



# ILO EVALUATION

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- This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Unit.

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## Acronyms

ALC	Adult Literacy Centre
AL&NFBE	Adult Literacy & Non Formal Basic Education
APLF	All Pakistan Labour Federation
ANCE	Association of Networks for Community Empowerment
ARP	Agriculture Rural Development and Poverty Reduction
BISP	Benazir Income Support Programme
CBTA	Competency Based Training Assessment
CI	Care International
CNIC	Computerized National Identity Card
COTHM	College of Tourism and Hotel Management
CSOs	Civil Society Organizations
DAMP	Dhaka Ahsania Mission Pakistan
DGSE	Directorate General of Special Education
DOL	Department of Labour
DWCP	Decent Work Country Program
ECDI	Entrepreneurship Community Development Institute
EET	Education, Employment and Training
EFW	Expanded Funding Window
FAO	Food and Agriculture Organization
GE4DE	Gender Equality for Decent Employment
HRD	Human Resource Development
ICT	Islamabad Capital Territory
ILO	International Labour Organization
IMCs	Institute Management Committees
JP	Joint Program
KAB	Know About Business
KPK	Khyber Pakhtun Khwa
LEP	Legal Empowerment of Poor
LFA	Logical Framework Analysis
LMI	Labour Market Information
LMIA	Labour Market Information Assessment
MDW	Mainstreaming Decent Work
NAVTTTC	National Vocational and Technical Training Commission
NFE	Non Formal Education
NFBE	Non Formal Basic Education
NGOs	Non Governmental Organizations
P&B	Programme and Budget
PBS	Pakistan Bureau of Statistics
PESSI	Punjab Employees Social Security Institute
PRGTTI	Pakistan Ready Made Garments Technical Training Institute
PTEVTA	Punjab Technical Education and Vocational Training Authorities
PVTC	Punjab Vocational Training Council
SPF	Social Protection Floor
SSDP	Sindh Skill Development Project
STEVTA	Sindh Technical Education and Vocational Training Authorities
SYB	Start Your Business
TEVT	Technical Education and Vocational Training
TOT	Training of Trainers
UK	United Kingdom
UN	United Nations
VTIs	Vocational Training Institutes
VREDP	Vocational Rehabilitation and Employment of Disabled Persons

## 1. EXECUTIVE SUMMARY

The ILO's Project Empowering Vulnerable Groups through Education, Employment and Training (EET Project) is a unique project. It is not a one project but a group of various smaller projects that cover diverse issues like entrepreneurship development, labour market information analysis, skills training and its linkage with the market demands, legal empowerment of brick kiln workers, literacy and decent work, rights of workers with disability and the awareness on Polio vaccination among others. In many ways the EET project proves a "catch all" project for all One UN related funding to the ILO.

This innovation in the project design where it was set to achieve three almost distinct targets proved its strength. It allowed the project to develop flexibility in better responding to the One UN demands both on resource allocation and also on expanding targets, as Polio was added during the last 14 months of the project's cycle. Project has responded well and contributed significantly to the One UN's Delivering as One targets of Joint Programme Education and Joint Program Agriculture Rural Develop and Poverty.

The Project has made excellent initial interventions in introducing ILO's entrepreneurship tool "Know About Business" at the Sindh and Punjab TEVTAs, and Punjab Vocational Training Centers (PVTs). The project efforts have helped in building capacities at the provincial level on the labour market information analysis and this lead to the publishing of Punjab Employment Trends Report and Sindh Employment Trends Report. The project has also helped sensitize the managers of skills training in the Sindh and Punjab provinces to relook at the regime of skills training and make it responsive to the demands of the market.

The Project has also mainstreamed the Decent Work agenda into the curriculum of Punjab Literacy Department so the message could reach to the brick kiln and other informal sector workers. An innovation of the project has helped demonstrate that the brick kiln workers and their employers could be convinced to register for the social security cards for the workers. Moreover, the project has also done some excellent research and advocacy work to highlight the rights of disabled workers.

The project faced challenges in terms of limited One UN funding. Moreover, some funding was either too small or came very late in the project life thus making it challenging for the project to have meaningful impact on those area. However, the EET project can be described as a good model for the ILO to replicate with additional One UN funding under the new delivering as One UN modality.

## **2. PROJECT BACKGROUND AND LOGIC**

On 4 February 2009, the United Nations Pakistan's One Programme Document was signed by the Government of Pakistan and the United Nations. This pilot experiment was envisaged to help improve development delivery. The One Programme had five "Joint Programs" reflecting the major areas of UN support to the developmental processes in Pakistan. These include agriculture, rural development and poverty reduction, education, health and population, environment, and disaster risk management. Moreover, it had four cross cutting issues including civil society engagement, human rights, gender equality and refugees.

The International Labour Organization (ILO) extends technical assistance to its tripartite constitutions through the Decent Work Country Programme (DWCP). The DWCP define the ILO's contribution within this new One UN framework. The One UN became a platform for joint UN interventions and a source of funds to implement various components of the joint programmes. The ILO, like other UN agencies, competed and won funds, for its Project the Empowering Vulnerable Groups through Education, Employment and Training (EET) in line with joint outcomes of different Joint Programmes.

The EET project has three components, first, entrepreneurship through applying ILO's Know About Business (KAB) tool, second, to promote Decent Work, implement employable Skills Programs and Labour Market Information & Analysis, third, Education and Legal Empowerment of Poor & vulnerable groups especially bonded labour & child labour. Each of the three components of the project had their internal logic and were well established. However, the cohesiveness of these three components among each other was not very clear at the design stage.

The KAB was implemented with skills training authorities aimed at the management and teachers where as the literacy programme with workers right was aimed at brick kiln workers and delivered through the literacy department. Yet, the labour market information analysis capacity of the provincial government, at the labour department in Punjab and TEVTA in Sindh province, was another dimension. Later in the implementation, the EET project also had intervention on Polio and disability. Certainly all these interventions were useful however the effort at the design stage to weave these components together in a logical manner was missing.

Thus, at the design stage the internal logic of each of the individual component is present however there is limited sum total effect of these three components collectively. Each component does not have to do anything with the other. All three components contribute to three different results, yet each of these is useful. Perhaps that is also the strength of the EET project given the nature of One UN Funding.

The target groups of the three components were quite different. Component one, Know about Business focused on the management of the public sector skills training providers and small number of youth. The second component, promoting decent work, employable skills, and Labour Market Information System, however, had motley of target groups ranging from labour officials, youth, UN staff, policy makers, trade unions and informal workers. The third component focussed primarily on the officials of the literacy department, Special Education, and Punjab Employees Social Security Institute, brick kiln workers, child labourers and persons with disability/disabilities.

Clearly the diversity of the component was reproduced in the target groups. These three small components of the EET Project had immensely diverse target groups.

### **3. EVALUATION BACKGROUND**

The final evaluation of the EET project has been organized as per the ILO policy. The ILO assigned its official, at Islamabad office, Ms. Neetu Lamba as the Evaluation Manager and hired the services of Ms. Samia Raoof as an independent consultant to carry out the evaluation of the project. Ms. Pamornrat Pringsulaka, Regional Evaluation Officer of ROAP Bangkok provided the overall technical back stopping of the evaluation. The project evaluation has assessed the effectiveness of this intervention, its execution, and development impact. The evaluation has reflected on the lessons learnt and successes achieved, capacity building, policy/advocacy, partnerships and sustainability of project interventions. The evaluation has covered the unique aspect of the project, as there were a number of smaller projects/components added under the bigger umbrella project through the implementation period.

The evaluation, based on its document review and field work though limited, has produced analysis and provided recommendations and lessons learnt to inform ILO and contribute towards the overall Delivering as One Programme.

As identified in the Terms of Reference of the final evaluation, the primary users include donors, ILO's implementing partners, ILO's constituents including federal and provincial governments, employers and workers organizations, right holders including men, women, girls and boys in the project communities, academia/ research organizations, NGOs and CSOs, private partners including skills providers and media.

Following are the specific objectives of the evaluation:

- The evaluation will assess the extent to which the project has achieved its planned objectives

- The evaluation will examine and inform ILO of the overall role of the project within the One UN reform process with lesson learnt for further improvement during the OP- II process.
- The evaluation will review and analyze the project approach, lessons learnt, good practices and unique partnerships developed, policy advocacy and capacity building carried out throughout the life of the project.
- The evaluation will capture the impact of the diverse range of activities implemented under the various component of the project.
- In the light of the OP-I examine and analyze the value added by the project to the One UN reform process and how it can be linked with OP- II.
- Main findings of the evaluation in light of core evaluation criteria (e.g. relevance, effectiveness, efficiency, impact and/or sustainability) against the project interventions to be assessed.
- An analysis matrix on enabling factors and limiting factors including; policy environment, capacities, procedures, institutional linkages, resources, scale, visibility, learning, participation, responsiveness and continuity.
- Recommended actions on future direction including; planning, focus, national dimension, sustainability, monitoring and coordination, positioning within the One UN reform process.

#### **4. METHODOLOGY**

The evaluation methodology relied on both primary and secondary sources of information. The evaluation has reviewed the various project documents that have been made available. Moreover, one to one interviews have also been conducted with key stakeholders and discussions with project beneficiaries were also held. The Evaluation suggested field visits for Lahore, Karachi and Peshawar to cover most of the ambit of the project. However, the evaluation had to work under an extremely tight time line that only allowed 3 days field visit to Lahore (in Punjab Province) for meetings with project partners and some beneficiaries. Given the revised time line restrictions informed by the ILO, the evaluation could only visit Lahore and not Karachi and Peshawar. The Lahore was selected because it had interventions under all three components of the project. On the other hand, project only made interventions under component 1 and component 2 in Karachi. Although, the project has made significant interventions in Karachi (Sindh province) but the evaluation was informed not to visit Karachi, given time limitation, and hold interviews through telephone with key project partner. However, the evaluation had a detailed meeting with Director Operations, STEVTA in Islamabad after the Human Rights Day Celebrations, by the EET project when all partners participated. Similarly, availing the opportunity, meetings were also held in Islamabad with the relevant persons from Peshawar and Quetta.. It was only the time limitation that made the ILO to suggest restricted field visit to Lahore only. List of Persons met by the evaluation is attached as (Annex C). The evaluation has observed evaluation norms, standards and ethical safeguards.



In Lahore, the evaluation met all target groups of the Project interventions made under its three components. The Evaluation visited two remote brick kilns to meet employers and workers of brick kilns. Moreover, the meetings were held with the senior management and technical staff of Punjab Employees Social Security Institute, Literacy Department, Technical Education and Vocational Training Authority (TEVTA), Punjab Vocational Training Council (PVTCT), Labour and Human Resource Department, Government of Punjab, and also officials of two NGO partners.

Furthermore, the initial findings of the evaluation have been shared with the ILO's tripartite stakeholders on 20 December 2013 and they have endorsed these as well. Additional factual inputs received from the stakeholders have also been taken into considerations.

The project's magnitude was widespread with ten thematic areas and in four provinces. The major focus of the project was in provinces of Sindh and Punjab. Considering the diversity and the spread of the project, evaluation should have been realistically planned in terms of field work to assess the impact of the project on the beneficiaries.

## 5. MAIN FINDINGS

The EET project has been designed to meet following three objectives:

- KAB/SYB Model contextualized and implemented in one Province
- Implementation capacity of social partners and other stakeholders strengthened at the federal and provincial levels to promote Decent Work, employable skills and strengthen Labour Market Information system.
- Education and Legal Empowerment of Poor and Vulnerable Groups focusing Forced & Bonded Labour and Child Labour

The EET Project is funded through "Expanded Funding Window (EFW)" and an additional part of funds come from Dutch funds channelled through One-UN Program process. The project activities support various Outcomes and Outputs of different Joint Programs. The funds have come from the Joint programs on "Education" and the "Agriculture Rural Development and Poverty (ARP)" and later funds allocated from Polio eradication.

Table 1.1: EET Project Component and One UN Joint Programmes	
<b>Component 1 (KAB/SYB):</b>	JP Education (Joint Program Component 4)
<b>Component 2 (Skills):</b>	JP ARP (Joint Program Component 1, 2, 3 and 4)
<b>Component 3 (Education &amp; LEP</b>	JP ARP (JPC 2 & 3), & JP Education (JPC 2 & 4)

### a. Project Design

The project design is predetermined by the One UN funding arrangement. The three EET project's objectives contribute to One UN joint programme on Education, and Agriculture, Rural Development and Poverty Reduction (ARP). In this manner the project has helped to contribute towards the Delivery as One Goal of the One UN. The EET project also falls under the priorities of ILO's Decent Work Country Programme (DWCP). The Project relates, as indicated in the project document, to the Country Program No. 2, i.e., "contributing to One-UN Joint Programme" and directly contributes to the ILO's immediate Outcome PAK 126 in the DWCP work plan 2009 -2013 and has a link to Indicator 19.1 of Global P&B Indicators.

The project has three components, first, entrepreneurship, second, decent work, skills and labour market information; and third, legal empowerment of bonded labour. The internal logic of each of the three components was all inconsistent. However, these three components do not resonate with each other to contribute towards one goal.

The **first immediate objective** on entrepreneurship (KAB) was well knit at the outputs level as these were well defined and clearly contributing to the higher level result. The three outputs of the **second immediate objective** do not necessarily complement each other. Its first output focuses on skills, second output on promoting decent work, and third output on the labour market information analysis. The project design does not make any effort to link these together. There might be some broader overlaps however these outputs could have been designed in a manner that these collectively help produce better results at the immediate objective level.

Similarly, the outputs of the **third immediate objective** do not resonate with each other for the collective result. One output focuses on bonded and child laborers another output focuses on disability and still another output address the polio prevention efforts. Clearly, strengthening polio prevention efforts is beyond the mandate of the ILO and the outputs could have focused more on the disabled workers and their rehabilitation.

Moreover, there are various outputs that have whole narration underneath, which in fact should have been articulated in the project strategy. The project at places appeared to have deviated from the basic principle of LFA design typically practiced in the ILO's technical cooperation projects. Not all outputs of the EET project are SMART<sup>1</sup> and pose challenge at the design stage. The theory of change contributes from activities to outputs and to immediate objectives to create an impact is not well articulated in the component 2 and 3 of the project.

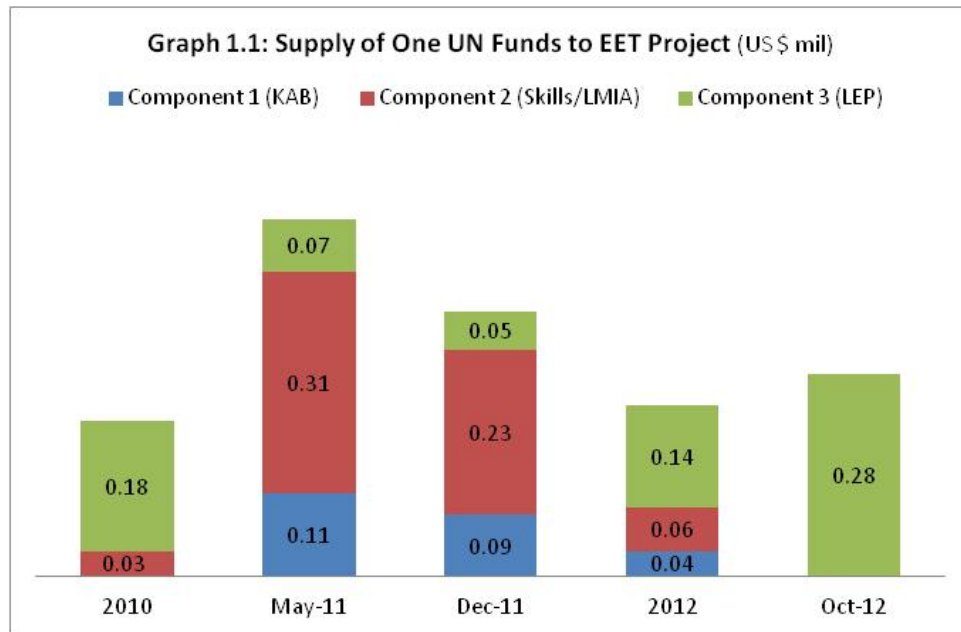
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<sup>1</sup> Specific, Measurable, Achievable/Attainable, Relevant and Time-bound

The Project **indicators** have been conceived both at the objectives and output levels. Although the project covers ten distinct themes under its three components but the indicators reflect only five of the themes. Some of the indicators are clear for example for interventions on entrepreneurship, skills training, and social protection services with corresponding **means of verification**. However, for other interventions, for example interventions on persons with disabilities, polio awareness, and social protection floor there has been absence or lack of robust indicators and associated means of verification.

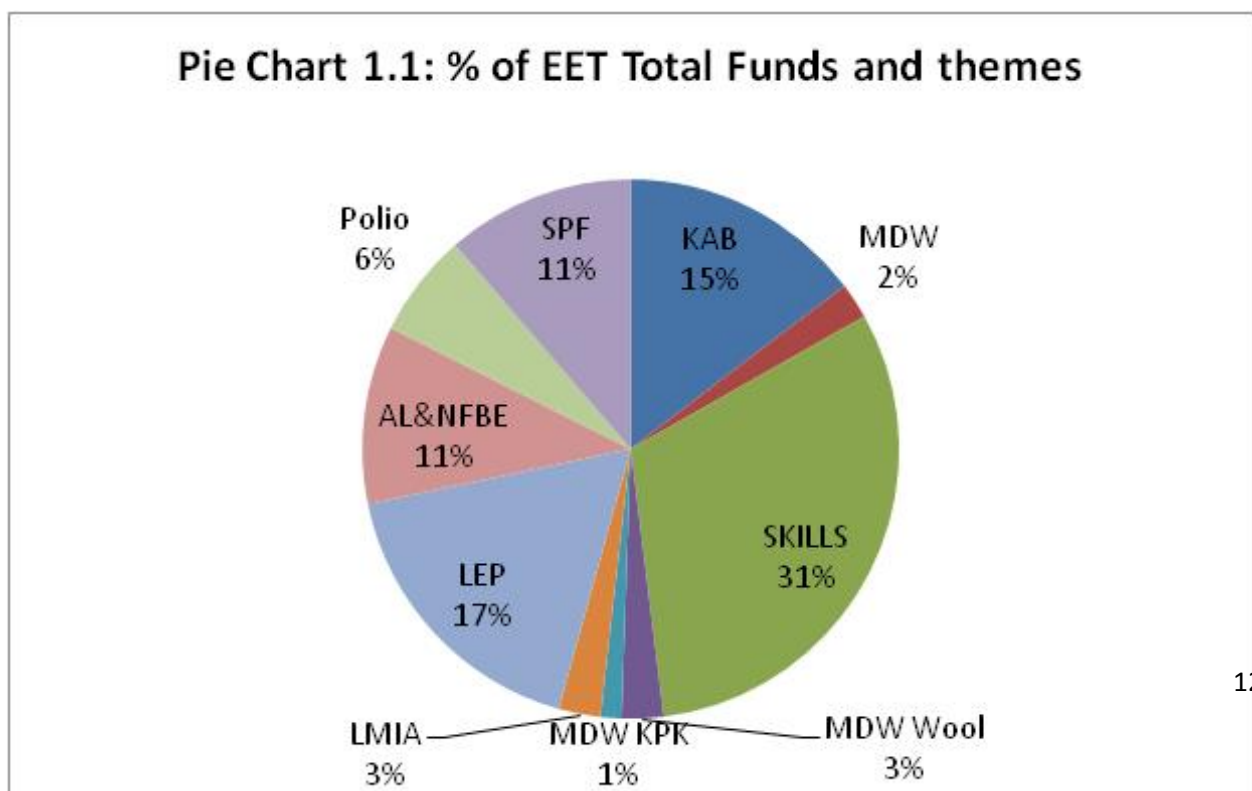
The EET project document does not fully comply with the ILO's **gender mainstreaming** Toolkit. The problem analysis and strategy for component 1 (entrepreneurship) and component 2 (skills) lack sensitivity to gender sensitive conceptualization. The gender blindness of both the component in the problem analysis section has also been reflected in the strategy and even in the results framework. Among the thirteen output level indicators only one indicator related to bonded labour intervention is gender sensitive. Similarly, at the immediate objective level there are sixteen indicators and only one indicator is gender sensitive. The sustainability strategy of the project is not visible in the project document.

The EET Project has been designed on the availability of the One UN funds. These **funds** were earmarked and/or arrived for specific purposes and on different time lines. The project started with smaller funds in 2010, and later as and when additional funds were made available project interventions were expanded. Moreover, when new funds were made available for different nature of activities under the two Joint Programs of ARP and Education, the EET project improvised and absorbed those funds for activities that were initially not part of the project's design. This flexibility of the project also proved a challenge as this started to compromise on the project's quality.



In total, there were five tranches of funds released to the EET project and most went to the component 3 (legal empowerment). The graph 1.1 provides the total picture of funds released to three EET project components between 2010 and 2013. It is clear that most funds were earmarked to component 3 LEP (US \$ 0.731 million) and component 2 Skills/LMIA (US \$ 0.634 million) and the component 1 KAB (US \$ 0.235 million) received smallest of funds. However, the picture becomes clearer, if a deeper analysis of funds allocated to various themes under the three components of the EET Project is carried out.

Under the three components, the EET Project has tried to cover ten themes. The



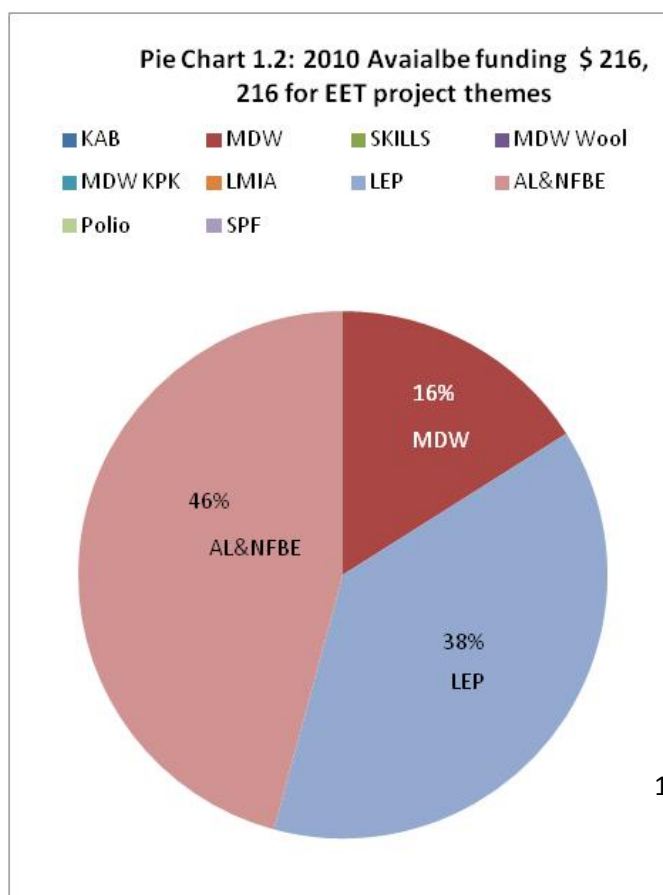
component 1 had one theme, Know about your Business (KAB). The component 2 had five themes: skills, mainstreaming decent work (MDW), mainstreaming decent work wool value chain (MDW WOOL), and mainstreaming decent work in KPK (MDW KPK), Labour Market Information Analysis (LMIA). Under component 3 there were four themes: Legal Empowerment of Bonded Labourers (LEP), Adult Literacy and Non Formal Basic Education (AL&NFBE), Polio, and Social Protection Floor (SPF). The pie chart 1.1 provides percentage funds distribution of total US \$ 1.6 million project budget spread over ten themes.

Out of the total ten themes, only five themes received funds in double digits of percentage. Clearly, the EET project has spread itself too thinly over too many themes. Despite this challenge, the fact that KAB was an innovative intervention in the Pakistani context and received 15% funds, under the LEP 17% funds and AL&NFBE 11% funds, the EET project has managed to undertake some innovative work. Even small part of resources that LMIA (3%) received it succeeded in making important policy level interventions.

However, the inherent challenge of the One UN funding becomes evident when the funding availability against the ten themes is analysed on the time-line of funds disbursement to EET Project. The five pie charts on (below and next page) provide indication when funds were made available to these ten themes under the EET project's three components.

The EET project's available funds for 2010 and 2011 were for six themes that is LEP, AL&NFBE, MDW, KAB, Skills and LMIA only. However, in the start of 2012 under the One UN funding, the EET Project accepted funds for two new themes MDW Wool, and MDW KPK and funds were US \$ 60,000 out of the total US \$ 238,589 received at the time. However, by end of 2012 the project accepted substantial funds (US \$ 280,967) for two new additional themes of SPF and Polio, which was not part of original design.

Clearly, this indicates flexibility of the EET project to accept additional funds and carry out activities. However, this also has implications for the project's effectiveness during the

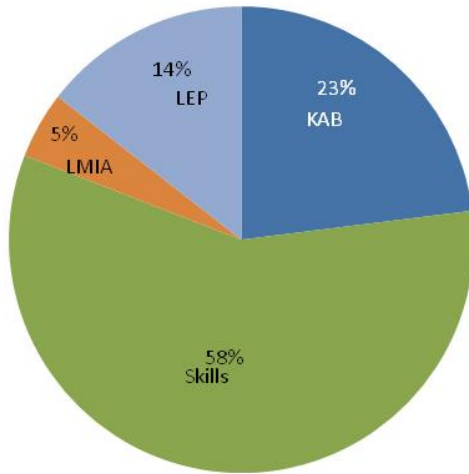


implementation stage it was difficult to provide quality outputs with inadequate funds or limited time.

This close analysis of the funds released for different themes and the timelines provide fuller picture depicting how the EET project became a “catch all” project for whatever being released or made available under the One UN funding arrangements.

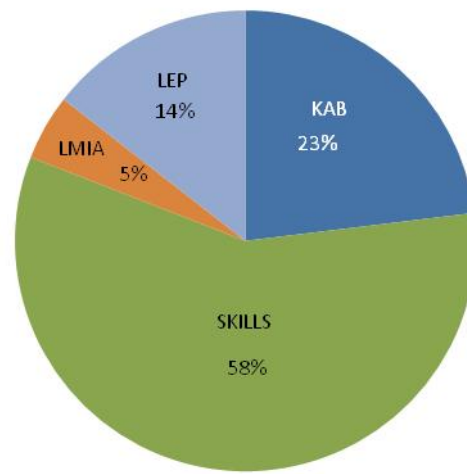
**Pie Chart 1.3: May 2011 Available funding \$ 496,148 for EET project themes**

■ KAB ■ MDW ■ SKILLS ■ MDW Wool  
■ MDW KPK ■ LMIA ■ LEP ■ AL&NFBE  
■ Polio ■ SPF



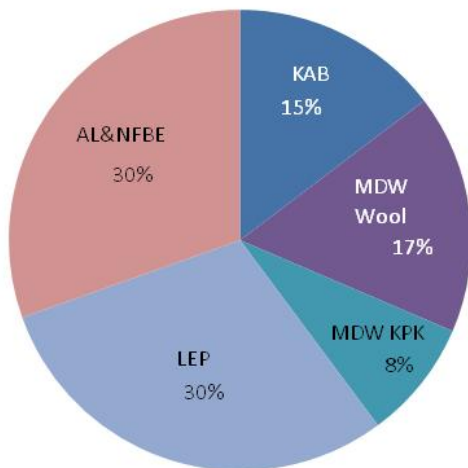
**Pie Chart 1.4: Dec 2011 Available funding of \$ 368,852 for EET project themes**

■ KAB ■ MDW ■ SKILLS ■ MDW Wool  
■ MDW KPK ■ LMIA ■ LEP ■ AL&NFBE  
■ Polio ■ SPF



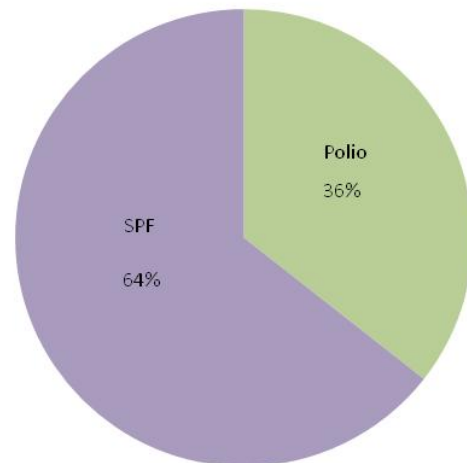
**Pie Chart 1.5: 2012 Available funding of \$ 238,589 for EET project themes**

■ KAB ■ MDW ■ SKILLS ■ MDW Wool  
■ MDW KPK ■ LMIA ■ LEP ■ AL&NFBE  
■ Polio ■ SPF



**Pie Chart 1.6: Oct 2012 Available funding of \$ 280,967 for EET project themes**

■ KAB ■ MDW ■ SKILLS ■ MDW Wool  
■ MDW KPK ■ LMIA ■ LEP ■ AL&NFBE  
■ Polio ■ SPF



Both source of funds of a particular JP and its volume influenced the project design. Since the funds were coming from different joint programmes components of the Joint Programmes of Education and ARP, in small tranches, and over different time lines, it has had implications on the EET project designed, its evolution and implementation. The funding arrangement of small funds for different results influenced the scope of the project not only at the design stage but also during the implementation stage as the interventions were intensified (legal empowerment of bonded labourers) or went into new direction (polio campaign and wool value chain).

Moreover, this also brought diverse components like empowerment of brick kiln workers, labour market information, introducing entrepreneurship, Polio awareness, disability, and Wool Value Chain on one plate. Resultantly, the EET Project in fact comes across as stapling of three or four separate projects into one project document.

This One UN funding arrangements appears to have proved its challenge as well as strength for the EET project. The project design remains flexible as it incorporated new interventions that were stapled to the EEP project even during the last 16 months of its life. The project included one intervention on Wool Value Chain. During the last 12 months of the project there was a strong focus on Polio prevention and disability. Since, these funds were earmarked by the One UN to address the Polio issue, the EET project won these funds and its interventions have oscillated between creating awareness on Polio disease and vaccination and the rights of workers with disability.

Overall the EET project has been evolving with the availability of additional One UN Funds and its focus. This has been the only ILO's One UN project, and perhaps for the management point of view, all funding tapped from this source has been clubbed under the EET project. Given the small funds, this appeared a useful arrangement to pilot small interventions.

It is evident that the One UN funding where small tranches of funds were made for various themes, project like EET proved useful for pilot interventions. Despite various design challenges the EET project has the flexibility and capacity to absorb additional resources, although it might have weakened the project design and quality of some of its interventions.

## **b. Relevance**

The EET project's three components as given above, subsequently, also included awareness on Polio prevention and rights of workers with disability as part of the project focus. The Logical Frame Work of the Project is placed as Annex D.

The project design was well in response to the demand of national stakeholders to introduce innovative interventions. The enterprise related interventions that helped



introduce ILO tool “Know About Business (KAB)” with the skill training provider was in line with the demands of Sindh and Punjab TEVTAs. Similarly, the competency based skills training arrangement related intervention has also been in response to provincial level public sector skills providers. The Labour Department Punjab and Sindh have been articulating the ILO’s technical assistance on Labour Market Information Analysis (LMIA) and hence the EET’s project intervention responds to that need. Similarly, the social protection and empowerment of the bonded labour men and women workers was designed in line with the stated policies and programmes of provincial government and other stakeholders. The later designed intervention on the disabled workers rights has been welcomed by the provincial department of social welfare and civil society organizations working on the rights of workers with disabilities.

The EET project has significantly contributed in the promotion of ILO Conventions for workers with disabilities ILO C 159, and forced labour related ILO Conventions 87 and 98.

### **c. Effectiveness**

#### **Component 1:**

Under the first component, the EET project introduced an innovative ILO tool “**Know About Business (KAB)**” to promote entrepreneurship in the public sector skill training providers in Sindh and Punjab Province. The project successfully translated the KAB tool into local Urdu language and also had it culturally adopted. The senior management at Sindh TEVTA and Punjab TEVTA and Punjab Vocational Training Centers (PVTC) has degree of willingness to include KAB as part of their technical educational curriculum. Moreover, the Training of Trainers has also been conducted in Sindh and Punjab. The EET Project made substantial progress in the Sindh province on introducing KAB than the Punjab province.

In Punjab, the EET Project has trained trainers from five skill training centers (PTEVTA, PVTC, and Lahore College for Women University, PRGTTI, and COTHM). For the TOT, Punjab TEVTA has sent most officials who were responsible for admin related jobs, as at the time of deciding participants they were not clear how the KAB will be implemented.

The Punjab Vocational Training Center (PVTC) was interested to have KAB as part of its curriculum and has introduced KAB as a separate curriculum which is being implemented in all its 170 Vocational Training Institutes (VTIs) with the existing students and the duration of the course is 50 hours. However, the KAB contact time with students presently is 50 hours, as opposed to mandatory 80 - 120 hours required for KAB training. This does compromises the quality of KAB vis-a-vis its intended beneficiaries.

The Punjab TEVTA considers ILO's KAB would be preferred and adopted in training center under its jurisdiction. However, KAB has not yet started in any of Punjab TEVTA run training centers. Nonetheless, the various principals and the teachers of the Punjab TEVTA have received EET project organized training on the KAB.

In Sindh, the EET Project has succeeded in having the KAB taught at the Sindh TEVTA's skills training centers. The project had organized first training of trainers in Sindh by September 2011 and within short period of time KAB penetrations within the Sindh TEVTA took place. Sindh TEVTA has introduced the KAB in its 23 training centers. Out of the 23 training institutes 13 have actually started offering KAB to its students. Out of these thirteen training centers eleven were situated in Karachi city and one each in Larkana and Sukkur. However, the project did not have gender disaggregated data on number of trainees.

Certainly, the EET project has created impact as it succeeded in sensitizing the provincial policy makers of skills training in Punjab and Sindh aware of the ILO's tool "Know About Business". Moreover the project has also succeeded in cultivating team of trainers who can further carry out cascade training on KAB, and also train students. Certainly the Project has been effective in delivering KAB in the two provinces with varying degree of success. However, the project has had limited success in getting the KAB part of official curriculum of the Punjab or Sindh TEVTA. It is presumed that the TEVTAs will have the KAB part of its curriculum soon.

Considering very limited time, the evaluation could not have the chance to meet students who received KAB training in Lahore and Karachi. In Lahore PVTC, meeting of the evaluation was held with three students, two female students of IT who are taking KAB one hour course, and one male student of Trade: Import and Export course. All three were beginners. Thus the evaluation is unable to reflect on the quality of the KAB trainings that students have received in these two cities. However, a separate KAB focused assessment, commissioned in spring 2013 by the EET Project, provides interesting insights into this intervention. This assessment, based on interviews with student beneficiaries, stated that although the students found KAB training useful but of little value in actually helping them to start a business or how to access financial resources. Thus it is important to keep this factor in consideration and have some future intervention to take this step further with follow up and further counseling

This evaluation could also not find any evidence from secondary data depicting the final impact of KAB on positively changing students' behavior towards starting business.

However, KAB as a training programme has been acknowledged and ILO received requests from a number of organizations and institutions for use of KAB training module in their respective organizations/institutions. These are (i) Entrepreneurship and

Community Development Institute (ECDI), (ii) Agriculture University, Peshawar, KPK, (iii) Management Development Institute, Islamabad and (iv) Care International.

Initially Care International plans to benefit from KAB module as part of EU funded project implemented in three districts in Sindh and four districts in South Punjab. CI wants to avail services of STEVTA's KAB instructors for the selected institutes in Sindh and Punjab. For the implementation of this plan Care International seeks ILOs formal approval for reprinting of KAB module for their instructors and trainees with ILO logo with statement of acknowledgement from the EU and Care International. The proposition also suggests EU logo mentioning funded by EU. Along with KAB module they also request information about KAB trainers. It is a very encouraging result of ILO's KAB training where other organizations are recognizing the importance of KAB and wanting to adopt it.

## **Component 2:**

Under the **Second component**, the EET Project has made interventions to help improve **skills training** into a competency based skills training. The project has succeeded in helping the Sindh government in developing Sindh Skill Strategy. Under this intervention the project has also conducted capacity building training "Management of Training Institutes: Training for Principals of TEVT Institutes" attended by 30 principals from TVET institutes in Sindh and Punjab province. This covered range of topics including "institutional diagnosis and organizational challenge", "new trends in training policies and systems", "career counseling & vocational guidance", "competency based approaches to training" among others. Similar training, "Management of Training Institute" for the Principals of selected vocational training institutes working under the P TEVTA, PVTC and STEVTA was again organized in Lahore during 2013. The management of TEVTA Sindh and Punjab both have acknowledged the usefulness of organizing such training for the Principles. This training has helped the principals of the training schools to get involved into supervising training more effectively and redefined their roles.

Sindh TEVTA saw this training that has helped transform the management cadre of the training centers. Earlier, the principles were only involved in routine functions mostly at the time of admissions and completions of a training course. Pre-training and post-training aspects of training is very important and previously had not been given any consideration. Training principles on pre-training and post-training assessments has been an important area through EET project. They were made aware of their changing role in pre training and post training, carrying out institutional audits, maximum utilization promoting and establishing mechanisms of employment for the graduates through Institute Management Committees (IMCs) of local employers in the institutions. Capacity building of those members, revisions of the rules of business with inputs of

stakeholders and trade unions has helped in making some positive changes. These rules for the Institute Management Committees have also been approved by STEVTA Board.

The EET Project also has developed training manual and conducted trainings on Competency-based training course for career counseling and vocational guidance skills. The training manual is of good quality, interactive and provides useful techniques in extending career counseling to the students in real life situation. The EET project also commissioned a study to document “Scope and nature of work place learning in Sindh”. This study among other things has also recommended to STEVTA to restart the apprenticeship program. Furthermore, the project has also commissioned a study to highlight the importance of Industry-Institute Linkages. The findings of both these studies were made public at a national seminar organized in Islamabad in April 2013.

It is pertinent to acknowledge ILO’s approach initiated through EET Project’s interventions such as the IMCs and Competency Based Training Systems through Sindh TEVTA. Sindh Skill Development Project (SSDP) funded by the World Bank also promotes and complements the initiatives of ILO’s EET project. This marks the success of these initiatives.

The EET Project has also facilitated in arranging international exposures’ of the TEVT staff to have understanding of skills training practices in other countries. In this regard, three officials attended international conference in Sri Lanka on “HRD through TEVT” in August 2011; eight officials attended a study visit to Malaysia and Singapore for successful models of TEVT in Nov 2011; Seven officials participated in a study tour to the UK to learn the best practices in the TEVT sector in July 2012; and one official attended training on “Public Employment Services (PES)” in Sri Lanka.

Certainly, the EET project has succeeded in significantly contributing knowledge and disseminate around the challenges of present day skills training arrangements and how differently skills needs to be imparted. The Project facilitated the Sindh government in developing the Sindh Skills Strategy. The project has also succeeded in reviving the Institute Management Committees at the skills training institutes working under the Sindh TEVTA. The incorporation of employers and workers views into the rules of business for this committee and approval of the Sindh TEVTA were useful achievements.

However, the evaluation could not find evidence of any establishment survey, revised existing training courses, improvement in the Trade Testing Boards operational capacity from the documentations. Moreover, in the discussion with the SINDH TEVTA management and Punjab TEVTA management these issues have not been reflected.

The EET project also co supported the Dhaka Mission with the main objective of providing an opportunity to government and industry representatives to understand how to formalize informal apprenticeships in an exclusive way, by studying the TEVT reforms project in Bangladesh. The EET project jointly with GE4DE (another ILO project funded by CIDA) supported the Dhaka Mission to learn from Bangladesh experience. The fifteen members mission visited Bangladesh from Sept 22 to 28, 2013 and comprised members from Directorate General of Special Education, PVTC, PTEVTA, STEVTA, Punjab Literacy Department, Programme Officer EET project, ILO, sponsored by EET project and members from NAVTTC, Business for Social Progress, Knittex Apparel (Pvt) Ltd, COTHM by GE4DE.

Second jointly supported intervention of EET project and GE4DE was the “Assessment study of the formal and informal apprenticeship system in Punjab”. The continuity of this intervention is ensured through GE4DE and next steps are anchored into GE4DE project. These steps are to implement learning from Dhaka mission based on assessment results through designing and implementation of the pilot projects to test different elements of the apprenticeship reforms. These projects are in design phase and GE4DE will carry forward and implement them. Among these is also Trade Testing Board’s recommendation for training of staff on “Competency Based Assessment”.

The co sharing of EET Project and GE4DE in areas of common interest is a very positive trend set forth by ILO and the EET Project. It’s not only collaborative but also reflects best utilization of resources. Another positive aspect is the carry forward and the continuity of the initiative through GE4DE. It’s a well planned measure and usefully interlinked.

Another innovative intervention under the Second component was the Labour Market Information Analysis (LMIA) capacity to be built at the provincial government level. The formulation of policies to promote decent work, therefore, requires up to date Labour Market Information and Analysis (LMIA) system, based on a set of key indicators to provide a quick diagnostic of any labour market.

The Punjab & Sindh Technical Education and Vocational Training Authorities have requested ILO technical support in identifying skills and technical training needs in the provinces by using LMIA. In order to provide the required support to Sindh TEVTAs, this report aims at reviewing existing data collection instruments with a view how far these instruments can be used for skill mapping in Sindh. The project assisted the Sindh TEVTA with an LMI study that helped in the identification of the limitations of data collection instruments currently implemented in Sindh and finding ways how these instruments with some improvements, can be used as an effective tool for skill planning.

The recommendations were useful however evidence that how far these recommendations have been adopted is not clear. The EET project has also provided technical support to the Punjab Department of Labour in strengthening its capacity to undertake labour market information analysis. Significant trainings have also been organized for the staff of labour department on the LMIA. However, Punjab Department of Labour is dependent on Pakistan Bureau of Statistics for data collection.

The project has also helped the Punjab Labour Department and the Sindh TEVTA to publish “Employment Trend Reports”. The data used for these reports is the same generated by the yearly Labour Force Survey. However, for both the reports, the project commissioned a consultant who carried out the research. The ability of the existing staff of Punjab Labour Department and Sindh TEVTA to carry out such periodic employment trends reports in future is limited. This was clearly identified by the Punjab Labour Department during the evaluation. The LMIA intervention was certainly an innovative level and for the first time at the provincial level. The project has successes in sensitizing the relevant provincial officials and managed to produce quality research on the LMIA. The utilization of this research for policy purposes now rests with the provincial authorities.

The importance and need of LMI and LMIA under the component 2 of the project has also been recognized by the Department of Labour KPK and it has requested ILO to support the initiative on the pattern of DOL, Punjab. The request for replication and geographical scaling up of the LMI is also an encouraging outcome of the EET project initiative.

The wool value chain intervention was not part of the initial design and incorporated later when request came from another UN agency (FAO). Under this intervention, the project has conducted a study and some work with the workers of wool value chain. The project engaged All Pakistan Labour Federation (APLF) to engage 100 women and 100 men workers of wool value chain in the remote province of Balochistan to sensitize about the decent work and help them organize. The project demonstrates its flexibility to incorporate smaller innovative interventions. It was also well thought of to involve the trade union. However, how the intervention will be carried forward and involvement of ILO is not available in any documentation.

### **Component 3:**

Under the **third component**, the project has three sets of interventions. First one was focused on the legal empowerment of brick kiln workers through literacy and social protection cards. Second, intervention was focused on the rights of workers with disability including those affected by Polio. Third was on the Polio awareness and motivating people to have children vaccinated.

The EET Project has an innovative intervention as it helped the Punjab Employees Social Security Institute (PESSI) to expand its coverage to the women and men workers in the brick kiln industry. The project has not only mobilized the target brick kiln owners to allow their workers to get PESSI cards, but also sensitized the brick kiln workers on the benefit and advantages obtaining and using these PESSI cards. Moreover, the Project has also sensitized the PESSI field staff in understanding the challenges of brick kiln employers and workers and how to overcome their resistance. The project also established linkages with the Benazir Income Support Programme and helped 280 women from brick kilns registered with BISP for support.

The following chart provides the number of women and men workers who have benefitted from the project and have received Computerized National Identity Cards (CNIC), which are a basic requirement to apply for the BISP support and PESSI social protection cards. It also provides information about number of women and men workers who have received PESSI cards that covers the health of the workers, spouse, all children and parents. From the PESSI cards majority of these were issued to men, and it was shared by the brick kiln employers that they have contract with male workers and not women workers; hence more PESSI cards for male workers.

Interestingly, the project document does not identify number of direct beneficiaries for any of the three components. However, the project has built in number of direct beneficiaries for the partner NGOs to reach under the component 3. The review of contract documents indicate that the partner NGO, ANCE, succeeded in reaching more than the target numbers beneficiaries (women, men, girls and boys). The following table 1.2 provides the total number beneficiaries reached under component 3.

**Table 1.2: Project Beneficiaries Under Component 3**

<b>Gender Break-up of Beneficiaries of Brick Kiln Workers</b>					
<b>Intervention</b>	<b>Beneficiaries</b>	<b>Lahore</b>	<b>Sialkot</b>	<b>Gujranwala</b>	<b>Total</b>
<b>CNIC</b>	Men	658	94	95	847
	Women	680	30	93	803
	Sub Total	1338	124	188	1650
<b>PESSI Cards</b>	Men	245	71	62	378
	Women	29	1	7	37
	Sub-total	274	72	69	415
<b>Birth Registration</b>	Boys	177	64	44	285
	Girls	156	36	56	248
	Sub-total	333	100	100	533

The Director General, Employees Social Security Institute, KPK has also expressed the need in KPK and requests ILO for technical support, thus the intervention is acknowledged to be scaling up geographically.

Under the EET Project technical support was also provided to the Literacy & Non-Formal Basic Education Department, Punjab, for “Promoting Decent Work through Adult Literacy and Addressing Child Labour through Non-Formal Basic Education”. The project helped develop Labour Content on “Labour Rights and Decent Work”, highlighting ILO Core Conventions (ratified conventions and Govt. of Pakistan’s legislation), Decent Work, labour rights, workers’ productivity and social protection services for the workers’. Material was developed by DAMP on “health with focus on communicable diseases and their prevention and disabilities caused by polio”. The material was ultimately integrated in the functional literacy component of the Punjab Literacy Department’s global literacy curriculum.

Training was conducted for selected hundred Adult Literacy Coordinators and Literacy Mobilizers as Master Trainers on the material developed, to enable them ultimately cascade Teacher’s Training of 3000 (three thousand) Adult Literacy Teachers’ in selected districts of Punjab. Initially, under the project 200 Adult Literacy Teachers were trained by the Master Trainers. Furthermore, material was developed for the “Sensitization of NFBE teachers Child Labour issues”, highlighting ILO Core Conventions and National Conventions prohibiting child labour, child labour issues, causes & effects, gender dimensions, improving retention of child labour through child friendly environment in NFBE centers, and inter-generational poverty issues. Training was conducted for selected hundred Literacy Coordinators and Literacy Mobilizers as Master Trainers on the material developed, to enable them ultimately conduct cascade Teacher’s Training of 6000 (six thousand) NFBE Teachers’. The EET Project supported the training of 200 NFBE teachers by Master Trainers as a pilot project to demonstrate the implementation of cascade training model.

Technical support was provided by the project, to develop material on basic health, communicable diseases and prevention from diseases, diseases with disability, and awareness raising of community and recognizing their roles and responsibilities toward persons with disabilities and become instrumental in their vocational rehabilitation. Similarly, training was conducted of hundred Master Trainers on the material developed on health. These Master Trainers cascaded training to 400 teachers comprising 200 hundred teachers of Adult Literacy Centers and 200 teachers from NFE, in selected districts of Punjab.

Technical assistance was provided under EET Project to develop linkage with the industrial units for provision of a conducive environment for literacy for informal apprenticeship target group. In collaboration with ILO, the Faisalabad Chamber of Commerce and Industry and Employers’ Federation of Pakistan were brought on board for exploring possibilities to provide literacy and NFE to the workers in industrial areas, through Corporate Social Responsibility and other sources.



Technical assistance provided in building networking with the Brick Kiln Owners Associations, to win their support to facilitate Adult Literacy Centers and NFE centers at the Brick Kilns. In this regard successful events were organized in district Multan and Faisalabad, with the financial assistance of ILO. Large number of Brick Kiln owners, and Brick Kiln Association participated, demonstrated positive efforts in promoting literacy for the Brick Kiln workers.

Clearly, these were extremely valuable interventions, as the EET Project engaged with the Government of Punjab's large scale literacy program - total budget PKR 2 billion (US \$ 20 million). The literacy program of government of Punjab targets illiterate workers and children, those who have never been to schools or have dropped out from schools. The Project has managed to design a pictorial booklet on the workers' rights including decent work issues in the main literacy curriculum of the Punjab Literacy Department under the life skills section. Moreover, the project has also succeeded in designing a booklet for sensitizing the non-formal teachers of the Punjab Literacy Department on the educational need of child laborers.

Moreover, the project has also helped the literacy department to train a pool of 200 master trainers capable of taking this knowledge to other trainers of the literacy department. The combination of these three interventions is a new step and has not seen earlier, despite the fact all ILO's child labour service delivery projects have strong non-formal education and literacy components. Certainly the EET project deserves credit for making such strategic interventions that mainstream ILO's key agenda of promoting decent work and child labour issue with the Punjab Literacy Department's main program.

The Project has also carried out advocacy work on the issue of rights of workers with disability and ILO Convention 159. This intervention has been envisaged later in 2012, as additional funds have been made available under the One UN for Polio issue, and the EET project also incorporated this into its fold. The project has supported HERA Trust to conduct two desk reviews of the existing laws, policies, and programmes on "Disability & Employment" and "Social Protection and Disability". These researches provided useful advocacy points that were discussed with the stakeholders in Multan, Peshawar, Karachi and Islamabad.

The three provincial Social Welfare Departments of Punjab, KPK and Sindh, actively participated in the advocacy events and on two events the provincial social welfare minister personally participated in events. The officials from the WHO and UN Resident Coordinator office also took part in these events. Stake holders from government institutes, civil society, persons with disability, media and organizations working for the rights of the persons with disability were the participants at large in these events. The studies and the seminars made some pointed recommendations that the quota of

disabled workers, and the person with disabilities should be offered opportunities to develop their life skills and vocational training skills. It was innovative how the project had used fund earmarked for the Polio to promote ILO's mandate on disability of workers including those affected by Polio. The project was effective in this intervention.

The EET Project has also used Polio funds to create awareness on the importance of polio vaccination. It has engaged the KPK Labour Department, and trade union to help workers and their families understand the importance of the polio vaccinations. This may not be very much in line with the ILO mandate.

Moreover, the project also supported two important studies, "Survey to Quantify People with Disabilities and Their Needs for Vocational Rehabilitation in Islamabad Capital Territory" and "a Rapid Capacity Assessment of the Special Education & Vocational Rehabilitation Centers under Directorate of Special Education in the Islamabad Capital Territory". These are useful interventions, and where survey results have been finalized the draft report of the capacity assessment identifies the gaps and a range of important challenges for the DGSE which no doubt are pertinent to be addressed. The assessment also recommends strengthening of the measures required for rehabilitation and employment of persons with disability.

DGSE has a clear vision on utilization of the results of these interventions, strategizing the future course of action through developing the capacity development plan of the DGSE and its mandate. DGSE plans to move forward and establish more centres for the vocational rehabilitation and employment of the disabled persons. It plans to provide full coverage to the population with disabilities in the ICT according to their rehabilitation needs.

DGSE had three VREDP but with the 18<sup>th</sup> amendment, the Directorate is left with only one VREDP. Two have gone to the province. There is need for more VREDP's at the ICT and these are already agreed, however paucity of funds is a constraint for the Directorate for which ILO support is requested. It also plans to link the survey results and share its experiences with the provinces to be replicated at the district level. DGSE also requests ILO to support linkages with trade unions to promote and facilitate employment of disabled persons. If these are materialized a strong support mechanism for the disabled persons will evolve. However, it was not clear that how the challenges both at the institutional and organizational levels identified in the studies will be addressed by the Directorate of Special Education.

Given the project's sensitivity to the persons with disability, Department of Social Welfare, KPK which is working towards barrier free inclusive society has approached ILO for support relating to "Building Codes" which are not sensitive to persons with disabilities. It requests for ILO's technical support for developing a document for the

Provincial Legislative Assembly, which would be passed as a law for buildings to be sensitive to the needs of disabled persons.

Considering the three components of the EET project had diverse interventions, it must have been difficult to develop a coordination mechanism. The only coordination mechanism, to an extent, could be described the Joint Program of Education and ARP. However, the project partners were not member of those forums that were only meant for coordination of work of various UN agencies under the joint program.

Another thing that was clear from the interventions, that joint UN cooperation became only visible on the Polio and to an extent Wool Value Chain related work under the project. Even if there was some joint collaboration with other UN agencies, it was not visible at all. The project did not have a clear monitoring plan.

The project has effectively used the One UN resource and has demonstrated some innovative pilots with enterprise, Labour market information analysis, and legal empowerment of bonded laborer interventions. This is despite the fact that project has limited resources for these interventions. The project arrangements suited best the changing funding environment of the One UN piece by piece funding.

#### **d. Efficiency**

The EET Project is unique than any other ILO project, as it did not have its work cut out right from the beginning. This project can be described as “catch all” project that has to absorb all funds that ILO leveraged from the One UN pool. Thus the project started with limited funds and few targets, and during the course of the implementation it kept on evolving.

The Project ended up with ten themes under its three broad components. The project did not have direct control on the allocation of funds for these ten themes. It was the One UN that was allocating funds to the interventions that the ILO has suggested in the Joint Programs.

The Project Management: The project management over these years has changed from more experience one to the new and relatively in-experience officials in the project management. The quality of project designed and implementation till the first quarter of 2013 appears to have robustly planned with deeper understanding of the issues under the entrepreneurship, skills training, labour market information analysis and empowerment of bonded labour workers. Surprisingly, the project documentation for

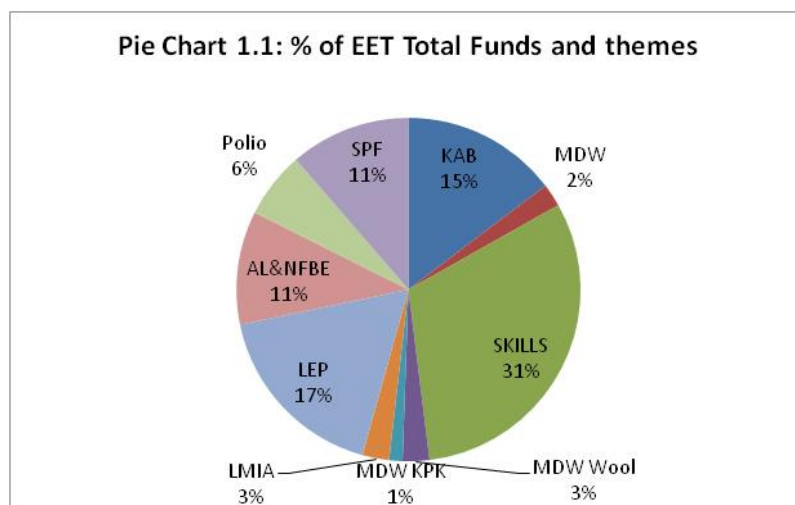
progress reporting for the year 2013 was not well kept and the Evaluation could not receive it despite requesting it twice.

The management of project largely remained efficient, despite the hyper diversity of the project interventions. The project management over the years has been successful in providing technical leadership to the three components. Indeed the ILO Islamabad office took proactive lead in the design and implementation of the third component as compared to the project management.

The background interviews with former ILO officials indicated that since financial tranches were coming from different thematic areas of the one UN window, initially it was conceived as separate projects with specific objectives. However, the funds made available were very small and therefore, in order to reduce overhead costs; the small tranches were combined into one project. Although, administratively it proved to be a prudent step it did placed enormous pressure on the Project Management to ensure systematic implementation of all the components. One Senior Programme Officer of the ILO Islamabad office took care for the Component 3 (literacy) and the project management focused on the component 2 and component 3. Clearly, stitching together limited financial resources received under different themes of the One UN Program built pressure on the project management in the implementation.

Nonetheless, the resources for the One UN program were enough to ensure a reasonable project management structure remain in place. However, it would have been difficult for the ILO Islamabad office to implement all the project interventions without the project management structure.

The EET Project has used funds, human resources, time, and expertise strategically in each of the three components. The funds used for enterprise related intervention have brought about invaluable technical support to the skills training providers in Punjab and Sindh.



The Pie Chart 1.1 has been reproduced for quick reference.

Similarly, the limited resources allocated for Labour Market Information Analysis were used strategically and for the first time provincial authorities developed some capacities on the Labour Market Information Analysis. Similarly, the project's use of fund for the legal empowerment of bonded labour workers and enabling them secure Social Security cards was an important breakthrough. However, the engagement of the Punjab Literacy Department proved most strategic as limited resources helped the project to mainstream decent work agenda and child labour training into the province large scale literacy program.

One of the main strengths of the project has been developing linkages and coordination mechanism between different partners and stakeholders. Among these the project involved and built partnerships with government provincial departments and institutions in a unique manner. It contributes to clearly designed capacity building of the government departments.

The project introduces diverse areas of importance according to the nature of each department such as KAB, LMI, rights based approaches to the governments. Literacy & NFBE department has been sensitized to the brick kiln workers rights and linked to Department of Labour, Punjab Employees Social Security Institute (PESSI), National Data Base and Registration Authority (NADRA) for issuance of CNICs for the brick kiln workers a long term social target group of ILO.

First time higher ranking officials have been sensitized to the brick kiln workers. Senior official of the Literacy & NFBE candidly shared their views applauding ILO's efforts to the exposure and sensitization of the department towards the brick kiln workers and contribute to their well being through literacy. The brick kiln workers component got a boost when through the project efforts, Chairman NADRA visited the brick kilns and this promoted interest in the NADRA staff. First time NADRA mobile service unit started going to the brick kilns to issue CNIC to the workers, thus introducing them to their national registration right and delivering the CNICs.

When the evaluation visited the brick kiln on Multan road, Lahore, those workers who's CNICs had been issued were holding them and showing to the evaluation. Those who had PESSI cards were also eager to show. There were two cases of men whom social security hospital referred to Gulab Devi Hospital in Lahore for treatment of Tuberculosis. After completion of treatment they were advised to two months rest. Their leave period was to be compensated and the forms were required to be filled by their employer who will sign the documents. The owner was present and he was facilitating in signing of the required documents for PESSI Cards.

### Case Study: Benefits of PESSI Cards

Muhammad Yousaf; 49 years, Resident of: Bk-1000 near DarwaishKot; Multan road Lahore.; **SSC No# 0402790****OPD No# 1668, Issued Data SSC: 19-12-2011**

**Background history:** Muhammad Yousaf is a brick kiln worker and currently working at BK-1000 as Bharaiwala (the person who arranged a brick in proper order for baking is called Bharaiwala) from last 21 years. His monthly income is 8000. He has six daughters and one son. One of his daughters is mentally retarded and disabled. He is indebted of Rs. 400,000 for the marriage of one of his daughter and the treatment of the disabled daughter. The entire family has to work.



**Situation after receiving the benefits by this project:** He is satisfied with the cooperation of ILO-ANCE. According to Muhammad Yousaf with the core cooperation and motivation by the ANCE, he is thankful to all those who thought for the empowerment for the vulnerable communities. Muhammad Yousaf said after the facility of PESSI Card he felt confident that he is free from the tension of getting loan/debt from the brick kiln owner. He said they had spent 400,000 on the treatment of the mentally disabled daughter. After spending the huge amount they stopped the treatment of his daughter because they were not able to provide her treatment on regularly basis. "But now after getting PESSI card "we are having her treatment regularly from Nawaz Sharif Hospital for my daughter". Further he told that "his wife is also suffering from Liver problem and she is also getting treatment owing to the PESSI card. He has also availed the facility of Birth Registration for his children and he also got CNIC for his wife and for himself.

The owner was also requesting ANCE representative for support for the registration of remaining workers for CNIC and also registration of their votes. It was informed NADRA's mobile unit will come after the local bodies elections scheduled for January 30, 2014 in Punjab.

Again brick kiln women workers were given exposure of a different nature and for the first time they had a cultural event which was held at the Cultural College for the University of Art and Design, Lahore where impressive number of representatives from Government departments such as NADRA, PESSI, BISP, TEVTA, Professors, Teachers of University of the Punjab, students, lawyers, representatives of Pakistan Workers Federation, Trade union workers, NGOs, media representatives, brick kiln workers, brick owners, brick kiln worker welfare council and ANCE staff participated .

Project NGO Partners for the Literacy Component are well selected. Project has developed a unique coordination between the government departments and NGOs. For Sudhaar, Bunyaad, it was the first experience of close interaction and collaboration with the Literacy Department for the development of the literacy manuals. Dhaka

Ahsania Mission Pakistan (DAMP) developed the health manuals on communicable diseases and prevention and disabilities caused with Polio.

The project faced challenges in terms of limited One UN funding. Moreover, some funding was either too small or came very late in the project life thus making it challenging for the project to have meaningful impact in those areas. However, the EET project can be described as a good model for the ILO to replicate with additional One UN funding under the new delivering as One UN modality.

#### **e. Sustainability**

The EET project's diverse interventions have different level of sustainability impact. The project first component dealing with the entrepreneurship was a demand driven. The Sindh TEVTA and Punjab Vocational Training Centre have taken some concrete steps to incorporate ILO's Know About Business tool. Even after the closure of the project, the combine effect of the trainings, the capacity building events, and research on entrepreneurship will continue. However, the Sindh and Punjab TEVTA have clearly articulated that they still need ILO's continued technical support to have help nurture the new entrepreneurship interventions that is still in its infancy. For a consolidated impact this support is required. KAB has also been well acknowledged by different organizations for adopting KAB in their respective areas of work.

The project intervention in helping the Sindh and Punjab TEVTA to establish market linkages with training centers will be sustained to a greater degree in Sindh province. The Punjab Labour Department has allocated resource and developed a dedicated cell to develop its capacity on Labour Market Information Analysis. The EET project has provided technical assistance in terms of training the labour department staff and help in publishing the first Punjab Employment Trends Report 2013. It is likely that this project intervention on LMIA will be sustained by the Punjab Labour Department. FBS collaboration is also required for LMI. The department plans to take it to the district level. This will however be with FBS. Similarly, the Sindh TEVTA has also with the EET Project support has conducted the first Sindh Employment Trends Report. This likelihood of the Sindh TEVTA continuing it may be not as robust as in Punjab.

DOL KPK's request to ILO for support for replication of LMI and LMIA in DOL KPK is an encouraging recognition of the EET Project's valued intervention and its scaling up.

Provincial level Sindh Skill Strategy has been developed which is in pursuance of the National Skill Strategy. The provincial skill strategy is an important action plan and a tool focusing on opportunities specially for youth employment. It is envisaged to enhance

and promote youth employment. In response to the strategy as a guiding tool Sindh Government has been steered to direct their resources in areas that demand action in 2013-14.

The literacy department has been working in collaboration with ILO for promotion of decent work and child rights through basic education and literacy. The collaboration with ILO has been very pivotal for promoting the cause of literacy and decent work.

The Literacy Department will certainly continue with the Decent Work and teachers training on child labourers' educational need as part of its life skill component of the literacy program focussing on the brick kiln workers and out of school children including child labourers. The Project has made a strategic intervention by engaging with the Punjab's large scale literacy program. Additional technical support will be required to help scale-up the project pilot with the Punjab Employees Social Security Institute to institutionalise the social security cards for the brick kiln workers. The literacy department is willing to continue and extend this collaboration in future in the following areas:

- a. Expansion of adult literacy throughout Punjab replicating best practices of the EET project.
- b. Teachers training to target educational needs of vulnerable groups like persons with disabilities etc.
- c. Formalization of informal apprentices through literacy as pre-vocational component of skill trainings.
- d. Linkage with industry for expansion of adult literacy at work places in formal and in-formal setups.
- e. Facilitate linkages with the stake holders, particularly the labour department and other line departments for excess and expansion of literacy and non formal basic education for marginalized communities.

The literacy department also plans to send formal request for future collaboration to ILO. The EET project through this component has evoked a new approach in the government's Literacy department in sensitizing it to the most vulnerable population of the society the brick kiln workers, and to the concept of decent work thus leading to a positive change in the department and ownership of the project component.

The Project's intervention on the disabled workers right has certainly sensitized the provincial Department of Social Welfare on the needs to providing employable training to persons with disabilities. However, additional technical support from the ILO would be required to take interventions into a meaningful stage of sustainability. On the other hand project intervention to promote polio vaccination will end with the project closure.



Similarly, the efforts to promote decent work among the workers of wool value chain appeared too small and one off kind of interventions.

Although, the project has made it clear to its partner that interventions are completing by end of 31 Dec 2013, however the ILO tripartite constituents and the project partners have expressed the need for additional ILO support.

## **f. Lessons Learnt**

### **BRICK KILN WORKERS**

There are significant measures the ILO and the EET project partners adopted for exposure and social inclusion of the brick kiln workers, the most vulnerable group, through their registration with NADRA, birth registration, and issuance of PESSI cards. Promoting awareness about rights based approaches and facilitating them with a multi pronged approach, sensitization of the brick kiln owners, the workers, exposure of the workers as well as the owners, developing their linkages, sensitizing NADRA to provide door step registration services for issuance of CNICs, linkages with the Literacy department to introduce Decent Work, and NFE for the child workers.

In the Punjab province, the brick kiln has been declared as an industry, thus enabling its workers to be registered with the PESSI, to obtain its card. A registered worker his/her spouse, children and parents all get complete medical coverage. However, it was a challenge as there was no practice of registering the brick kiln workers with the PESSI and to extend these workers with the social protection services. Project undertook a unique and bold step to help link women and men brick kiln workers with Government of Punjab's Employees Social Security Institution (PESSI). Project did advocacy with employers to help them realize the benefit of social protection for workers, educated the workers how to obtain and use this card. Similarly the project also sensitized the PESSI Top management and field technical staff on special needs of brick kiln workers.

All interventions of EET project have innovation and their significance. KAB training has received recognition from outside organizations and those agencies expressed desire to adopt this EET Project intervention. The LMI and LMIA has also received recognition and has capacitated the Punjab Department of Labour. In fact, this was for the first time Punjab Labour Department has made such initiative with the ILO's technical support.

The EET project involved one federal government department DGSE, and five provincial government departments; Department of Labour (Punjab), Punjab Employers' Social Security Institute, Punjab Literacy Department, three training institutes, PTEVTA, PVTC, STEVTA and a number of NGO partners drawing upon their expertise that is ANCE, Bunyaad, DAMP, Sudhaar, and HERA Trust, a number of consultancy firms

conducting useful research, experts to conduct training on KAB, work on LMI and LMIA, and trade unions as well as ILO staff and international experts. EET project yielded its significant results to all these stake holders and partners. Very few projects have a wide range of partners and stake holders with so much diversity.

### LMIA

The 18th constitutional amendment devolved the subject of “Labour” to the provinces. Punjab Labour Department allocated resources to established Labour Market Information Analysis & Resource Center (LMIA & RC); however the capacity to carry out this project was non-existent. The project responded well to the Punjab Labour Department’s request to provide technical assistance in help it develop Labour Market Information Analysis (LMIA) capacity and publish first Punjab Employment Trend Report 2013. The Project has also succeeded in extending similar support to Sindh TEVTA in conducting its first Sindh Employment Trend Reports.

### KAB

Every year, large majority of youth after completing different levels of educations (High-school, college, University, skill training institutes) fail to find gainful employment. There was absence of entrepreneurship training programs. The project has succeeded in introducing the methodology of Know About Business (KAB) into the technical training curricula of these institutes. The ILO’s generic training materials were translated in the local language Urdu and were also customized to Pakistan’s technical and vocational education system. The project built capacity of vocational and skills training institutes to start ILO’s Know About Business (KAB) entrepreneurship training programs in 23 vocational training institutes. (Annex E )

## **g. Issues and Challenges of Component 3**

The issues and challenges of this component were there which ANCE (NGO) managed with Department of Labour. Despite having good relations with the brick kiln owners and workers, ANCE faced many challenges during the implementation period. First issue was related to PESSI cards for workers to which the owners were not willing and resisted this move. It could not be achieved without the cooperation of the owner. This posed a big challenge for achievement of objective. However, the relentless efforts of the NGO ANCE with the relevant people of Brick Kiln Owners Association, and Pakistan Workers Federation positive results were achieved. Through consultations and meetings brick kiln owners were convinced and process of initiating social security cards registration. Initially the project made paid the small contribution on behalf of the brick kiln employers to register the brick kiln workers with the PESSI. However, the ANCE managed to achieve the set targets with the support of ILO and government departments along with the brick kiln owners.

The assigned targets of registration process at twenty-eight brick kilns in the three districts of Lahore, Gujranwala and Sialkot was a challenge which was accomplished. Moreover, the awareness raising about the rights of workers was also carried out at 52 brick kilns in the same three target districts and fourth district Nankana. A number of other problems came up relating to CNIC, thumb impressions of workers and birth registration. The PESSI card registration of brick kiln workers is a significant step toward sustainability of the intervention.

## **6. CONCLUSIONS**

The evaluation draws the following conclusions:

Overall, the EET Project has proved itself a unique project due to its diverse nature. This has not been a one project with one collective goal. It was a combination of many small projects into one, as it focussed on quite distinct components of entrepreneurship development, labour market information analysis, market linkages for skill training centres, decent work and literacy for brick kiln workers, legal empowerment of brick kiln workers, promoting right of workers with disabilities among others.

This project was innovative as it managed to respond to expanding needs of funds mobilised under the One UN arrangement. The flexibility within the project, allowed it to incorporate emerging themes like polio and wool value chain. Despite the fact that the project has received funds for the Polio in the last fourteen months of the project life it has managed to execute some useful interventions.

The ILO's constituents and the project partners have appreciated the interventions made by the EET project as useful and help promoting the Decent Work Agenda in a meaningful way.

The Stakeholder Consultation was a good forum where some beneficiaries also participated. These were three from brick kiln and one literacy teacher and one NFE student. One of the NFBE teachers at the stakeholders consultation shared she has been first time exposed to the child workers and brick kiln workers children. She appreciated the rights based approach which she was not aware of before. Participation of beneficiaries at stakeholders' consultation is an encouraging step.

The project has supported a number of well thought out and need based researches relating to different thematic areas.

However, it would have been more useful if the ILO could have managed to mobilize additional resources for the three components to make interventions more effective. The

present spread resources and diverse partners did weaken the effectiveness of the project a few notch.

The following table summarises the broad strengths and challenges of the EET project:

**Table 1.3: Strengths and Challenges of EET Project**

<b>THE EET PROJECT</b>	
<b>STRENGTHS</b>	<b>CHALLENGES</b>
• Linkages	• Limited Funds,
• Coordination	• Too many targets
• Diversity	• Limited impact
• Flexibility to innovation	• Lack of Collective Focus
• Innovative	• Short durations, uncertain funds for continuity, lack of capacity of Govt institutes
• Reaching the marginalized Comp 3	• Limited of follow up of beneficiaries of Comp 1&2
• Sustainability	• Limited capacity of DOL and PTEVTA for LMIA
• Doorstep registration of the vulnerable Brick Kiln workers	• Sensitization of the Government and Brick Kiln Owners to right based approaches
• Capacity Building	• Lack of systematic follow up

**Furthermore:**

- For One UN funding the EET Project has proved a useful approach that has the flexibility to absorb smaller funding during the implantation stage.
- The selection of partners both government agencies and the civil society organisations was based on their respective mandate and the expertise in the required areas.
- The engagement of NGO partners to help Punjab Literacy Department develop curriculum was successful and can be replicated to promote public-private partnership for other development issues.

## **7. RECOMMENDATIONS AND POSSIBLE FUTURE DIRECTIONS**

Following are the recommendations by the evaluation:

For the ILO

1. The technical assistance to extend the work to promote Know About Business (KAB) should also be extended to Provincial Education Departments at the secondary and /or higher secondary levels. (Importance: Medium; Time-frame: within 18 months)

2. ILO's Support to Brick Kiln workers should be continued in some form since the sensitization of owners is very important which can only be done through the support of ILO. (Importance: High; Time-frame: within 12 months)
3. ILO to extend technical support to the provincial Departments of Social Welfare and the Labour to ensure that labour legislation for workers with disability is well implemented, especially 2% employment quota.  
(Importance: High; Time-frame: within 12 months)
4. The ILO tool Start Your Business (SYB) must be introduced as part of the package on entrepreneurship along with the KAB. The SYB must also be linked with the locally available micro finance opportunities including the recently launched Prime Ministry programme to encourage youth entrepreneurship and guide them in setting up their businesses.  
(Importance: High; Time-frame: within 12 months)
5. Additional ILO's technical support to the Punjab Labour Department in building the capacity of its staff on the Labour Market Information Analysis. Efforts should be made to desist from appointing a consultant who writes the whole research report, as the project did both in the development of Punjab and Sindh Employment Trends Report. (Importance: Medium; Time-frame: within 18 months)
6. The ILO to extend technical support to the Labour Departments of Balochistan and KPK to establish Labour Market Information System replicating Sindh and Punjab experience. (Importance: Low; Time-frame: within 24 months)
7. Similarly Training Institutes of the two provinces of Balochistan and Khyber Pakhtun Khwa should be assessed and if need for KAB exists given the situation it should be introduced. (Importance: Low; Time-frame: within 24 months)
8. Special Education KPK also requests for intervention similar to ICT and this should be taken in consideration (Importance: Low; Time-frame: within 24 months)

#### For the Government

9. The Punjab Literacy Department to provide additional technical support in training all of its teachers on the Decent Work toolkit and how to integrate it during the lessons plans on literacy. (Importance: Medium; Time-frame: within 18 months)

10. The Punjab Labour Department must replicate the Employment Trends Reports and ensures the findings help improve policies and programmes to provide better services to the target groups specially youth. (Importance: Medium; Time-frame: within 18 months)
11. The Punjab Employees Social Security Institute needs ILO's technical support in scaling up the project pilot to help brick kiln workers obtain social security cards. (Importance: High; Time-frame: within 12 months)

#### ILO, Government and the Organizations

12. The interest of other organizations to implement KAB is encouraging but some mechanism should be evolved where the quality of KAB is not compromised

## Pictures During Field Visit in Punjab



### Terms of Reference for the Evaluation



#### INTERNATIONAL LABOUR ORGANIZATION (ILO)

#### INDEPENDENT PROJECT FINAL EVALUATION

**Project Title:** Empowering Vulnerable Groups through Education, Employment and Training (EET)

**TC Symbol:** PAK1003MOUF

**Project Code:** M27006342004

**Budget:** USD 1,600,772.00 (received in tranches for various small projects)

**Administrative Unit:** ILO Country Office, Islamabad

**Technical Units:** INTEGRATION, ITC-TURIN, GENDER, ACTRAV, ACTEMP, SKILLS, SAP-FL

#### PROJECT BACKGROUND

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The Empowering Vulnerable Groups through Education, Employment and Training (EET) a One-UN Program interventions aim to support the One-UN Program by enhancing its relevance and effectiveness and to promote decent employment in the country. The project activities are in line with approved Joint Program Documents (which has substituted UNDAF for year 2010-2012) and supports various Outcomes and Outputs of different Joint Programs. The Project also supports the Government Development plans and policies including PRSP, National Employment Strategy and National Education Strategy.

The Project has three main objectives:

1. **Mainstream entrepreneurship & Business Start-up Education Programme for Pakistani Youth in Secondary schools and training institutes;**



For Objective-1 (KAB) in order to provide young people in Pakistan with greater entrepreneurial awareness, the ILO in partnership with TEVT authorities have introduced “Know about business” into the curricula of technical and vocational training institutes. The ILO generic KAB training materials have been translated and culturally adapted to Pakistan, followed by trainings of facilitators. The KAB has been implemented in 23 TEVT institutes in Sindh, and Punjab is in the process of adopting KAB. Technical support to selected institutes in starting entrepreneurial education course is being provided by ILO along with provision of basic stationery material for implementing KAB.

**2. National capacity enhancement to promote Decent Work, implement employable Skills Programs and Labour Market Information & Analysis;**

For Objective-2 (Decent Work, Skills and LMIA) project activities have been designed and implemented in line with the overall national skills strategy. Capacity building programme has been developed in consultation with key staff of TEVTA secretariat, and is in line with specific needs of the TEVTA. The project focuses on strengthening the, management and operational capacity of provincial TEVTAs, develop management capacity of professional staff of TEVTA Secretariat in developing and implementing policies and strategies. Additional activities include improve capacity of principals / managers in management of training institutions through training, technical support for “institutionalizing Gender-Responsive Career /Vocational Guidance (CC/VG)” in Sindh Province.

For LMIA, project strategy involves supporting regular Pakistan Employment Trends (PET) exercises generation and specifically on wages and informal economy. Capacity needs assessment of STEVTA and the LMI units has been conducted and shared with ILO technical experts on skills and LMI. Training sessions on using Labour Market Information (LMI) for skills are an integral part of the support. Provision of basic office equipment for STEVTA project office and research cell has also been part of the capacity development programme.

**3. Education and Legal Empowerment of Poor and Vulnerable Groups focusing Forced & Bonded Labour and Child Labour**

For Objective-3 (Education and LEP) the overall goal is to provide continued support to the Government of Pakistan, social partners and key stakeholders for the elimination of forced and bonded labour from Pakistan.

Project focused on enforcement of laws, strengthening the capacity of government functionaries and institutions, creation of awareness, promotion of education and literacy skills for the vulnerable children and adolescents, empowerment of vulnerable populations especially in brick kiln sector of Punjab Province. Pilot project initiated in district Lahore with brick kiln owners and workers, for the education, awareness and legal empowerment of the workers (women, men and children). Project started adult literacy centers for adults where 124 adults (83 males, 41 female) got functional literacy and now able to read and write basic Urdu and mathematics. Project also started non-formal education classes for adolescents and school going age children, who never been in school before or dropped out from school for multiple of reasons. 100 children are studying in this class and 10 are mainstreamed into formal education system. Project is raising awareness among parents on children’s education so that they enjoy their basic rights of education and better life opportunities in future. Project assisted 1174 workers to get their registration with NADRA, and enable them to enjoy the rights of Pakistani citizenship. Project assisted 292 workers’ registration with Punjab Employee Social Security Institution (PESSI) and now they and their families are

enjoying a number of benefits associated with this card. Project also linked women workers' with Benazir Income Support Programme. As literacy/education is a key of empowerment, at policy level project is assisting Punjab Literacy Department through developing material on Labour Rights and Decent Work. Material will be part of the adult literacy curriculum and will be used in the centers for functional literacy to accelerate learning through providing relevant information on world on work to adults. Department human resource will be developed on the use of contents of developed material.

As the scope of the project evolved, awareness raising and education of vulnerable groups on preventable diseases especially on Polio, sensitization of government officials, public representatives and other stakeholders around ILO convention 159 for disabled persons rights, and break stereotype about disability was also included in to the ambit of the project.

The project advocated implementation of ILO Convention 159 on vocational rehabilitation of persons with disability with national & provincial policy/law makers and implementers as well as social protection schemes for disabled workers. Furthermore, it will sensitize the constituents (Government, Workers' organization and Employers' organizations) to remove stereo types about disabled workers, and to raise awareness at the workplace on polio prevention and social protection for disabled individuals. IEC Material: Development and production of IEC material on prevention and early intervention about polio, Hepatitis, etc. and its dissemination to local communities through schools, teachers, literacy department, and students. Advocacy: Policy dialogue and orientation of senior officials and education authorities and community leaders/parliamentarians of the target areas, Workers' and Employers' federations and provincial Department of Labour in high risk areas about health education initiatives and pro vaccination drive. Training of Teachers: Organization of workshops for training of teachers (including Non Formal education teachers) in knowledge about polio, Hepatitis, and Dengue mosquitoes, etc. and approaches/techniques for dissemination of this vital information to local communities and women and men workers in the informal economy. Detailed overview of the project interventions are at Annex A

## **PURPOSE AND OBJECTIVE OF THE EVALUATION**

As per ILO policy, the EET project will have its final evaluation before the project ends in December 2013. The project evaluation is expected to assess the effectiveness of the interventions, execution, development impact (including lessons learnt and successes achieved), capacity building, policy/advocacy, partnerships and sustainability of project interventions. In light of the analysis and evaluation the report will give recommendations and lessons learnt to inform ILO and contribute towards the overall DaO programme.

Primary users of the evaluation are donors, ILO implementing partners, ILO's constituents including federal and provincial governments, employers and workers organizations, right holders including men, women, girls and boys in the project communities, academia/ research organizations, NGOs and CSOs, private partners including skills providers and media.

Specific objectives of the evaluation are to:-

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- The evaluation will assess the extent to which the project has achieved its planned objectives
  - The evaluation will examine and inform ILO of the overall role of the project with in the One UN reform process with lesson learnt for further improvement during the OP- II process.
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- The evaluation will review and analyze the project approach, lessons learnt, good practices and unique partnerships developed, policy advocacy and capacity building carried out throughout the life of the project.
  - The evaluation will capture the impact of the diverse range of activities implemented under the various component of the project.
  - In the light of the OP-I examine and analyze the value added by the project to the One UN reform process and how it can be linked with OP- II.
  - Main findings of the evaluation in light of core evaluation criteria (e.g. relevance, effectiveness, efficiency, impact and/or sustainability) against the project interventions to be assessed.
  - An analysis matrix on enabling factors and limiting factors including; policy environment, capacities, procedures, institutional linkages, resources, scale, visibility, learning, participation, responsiveness and continuity.
  - Recommended actions on future direction including; planning, focus, national dimension, sustainability, monitoring and coordination, positioning within the One UN reform process.

## **SCOPE OF THE EVALUATION**

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The evaluation would cover the unique aspect of the project i.e. a number of smaller project/components added under the bigger umbrella project through the implementation period. The evaluation would capture the impact of the diverse range of activities of the various components and their impact within the overall ambit of the project.

Scope:-

The evaluation will cover the period from 2010 to the present, to create an accurate and comprehensive picture of the EET project's development impact. It will require the following deliverables:

1. Framework/work plan with timelines
2. Inception report
3. Draft evaluation report
4. Final evaluation report

## **EVALUATION CRITERIA AND QUESTIONS**

The project evaluation should consider core evaluation criteria (e.g. relevance, effectiveness, efficiency, impact and/or sustainability) against the project intervention being assessed. The evaluation should also take into account additional criteria specific to ILO's mandate e.g. Labour standards, and social dialogue. Evaluation questions should address:

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The evaluator may adapt the evaluation criteria and questions, but any fundamental changes should be agreed between the evaluation manager and the evaluator, and reflected in the inception report.

**Relevance:** Relevance relates to the extent that objectives of the project are consistent with beneficiaries' requirements, and relevant to country needs, global priorities and partners' and donors' policies. Also, relevance relates to whether the project results or approach are strategic and include the comparative advantage of the ILO.

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- How the project's design and implementation contributed (or not) toward the needs of the country and of the beneficiaries/ and direct recipients?
  - How the project design and implementation contributed (or not) toward the goal of DaO?
  - How and the extent to which the project's design and implementation contribute to cross-cutting issues e.g. gender equality, promoting of ILS?
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#### Validity of the project design

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- What are the main strategic components of the project? How do they contribute and logically link to the planned objectives and higher level objective of DaO?
  - How relevant and useful are the indicators and means of verification described in the project document for assessing the project's progress, results and impact? Are the means of verification appropriate?
  - To what extent was the ILO's gender mainstreamed strategy adequately and appropriately included in the project framework?
  - Is the implementation strategy used by the project effective to enhance the capacity of the counterparts?
  - Is the strategy for sustainability of impact defined clearly at the design stage of the programme?
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**Effectiveness:** Evaluation questions on effectiveness should be aimed at the extent to which the intervention's immediate objectives were achieved, or are expected to be achieved, taking into account their relative importance. In addition, effectiveness questions might measure the extent to which management capacities and arrangements supported the achievement of results

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- To what extent the project has achieved its planned objectives? And whether of those results are of good quality? To what extent the project made use of the One UN initiative to leverage better results?
  - Have the quantity and quality of the outputs produced so far been satisfactory? Do the benefits accrue equally to men and women? Are the counterparts and partners satisfied with the quality of tools, technical advice, training and other activities delivered by the project
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Determine the major difficulties and constraints, both internal and external, that affected the results, analyze how these interact with enabling factors, Effectiveness of management arrangement

- Has the project management facilitated good results and efficient delivery? Is there a clear understanding of roles and responsibilities by all parties involved? How effective and realistic is the exit strategy of the project?
- What were the mechanisms established to ensure coordination and communication internally between ILO and the project and externally between the project team and the implementing partners?
- How effectively does the project management monitor project performance and results?

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**Efficiency:** Efficiency questions are aimed at measuring how well resources and inputs (funds, expertise, time, etc.) are economically converted to results

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- Have resources (funds, human resources, time, expertise etc.) been allocated strategically to each component?
  - Have resources been used efficiently and cost-effective for each component? In general, do the results achieved justify the cost incurred? Could the same results be attained with fewer resources? Do the selected implementing partners provide good value for money in delivering services
  - Have project funds and activities been delivered in a timely manner? If not, what were bottlenecks encountered?
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**Sustainability:** This is related to an analysis of the project's contribution to broader, long-term, sustainable development changes. Evaluation will assess the likelihood that the results of the intervention are durable and can be maintained or even scaled up and replicated by intervention partners even after the project completion.

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- Is the project gradually being handed over to national partners? Is the project's knowledge and experience effectively transferred to national partners? How could this be improved?
  - Has institutionalization been ensured to sustain project activities beyond the project's time frame?
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## **METHODOLOGY**

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The project evaluation should apply the following main methodological elements and should cover an analysis based on both qualitative and quantitative data, with the methods used for collecting and analyzing information will include:

- Review of project literature and selected written materials
- Analysis of project progress reports
- Critical review of selected project interventions

- Focus group and/or individual interviews to project stakeholders through field visits
- Stakeholders workshop to get their feedback and comments on the field findings
- Analysis and systematization of evaluation findings with detailed recommendations included
- Prepare a draft evaluation report which will be revised in light of the comments/ feedback received from the project.

## **Sources of Information**

### **Project Documents**

- Project Document
- Planning documents like LFA and Results Matrix
- Baseline reports and related data
- Monitoring reports conducted during the project
- Progress and status reports, extensions and budget revisions
- Previous phase or related evaluation reports of the project
- Other studies and research undertaken by the project
- Project Beneficiary records
- Case studies, success stories

### **ILO or/and National documentation**

- ILO Strategic Programme Framework and Programme/Project and Budget
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### **Key Documents, Guidelines,**

- UN Development Action Framework (UNDAF)
- ILO Decent Work Country Programme Documents

## **OUTPUTS**

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The project evaluation report will have the following main outputs:

- The evaluation report will include a review and analysis of the project approach, lessons learnt, best practices and unique partnerships developed, policy advocacy and capacity building carried out throughout the life of the project.
- Capture the impact of the diverse range of activities implemented under the various component of the project.
- In the light of the OP-I examine and analyse the value added by the project to the One UN reform process and how it can be linked with OP- II.
- Main findings of the evaluation in light core evaluation criteria (e.g. relevance, effectiveness, efficiency, impact and/or sustainability) against the project interventions to be assessed.
- An analysis matrix on enabling factors and limiting factors including; policy environment, capacities, procedures, institutional linkages, resources, scale, visibility, learning, participation, responsiveness and continuity.
- Recommended actions on future direction including; planning, focus, national dimension, sustainability, monitoring and coordination, positioning within the One UN reform process.

The “Project Evaluation” report (please follow ILO checklist 6 on quality evaluation report – the links is provided in the Annex of this TOR) should follow the given format not more than 30 pages in length, excluding the annex, should contain the following contents:

1. Cover Page including the project title and the project number (in standard ILO format on title page)
2. Table of contents
3. Executive summary (in standard ILO format)
4. Brief background of the project and its logic
5. Purpose, scope of the evaluation
6. Methodology and evaluation questions
7. Main findings of the evaluation in light of the project relevance, effectiveness, efficiency and sustainability in the terms of the projects development impact, its overall role in light of ILO’s mandate and positioning with in the One UN framework.
8. Conclusions, lessons learned, good practices (Evaluation lessons learnt and good practices to be provided in ILO standard templates) and models of intervention
- 9.
10. Recommendations and possible future directions
11. Annexes e.g.
  - TORs
  - list of interviewees, list of places
  - Other relevant documents

The exercise should be sent as a one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

All drafts and final outputs, including supporting documents should be provided both in paper copy and in electronic version compatible for Microsoft WORD for Windows. Ownership of the evaluation report rests with ILO. The consultant will revise the draft report in light of the comments/feedback provided by the project the team leader should provide a brief note explaining why any comments (if any) might not have been incorporated.

## **MANAGEMENT ARRANGEMENTS, WORK PLAN AND TIME FRAME**

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### **Management arrangements:**

Project Evaluation Manager, Ms Neetu Lamba, is responsible for the overall coordination of the project evaluation and whom the evaluator reports to. Ms.Pamornrat Pringsulaka, Regional Evaluation Officer of ROAP Bangkok will provide support and oversee the evaluation process and quality control of the Report.

**Evaluator’s tasks:** The evaluation will be conducted by an external consultant responsible for conducting a participatory and inclusive evaluation process. The consultant will be responsible for all the

deliverables. He/she will be a highly qualified senior evaluation specialist with extensive experience from evaluations

**Stakeholders' role:** All stakeholders in Pakistan particularly the project team, CO-Islamabad, ILO ROAP and ILO HQ, will be consulted and will have opportunities to provide inputs to the TOR and to the draft Evaluation Report.

**The Tasks of the Projects:** The project management provides logistic and administrative support to the evaluation throughout the process: Ensuring project documentations are up to date and easily accessible; providing support to the evaluator during the evaluation mission.

**Work plan and timeframe:**

The consultancy will be undertaken and completed within 15 days (report writing comprised). Timeframe for the expected activities for the Project Evaluation are given below:

1. Desk appraisal with the relevant documentation and briefing with - Project manager (2 Days)
2. Inception report ( 2 days )
3. Meetings with project stakeholders and field stakeholder (3 days)
4. Draft Evaluation report (6 Days)
5. Final Report in light of the comments/feedback ( 2 Days)

Task	Responsible Person	Time Frame
Preparing ToR	Project Manager/Evaluation Manager	20 Nov 2013
Sharing the TOR with all concerned for comments/inputs	Evaluation Manager	
Finalization of the TOR	Evaluation Manager	1 December 2013
Approval of the TOR	EVAL	
Selection of consultant and finalisation	Evaluation Manager/ROAP and EVAL	6 Dec 2013
Draft mission itinerary for the evaluator and the list of key stakeholders to be interviewed	Project Manager	
Ex-col contract based on the TOR prepared/signed	Project Team	
Brief evaluators on ILO evaluation policy	Evaluation Manager	
Inception report submission	Evaluator	
Evaluation Mission	Evaluator	
Stakeholder consultation workshop	Evaluator/Project Manager	19/20 December 2013
Drafting of evaluation report and submitting to the Evaluation Manager	Evaluator	
Sharing the draft report to all concerned for comments	Evaluation Manager	



Consolidated comments on the draft report, send to the evaluator	Evaluation Manager	
Finalisation of the report	Evaluator	
Review of the final report	Evaluation manager/ROAP Monitoring and Evaluation Officer	
Submission of the final evaluation report	Evaluation Manager	23 December 2013
Approval of the final evaluation report	EVAL	26 December 2013
Follow up on recommendations	ILO Islamabad	

### **Resources Required:**

The detailed work plan and budget will be worked out by the consultant.

### **QUALIFICATION**

The project evaluation will be undertaken by an independent consultant, who should have the following qualifications and experience

- University degree in social/economic development
- Experience of both leading and participating in project evaluations for UN or other international development agency
- Familiarity/ insight of ONE UN joint programming
- Familiarity with ILO's unique governance structure and ILO's mandate
- Excellent written and oral communication skills in English

It is important that the consultant does not have any links to project management, or any other conflict of interest that would interfere with the independence of the evaluation.

### **ROLES AND RESPONSIBILITIES**

The consultant will be responsible for the design, organization and conducting of the evaluation and will be responsible for delivering all the stated outputs.

The ILO, through Project Manager will provide logistical support in arranging meetings, accommodation and travel and other administrative assistance such as details of implementing partners and access to project documents and ILO guidelines. In the first instance, the consultant can discuss any technical and methodological matters directly with the Project Manager.

The selected agency/consultant will be exercising directly to the Project Manager of the EET project.

### **BUDGET**

The consultant will be paid according to standard UN rates. In addition, the ILO will cover all costs related to domestic travel for the assignment on an actual basis, according to ILO standard rules and regulations. The ILO will pay a daily subsistence allowance in line with ILO standard regulations for up to 10 days field travel out of Islamabad.

### **EXPRESSION OF INTEREST**

From a list of about 5 possible consultants, a shortlist of 3 candidates will be drawn up by the Evaluation Manager in consultation with the ILO Regional Office and candidates will be contacted to ascertain their interest and availability. A suitable consultant will then be identified and a contract would then be issued by CO-Islamabad.

## **ADDITIONAL INFORMATION**

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All drafts and final outputs of the project evaluation should be provided both in paper copy and in electronic version compatible for Microsoft WORD for Windows.

**ANNEX A: FORMAT OF EVALUATION** (Please follow the ILO guidance 5 and 6 on preparing evaluation report and quality evaluation report check list).

Cover Page including the project title and the project number (in standard ILO format on title page)

1. Table of contents
2. Acronyms
3. Executive summary including main recommendations (use standard ILO format)
4. Background of Project
5. Purpose, scope of the evaluation
6. Methodology and evaluation questions
7. Main findings
8. Conclusions, lessons learned, good practices (use standard template for each lessons learnt and good practices)
9. Recommendations
10. Annexes e.g.
  - TORs
  - List of places visited, people consulted, those who participated in meetings, discussions etc.
  - Other relevant documents

The total length of the exercise should be a maximum of 30 pages for the main exercise, excluding annexes

## **Annex : All relevant ILO evaluation guidelines and standard templates**

1.Code of conduct form (To be signed by the evaluator)

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206205/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm)

2 Checklist No. 3 Writing the inception report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165972/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm)

3.Checklist 5Preparing the evaluation report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165967/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm)

4 Checklist 6 Rating the quality of evaluation report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165968/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm)

5 Template for lessons learnt and Emerging Good Practices

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206158/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm)

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206159/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm)

6 Guidance note 7 Stakeholders participation in the ILO evaluation

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165982/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm)

7 Guidance note 4 Integrating gender equality in M&E of projects

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm)

8: Template for evaluation title page

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_166357/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm)

9 Template for evaluation summary: <http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>

## **ANNEX B: OVERVIEW OF THE PROJECT INTERVENTIONS**

### **Objective 1**

#### **A. Entrepreneurship Education in TEVT Institutes**

ILO's global module on entrepreneurship education (Know about Business-KAB) has been contextualized and implemented in 23 STEVTA training institutes. For this two rounds of "Training of Facilitators- ToF" were conducted for instructors from TEVT institute, to train them in application of KAB Module. Following the training, KAB module was piloted in six selected technical and vocational institutes followed by adoption of the module by seventeen additional institutes. To support implantation of KAB, ILO provided material to the institutes and technical support in adopting and integrating KAB in existing courses.

#### **B. KAB in Punjab**

Through an official communication, Punjab Technical Education and Vocational Training Authority (PTEVTA) and Punjab Vocational Training Council (PVTC) have requested ILO support in implementing KAB in PTEVTA and PVTC training institutes. For, KAB implementation in Punjab to ensure the inclusion of KAB in education cycle of selected institutes the following process has been adopted:

a) KAB – Training of Facilitators (Standard ILO ITC-Turin Package) has been conducted in October 2012. A total of 30 participants have been trained for PVTC and PTEVTA;

b) Post training support to PVTC has been provided in implementing KAB in their institute. This support relates to KAB session plan development for the institute;

Towards a sustainable adoption of KAB

1. The 2nd and 3rd courses of KAB ToF in Sindh and Punjab have been mainly facilitated by ILO Expert and co-facilitated by best KAB-Facilitators of Batch-1 and 2. With this strategy, the capacity of national experts has been increased and eventually, the next batch will be entirely trained by national experts with minimal support and monitoring from international experts.
2. P-TEVTA has taken a lead on replication of KAB- ToF. In this regard, after completion of training on KAB ToF, the PTEVTA training section arranged one week training for 15 instructors on “Entrepreneurship/Know about Business”, using the same modules as given by ILO. The training has been successfully completed and P-TEVTA plans to replicate the training on a larger scale across the province
3. Sindh Technical Education & Vocational Training Authority (STEVTA) has trained female and male facilitators in STEVTA institutes for KAB. Mostly female facilitators are responding positively as they have started KAB classes in their institutes. The response from male facilitators is not that good as very few of them have started this course. The candidates need more opportunities to co-facilitate KAB training, and mentoring by certified KAB facilitators, in order to be certified as KAB national facilitator and replicate trainings. As it is an elective subject, female students who are enrolled in various trades are keenly interested in this course. There are two case studies of females who have started their own business after completing KAB course.

## Objective 2

To achieve Objective 2, the project activities have been designed and implemented in line with the overall National Skills Strategy. The project has initially focused on strengthening the management and operational capacity of provincial TEVTAs. The development process began with a needs assessment of each Institute. The next step was to design a capacity building programme in consultation with key staff of individual TEVTAs: these were specific to the needs of each participating TEVTA. For LMIA the project strategy involved supporting the establishment of a ‘skills research unit’ in the TEVTA and training staff on data collection and data analysis, specifically to look at the skills demands in the Province.

The following activities supported the establishment of a model for implementation of market-based quality skills training in selected institutes:

- A. Support to STEVTA in drafting a Provincial skill strategy
- B. To develop the capacity of senior management of STEVTA the following capacity building programmes have been organized:
  - Three (3) officials attended international conference in Sri Lanka on “HRD through TEVT” in August 2011
  - Eight (8) officials attended a study visit to Malaysia and Singapore for successful models of TEVT in Nov 2011
  - Seven (7) officials participated in a study tour to the UK to learn the best practices in the TEVT sector in July 2012. (Eight officials were nominated but one official had to withdraw).
  - One official attended training on “Public Employment Services PES” in Sri Lanka.
- C. Improved Management of TEVT
  - a) Strengthen the Skills Research Unit to identify market demand for skills training using LMI:  
Capacity needs assessment of the Research Unit was conducted followed by a 21-day training of core LMI unit staff was held in 2012 and an advanced training in 2013. The project has also provided information technology equipment to the Research Unit.

b) Developing capacities of Sindh TEVTA in adopting "Workplace Learning Methodology": A survey of the current legal regime and practices has been conducted. A strategy is being developed for actions to be taken at the TEVTA level to assess and recognize informal learning systems.

c) Strengthen "Industry-Institute Linkages": In order to strengthen linkages between TEVT Institutes and local industries, the concept of Institute Management Committees (IMCs) was supported by the Project. IMC is composed of local industrialists and TEVTA staff: its mandate is to enhance employment opportunities for TEVT graduates as well as improve training quality (i.e. curricula, delivery, assessment and the practicum). Before implementing this idea the project has reviewed the existing capacities, composition, responsibilities and performance of a small number of IMCs. Afterwards the Rules of Business and responsibility framework for the IMCs were developed. This initiative also included training IMC members on performing their roles effectively and developing a monitoring mechanism for the IMCs.

d) Establishment of Technical University in Sindh: In view of the need for Technical University in Pakistan, the project has conducted a needs assessment and feasibility study for the establishment of a Technical University in Sindh.

e) Promoting "Competency Based Training" in Sindh TEVTA: The project arranged orientation sessions for the management of STEVTA

f) Technical support for "Institutionalizing Gender-Responsive Career and Vocational Guidance (GRC/VG)": Due to the lack of quality career counseling in Pakistan, the project has supported the institutionalization of career counseling and vocational guidance (CC/VG) in Pakistan. The project, in consultation with all relevant stakeholders, has developed and widely disseminated three frameworks for CC/VG. Following the development and notification of the frameworks by STEVTA, trainings have been organized on CC/VG skills in Karachi and Lahore.

Provided support to Labour market Information and resource Centre (LMI and RC) at the Labour and Human Resource Department Punjab to strengthen LMI collection and analytical capacities.

### **Objective 3**

To achieve the project's third objective, the project has conducted the following activities:

#### **A. Legal Empowerment of Brick Kiln workers**

##### *i) First Phase:*

A two months project (1st Nov-31st Dec 2010) was implemented in partnership with "Association of Network for Community Empowerment (ANCE)" for the legal empowerment of brick kiln workers in district Lahore. A survey of flood affected district (Rajanpur, DG Khan, Muzaffargarh Garh) was also carried out to analyse the situation of brick kiln workers and employers. Following are some achievements of the project;

- Non-formal Education Centre, total Beneficiaries are 229 children 118 girls and 111 boys.
- Adult Literacy centre for Brick Kiln workers, total beneficiaries are 184, 92 male and 92 female.

- CNIC of Brick Kiln workers, total beneficiaries are 1153.
- Birth registration of Children total beneficiaries are 86.
- Health screening and Medicine, Total benefited 786.
- 

*ii) Second Phase:*

Based on the success and demand from the field, second phase of the pilot project was implemented (15th Sep 2011 to 15th March 2012) in partnership with same organization “Association of Network for Community Empowerment (ANCE)”. Following are the achievement under second phase;

- Non-formal Education Centre, total Beneficiaries are 153 children 71 girls and 82 boys.
- Adult Literacy centre for Brick Kiln workers, total beneficiaries are 124, 83 male and 41 female.
- CNIC of Brick Kiln workers, total beneficiaries are 674.
- Birth registration of Children total beneficiaries are 89.
- Health screening and Medicine, Total benefited 384.
- Brick Kiln workers registered under PESSI. Total Benefited 142.
- Link up of brick kiln workers with BISP. Total benefited female are 295.

*iii) Third Phase:*

Third phase of the project “Legal empowerment of Brick Kiln Workers” was implemented in same District Lahore in partnership with ANCE during (1st June 2012-28 Feb 2013 ANCE)

- Non-formal Education Centre, total Beneficiaries are 100 children 51 girls and 49 boys.
- CNIC of Brick Kiln workers, total beneficiaries are 555.
- Birth registration of Children total beneficiaries are 244.
- Brick Kiln workers registered under PESSI. Total Benefited 132
- Link up of brick kiln workers with BISP. Total benefited female are 152.
- Cultural Mela held in partnership with Punjab University Art and Design College, where brick kiln workers (women, men and children) presented their life experiences through creative art.

## Annex-C

### List of People Met for Interviews

	Name	Designation	Organization	Province
1.	Syed Nazar Ali	Director Operations	STEVTA	Sindh (meeting in Islamabad)
2.	Dr. Khair. M. Kakar	Consultant for study on DWD in Wool Value Chain	ILO	Balochistan (meeting in Islamabad)
3	Sultan Khan	President	All Pakistan Labour Federation (APLF)	Balochistan (meeting in Islamabad)
4.	Pir Mohammad Kakar	Member	APLF	Balochistan (meeting in Islamabad)
5.	Abdul Halim Khan	Member	APLF	Balochistan (meeting in Islamabad)
6.	Nadeem Aslam	Director General	Labour Welfare	Punjab
7.	Daud Abdullah Ch	Director, Labour Market Information Unit	Labour and Human Resource Department, Government of Punjab	Punjab
8	Mohammad Rehan. N. Khan	Project Management Unit, WFCL	Labour and Human Resource Department, Government of Punjab	Punjab
9	Sajid Naseer Khan	Managing Director	Punjab Vocational Training Council (PVTC)	Punjab
10	Farukh Bashir Qazi	Manager (Staff Training)	PVTC	Punjab
11	Qamar Ijaz	VTI, Samanabad	PVTC	Lahore, Punjab
12	Mohammad Tanvir	VTI, Sahiwal, Instructor Life Skills	PVTC	Lahore, Punjab
13	Faisal Mahmood,	Assistant Manager Curriculum	PVTC	Lahore, Punjab
14	M. Yasir Ijaz	Deputy Manager STTI	PVTC	Lahore, Punjab
15	Mohammad Ramzan	Student, Trade Import and Export	PVTC	Lahore, Punjab
16	Asma Wazir	Student , Ca – Op (Computer Application and Office Professional)	PVTC	Lahore, Punjab
17	Asma ul Husna	Student , Ca – Op (Computer Application and Office Professional)	PVTC	Lahore, Punjab
18	Dr. Parvaiz Ahmad Khan	Secretary	Department of Literacy and NFBE	Government of Punjab
19	Nadeem Butt	Additional Secretary	Department of Literacy and NFBE	Government of Punjab
20	Rai Faisal Raza	Deputy Director (HRD)	Department of Literacy and NFBE	Government of Punjab
21	Saba Hussain	Teacher NFBE	Department of Literacy and NFBE	Punjab
22	M. Azeem ur Rehman	PLC	Department of Literacy and NFBE	Punjab
23	Laqai Rasul Chaudhry	Literacy Mobilizer Lahore	Department of Literacy and NFBE	Punjab
24	Naila Anjum	Consultant	ILO	Punjab

Sr. No	Name	Designation	Organization	Province
25	Raja Abbas	President	ANCE	Punjab
26	Ch. Faiz Rasool	Owner Brick Kiln	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
27	Mohammad Yousuf	PESSI card Holder Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
28	Bashir Ahmad	PESSI Card Holder Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
29	Sakeena Bibi	Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
30	Faisal Abbas	Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
31	Aman Khurshid	Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
32	Zubaida Bibi	Brick Kiln Worker	Brick Kiln 1000, Near Darwaish kot, Multan Road, Lahore	Punjab
33	Ch. Shahzad Nazir	Lawyer, Owner	Brick Kiln	Lahore, Punjab
34	Ch. Sarfaraz	Owner	Brick Kiln	Lahore, Punjab
35	Rana Hanif	Director CNP	Social Security	Punjab
36	Nabeela Kazmi	Chairman Trade Testing Board	TEVTA	Punjab
37	Hamid Ghani Anjum	G.M Operations	TEVTA	Punjab
38	Fawad Usman Ali	CEO	Sudhar	Lahore, Punjab
39	M. Akram Meharr	MER Officer	Sudhar	Lahore, Punjab
40	Naeem Ijaz	Director M&PD	Sudhars	Lahore, Punjab
41	Razam Khan	Regional General Secretary	Pakistan Worker's Federation (PWF)	Khyber Pakhtun Khwa (Meeting in Islamabad)
42	Dr. Saif ullah Chaudhry	Former Senior Programme Officer	ILO	Islamabad
43	Saad Gillani	Senior Programme Officer	International Labour Organization (ILO)	Islamabad
44	Rabia Razaque	Project Manager	EET, ILO	Islamabad
45	Dr. Shehbaz Ranjha	Director Coordination	Directorate of Special Education	Islamabad
46	Mohammad Anwar Khan Yousafzai	Director General	Employees Social Security Institute	Khyber Pakhtun Khwa (Meeting in Islamabad)
47	Hajra Battol	NFE Teacher (Dhok Sayadan)	Department of Literacy and NFBE	Rawlpindi, Punjab
48	Abdul Rehman (13yrs)	NFE Student	NFE (Dhok Sayadan)	Rawlpindi, Punjab



## Annex D: The Logical Framework

### 2.2.1 Development Objective

Support socio-economic development through investment in education, skills, entrepreneurship and legal empowerment for attaining decent work agenda in Pakistan

- **Link to DWCP**

The Project relates to the Country Program No. 2, i.e., “contributing to One-UN Joint Programme” and directly contributes to the ILO’s immediate Outcome PAK 125 in the DWCP work plan 2010-10 and has a link to Indicator 19.1 of Global P&B Indicators

- **Link to National Development Frameworks**

The Project is part of the One-UN Joint Program and it provides a foundation for mainstreaming ILO’s Decent Work Agenda in all relevant development programs. Hence, it contributes to all Joint Programs that would be implemented either through “Delivering as One” funds or from other resources. However, specifically speaking, the project contributes towards achieving the following JPCs would be touched upon:

Component 1 (KAB/SYB):	Education-JPC 4
Component 2 (Skills):	ARP-JPCs-1, 2, 3 and 4
Component 3 (Education & LEP):	ARP-JPC2 & 3, & Education-JPC 2 & 4

In addition, all interventions are contributing towards various national policies, including Medium Term Development Framework (MTDF), PRSP-II, National Employment Policy (Draft), National Education Policy and National Skills Strategy 2008-2012.

### 2.2.2 Immediate Objectives

The Project has three immediate objectives:

1. KAB/SYB Model contextualized and implemented in one Province
2. Implementation capacity of social partners and other stakeholders strengthened at the federal and provincial levels to promote Decent Work, employable skills and strengthen Labour Market Information system.
3. Education and Legal Empowerment of Poor and Vulnerable Groups focusing Forced & Bonded Labour and Child Labour

### 2.2.3 Outputs and activities

The project would use the following means of action to achieve the above objectives:

**Immediate Objective 1:** *ILO tools for enterprise development contextualized and implemented in one Province*

**Output 1.1: KAB /SYB training materials translated and adapted**

Technical meetings for the adaptation of KAB/SYB training materials by national and international experts will be held. The project would identify national expert(s) in curricula

development and enterprise development for the adaptation of KAB/SYB training materials. The ILO generic training materials will be translated and culturally adapted to Pakistan and its technical/vocational educational system in consultation with national experts. Experts will review the revised training materials and through consultations the training materials for Pakistan would be finalized.

**Output 1.2: Senior Management of TEVT System / Departments commit to include KAB/SYB in Curriculum**

Key stakeholders would be sensitized on need for introducing KAB in the technical curriculum. An advocacy campaign would be carried to promote KAB/SYB and ensure its inclusion in the technical education curriculum.

**Output 1.3: Management of selected TEVT institutions trained on application of KAB /SYB Module**

The project would identify and train master trainers who would then conduct teacher trainings on KAB/SYB for participating institutes. The project in consultation with Government would identify and select participating institutes and get commitment from management to participate in the KAB/SYB.

**Output 1.4: KAB/SYB Module piloted in selected TEVT institutes**

Relevant ILO tools for enterprise development would be piloted in the province of Punjab and/or Sindh. At least two institutes with up to 30 students will be identified and selected for KAB entrepreneurship education. Instructors would implement KAB/SYB training during one training cycle with a total of 120 hours. Midterm review workshops will be conducted with teachers from participating schools to share experience on KAB/SYB delivery.

**Immediate Objective 2: *Implementation capacity of ILO constituents and other stakeholders strengthened at the federal and provincial levels to promote Decent Work, employable skills and Labour Market Information system.***

**Output 2.1: A Model developed for implementation of market-based quality skills training**

TEVTAs play a critical role in effecting the proposed reforms to the national training system. Revitalized and strengthened TEVTAs will be essential for the proper functioning of the training system. This will enable them to respond to the needs of the labour market for developing the workforce skills and employability and creating employment opportunities for the poor and underprivileged in the rural areas. A critical aspect of this component will be to assess existing capacity of TEVTA in terms of management and governance of training institutions and enable them to deliver demand-driven trainings by reviewing and improving standards, curricula, equipment (in selected institutes) and trade-testing and certification processes.

The availability of qualified and trained instructors and their regular skills upgrading will be a critical element in the implementation of a new competency-based training and assessment approach in this component. The project will strongly advocate the development of a pre-service instructor training programme for all new instructors employed in TEVTAs under the selected sectors. Instructor training facilities for selected institutions in the provinces will be assessed and strengthened in accordance with the needs and resources available. The project will develop a quality assurance framework, to ensure that all the training is conducted at the

appropriate quality with a view for developing trust in the qualification provided by all the end users. The quality assurance package will include quality assurance indicators for institutions, courses and training packages. The project would also strengthen networking and coordination among provincial TEVTAs to ensure mutual learning and common efforts for quality assurance.

For further strengthening, the project would support the TEVTA and national counterparts in developing a quality Career / Vocational Guidance system according to national and international best practices and undertake an establishment survey to identify skills demands for their programs.

With the EFW-2011 funding, a package of capacity building activities – already applied and tested with Sindh TEVTA – would be replicated in Punjab – mainly with Punjab Vocational Training Council (PVTC) and Punjab TEVTA.

#### **Output 2.2: Relevant stakeholders sensitized on employment and decent work**

Workshops for sensitization will be planned out in consultation with TWGs & nominations of concerned stakeholders would be received. Workshops would then be carried out on mainstreaming Decent Work in UN Reform Process and later would be assessed. Three follow up workshops will be organized and actions would be reviewed for mainstreaming Employment and Decent Work in their respective programs

With the new EFW 2011 funding, the 'Employment and Decent Work Toolkit' will be practically implemented and piloted in following two instances – through an integrated and joint activity with other UN-Agencies:

- a. *Integrating Employment & Decent Work in MDG-Acceleration Framework of KPK:*** The UNDP has taken a lead in supporting Government of KPK in reviewing progress on MDGs and in developing a MDG-Acceleration Framework to achieve crucial targets well before 2015. In this context, ILO, UNDP and some other UN Agencies would jointly support Government of KPK (Planning & Development Department being focal point) in developing such framework. This process would also include some Capacity Development interventions, technical assistance and other related activities. ILO support would revolve around the application of 'Employment & Decent Work Toolkit' in this intervention.
- b. *Integrating Employment & Decent Work in developing Wool Value Chain in Baluchistan:*** Over past couple of years, FAO and UNIDO have worked in Baluchistan to improve and strengthen Wool Value Chain through different interventions. Later, the FAO has also collaborated with USAID to start a Provincial Project on developing wool value chains. In this respect, ILO and some other UN Agencies have been requested to bring in their technical inputs to further improve and strengthen wool value chains in different areas. ILO activities would consist of undertaking a rapid assessment of the wool-value-chain to identify 'Decent Work Deficits' in existing systems and to rectify such gaps through training and other affirmative action. The 'Employment & Decent Work Toolkit' will be used to identify Decent Work deficits and develop action plan. This activity will also consist of training and further assistance to the relevant stakeholders.

### **Output 2.3: Technical support provided to strengthen existing LMIA unit for transition towards LMIS**

The Project will support the LMIA Unit in Ministry of Labour & Manpower in bringing out two new reports (Pakistan Employment Trends) on “Wages” and “Informal Economy”. Second, the project would conduct seminars at national and provincial levels to inform the key stakeholders (employers, workers, academia, research organization, civil society and media) about the significance of labour statistics and the availability of a rich data (in the form of *micro-data* collected every year by Federal Bureau of Statistics) to analyse labour market situation from different (customised) perspectives. One training course on “Using Labour Statistics for Informed Decisions” would be organized – to enable the data-users (workers, employers, academia, researchers and civil society) using micro-data of Labour Force Survey for different analyses.

### **Immediate Objective 3: *Education and Legal Empowerment of Poor and Vulnerable Groups focusing Forced & Bonded Labour***

Rehabilitation of freed bonded labourers requires a sustainable and long term process. Freed bonded labourers usually live and work in rural or semi urban clusters far away from public education, health and other facilities. As being culturally isolated groups communities of freed bonded labourers are not aware of the benefits of education, literacy, vocational training skills and importance of health and prevention from diseases. First of all there is a need to create awareness among the bonded labourers of health, education, literacy, and vocational training skills. The project will bring the freed bonded labours on board after a well-planned social mobilization process. Employers will also be involved and sensitized on the right of health and education of freed bonded labourers. Secondly to change the attitude and cultural trend of bonded labourers it is essential to provide them education on their door steps. Non formal education for their children and literacy and vocational training and health awareness for adult males and females will change the trend. All the aforementioned services will be rolled out jointly with the concerned district authorities. To sustain these interventions it is essential to bring district authorities on board so that they could take these interventions over when the project finishes. Legal empowerment of freed bonded labours is there human right. They are prone to social and economic exploitation without having a legal status. Moreover they cannot practice their legal right to vote and access welfare facilities that requires identification. Freed bonded labourers also face problems while admitting their children in public schools as their children don’t have birth certificates. Project will sensitize NADRA official regarding issues of freed bonded labourers and would facilitate freed bonded labourers to obtain CNICs. Additionally the project will assist freed bonded labours to get birth registration certificates from the local authorities.

### **Output 3.1: Poor and vulnerable groups and other stakeholders are educated and awarded on disability and labour rights issues.**

Teachers of adult literacy and non-formal schools are trained on prevention, treatment and rehabilitation of preventable diseases especially polio and knowledge disseminated among adult and young learners. Available material adopted according to the disabled workers rights and stakeholders (government, representatives of employers, workers and media are sensitized on ILO convention 159 to promote disabled workers’ rights.

**Output 3.2: Non-Formal education system strengthened to promote decent work, labour rights and eliminate child labour through increase access to education for poor and vulnerable groups.**

Punjab literacy department education system strengthened through development of material for teachers' training and adult learners to promote decent work, labour rights and child labour issues. Coordination mechanism developed with skill testing authorities to ensure enrolment and retention of learners through value addition of skill testing and certification of attained skills through "Ustad Shagird" system. Also coordination with brick kiln owners' associations and Faisalabad Chamber of Commerce (FCCI) developed and strengthened to ensure education and literacy rights of poor and vulnerable are realized.

**Output 3.3: Freed bonded labourers educated and empowered to achieve rights and have access to social and protection services**

Freed bonded labourers, particularly women, empowered through literacy/vocational training and information on legal rights. Non-formal education provided to the children of freed bonded labour. Men and women workers in brick kiln industry are linked to social security benefits available at provincial level in coordination with All Pakistan Brick Kiln Owners Association.

**Output 3.4: Workers' Education & Supporting Social Protection Floor for strengthening Polio prevention efforts**

' Education and Partnering for Polio prevention would include dialogues with key trade union, development of learning material, and awareness sessions for workers and partnering with Trade Unions to reach out to the difficult areas. For strengthening Social Protection and Advocacy activities will be linked to an on-going intervention of ILO – for which partial funds have been arranged through internal resources. This would include building a consensus of support for the proposed provincially determined Social Protection floor will require extensive public dialogue. In addition, the relevant heads of Social Security institutions would be engaged in a dialogue to allocate more resources for Polio Prevention thru different means – within their existing mandate and procedures. Subsequently poust-Polio Rehabilitation though Skills & Employment will be carried out

**Output 3.5: Capacity of labour officials developed to address the incidents of bonded and child labour**

Reference material for capacity building events printed and labour officials trained to take action against the incidents of bonded and child labour and support anti bonded and child labour activities of civil society in their respective districts through ensuring their social protection right. Provincial level advocacy event organized to sensitize and facilitate brick kiln owners for their workers registration.

**Output 3.6: Key stakeholders sensitized on bottlenecks in implementation of bonded and child labour law and policy and issues regarding bonded and child labour highlighted in media for awareness raising**

Stakeholders, particularly members of provincial assemblies, are made aware of and committed to take action for eliminating bonded and child labour and DVCs in the selected districts of

Punjab and Sindh trained and activated. Journalists from selected electronic and print media are sensitized on issue of bonded and child labour.

#### 2.2.4 Indicators

Output	Indicator
1.1	The ILO generic enterprise training materials translated and culturally adapted to Pakistan and its technical/vocational
1.2	Key stakeholders sensitized on need for introducing KAB /SYB in the National TEVT curriculum
1.3	Group of Master Trainers trained to impart instructors training programs
1.4	KAB/SYB included in the national technical curriculum and implemented by TEVT institutes
2.1	One selected TEVTA adopts new knowledge and technology for imparting demand-driven training and then further replicate with other TEVTAs
2.2.	Key stakeholders successfully apply the principles of Decent Work at their respective workplaces
2.3	PET reports on wages and informal economy
3.1	Poor and vulnerable groups and other stakeholders have better understanding on preventable diseases and disabled workers' labour rights.
3.2	Material on decent work, labour rights and child labour issues developed and notified the part of the curriculum of teachers training and adult learning. Coordination mechanism developed and strengthened to enhance workplace productivity of illiterate workers.
3.3	Number of men, women, and children rehabilitated by the provision of non-formal education/literacy/vocational training skills and access to social security services.
3.4	Workers' unions are support Government efforts on polio eradication, polio message delivered in difficult-to-reach areas through trade union representative and key provincial stakeholders fully involved in SPF implementation
3.5	Labour officials trained on international labour standards and national legislation/policy on bonded and child labour and enabled to address bonded and child labour incidents.

3.6	Bonded Labour issues are discussed among stakeholders and highlighted in media
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### 2.2.5 Assumptions and Risk Analysis

Unpredictable overall security environment, shift in government priorities and policy discontinuity due to change in government set ups may impede the programme implementation. Shortage of qualified men and women and trainers affects the progress of the programme. Furthermore, sporadic availability of funds can make the programme vulnerable to implementation hurdles. This joint programme has a broad spectrum of stakeholders that bring a variety of views and add value to the programme. However, this may also amount to a challenge to ensure effective coordination across multiple tiers of decision making and project implementation. The project strategies have been kept flexible to accommodate any emerging situation and to meet the targets with changed modalities. Prior security clearances and assessment of future government priorities and policies would be ensured to align project interventions with them.

The interventions under the new EFW funding will be planned and implemented with the involvement of national/provincial agencies concerned to ensure that the goals and targets are in sync with the provincial government's plan, staff schedule, etc. Where necessary, to augment the pace implementation, technical assistance personnel, hired directly by the government with project support, will be embedded in the government offices. Hence risks relating to security and absorptive capacity will be monitored using the information of UNDSS and following Security Management Team decisions.

National experts will be used as much as possible and events will be organized in safer locations such as Islamabad when access to provinces is a concern.

Project interventions will have some flexibility to adapt to changing conditions. However, attainment of targets within the stipulated time frame will be ensured by using multi-pronged approaches.

## ANNEX E: LESSONS LEARNT

## ILO Lesson Learned Template

Evaluation Title: Empowering Vulnerable Groups through Education, Employment and Training (EET)  
Project TC/SYMBOL: PAK1003MOUF

Name of Evaluator: Samia Raoof Ali

Date: 28 Dec 2013

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
<b>Brief description of lesson learned (link to specific action or task)</b>	Project undertook a unique and bold step to help link women and men brick kiln workers with Government of Punjab's Employees Social Security Institution (PESSI). Project did advocacy with employers to help them realize the benefit of social protection for workers, educated the workers how to obtain and use this card. Similarly the project also sensitized the PESSI Top management and field technical staff on special needs of brick kiln workers.
<b>Context and any related preconditions</b>	In the Punjab province, the brick kiln has been declared as an industry, thus enabling its workers to be registered with the PESSI, to obtain its card. A registered worker his/her spouse, children and parents all get complete medical coverage. Moreover, registered workers children are also get free education. However, there was no practice of registering the brick kiln workers with the PESSI and to extend these social protection services.
<b>Targeted users / Beneficiaries</b>	<b>Brick Kiln Workers</b>
<b>Challenges /negative lessons - Causal factors</b>	There was a general resistance among the employers to register their workers with PESSI. Illiterate brick kiln workers were comfortable with borrowing money from employers for health issues and visit nearby quakes. The PESSI field staff was less motivational and more rigid in its approach.
<b>Success / Positive Issues - Causal factors</b>	Once Brick kiln workers obtained the PESSI cards and benefitted from the services of a qualified doctor, received free medicines, and even were paid for their absence from work due to health reasons, the popularity of the PESSI cards increased rapidly among the target workers communities. The Project expanded its initial service from one district to three districts. The ANCE NGO developed capacity to implement this intervention with brick kiln employers, workers and the PESSI management.
<b>ILO Administrative Issues (staff, resources, design, implementation)</b>	The ILO Islamabad Office, through its Senior program officer, specially focused to ensure this component succeeds. However, from One UN Resources this component could not receive significant funds as resources were limited.



### ILO Lesson Learned Template

Evaluation Title: Empowering Vulnerable Groups through Education, Employment and Training (EET)  
Project TC/SYMBOL: PAK1003MOUF

Name of Evaluator: Samia Raoof Ali

Date: 28 Dec 2013

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
<b>Brief description of lesson learned (link to specific action or task)</b>	The project responded well to the Punjab Labour Department's request to provide technical assistance in helping it develop Labour Market Information Analysis (LMIA) capacity and publish first Punjab Employment Trend Report 2013. The Project has also succeeded in extending similar support to Sindh TEVTA in conducting its first Sindh Employment Trend Reports.
<b>Context and any related preconditions</b>	The 18 <sup>th</sup> constitutional amendment devolved the subject of "Labour" to the provinces. Punjab Labour Department allocated resources to established Labour Market Information Analysis & Resource Center (LMIA & RC); however the capacity to carry out this project was non-existent. The Project not only provided technical support to the Punjab Labour Department to roll-out this technically complex task; but also helped Sindh TEVTA to conduct Sindh Employment Trend Report.
<b>Targeted users / Beneficiaries</b>	The Senior Labour Department officials, Policy makers, academics, media
<b>Challenges /negative lessons - Causal factors</b>	The Punjab Labour Department and Sindh TEVTA lacked in house technical staff to carry out this work on its own. The training provided to relevant staff may not necessarily build department's capacity to carry out similar work in future.
<b>Success / Positive Issues - Causal factors</b>	The provincial Employment Trend Reports will help the provincial authorities to strategize according to the capacity of various economic sectors to generate employment. The Punjab Department of Labour now has the realization the possible utilization and benefit conducting LMIA and employment trend reports. This could result in department building its technical capacity to carry out LMIA on its own. Already the Punjab Department is working on the Second Employment Trend Report that focuses on health and safety indicators derived from the labour force survey.
<b>ILO Administrative Issues (staff, resources, design, implementation)</b>	The Project procured necessary technical resources and deployed at the Labour Department.

## ILO Lesson Learned Template

Evaluation Title: Empowering Vulnerable Groups through Education, Employment and Training (EET)  
Project TC/SYMBOL: PAK1003MOUF

Name of Evaluator: Samia Raoof Ali

Date: 28 Dec 2013

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
<b>Brief description of lesson learned (link to specific action or task)</b>	The project built capacity of vocational and skills training institutes to start ILO's Know About Business (KAB) entrepreneurship training programs in 23 vocational training institutes.
<b>Context and any related preconditions</b>	Every year, large majority of youth after completing different levels of educations (High-school, college, University, skill training institutes) fail to find gainful employment. There was absence of entrepreneurship training programs. Skills training coupled with entrepreneurship coaching can help youth to setup enterprise or become self-employed. The project has succeeded in introducing the methodology of Know About Business (KAB) into the technical training curricula of these institutes. The ILO's generic training materials were translated in the local language Urdu and were also customized to Pakistan's technical and vocational education system.
<b>Targeted users / Beneficiaries</b>	Project target were teachers of these skill training centers; and the ultimate beneficiaries were the Youth.
<b>Challenges /negative lessons - Causal factors</b>	Typical VTI students come from poor background with desire to find employment after completion of training. Concept of enterprise is weak in comparison to robustly embedded idea of monthly wage. The same resistance to promote enterprise also prevalent among VTI teachers. KAB is an attitudinal change and changes will take time to take effect. In addition the KAB could be more successful if introduced at higher secondary education level.
<b>Success / Positive Issues - Causal factors</b>	<b>Some learners, like</b> Sumaiya from Karachi Women VTI, take the learning of KAB and apply it to their ongoing micro enterprise. She has already noticed that how new marketing skill learned at KAB helped her to become strategic about products and earn better profits. However, over period of time the success of KAB at student's level will become clearer.
<b>ILO Administrative Issues (staff, resources, design, implementation)</b>	The project made significant efforts and succeeded in introducing KAB in vocational training institutions. The component was reasonably implemented.