tools and handy skills, the project was able to reach many people in the communities. However, as many people, particularly young females and males have desire

forgetting further specific training, managing expectations of these aspirants could remain a challenge;

- The project has helped improve physical infrastructure and training workshops/lab of several TVET institutes. Evaluators noted indication of their continued usage. However, caution is required for ensuring use of these resources preferably for the benefit of the target youth the project intended to serve.
- As planned, the TVET graduates under the project were from rural areas, where most of them return and try to engage in employment. However, there are limited economic activities in these villages, which force them to explore self-employment. Self-employment in turn is dependent on other facilities such as 'electricity'. If they are engaged in welding workshop, they need steel materials as inputs. Absence of such materials in the local market makes it difficult for them to start and sustain their businesses. Addressing this potential problem might need technical backstopping and business counselling;
- A large proportion of graduates being female is one of the distinct features of this project. However, given the limited economic opportunities, limited scale of business and potentially partial employment in the rural settings, they too need to be continuously traced, counselled and provided with follow up support.

6. CONCLUSIONS AND RECOMMENDATIONS

Project relevance is proven by its objectives, the context of inter/national policy instruments, local needs and subsequent achievements made. Despite various issues and challenges mentioned above, the project was able to deliver its output level targets. Its income outcome was also found on right track with potential to contribute to impact level objectives. The employment and income many graduates are enjoying suggest that the project has proved that capacitating people technically to improve their own livelihoods is possible. This finding is even more pertinent to females. Overall, the project represents a good model of training. Yet, during field mission, the evaluators were able to discover some areas where improvement could have been made. The corresponding recommendations are considered to be useful for future TVET endeavours.

Bringing the Market closer to the Rural Areas

Considering the baseline findings that the study districts are in need of TVET facilities and establishing small industries through provision of allied services such as microfinance and counselling, the changes observed in the rural areas indicate the project contribution for bringing these changes. In the words of community elders and parents whose children had attended training and subsequently had started economic activities such as tailoring and beauty parlour in their own neighbourhood, 'Market has come closer to them'. This is because before the training, they had to travel to urban areas/city to get these services. This change speaks the power of even short-term skills training and explains how quickly even such short term training can evidently change local economy. As similar rural context still prevails in other parts of Pakistan and particularly in the project area, this indication of success calls for more skills training.

Handy and Trade-specific Training

Handy skills training as social mobilization/entry point was a good strategy. Although it is difficult to imagine imparting and acquiring required skills within the three days' duration, it was successful in creating understanding about skills training among individuals, households and community. The other trade-specific trainings in general were seemingly useful as evaluators could meet many male and female graduates who were found in work which they were trained for. Explained by the changes in their livelihoods compared to their past, it was an excellent life changing opportunity for many. It was even more precious opportunity for girls and women. The assertiveness observed among female graduates explains the confidence the project has helped them to develop. But it is necessary to manage their expectations by follow up support, if possible, by providing them additional training opportunities.

Capacity Building of Plan, NRSP staff and DYN leadership

Although most of the activities were completed by Plan and NRSP staff, evaluators feel it necessary to point out the need to enhance their technical and managerial capacity in TVET understanding, planning and implementation. Operations of DYNs exhibit some elements of sustainability. These networks have the possibility to remain in the locality even after closure of the project. As they can at least serve as information exchange forum, it is even more important to ensure the DYN leadership has all the required skills. This capacity building work might include proposal writing, and project and knowledge management. Then these young people might be able to make income from the work they can manage locally. They need to be educated and also trained for managing their work in absence of external support.

Training for Managing Institutes/Centres

Even the private sector offered trainings as well as institutes were registered, affiliated and accredited, which the evaluators consider exemplary. It was good opportunity for some public training institutes to have opportunity to manage short term skills training, not a previous practice. However, despite good provisions in the training, there remained scope for improvement. For instance, OJT which is extremely important for the success of short term training was not sufficiently arranged and managed. Similarly, there was confusion in internship and apprenticeship. In order to successfully manage such trainings it would be better to arrange TVET projects management training for project team. Some graduates expressed the need for increasing duration for practical sessions and suggested extending age limit beyond 29 years.

Monitoring of Progress

The projects M&E system seemingly was beyond just assessing existence of physical facilities, training materials, and record of trainers' and trainees' attendance. Although it did not measure the competency gained immediately after completion of certain set of skills, the monitors frequently visited trainees and asked about the progress and difficulty they encountered. Any problems surfaced during these visits were resolved by consulting with institute management. This suggests that M&E system of the project was systematic and results oriented. It would have been more effective, were such assessments conducted immediately after completion of each chapter of the curriculum.

Development and mobilization of Private Training Providers (TPs)

It was good to note public and private training providers delivering centre based training. These trainings became an acceptable reason for families to allow young women to move out of homes. In the given context, this development was invaluable. But training could have been further improved if some training event could have been tested using mobile approach. Training such as tailoring, bag making, and embroidery and mobile repairing could have been comfortably managed using this approach. It would have been made further effective, if such trainings were managed through private training providers using outcome-based payment approach. If 'differential pricing' mechanism is added to this payment approach, the possibility of mobilizing training providers for reaching the vast unreached rural areas becomes real. According to the evidence gathered from elsewhere also, the private sector entities can be mobilized for results in remote areas even with limited incentives. The private sector also has the potential to take responsibility even after the training is over, which is critically important in rural settings.

Follow up support and Facilitation Support

The project has some successful examples that demonstrate the power of skills training. As anticipated, there is evidence that a successful training program can make people technically skilful and immediately drive them towards employment. This training outcome was observed among females too. Part of the credit for this success goes to the project decision to take employers on board from the beginning. Such success however raises expectations for widening benefit to many people. Therefore providing follow up support is an urgent work ahead for Plan and NRSP as the next step. It is necessary to identify the status of graduates, particularly those who are currently at work for

Final Evaluation of Support the Technical and Vocational Education and Training Sector in Pakistan (TVET I) Project

Final Evaluation Report

provision of any support required; and more so with females. This is necessary not only for upgrading technical skills, it is equally important for facilitating market and employment linkage.

Considering small number of successful loan applicants, continuation of facilitation for financial linkages is equally important. Providing additional training to selected talented graduates particularly the graduates engaged in tailoring, embroidery and appliqué work and mobilizing them to reach other graduates in need of work, could be one strategy. They could possibly also serve as production centre in rural areas and facilitate linkage between market and these new workers. Such system could reinforce development of local market as mentioned above.

Social and economic value of productive employment

Although in case of females, income is limited, it has helped them: i) have opportunity to move out of house; ii) do business with the outside world; v) undertake activity with monetary value; vi) have access to money and to some degree avoid dependency on others for this purpose; iv) feel different compared to their peers without employment and income; and v) feel confident in front of family and the community. Many of these impressions apply to male graduates as well. Therefore, these achievements are appreciated and therefore, Plan and NRSP are encouraged to continue with outcome oriented training even after closure of the project support.

Knowledge Management and Policy Dialogue

Introduction of handy skills training, managing training in partnership with public institutes and their proven ability to work as linking-point between graduates and market are some interesting achievements the project has made. If sustained, this approach could be a good example of market linkage model. Also, the project has made important contributions by developing curricula. In order to save time and resources for many similar future projects, it is necessary to properly document these achievements and share them with wider community-of-practice. These elements of success are suggested to be shared with government particularly with P-TVETA for wider dissemination of important project outcomes. Many of these achievements could be also important agenda of policy dialogue process contributing to enhancing existing national TVET Policy.



The content of this publication is the sole responsibility of PROMAN and the Implementing Partners for this Contract of the PROMAN Consortium and can in no way be taken to reflect the views of the European Union.