

FINAL REPORT

**EXPANDING ECONOMIC OPPORTUNITY AND INCOME SECURITY THROUGH
WORKFORCE EDUCATION, SKILLS TRAINING, EMPLOYMENT CREATION, AND LOCAL
ECONOMIC DEVELOPMENT IN PAKISTAN AND THE PHILIPPINES PROJECT**

abbreviated as

**TRAINING FOR RURAL ECONOMIC EMPOWERMENT (TREE) PROJECT
PAKISTAN AND THE PHILIPPINES**

**U.S. DEPARTMENT OF LABOR
INTERNATIONAL LABOUR OFFICE**

MID-TERM EVALUATION

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ACRONYMS AND ABBREVIATIONS

ARMM	Autonomous Region in Muslim Mindanao
BMW	Federation of United Bangsamoro Women Multi-purpose Cooperatives
CCG	Corporate Community Group
CBT	Community-based Training
Co-Fund	Community Fund
CTEC	Community Training and Employment Coordinator
DCC	District Consultative Committee
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
EXCOM	Executive Committee
ILAB	International Labor Affairs Bureau
ILO	International Labour Office
LGU	Local Government Unit
MILF	Moro Islamic Liberation Front
MNLF	Moro National Liberation Front
NGO	Nongovernmental organization
NRSP	National Rural Support Program
NWFP	North West Frontier Province
PAC	Project Advisory Committee
PMP	Project Monitoring Plan
RPDO	Regional Planning and Development Office
SLDF	SZOPAD Livelihood and Development Foundation
TESDA	Technical Education and Skills Development Authority
TEVTA	Technical Educational and Vocational Training Authority
TREE	Training for Rural Economic Empowerment
UN	United Nations
USDOL	U.S. Department of Labor

EXECUTIVE SUMMARY

The Training for Rural Economic Empowerment (TREE) Project in Pakistan and The Philippines set the ambitious task of creating an alternative model for income generation and employment creation for the most marginalized groups in diverse, geographical areas in two different countries, where rural populations have suffered from peace and security issues for a long time and where there were no jobs or foreign investment and limited government capacity to address poverty. In Pakistan, the target areas are the North West Frontier Province (NWFP) and Punjab Province. In The Philippines, the target areas are five provinces and one city in the Autonomous Region in Muslim Mindanao (ARMM). For both countries, the target groups are the rural poor, specifically, women, disenfranchised male youth, and persons with disabilities. The project's strategic development objective is increased economic opportunities and security in the target areas.

The project pursues its task through the development and implementation of the TREE methodology, which is a comprehensive training package that identifies and assesses local economic opportunities, designs and delivers community-based skills training, and provides post-training services. The project builds the capacity of government and private sector partners to implement the methodology. The implementation arrangements are different in both countries; the methodology was adapted to the unique socio-cultural characteristics and prevailing local conditions of each country. In Pakistan, there is one lead implementing agency, the National Rural Support Program (NRSP), a nongovernmental organization (NGO). In The Philippines, there are eight implementing partners—five ARMM government agencies and three NGOs.

The project is making substantial progress toward the achievement of the strategic development objective, as evidenced by its results, benefits to target groups, and impact to date. Delays caused by security issues reduced the project implementation period from 36 months to 22 months in Pakistan and to 24 months in The Philippines.

Pakistan. The project has trained 1,138 beneficiaries (35% female, 65% male) in vocational, entrepreneurial, managerial, and literacy/numeracy skills as of September 30, 2004. This is 47 percent of the end-of-project target of 2,400 trained beneficiaries. Eighty-two percent of beneficiaries successfully passed training; 89 percent of this group was employed or self-employed as a result of training. Twenty-nine savings and credit groups were established, which were linked to NRSP credit operations, and 174 beneficiaries accessed credit in the total amount of US\$31,500, with a 100 percent loan recovery rate. Twenty-three partner organizations were trained in the TREE methodology, developing their implementation capacity.

The benefits to the target groups are both economic and social. Young, single men who were previously unemployed are now gainfully employed or self-employed and contribute to household welfare with their earnings. The success of many of their small businesses has led to the employment of additional workers. The social benefits are self-esteem and the new-found respect of families and communities; the young men are seen as role models in their communities. The chief economic benefit to women is first-time earned income, which is used to support their families. The social benefits for women are profound. In traditional Muslim culture, women stay at home under the purview of their fathers or husbands, do not participate in financial decision-making, and confront literacy and numeracy barriers, among others. Following skills training and literary/numeracy training, women have money in hand, may move about more freely, can help their children with homework, are seen as role models by their families, and generally have been given more security, prominence, and attention.

The project has had a positive impact on beneficiaries and communities. Young men who despaired over their futures have genuine economic opportunities and are unlikely to become a part of groups that create security problems in the area. Poor, rural women have become empowered to an extent that was not thought possible. New, beneficiary-owned small businesses provide services that did not exist previously in communities, which contribute to local economic development. The project impact is also seen in the high demand for skills training using the TREE methodology within and outside the target areas.

The Philippines. The project trained 514 beneficiaries (48% female, 52% male) in vocational and entrepreneurial skills. This is 42 percent of the end-of-project target of 1,220 trained beneficiaries. Some 99 percent of trainees successfully passed training. A follow-up study showed that 80 percent of 153 training graduates were engaged in economic activities, and average family monthly income increased by 28 percent. Fifteen corporate community groups were created, and five participate in an experimental profit and loss sharing scheme that accords with Islamic law. The project strengthened the implementation capacity of all eight partners.

The benefits to the target groups are increased self-esteem, hope for the future, and the ability to contribute to family welfare. As a result of training, beneficiaries—both women and men—are empowered with skills and have the confidence to set up small businesses in their communities. These community enterprises can be expected to have an increasingly greater impact as enterprises mature and support local economic development.

The project has had a wider impact on peace and order in the ARMM. Since the signing of the Peace Agreement in 1996, the concern has been how to convince people to support the peace process, that there is something good, something to wait for, something to expect from the peace process. The project addresses the major problems of poverty and unemployment in the ARMM by providing people who have been left out with skills training to take advantage of economic opportunities and, in this way, links economic development to peace in the region.

Sustainability. The economic and social benefits to beneficiaries are likely to be sustained after the project concludes on September 30, 2005. The project partners' implementation capacity, having been developed, will be sustained. However, their access to the financial resources needed to carry on project activities is uncertain, and thus, the sustainability of many project activities is unlikely. To date, adequate preparations for project sustainability have not been made in part due to reduced project duration, which will also affect the completion of some post-training services such as the creation of business associations in Pakistan.

Recommendation. In sum, the project has succeeded in addressing the issues of poverty, unemployment, security, and peace by means of community-based skills training and local institutional capacity building. It has everywhere generated a strong demand for skills training and has the unqualified support of government, donors, partners, and the target groups. It is recommended without reservation that the project continue beyond the scheduled closing date to ensure sustainability, and furthermore, that all concerned parties give serious consideration to the expansion of the project, whether by means of increased coverage in the present target areas or extended coverage into new target areas or both, for the purpose of scaling up a highly effective project.

INTRODUCTION

1. This is the mid-term evaluation report on the project, Expanding Economic Opportunity and Income Security through Workforce Education, Skills Training, Employment Creation, and Local Economic Development in Pakistan and The Philippines. The abbreviated title is the Training for Rural Economic Empowerment (TREE) Project, which will be used in this report. Section I of the report presents background information and a description of the project. Section II states the purpose of the evaluation. Section III discusses the evaluation methodology. Section IV contains the findings, conclusions, and recommendations for the Pakistan TREE Project. Section V presents the findings, conclusions, and recommendations for The Philippines TREE Project. Section VI gives summary conclusions and the main recommendation for the project as a whole.

I. BACKGROUND AND PROJECT DESCRIPTION

A. Background

2. On September 30, 2002, the U.S. Department of Labor (USDOL), Bureau of International Affairs (ILAB), signed a Cooperative Agreement with the International Labour Office (ILO) that provides funding in the amount of US\$3,096,858 for the TREE Project in Pakistan and The Philippines, covering the period September 2002 through September 2005. The project builds upon previous ILO experience in skills and enterprise development for employment promotion, income generation, and local economic development in both countries. The TREE project was designed to provide skills development for the most socially and economically disadvantaged groups, leading to employment creation and local economic development.¹ In Pakistan, the project aims to address the major problem of poverty, which has shown the greatest increases in the rural areas, where women in particular have extremely limited opportunities for education and employment.² In The Philippines, the project also aims to address poverty, specifically, in the southern provinces, where poverty most adversely affects young Muslims and persons in rural areas.³ The urgent need among the most vulnerable groups for productive employment is heightened by the periodically unstable security situation in the project areas in both countries. In this regard, the project aims to contribute not only to socio-economic development but also to stability.

B. TREE Project Description

3. Objectives. The development objective for the TREE project in both countries is increased economic opportunities and security in the target areas, which is supported by immediate and sub-immediate objectives (Table 1). In The Philippines, the development objective also includes increased peace in the target areas. (Also see Annexes A and B, Strategic Frameworks for Pakistan and The Philippines, respectively.)

¹ ILO, Geneva. Expanding Economic Opportunity and Income Security through Workforce Education, Skills Training, Employment Creation, and Local Economic Development in Pakistan and The Philippines, Part 2 SGA 09-19, submitted to the United States Department of Labor, September 4, 2002, pp. ii-iii

² Ibid.

³ Ibid.

Table 1: TREE Project Objectives

Objectives	Pakistan	The Philippines
Development Objective:	Increased economic opportunities and security in target areas.	Increased economic opportunities, security and peace in target areas
Immediate Objective 1:	Increased employment for target groups	Increased employment for target groups
Immediate Objective 2:	Increased access to information and financial resources for target groups	Increased access to information, financial and other resources for target groups
Sub-immediate Objective 1:	Increased vocational, entrepreneurial, managerial and/or literacy/numeracy skills among target groups	Increased vocational and entrepreneurial skills among target groups
Sub-immediate Objective 2:	Increased institutional capacity within partner organizations to design and implement skills training programs for target groups	Increased institutional capacity within partner organizations to design and implement skills training programs for target groups

Source: Strategic Frameworks for Pakistan and The Philippines, Final Draft, March 20, 2004

4. Target areas and groups. In Pakistan, the target areas are Attock district in Punjab province and Mardan district in the North West Frontier Province (NWFP), which have the highest rates of poverty and unemployment in the country. Originally, the project was to be based in NWFP but security concerns led to the selection of Attock district in Punjab province. Subsequently, the project identified Mardan as a relatively safe district in NWFP and began operations there. The target groups are poor rural women, disenfranchised youth (men ages 18-35 who are not heads of households), and persons with disabilities. The target groups variously speak Pashtu, Punjabi, and Urdu. The disenfranchised youth are a special group because they lack opportunities and education, and some may become a part of groups who create security problems in the area because they do not see a way to improve their lives.

5. In The Philippines, the target areas are five provinces (Lanao Sur, Maguindanao, Basilan, Sulu, Tawi Tawi) and Marawi City in the Autonomous Region in Muslim Mindanao (ARMM). ARMM is the poorest of 16 regions in The Philippines and was the center of 30 years of armed conflict with the Moro National Liberation Front (MNLF), until the creation of an autonomous government and signing of the 1996 Peace Agreement. A few areas in Mindanao and ARMM are affected by the conflict with the Moro Islamic Liberation Front (MILF), the armed group fighting the government. The target groups are poor rural women, disenfranchised youth (men ages 15-32), and persons with disabilities. The target groups variously speak Tagalog, Maguindanao, Maranao, and Tausog.

6. Strategy and methodology. The project strategy is a systems approach to address poverty at several levels, which includes helping construct a policy and regulatory environment that is supportive of business; building the capacity of local government and nongovernmental organizations (NGOs) to plan, design, and implement community-based training and support programs as part of local empowerment efforts and decent employment promotion; and providing target groups with skills development combined with small business training and linkages to credit schemes.⁴ In Pakistan, the project also provides target groups with necessary functional literacy skills, as appropriate.

7. The strategy relies on the TREE methodology, which has four key features: (a) provision of demand-driven training, based on the identification and assessment of community needs; (b)

⁴ Ibid.

mobilization and empowerment of local level partners who help to identify development opportunities and promote and manage training program implementation and post-training services; (c) creation of an integrated technical service provision network for post-training services; and (d) promotion of decent work, social protection, and equal opportunity by encouraging workers, the self-employed, and small firm entrepreneurs to come together in self-help associations and community groups.⁵ The methodology is implemented in two phases—training and development, which is followed by post-training.

8. The general methodological framework is the same in both countries (Table 2). However, each country developed and adapted the TREE methodology to fit its unique socio-cultural characteristics and local conditions. For example, in Pakistan, as part of post-training services, project beneficiaries have access to credit through the micro finance facility of the National Rural Support Programme (NRSP), which is the lead agency for project implementation. In The Philippines, Islamic law prohibits interest charges in lending operations. In response, the project worked with Islamic religious leaders and others on the development of an experimental community fund (co-fund) scheme, based on principles of profit and loss sharing.

Table 2: TREE Project Implementation Methodology

Pakistan	The Philippines
1. Identification of opportunities in employable skills in industry, agriculture, trade, and service sector	1. Community assessment and planning
	2. Provision of training and capability building
2. Identification and capacity-building of partners and key service providers to impart training skills to beneficiaries	3. Implementation of transition enterprise projects (TEP)
3. Identification of project beneficiaries through social mobilization and linkages with service providers	4. Organizing Corporate Community Groups (CCG)
4. Training of project beneficiaries in vocational, entrepreneurial, and managerial skills	5. Installing Co-fund and Community Enterprise System in the CCG
5. Ensuring productive employment through placement, follow-up, and provision of financial services	6. Linking the CCG with communities and the formal economic sector

9. Organization and implementation arrangements. Both projects have the same organization—a National Project Coordinator, responsible for daily project management, timely implementation, and monitoring, who reports to the Project Director at ILO headquarters and is supported by ILO headquarters, sub-regional and country-level offices, which provide technical and management support, including financial and administrative support. The ILO reports to the USDOL Program Manager. However, the implementation arrangements are different for each country (Table 3). In Pakistan, the NRSP is the lead implementing agency, with a project management unit in Islamabad, a regional project office in Mardan, and field offices in Katlang (Mardan) and Attock.⁶ The NRSP is responsible for social mobilization, identification and assessment of beneficiaries, provision of management training, micro finance services, establishing linkages with service providers, and organizing savings and credit groups and

⁵ ILO Skills and Employability Department. Working out of Poverty Towards Decent Work: Training for Local Economic Empowerment (TREE), an Explanatory Note by V. Korovkin (draft), November 2004, pp. 4-8

⁶ The NRSP was selected through a process of competitive bidding. It is Pakistan's largest civil society organization and works in 31 districts in all four provinces in the country.

business associations. The Project Advisory Committees (PACs) for NWFP and Punjab province are headed by the respective, provincial Department of Labor Secretary, with representatives from relevant government line departments, employer's and workers' groups, and NGOs. The PACs oversee project implementation. The District Consultative Committees (DCCs) in Mardan and Attock districts are headed by the District Coordination Officer, with representatives of relevant government line departments, workers' and employers' groups, and NGOs who provide direct implementation support at the local level. The project also works with a number of other implementing partners.

Table 3: TREE Project Organization

Pakistan	The Philippines
Management	
ILO National Project Coordinator, Islamabad	ILO National Project Coordinator, Davao City
ILO country office, Islamabad	ILO sub-regional office, Manila
ILO headquarters, Geneva	ILO headquarters, Geneva
Implementation	
National Rural Support Programme	ARMM agencies/EXCOM members:
Other implementing agencies: Federal Ministry of Labor	Technical Education and Skills Development Authority
Provincial Labor Depts., NWFP & Punjab	Department of Labor and Employment
Directorate of Technical Education, Government of NWFP	Department of Social Welfare and Development
Technical Education and Vocational Training Authority, Punjab	Regional Commission on Bangsamoro Women
Provincial Depts. of Social Welfare and Special Education, NWFP & Punjab	Regional Planning and Development Office
Depts. of Livestock and Agriculture, NWFP & Punjab	Federation of United Bangsamoro Women Multi-purpose Cooperatives
NGO-operated training institutes for persons with disabilities	SZOPAD Livelihood and Development Foundation
	Moro National Liberation Front
General Oversight	
Project Advisory Committees, NWFP & Punjab	Executive Committee

10. In The Philippines, the TREE Project is implemented locally through eight partners—five ARMM government agencies and three NGOs—according to their official mandates and missions. The Regional Technical Education and Skills Development Authority (TESDA) provides training. The Regional Department of Labor and Employment (DOLE) registers local economic groups in rural workers associations. The Regional Department of Social Welfare and Development (DSWD) is concerned with community organizing and social development services. The Regional Commission on Bangsamoro Women (RCBW) is ARMM's front line agency for the promotion of gender issues and women's interests. The Regional Planning and Development Office (RPDO) is ARMM's planning agency. The Federation of United Bangsamoro Women Multi-purpose Cooperatives (BMW Federation) is an NGO that was the core of the MNLF women's committee and represents the concerns of women. The SZOPAD Livelihood and Development Foundation (SLDF) is a private foundation of Muslims and Christians that was organized by the leaders of the rebel movement after the signing of the 1996 Peace Agreement. Along with the government, the Moro National Liberation Front (MNLF) is a signatory to the Peace Agreement. The eight partners form the Executive Committee (EXCOM); the MNLF Secretary General is the EXCOM chair. EXCOM members assign staff to a Technical

Working Group, which helps in management coordination through provincial focal persons and community training and employment coordinators (CTECs).

11. Duration. The project proposal stated a project duration of three years. USDOL initially approved a two-year project, which was subsequently revised upward to three years. In Pakistan, security concerns and the election of a fundamentalist government in NWFP cast doubt on the feasibility of project operations there; NWFP was in UN Phase 3 security status for nine months in 2003. The USDOL and ILO discussed moving the project to other provinces or even to other countries, if the situation did not improve. Eventually, the situation did improve, but it took 12 months for the necessary stability to hold a stakeholders meeting. The delay effectively reduced the project's duration from 36 to 22 months. In The Philippines, the escalation of violence in a number of provinces on the Island of Mindanao caused implementation delays after the initiation of some project activities. The stakeholders' meeting was to be held in Cotabato City, which is at the center of the ARMM. Cotabato City was bombed, and the stakeholders' meeting shifted to Davao City, where a restaurant in front of the international airport was also bombed. The stakeholders' meeting was finally held in Manila on April 2-3, 2003. Consequently, the project duration in The Philippines was reduced from 36 to 24 months. The project is scheduled to close on September 30, 2005. As of November 30, 2004, there were ten months remaining for project implementation.

II. PURPOSE OF EVALUATION

12. The primary purpose of the mid-term evaluation was to assess the progress to date toward the achievement of project objectives. In addition, the mid-term evaluation was to provide project management, partners, and others with the information needed to assess and possibly revise project policies, strategies, data collection methods, objectives, institutional arrangements, work plans, and resource allocation (Annex C).

III. EVALUATION METHODOLOGY

13. Preparation for the mid-term evaluation began in late October/early November 2004, including a team planning meeting held at the USDOL/ILAB office in Washington, D.C. on November 1, 2004. Meeting participants were Maya Beja, Bruno Bui, and Sue Hahn, USDOL; Trevor Riordan and Vyacheslav Korovkin, ILO (via telephone conference); and Deborah Orsini and Anna Kathryn Webb, MSI. The team planning meeting identified five priority evaluation topics, along with the data source and data collection method for each topic: (a) project strategy and methodology, (b) implementation, (c) management performance, and (d) monitoring system, and (e) sustainability (Annex D). Based on the priority topics, interview protocols were prepared for individuals and groups in both countries, including key persons, project advisory committees, partner organizations, trainers, community organizers, and beneficiaries (Annexes E and F).

14. The mid-term evaluation was conducted December 1-5, 2004 in Pakistan and December 8-13, 2004 in The Philippines. The field team consisted of Messrs. Bui and Riordan who were present as observers during the major part of interviews, excepting some key person interviews and interviews with female beneficiaries in Islamabad, and Ms. Webb, team leader, who acted as the sole evaluator and conducted all interviews. Evaluation activities included formal individual and group interviews, using the interview protocols, as well as informal discussions, and the review of project documents and other data (Annex G). In Pakistan, the field team visited a

training institute in Islamabad and observed plumbing and electrical training in progress. The team also attended a Punjab province Project Advisory Committee (PAC) meeting in Lahore on December 4, 2004; a wrap-up meeting was held on the same date. A total of 34 beneficiaries were interviewed in Pakistan. In The Philippines, the team attended a special meeting of the project's Executive Committee (EXCOM) in Davao City on December 9, 2004; a wrap-up meeting was held in Manila on December 13, 2004. In The Philippines, the team visited six ongoing projects (2 bakeshops, 2 garment-making, 1 furniture-making, 1 food processing) and met a total of 56 beneficiaries.

15. The interview protocols were not field-tested prior to the evaluation but worked well nonetheless, although a few key person interviews lasted 5-6 hours. In hindsight, the interview protocols should have been given to key persons in advance. Furthermore, some interview questions sought responses based on a ratings scale from 1 to 5, or very poor to excellent. In general, respondents did not wish to rate their answers, and rated questions were omitted.

16. There were two major constraints on the evaluation. First, the time planned in each country was reduced from six to five days due to weather-related travel problems; consequently, the schedule of activities was very compressed. The amount of time was insufficient and did not permit on-site document review and data analysis. Second, U.S. field team members did not receive clearance from the U.S. Embassy in Pakistan to travel outside Islamabad and Lahore because of security concerns; therefore, the team was unable to visit the two project sites—Mardan district in NWFP and Attock district in Punjab province. Instead, 16 female and 18 male beneficiaries (plus one male beneficiary's father) from both districts were brought to Islamabad for separate group interviews. The group interviews were highly successful; however, the evaluation in Pakistan was much diminished by not being able to visit the project areas.

17. In both countries, the National Project Coordinators and their staffs greatly facilitated evaluation activities through excellent planning and organization, in addition to providing very generous and most welcome hospitality.

IV. PAKISTAN: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Achievement of Project Objective

18. Findings. The achievement of the project development objective to increase economic opportunities and security in the target areas is measured by ten, planned indicators (Table 4). As of September 30, 2004, forty-seven percent (1,138) of the planned, end-of-project target of 2,400 beneficiaries were trained; 82 percent of beneficiaries successfully passed their training courses, compared with the government pass rate of 30 percent; and 89 percent of beneficiaries were employed or self-employed as a result of project training (Annex H). Several factors contributed to training success. First, both beneficiaries and economic opportunities in the target areas were for the most part correctly identified and assessed, based on adherence to beneficiary eligibility criteria and the results of economic feasibility assessments. To date, the project identified 3,281 persons for skill training and selected 1,336 persons (35% female, 65% male). The project has provided training in more than 30 trades. Second, training was organized in a way suited to the needs and requirements of the beneficiaries, taking into account their educational level and focusing on practical instruction in a supportive learning environment. Third, the flexibility of the TREE methodology and the involvement of a variety of organizations with different

specializations were instrumental in matching training needs with skills training development and delivery.

Table 4: Pakistan TREE Project Actual vs. Planned Results

Indicators	Actual (09.30.04)	Planned (09.30.05)
Participants in TREE programs who utilize skills acquired for income generation	1,138 (47%)	2,400
Business associations created that mobilize information and other resources for target groups	1 (25%)	4
Savings and credit groups created that access financial resources for target groups	29 (28%)	105
Business association office-bearers trained	0	40
Savings and credit office-bearers trained	0	150
Visits by business association and savings and credit group members and leaders to raise awareness of markets, suppliers, service providers, similar organizations	1	15
Trainees who demonstrate competency in the skills in which they have been trained	650 (36%)	1,800
Persons from target groups trained, including women, youth, persons with disabilities	1,138 (47%)	2,400
Needs-related training programs designed and offered by partner organizations	3	to be determined
Partners/stakeholders with raised awareness	365 (37%)	1,000

Source: Pakistan Performance Data Table, September 30, 2004

19. In the project's Literacy and Numeracy Program, 28 literacy teachers were trained and 28 literacy centers were established (27 centers for women and 1 for men). As of September 30, 2004, there were 346 program graduates, compared to the planned target of 720. Thirty-six persons with disabilities were trained, compared to the planned target of 30 persons, which is less than one percent of the total, planned number of persons trained.

20. Twenty-three of the planned 100 partner organization officers and staff were trained. Specifically, the TREE methodology was presented to 365 of the planned 1,000 partner representatives and stakeholders, including training of trainers from line departments, local NGOs, training institutes, and the Mardan Chamber of Commerce, Trade, and Industries. In addition, three local technical training institutes and one women's institute designed and offered needs-related training programs, thereby reducing training costs, which were higher when training was only available in Islamabad. The training institutes benefited from capacity building and in turn contributed greatly to the project. The institutes developed highly practical, short duration, needs-based training courses that cost less to implement than longer, more traditional, theory-based courses. They modified educational criteria to accommodate less educated or uneducated persons and thus broadened their potential applicant pool. As a result of performance-based, funding opportunities, the institutes have become more competitive. The trainers show strong commitment to project trainees, for example, following training, they voluntarily assist their graduates. The project pays for training materials and equipment, as needed, and gives stipends to trainers. It also finances trainees' room and board and transport costs from their communities to Islamabad.

21. Government training institute director and staff transfers had a partial, adverse effect on training delivery. The success or not of training institute participation depends largely on the support of the director who makes all decisions regarding the use of facilities and designs the training curricula with assistance from trainers. When directors changed, project management had to invest the time necessary to bring the new director on board. Staff transfers had a negative impact as well because a trainer may teach 5-6 courses, and the transfer of a trainer meant that the new trainer would have to be introduced to the TREE methodology in order to assist with curriculum development and teach courses.

22. Training quality was generally good, although some local institutions require infrastructure support to provide quality training. The ILO is consulting with provincial Labor Secretaries for the allocation of funds to upgrade local training facilities because it would reduce costs to use local venues. The lack of adequate materials and equipment affected the quality of women's home-based training. At the time of the evaluation and in support of improved training, the Project Director proposed a review of training provision, process, and quality in both Pakistan and The Philippines through international technical assistance, with which the evaluation concurs.

23. The project's post-training activities include the organization of savings and credit groups and provision of micro finance, training in management and leadership, exposure visits (mini study tours), and the creation of business associations. Savings and credit groups may remain as traditional economic groups or form business associations; the latter are linked to the formal economic sector. Only one of the planned 15 exposure visits took place. A group of women beneficiaries from Mardan, on their first-ever trip outside their area, visited successful organizations in Punjab province and gained insights on how to manage their enterprises and groups, resulting in the creation of the only business association under the project. The project plans to create four business associations. As of September 30, 2004, no business association office-bearers of the planned target of 40 persons were trained. No savings and credit office-bearers of the planned target of 150 persons were trained in organization management and procedures. However, 29 savings and credit groups were established of the planned target of 105 groups. These groups were linked to NRSP credit operations, and 174 beneficiaries accessed credit in the total amount of 1.8 million Rupees (about US\$31,500), with a 100 percent loan recovery rate.

24. Project stakeholders agreed that it has been difficult to provide some post-training services in part due to lack of technical expertise, although the NRSP work plan shows that the major part of savings and credit groups, business associations, and exposure visits are scheduled for implementation during the period, July 2004-June 2005. All female beneficiaries interviewed who received skills training expressed the need for help with market linkages, which are critical in the rural areas where the beneficiaries live. The women observed that earnings cannot be maximized at the local level; hence, marketing is required and market linkages should be a priority. At the time of the evaluation and in support of post-training services, the Project Director proposed international technical assistance in the form of a small business specialist who would assist both Pakistan and The Philippines with post-training services, with which the evaluation concurs.

25. Conclusions. The project is making substantial progress toward the achievement of its development objective. It is likely that the project will reach the majority of planned targets, but it should be noted that while project duration was reduced from 36 to 22 months, the number of project targets and related activities was not reduced. Two activities, the creation of business associations and savings and credit group exposure visits, may not be completed in their entirety by the project's closing date. In hindsight, the target number for persons with disabilities was set too low in comparison to the total target group population.

26. Recommendations. The project should expedite the proposed training review and provision of technical assistance with post-training services in order to improve training and facilitate the delivery of post-training services. The project should make it a priority to include more persons with disabilities and to mainstream persons with disabilities, where appropriate.

B. Project Strategy and Methodology

27. Findings. The project strategy of a systems approach to address poverty relies on the TREE methodology, which calls for the provision of demand-driven, community-based training to the target groups through the use of a partnership approach to training design, delivery, and post-training services. The TREE methodology is increasingly gaining acceptance and adoption. For example, the private sector NRSP adopted the methodology in all 31 districts in which it works. In the public sector, the Prime Minister recently announced that the government intends to start a national program for skills enhancement with the goal of 300,000 unemployed youth trained by June 2006. The TREE methodology was presented and approved by government for implementing the program. There is a growing demand for skills training using the methodology. The project's outreach was extended from the initial 30 communities to 275 small and large communities in the target districts.

28. The partnership approach at all levels makes project implementation possible. At the community level, many obstacles to women's participation were lifted by the project's countless "silent partners"—female trainees' relatives who provided child care, cooked meals, and performed other tasks while beneficiaries attended training; relatives also accompanied the women to and from training venues. At the district level, for example, the employers' groups in Mardan helped to identify employment opportunities, and workers' representatives helped to identify unskilled laborers who might need training. District governments, especially the district's chief executive officer (CEO), are critical to project success. In Mardan, the CEO chairs the project's District Consultative Committee (DCC) and is very supportive; whereas in Attock, the CEO is less active, which has somewhat slowed project progress. At the provincial level, the Labor Secretaries are instrumental in overseeing project implementation and mobilizing the support of Project Advisory Committee member organizations. The NRSP, the project's lead partner, contributes 35 percent of total project costs.

29. The major challenge of partnership was bringing all of the partners together in a relatively short period of time. The large number of project partners and stakeholders is a constraint because it is difficult to keep all stakeholders at the same level of understanding, owing mainly to government personnel turnover and the at times incomplete understanding of non-implementation partners. However, the benefits of partnership outweigh other considerations: pooled resources and expertise lower project costs and add value; the partners' sense of project ownership makes them good project advocates, promoting and creating awareness of the methodology, and thereby creating an environment for its wider acceptability; and shared responsibilities save time for all concerned. Measures that would facilitate partnership arrangements include a uniform policy for a permanent focal point for the project in government departments; study tours, which improve partnerships and can lead to additional resource mobilization; and clear terms of reference for each partner to avoid the confusion of responsibilities.

30. Conclusions. Based on results, the project strategy and methodology are effective in achieving project objectives. Project experience to date has validated the project's community-partnership focus and the use of skills training plus post-training services to generate income and create employment among the target groups and to contribute to local economic development.

C. Implementation

31. Findings. Some start-up activities took longer than anticipated due to security issues and the development of an effective community outreach approach. The first four months of implementation were used for field staff (social organizers and human resources development officers) on the job training and introducing the project to the community. Community outreach, which took longer than planned, involved the design and communication of clear and convincing messages, intensive social mobilization, and the identification and assessment of beneficiaries and economic opportunities. However, the flexibility of the TREE methodology permitted implementation adjustments as needed.

32. Apart from security issues, the other main constraint on implementation concerned women's participation. Poor women in rural areas face mobility restrictions, do not participate in financial decision-making, confront literacy and numeracy barriers, and are responsible for domestic tasks, child care, and some livestock and agricultural activities. Women in Mardan observe *purdah* very strictly; women in Attock are comparatively freer to move outside the home. Initially, the project found it difficult to organize training for women due to lack of local language expertise and the restriction that women could not leave their homes to attend training. In response, the project found and partnered with female resource persons with requisite language proficiencies and built their capacity in order for them to train female beneficiaries in their homes. For example, a women's NGO provided in-home training to women in hand-embroidery, machine embroidery, knitting, and tailoring, among others. The NGO or the women's brothers then marketed the finished products. The superb work of the project's field teams and the trust and confidence that they inspired in parents, families, and community elders made possible women's training at local venues.

33. An additional constraint on implementation is the remoteness of project areas, where communities are scattered; in a given district, project field staff may travel 10 km to 200 km to reach the communities where they work.

34. Conclusions. The project is mostly on schedule, as evidenced in progress to date toward planned outputs. However, the ten months remaining for implementation as of November 30, 2004 may not be sufficient to ensure the sustainability of project activities at the conclusion of project financing (see Section H below).

D. Management Performance

35. Based on feedback received from stakeholders, project management performance was assessed as very good at all levels. Management is efficient in using inputs such as expertise and time to achieve the expected results. It is effective as demonstrated in progress toward achieving the project objective and the quality of communications. No management problems were reported. Key stakeholders appraised the relationship between USDOL and ILO as very good, based on open and constructive communications.

E. Project Monitoring

36. In March 2004, USDOL, ILO, and project staff from Pakistan and The Philippines met in Islamabad to develop the performance measurement system for both projects with technical assistance from Management Systems International. A strategic framework, performance monitoring plan (PMP), and performance data table were prepared for each country. In Pakistan, adjustments were made to the original project outputs, targets, and indicators to make them more

realistic. The lesson learned was that it is best not to rush into preparing a PMP, but to allow for a period of project implementation in order to set targets at realistic levels. The PMP is considered the standard to be followed and against which progress is measured. The PMP is easy to understand because the objectives, outputs, targets, and indicators were developed by the project and agreed upon, and its development costs were minimal. The NRSP is building upon the PMP in the development of a comprehensive management information system. The performance data table was presented for the first time in the ILO technical report covering the period, April-September 30, 2004. The performance data table does not report on type of training according to target group or provide income and employment data according to target group, which are recommended. The project collects but does not report data on beneficiaries' marital status and may wish to do so in future.

F. Target Groups' Views of Project Benefits

37. Benefits to male youth. In describing the benefits of training and how their lives have changed as a result of training, the 18 male youth interviewed as a group drew a sharp contrast between their situations before training and after training. The youth stated that before training, they lacked education, were unemployed, stayed at home, and had nothing to do. One youth observed that young men might commit suicide if not availed of opportunities. Another suggested that were it not for the project, some youth would be tempted to join militant groups. The youth's overwhelming enthusiasm for the project and their difficulty in conveying everything that it meant to them was captured in the phrase, "You can't put the ocean in a glass."

38. For all the youth interviewed, skills training led to first-time employment or self-employment in the areas of tailoring, household appliance repair, welding, auto mechanics, building electrician, electronics, and plumbing, among others. For example, one previously unemployed youth received training as a heavy equipment operator and was hired the day after completing training. He now earns 2,000 Rupees per month. Several youth stated that they had started small businesses and subsequently hired 3-4 employees. Another youth who received training in plumbing and pipefitting opened a plumbing shop and hired his brother as an apprentice. The 18 youth interviewed stated quite clearly that their families and communities now view them with respect—a very important but unanticipated training benefit. While unemployed, the youth were not respected, but when they began using their new skills and earning income, they were accorded respect and, moreover, were seen as role models in their communities.

39. Skills training benefits to women. In describing the benefits of training and how their lives have changed, women beneficiaries interviewed as a group also compared their previous and present circumstances. In traditional Muslim culture, women stay at home under the purview of their fathers or husbands and do not have access to income-generating activities or control over financial resources. One young woman said that in her culture, it is very difficult for girls to ask their parents for money because it makes them feel ashamed and shy. Training gave women skills to generate income, and the women interviewed said that for the first time, they have money in hand and do not have to wait to receive money from their fathers or husbands. In contrast with the past, women now contribute to household finances with their earnings from knitting, machine embroidery, tailoring, *duppatta* (traditional headscarf) dyeing, traditional birth attendant, beautician, and *winta* wool (pillow and bed coverings) production, among others. In addition, several women reported that prior to training, their fathers did not give them permission to go outside their homes; now their parents are happy to have extra income, see their daughters as role models for the family, and encourage other women in need to get training. One beneficiary stated that as a result of training, women have been given a path and are now able to run on the path.

The women beneficiaries concurred that as a result of the project, women have been given more security, prominence, and attention.

40. Literacy/numeracy training benefits to women. Among the female beneficiaries interviewed as a group, three had received literacy/numeracy training, and one had been trained as a literacy/numeracy instructor. The training graduates reported that before attending classes, they could not read a newspaper, help their children with homework, write a letter, read a clock, know what bus to take, write down a telephone number, or read the expiration date on medications. Now they can do all of those things and more, which has helped the women and their families immeasurably. In the words of one woman, "Education can give brightness."

41. Benefits to persons with disabilities. One differently abled male youth in the group of youth interviewed and one differently abled woman in the women's group interview spoke emphatically of training benefits. The youth, trained as a tailor, said that were it not for the project, he would not have a future. He is the first tailor in his community, where previously people had to go to the nearest city to have their clothes made. The woman said that the project had provided her with a prosthetic device that enabled her to go outside her home. She was trained in tailoring and is now able to meet basic expenses, help her whole family, and save 1,000 Rupees per month.

G. Project Impact

42. The project has had a significant impact on several levels. First, all of the 16 female and 18 male beneficiaries interviewed spoke of their newly acquired self-esteem and respect, as well as gaining the means to earn a livelihood, which in turn had a positive impact on their household welfare. The father of one youth, who initially questioned whether his son would benefit from training, said that the project had offered his son more than he had been able to and that he was satisfied and the community was satisfied. A widowed woman with two children who was trained as a traditional birth attendant reported that she can now send her children to a good school. The project has literally transformed the beneficiaries' lives, and the greatest impact concerns the role of women. Women beneficiaries, local stakeholders, partner agencies, and the Project Advisory Committees all reported that women have become empowered—to speak for themselves, learn skills, be productive, earn money, and contribute to household welfare. The 16 women interviewed said that their parents and spouses have changed, too, and support and encourage their daughters' and wives' new income-generating activities.

43. Second, the project has had an important impact on communities because services are now available that did not exist previously, which contribute to communities' economic development. For example, a youth trained in household appliance repair services five communities. Before opening his shop, people took broken appliances for repair to a city 35 km away; now they save on transport costs and pay less for repairs. A youth trained in livestock management said that he provides needed services on a 24-hour basis, and charges 50 percent less than his city-based competitors. The project may also have contributed a measure of security to communities, albeit on a small scale, because youth who might otherwise be caught up in militant activities are now productive, valued members of society.

44. Third, the project has generated a strong demand for skills training in which the beneficiaries themselves have played a role. For example, one youth trained as a building electrician works within a 25-30 km radius from his home. He said that during Ramadan, he visited communities from dawn to dusk to introduce the TREE Project, encouraging others to participate by saying, "Look, see me, take me as an example from this project." Another youth prepared a chart of the project's income generation and employment opportunities and posted it in

his shop and at home. A youth who was trained as an electrician said that prior to training, people in his community were skeptical that the project would produce good results, and now 4-5 other youth want to be trained.

45. In sum, during the first year of operation, the project has had a profound social and economic impact on individuals and households and a significant impact on communities. Based on the continuation of community-based enterprises and the level of project acceptance, the project impact will continue to be felt over the long-term. However, in order for the project to have a broader and more deeply felt impact over the long-term, it would need to expand to cover more beneficiaries and meet the growing demand for skills training.

H. Sustainability

46. Project benefits. The benefits to project beneficiaries in the form of self-employment or employment will in all likelihood be sustained over time, and greater benefits may accrue. Successful youth entrepreneurs may employ more people in their small businesses and teach the new employees the skills that they learned. The youth will likely marry, have children, and think about their children's education in terms of technical/vocational training and not just higher education, which is not generally affordable. The single, female beneficiaries will likely marry—some will move to other places and introduce their skills there. The fact that young women have skills will increase their in-laws' respect for and appreciation of them. Finally, the benefit to project partners of increased capacity and awareness of rural economic development issues will be sustained; 23 of 100 planned partner organization officers and staff have already been trained in the TREE methodology and will continue to utilize this training.

47. Project activities. The sustainability of project activities at the conclusion of project financing is likely for some activities. Institutional capacity has been built in several organizations that will continue to use the TREE methodology. The NRSP in particular, having adopted the methodology in its work, will continue with post-training and literacy activities at a minimum. The sustainability of project activities at government training institutes is uncertain because these facilities would not be able to absorb the costs of training, including materials, equipment, trainers' stipends, and trainee's room and board and transport costs.

I. Principal Recommendation

48. It is strongly recommended that the project continue beyond the scheduled closing date of September 30, 2005 for three main reasons. First, the actual project duration was greatly reduced, and implementation should be extended in time in order to complete and consolidate all activities and put into place transition arrangements for project sustainability. Second, the TREE methodology has proved an effective means to achieve rural economic empowerment and, in so doing, provided young, unemployed men, who live in areas beset by security issues, with genuine economic opportunities and thus mitigated their despair over the future. The project also empowered poor, rural women to an extent that was not thought possible, as seen in their participation in household financial decision-making and greater freedom of movement, among others. It has made an important contribution to the social fabric of society, and should be continued in order to provide such benefits on a larger scale. Third, the TREE methodology has the strong support of the Government of Pakistan.

V. THE PHILIPPINES: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Achievement of Project Objective

49. **Findings.** The achievement of the project development objective to increase economic opportunities, security, and peace in the target areas is measured by ten, planned indicators (Table 5). As of September 30, 2004, 30 percent (371) of the planned, end-of-project target of 1,220 beneficiaries were trained in 24 community-based training projects; 143 beneficiaries were currently enrolled in 31 community-based training projects (Annex I). Of the combined total of 514 graduates and trainees, 51 percent were young men, and 48 percent were women. Ninety-nine percent of trained beneficiaries successfully passed their training courses. A follow-up tracer study of 153 graduates found that 80 percent were engaged in economic activities as a direct result of training, and their average family monthly income had increased by 28 percent.

50. The project planned to train a total of 60 persons with disabilities. As of September 30, 2004, no persons with disabilities had been trained because their training needs were to be addressed by a proposed training center for persons with disabilities. Three feasibility studies were conducted on the training needs of youth, women, and persons with disabilities, which concluded that a special training center was needed for each group. At the time of the evaluation, the Project Director confirmed that persons with disabilities would be mainstreamed, where possible, and that this should start immediately. He also confirmed that the proposed center for persons with disabilities would become a multi-purpose training center.

Table 5: The Philippines TREE Project Actual vs. Planned Results

Indicators	Actual (09.30.04)	Planned (09.30.05)
Participants in TREE training programs who utilize skills acquired for income generation	80%	70%
Number of Corporate Community Groups created that mobilize information, financial, or other resources for target groups	5 (31%)	16
Number of Corporate Community Group officers and members trained	226 (57%)	400
Percent of trainees who demonstrate competence in the skills in which they have been trained	99%	75%
Number of persons trained	374 (31%)	1,220
Number of partner organizations having demonstrated the capacity to identify needs and design training proposals	8 (133%)	6
Number of needs-related training programs designed and offered by TESDA	18 (180%)	10
Number of community training and employment coordinators (CTECs) trained in TREE methodology	118 (79%)	150
Number of specialized training centers created	2 (66%)	3
Number of partners/stakeholders with raised awareness	1,692 (112%)	1,500

Source: The Philippines Performance Data Table, September 30, 2004

51. The provision of vocational and entrepreneurial training to the target groups depends directly on the project's ability to strengthen the institutional capacity within partner organizations to design and implement skills training programs for the target groups. As of September 30, 2004, all eight partners demonstrated the capacity to identify community needs and design training proposals, following a series of workshops on the three TREE methodology modules: community planning (module I), skills training (module II), and post-training services (module III). In order to raise awareness of the TREE methodology, the project planned to introduce it to 1,500 partners and stakeholders, compared to the actual number of 1,692, which it accomplished by means of 19 separate fora and other occasions.

52. As of September 30, 2004, 118 of the planned total of 150 community training and employment coordinators (CTECs) from the different partner agencies were formally trained in the application of the three modules, and 75 other CTECs had completed training in one or two of the training modules. Among others, CTECs are responsible for the identification of beneficiaries and economic opportunities and for training proposal preparation. The CTECs interviewed reported varying means of beneficiary identification; one allegation of political interference in beneficiary selection was made during the course of the evaluation. The Project Director proposed a review of the present beneficiary selection criteria with a view to greater clarity and transparency. The review would apply equally to the Pakistan TREE project.

53. Unfortunately, the large number of CTECs trained proved problematic because they generated training proposals in excess of available project funding, and some CTECs prepared more than one proposal, which was not planned. Consequently, many communities' expectations were raised that could not be met by the project and will not be met by other donors in the foreseeable future. In response to this problem, project management stopped CTEC training.

54. Training proposals are submitted to the Technical Education and Skills Development Authority (TESDA)—the training provider—for technical appraisal. A TESDA technical committee evaluates and ranks proposals. Ranked proposals are submitted to EXCOM for approval and implementation by the participating partners. Approved proposals become community-based training projects. As of September 30, 2004, 60 of 294 submitted proposals were approved. The original understanding between TESDA and the project was that project resources would be equally distributed among the target provinces; resources were sufficient to fund about 10-12 community-based training projects per province. As of October 31, 2004, the distribution of projects by province was: Lanao Sur, 19 approved projects; Maguindanao, 18 approved projects; Basilan, 12 approved projects; Tawi Tawi, 13 approved projects; and Sulu, 6 approved projects.⁷ Sulu province has a smaller number of approved projects because the EXCOM requested that Sulu be included as a target province, and funds were reallocated within the project budget to allow for a reduced number of projects in Sulu province, beginning in 2005.

55. To date, the project has provided skills training in 18 different trades, which were identified by means of community assessments using rapid appraisal techniques. At the time of the evaluation, the suggestion was made to review the process of identifying economic opportunities and revise it in order to capture new ideas. The project provides equipment and materials for training on the assumption that the supply of materials will be sufficient for the start-up of community enterprise operations. However, in some cases, there was a one-year delay between the time a proposal was generated and approved, and prices escalated. For some proposals, TESDA asked CTECs to adjust the proposal downward or reconfigure proposed tools and supplies; in many cases, TESDA reported that it spent its own funds on training equipment and materials. TESDA also reported that it overlooked transport costs, e.g., transport of materials

⁷ Some provinces had more approved training projects because the proposal costs were lower than anticipated, which allowed approval of a higher number of projects.

to Tawi Tawi, and absorbed these costs. The three TESDA trainers interviewed stated that initially the kind and amount of equipment and materials were not always suitable because CTECs identified them, as opposed to the trainers who know what is required. The trainers also confirmed the observations of several beneficiaries that the training materials provided were not sufficient to start business operations and that beneficiaries lacked much-needed business management and marketing skills. As a result, some community enterprises were foundering (paras. 70-73). The trainers recommended that business management and marketing skills be given to beneficiaries coincidental with skills training.

56. At the time of the evaluation, the Project Director proposed to increase the amount of new training project materials and supplies to 150 percent in order to support enterprise start-up and to review ongoing enterprises on a case by case basis to determine which ones might require additional, in kind provisions. The Project Director also proposed to review the sequencing of the provision of business management and marketing training in the overall skills training and enterprise development scheme. In addition, planned technical assistance will be provided to assess training provision, process, and quality and for small business development and support.

57. TESDA institutional trainers and TESDA-accredited private trainers conduct skills training locally, with the exception of Basilan province where the MNLF was responsible for training.⁸ Both internal and external TESDA trainers do very good work. The trainers interviewed reported that they are very much inspired by the project and committed to helping the groups that they have trained. They have seen that training enables beneficiaries to become self-employed, which is critical because of the lack of employment in the ARMM. Trainers and other implementing agency partners cited the need for closer follow-up monitoring of community enterprises, which is recommended. In addition to technical assistance, the people trained in communities need inputs of concern, not necessarily money, but linkages with groups who can help them.

58. The project planned to create 16 corporate community groups (CCGs), and 15 were established. The project planned to train 400 CCG officers and members in the community enterprise system and community fund (co-fund) scheme and, in fact, trained 226 CCG officer and members and oriented an additional 718 persons. Of the 15, five were operating a co-fund, and the remainder were seeking co-fund financing. In addition, the project provides advisory services on the organization of CCGs, enterprise systems, and co-fund schemes to the BMW Federation to manage and expand their co-fund project that was initiated by the ILO PROCEED project in 2001.

59. The project does not provide financing for community enterprises—the majority of which require capital for start-up—but instead worked with Islamic religious leaders and others to find a means of mobilizing resources, which resulted in the creation of the co-fund scheme that involves profit and loss sharing and is interest-free in accord with Islamic law. Co-fund financing is entirely dependent on donors. The five existing co-funds were capitalized by private donors, the (former) ILO PROCEED project, and the BMW Federation. At the time of the evaluation, the efficacy of co-funds could not be determined; however, a documentation of the co-fund experience was in progress, which should indicate whether the scheme is viable or not. The fact that the project did not provide financing for community businesses was widely criticized. The project also planned to mobilize five local government units (LGUs) and private sector groups to serve as "big brothers" to communities, in particular, to serve as a source of capital funding. Five big brothers were mobilized. However, the financial resources of LGUs were overestimated,

⁸ At the time of training proposal approval, Basilan province had not devolved to the ARMM, and the National Project Coordinator suggested that the MNLF implement training projects there instead of TESDA.

private sector participation was minimal, and it was otherwise difficult to link communities to big brothers.

60. Conclusions. The project is making substantial progress toward the achievement of its development objective. It is likely that the project will reach the majority of planned targets, but it should be noted that while project duration was reduced from 36 to 24 months, the number of project targets and related activities was not reduced. The project did a remarkable job in building the capacity of the implementing partners, owing entirely to the efforts of the National Project Coordinator and staff. In hindsight, too many CTECs were trained who produced more training project proposals than could be funded. There is a strong demand for start-up resources on the part of community enterprises, and it remains to be seen whether the co-fund mechanism will be a viable response.

61. Recommendations. In future, and to improve proposal preparation, the project should fully apprise CTECs of the eligibility criteria for proposal funding and the general parameters of TESDA's technical evaluation of project proposals. More broadly, and for purposes of transparency, the project should make public the training proposal eligibility criteria and technical evaluation considerations, as well as beneficiary selection criteria. The project should expedite the proposed training review and provision of technical assistance with post-training services in order to improve training and facilitate the delivery of post-training services. The project should make it a priority to include more persons with disabilities and to mainstream persons with disabilities, where possible.

B. Project Strategy and Methodology

62. Findings. The project strategy of economic empowerment of individuals and communities to contribute to poverty reduction for disaffected groups is realized by means of the TREE methodology and a partnership approach to implementation. The key stakeholders view the TREE methodology as the most workable in the ARMM region and, further, that it could readily be applied elsewhere in Mindanao and The Philippines as a whole. The partners are particularly strong advocates of the TREE methodology because they have seen that it works well under conditions prevailing in the region. For example, the Regional Planning and Development Office (RPDO) is preparing a development framework plan for the ARMM and will propose adoption of the TREE methodology as a sustainable means of employment generation. In the words of one of the implementing partners, the methodology is "practically perfect."

63. The implementing partners have shown overwhelming commitment to the project, and their contribution has been enormous. Their implementation capacity was, and continues to be, developed. Capacity building of the partner government agencies is a key aspect of project strategy because despite the number of humanitarian assistance projects in Mindanao since the Peace Agreement was signed, many of the projects were not well coordinated, nor were they linked to economic development, which left very little knowledge and capacity within the communities.⁹ Meeting the expectations of the partners who have a strong sense of project ownership is one of the major challenges of the partnership approach. Another challenge is to build upon the complementarity that exists among partners and clearly define roles and responsibilities based on the comparative advantages of each partner.

64. Conclusions. The TREE methodology is effective in achieving the project objectives, based on the results to date in terms of employment outcome and the success of the partnership

⁹ ILO, Geneva. Second Technical Report, March-August 2003, p. 4

arrangement. Project experience has amply demonstrated that the strategy and methodology are a viable approach to individual, community, and regional economic empowerment.

C. Implementation

65. Findings. After 14 months of operation, the project is generally on schedule as shown in progress toward planned outputs. Implementation delays were primarily related to security concerns, although some delays were noted between training proposal preparation and approval, which affected training project costs.

66. Conclusion. Although project implementation is on schedule, the ten months remaining for implementation as of November 30, 2004 may not be sufficient to ensure the sustainability of project activities at the conclusion of project financing (see Section H below).

D. Management Performance

67. Based on feedback from stakeholders, project management performance was assessed as very good at all levels. Management is efficient in using inputs such as expertise and time to achieve the expected results, and it is effective as demonstrated in progress toward achieving the project objective. Management showed some shortcomings with respect to communications regarding resource allocations and administrative/financial procedures between the project implementation office, the ILO sub-regional office, and ILO headquarters. Key stakeholders appraised the relationship between USDOL and ILO as very good, based on open and constructive communications.

E. Project Monitoring

68. The project's strategic framework, performance monitoring plan (PMP), and performance data table were prepared at the March 2004 workshop in Islamabad. Project management reported that the PMP is easy to use, cost-effective, and has simplified project monitoring and reporting. Its development was seen as a very good process involving shared expertise, productive discussions, and the critical review of project activities. The performance data table was presented for the first time in the ILO technical report for April-September 30, 2004. The performance data table does not report on type of training according to target group or provide income and employment data according to target group, which are recommended. The project collects but does not report data on beneficiaries' marital status and may wish to do so in future.

F. Project Visits

69. Sukran Halal Bakeshop, Datu Paglas, Maguindanao. The bakeshop has 12 female and three male members who work on a rotating schedule and earn approximately P600 per month. Prior to training, the women were unemployed and "just stayed at home." Bakeshop operations were started with the materials and equipment provided during training; the women noted that the oven was not large enough and the number of baking trays was insufficient. Among the benefits of the bakeshop enterprise are: income to help their families, husbands who are pleased with the additional income, knowing how to deal with people on the outside, learning how to bake different kinds of bread, and getting out of the house. The demand for bakeshop products is extremely high, especially from the municipality, because of the quality of the products and the fact that customers no longer have to leave the area to buy baked goods. The women would like to buy their own building in the future, plan to open an outlet in the neighborhood where most of

them live, and want to increase their knowledge of financial management and bookkeeping. The bakeshop is clearly a success.

70. Halal Bakeshop, Pagagawan, Maguindanao. The bakeshop outlet is located on the side of the highway; the baked goods are produced at another location. Twelve persons (9 women, 3 men) were trained in bakeshop operations. The spokeswoman reported a serious problem with materials and supplies. The bakeshop does not have sufficient capital to buy adequate supplies. A batch of baked goods must be sold before supplies can be purchased to make another batch; consequently, the bakeshop operates on an occasional basis. The enterprise appears unlikely to succeed without an infusion of capital (supplies) and business management training.

71. Furniture and Cabinet-making, Layug Pagalungan, Maguindanao. Seventeen men were trained in furniture and cabinet-making, but 16 men now operate the enterprise because one man died. Their shop is located on land owned by the municipality. It has a roof, and the men have made some improvements on it, but it is not enclosed, so the men have to store their tools at home. The men stated that training was very important to them—just to know how to make cabinets and other types of furniture and take orders. They are thankful for the training project because before they did not have work. They do not own land and cannot go to school because they are poor. Also, Pagalungan had been very involved in the war. The project has made big changes in their lives. The men said that they are doing all that they can to keep their enterprise going and to improve it; however, their major problem is lack of materials. The men used the training materials to build a cabinet, make hanging dividers, and a salad set. They sold the cabinet and one hanging divider but even though they had calculated labor costs of 30 percent in the product prices, they were not able to pay their own labor. They have many orders that cannot be filled because they do not have the necessary materials or the money to purchase them, and they do not ask for deposits on orders. For example, the municipality placed an order for 15 office tables, but they were only able to make five. The municipality only pays on delivery, and with the money earned from the sale of five tables, they will buy materials for five more. In an effort to generate funds to purchase materials, they use their equipment to work on friends' homes part-time. The men reported that they have a business plan and do good quality work; they have not had business management training. The men know that if their enterprise is not succeeding at the end of six months, their equipment will be taken back.

72. Food processing, Pagalungan, Maguindanao. Twenty women were trained in food processing, specifically, in the preparation of several recipes, which were packaged and frozen. During training, the project supplied cooking utensils, a freezer, and ingredients. The processed foodstuffs were made up in batches, alternating recipes, and priced for sale using a formula based on materials, labor, and overhead costs. The majority of customers were municipal workers, schoolteachers, and health care workers. Although the municipality was a major customer, the women did not ask it for advance payments on orders. The women saw their enterprise as successful, with the exception that it was under-capitalized. One batch of processed food had to be sold in order to purchase the ingredients to make another batch. As a consequence, food processing operations were irregular. In addition to start-up capital, the women expressed the need for business management and marketing skills.

73. Garment-making training project, Pagalungan, Maguindanao. This 15-day training project provided instruction to 15 women in advanced garment-making, including Muslim women's traditional clothing, graduation gowns, school blouses, and trousers. Training was conducted in a rented facility, which will also be used for the garment-making enterprise. The project provided a TESDA-accredited private trainer, materials, and equipment, namely six sewing machines (one was not working), which were not enough for all the trainees to work on at the same time so they took turns. The training materials (fabric and sewing notions) were supposed to be sufficient for enterprise start-up operations, i.e., production of finished garments

for sale, but this remains to be seen because several garments were made on the basis of advance orders but had not yet been paid for. The trainer reported that the women are very interested in learning and that many more women wanted to be enrolled in the course than could be accommodated. The women beneficiaries do not work and are very poor—they eat only one meal a day of boiled cassava or banana. The benefits of the garment-making operation will be income, which will please the women's husbands who work as farmers, and the ability to make and sell Muslim women's traditional clothing. Traditional dress is very important to Muslim women in Mindanao. Generally unavailable in Mindanao, Muslim women's traditional garments can only be obtained as used clothing from Arab countries.

G. Project Impact

74. According to the MNLF, the BMW Federation, and other partners, the project has had an impact on peace and order in the ARMM. Since the signing of the Peace Agreement, the concern of the Government and the MNLF—the two signatories—has been how to convince people to support the peace process, that there is something good, something to wait for, something to expect from the peace process. Some of the assistance promised following the peace agreement did not materialize; some assistance was not sustainable. When the TREE project came along, it addressed the major problems of poverty and unemployment in the ARMM—offering help to people who have been left out by giving them skills training to take advantage of economic opportunities, and thus, the project linked economic development to peace in the region.

H. Sustainability

75. Project benefits. The benefits of beneficiaries' increased self-esteem, hope for the future, and the improved ability to help their families are likely to be sustained. Individuals are now empowered with skills and have the confidence to set up a business in their communities, and each community enterprise can be expected to have an increasingly greater community-wide impact as enterprises mature and support local economic development. In some cases, maintaining employment and income generation benefits will depend on meeting community enterprise needs for timely business management and marketing training and an adequate supply of materials needed for start-up operations, as well as closer follow-up monitoring. The TREE methodology itself is a benefit that is likely to be sustained as project partners achieve full capacity to carry on project activities.

76. Project activities. The sustainability of project activities at the conclusion of project financing is likely for some, but not all, activities at a reduced scale. The capacity built in the partner organizations to implement the TREE methodology will remain; however, the five ARMM agency implementing partners are constrained by lack of funding, although TESDA reported that it could continue training activities in a limited way.

I. Principal Recommendation

77. It is strongly recommended that the project continue beyond the scheduled closing date of September 30, 2005 for several reasons. First, the actual project duration was reduced and thus did not permit the complete development and consolidation of all project activities or adequate preparation for sustainability. Second, the TREE methodology is demonstrably an effective approach, and is widely viewed as the best approach, to addressing the problems of poverty and unemployment not only in the ARMM but also the whole of Mindanao. It is fully embraced by partners, stakeholders, and target groups alike. Lastly, the project has linked economic

development to peace in the region. Closing this successful project in the near future would in all likelihood have a negative effect on the peace process.

VI. SUMMARY CONCLUSIONS AND RECOMMENDATION

78. Conclusions. The TREE Project set the ambitious task of creating an alternative model for income generation and employment creation for the most marginalized groups in diverse, geographical areas in two different countries, where rural populations have suffered from peace and security issues for a long time and where there were no jobs or foreign investment and limited government capacity to address poverty. The project is pursuing this task, albeit on a modest scale, through the development and implementation of a comprehensive training package that identifies and assesses local economic opportunities, designs and delivers skills and community enterprise training, and provides post-training services, i.e., the TREE methodology, which is executed by government and private sector partners.

79. The TREE project is performing very well in Pakistan. To date, substantial progress has been made in reaching the expected outcomes for skills training for women and disenfranchised youth, literacy/numeracy training, partner organization training in the TREE methodology and its implementation, and raising awareness of the methodology among implementing partners and other stakeholders. Partial progress has been made in providing skills training to the target group, persons with disabilities, which will be addressed in the remaining ten months of implementation. Partial progress has been made in the provision of post-training services with the exception of micro finance services; however, technical assistance will be forthcoming.

80. The TREE project is performing equally well in The Philippines. To date, substantial progress has been made in achieving the expected results for skills training for women and disenfranchised youth, building implementing partner capacity in the TREE methodology, and introducing the methodology to stakeholders and potential partners. Negligible progress has been made in providing skills training to persons with disabilities, which will be addressed in the near future. Partial progress has been made in providing post-training services, but technical assistance is planned to support this activity.

81. The project as a whole is strengthening the capacity of partner institutions and target groups to address their own problems in a sustainable manner. The success of the project is a forceful expression of the partners' support and hard work, as well as that of the target groups; it is also a striking reflection of the ILO's extensive, past experience with community-based skills training and local economic development in both countries and its ongoing commitment to poverty reduction and employment. However, much work remains to be done, given the high demand for skills training evidenced in both countries and the urgent need for employment.

82. Recommendation. It is recommended without reservation that the project continue beyond the scheduled closing date to ensure sustainability and, furthermore, that all concerned parties give serious consideration to an expansion of the project, whether by means of increased coverage in the present target areas or extended coverage into new target areas or both, for the purpose of scaling up a highly effective project that addresses the issues of poverty, unemployment, security, and peace by means of community-based skills training and local institutional capacity building and which, through its achievements, has won the unqualified support of government, donors, partners, and the target groups.

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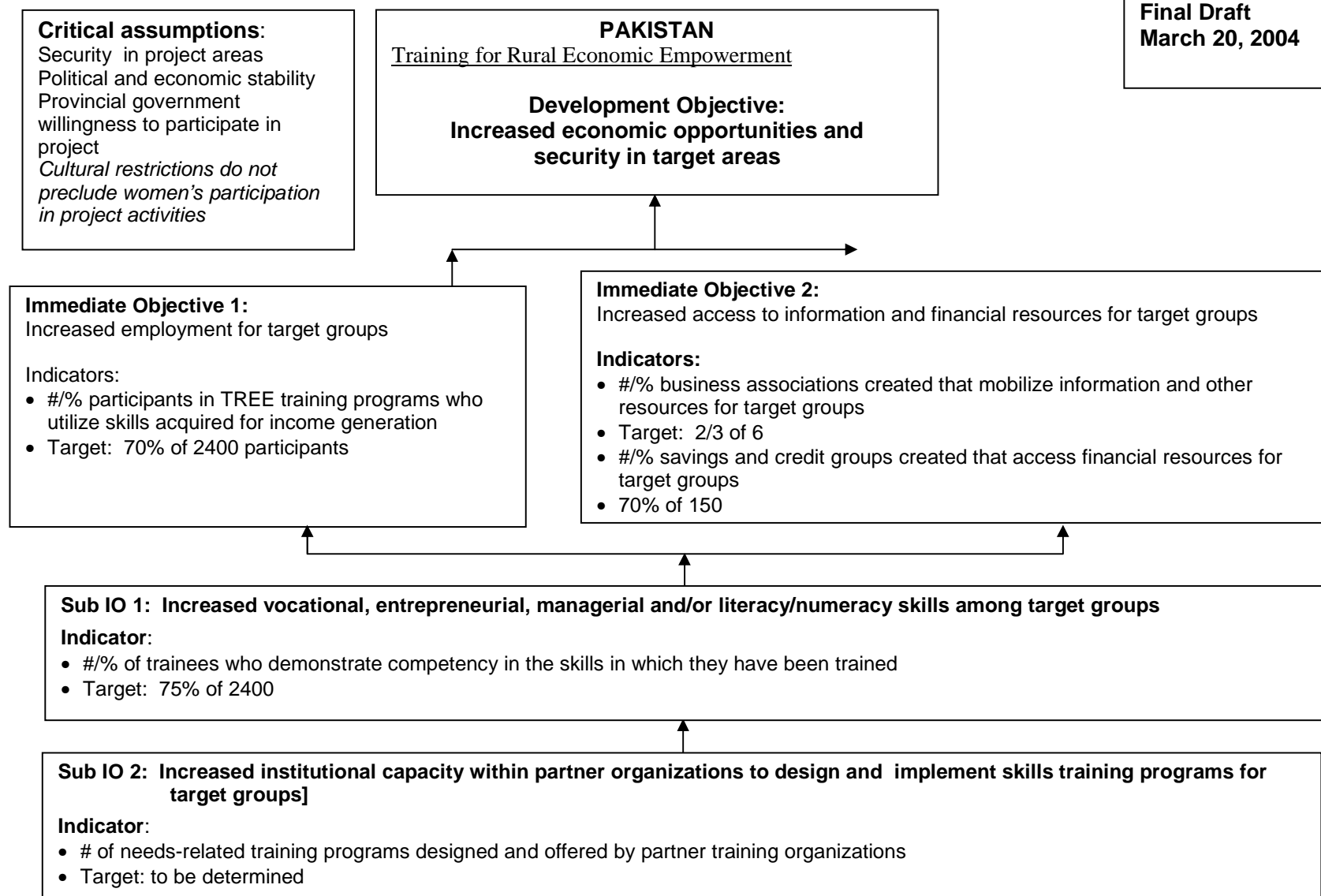
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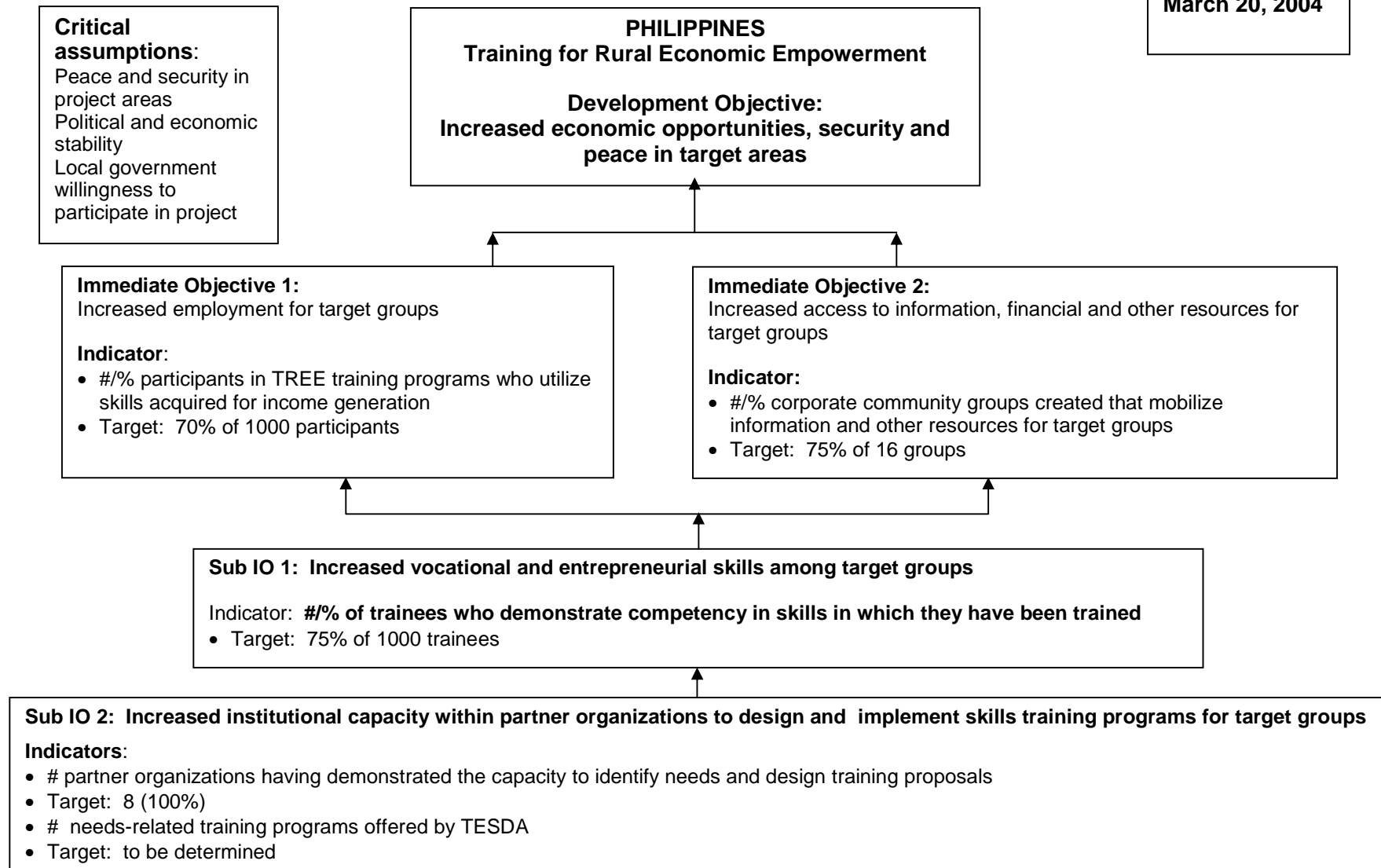
Annex A. Pakistan Strategic Framework

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Annex B. Philippines Strategic Framework

Final Draft
March 20, 2004



Annex C. Terms of Reference

USDOL Expanding Economic Opportunity and Income Security through Workforce Education in Pakistan and the Philippines Mid-Term Evaluation

November 23, 2004

I. PROJECT DESCRIPTION

In FY2002, the U.S. Department of Labor funded a \$3,096,858 project centered in the Philippines and Pakistan, covering the period September 2002 through September 2005. In both countries, there is a desperate need to create employment opportunities and enhance security in the project's target areas. The project's specific objectives are (1) to increase employment and (2) to increase access to information and financial resources for target groups. The latter include the most socially and economically disadvantaged groups in Pakistan and the Philippines, i.e., rural women, disenfranchised young adults and people with disabilities.

In Pakistan the project will contribute to the stability and socio-economic development by addressing the need for productive employment for the disadvantaged and vulnerable segments of society. The project has the following objectives:

- To implement at grassroots level NWFP policy and strategy concerning rural women's and young adults' meaningful productive economic activities
- To give the practical know-how and stimulation needed to create support for the productive efforts of women and young adults existing extension services and other resources, both governmental and nongovernmental,
- To create a structure created for self-reliance of rural women, i.e., women's business organizations, savings and credit groups and networks among such groups
- To create public awareness of the provincial Government's program and strategy for rural women's participation in the economic and social development of NWFP

In the Philippines, the project aims to contribute to stability and socio-economic development by addressing the need of productive employment for the disadvantaged and vulnerable segments of society. More specifically, the project will build on previous ILO experiences in skills and enterprise development for employment promotion, income generation, and local economic development in Mindanao and enhances the capabilities of national and local institutions in planning, designing, and implementing community-based training and support such as part of the local empowerment efforts and decent work promotion. As such, the project is focusing on the following objectives:

- To develop community structures for micro finance support programs, management systems for community enterprises, and capital support for community corporations/ cooperatives
- To provide skills training opportunities through needs-based vocational training and enterprise literacy and entrepreneurial programs
- To develop partnership agreements with government and non-government organizations and corporate linkages between the communities and the formal sector, particularly with business corporations.
- To prepare documentation, including relevant studies and descriptions of the management system, methodologies and strategies used by the project for sharing with project partners

Both countries of the project will employ the ILO's Community Based Training (CBT) methodology as part of an integrated employment generation and poverty alleviation program, by providing the target

groups with skills development combined with small business training and linkages to credit schemes. This CBT methodology is a component for the overall Training for Rural Economic Empowerment (TREE) methodology developed by the ILO.

In March of 2004, a generic TREE strategic framework, including a performance monitoring plan (PMP) and data tracking table, was developed for the generic project design. Each country then developed its own specific strategic framework, PMP and data tracking table. The generic objectives are as follows:

Immediate Object 1: Increased employment for target groups.

Immediate Objective 2: Increased access to information and financial resources for target groups.

Sub IO 2 Increased vocational, entrepreneurial managerial and or literacy numeracy skills among target groups.

Sub IO 2 increased institutional capacity within partner organizations to design and implement skills training programs for target groups.

II. PURPOSE OF EVALUATION

The primary purpose of this mid-term evaluation is to assess the progress made by the Pakistan/Philippines Workforce Education Project. The Evaluation Team shall address issues of both project implementation and project impact, or foreseen impact based on the current strategy and work plan. The Evaluation Team should examine, for *each* of the new immediate and sub immediate objectives:

- The validity of project objectives, strategy, and assumptions.
- The likelihood of the project in achieving its objectives.
- Stakeholder buy-in, support, and participation in the project.
- Barriers to successful implementation.
- Impact/benefits accrued to the target groups thus far.

In addition, the mid-term evaluation should provide the project management team, ILO field and headquarter staff, project stakeholders, and the donor with the feedback and information needed to assess, and possibly revise, policies, strategies, data collection methods, objectives, institutional arrangements, work plans, and resource allocation.

III. CURRENT STATUS

Pakistan

- Discussions on implementation of the project methodology have continued with all the stakeholders at different forums.
- Training of trainers in the TREE methodology was organized for the project's stakeholders and partners both from Punjab and NWFP.
- A total number of 792 people have been trained in different disciplines whereas another 100 are about to be enrolled for training.
- Twenty-eight Functional Literacy Centers have been established and as many teachers have been identified and trained.
- Twenty-nine Saving and Credit Groups have been organized and linked to microfinance services of the National Rural Support Program.
- Philippines
- Materials, approximately 80%, have been validated in the field and prepared in draft Manuals. There are now five draft manuals of the project being prepared.

- Completion of the capacity building training of the CTECS.
- The utilization of the TREE methodology by the CTECS of the various partners resulted in the conduct and completion of various training programs in the provinces.
- Continuous technical advice is provided to the organized groups not only on the operation of their Co-Fund but also on the need to identify enterprise ideas and training needs in the community using the TREE approach.

For a more complete status of the project, please see the quarterly progress reports.

IV. EVALUATOR

- An outside contractor (Management Systems International) with specific skills in international project evaluation, familiar with international project implementation, and preferably with experience in South and Southeast Asia, will carry out the evaluation.

V. EVALUATION TEAM

The evaluation team will be comprised of: (i) an independent evaluator from MSI, (ii) the USDOL Project Manager), and (iii) one representative from the ILO. The independent evaluator shall serve as the team leader of the evaluation team.

The Team Leader is responsible for conducting the evaluation according to the terms of reference (TOR). He/she shall:

- Review the TOR and provide input, as necessary.
- Review project background materials (e.g., project document, progress reports).
- Review the evaluation questions and work with the donor to refine the questions, as necessary.
- Develop and implement an evaluation methodology (i.e., conduct interviews, review documents) to answer the evaluation questions.
- Conduct preparatory meeting with USDOL and ILO prior to the evaluation mission.
- Prepare an initial draft of the evaluation report, circulate it to USDOL and ILO, and prepare final report.

The USDOL Project Manager is responsible for:

- Drafting the evaluation TOR;
- Finalizing the TOR with input from the ILO and the evaluator;
- Providing project background materials;
- Participating in preparatory meeting prior to the evaluation mission;
- Assist in the implementation of the evaluation methodology, as appropriate and as approved by the Team Leader (i.e., participate in interviews, review documents, observe committee meetings) and in such a way as to minimize bias in evaluation findings.
- Reviewing and providing comments of the evaluation report; and
- Approving the final draft of the evaluation report.

ILO is responsible for:

- Reviewing the TOR and providing input, as necessary;
- Providing project background materials;
- Reviewing the evaluation questions and working with the donor to refine the questions, as necessary;

- Participating in preparatory meeting prior to the evaluation mission;
- Scheduling all meetings;
- Assist in the implementation of the evaluation methodology, as appropriate and as approved by the Team Leader (i.e., participate in interviews, review documents, observe committee meetings) and in such a way as to minimize bias in evaluation findings; and
- Reviewing and providing comments on the evaluation report.

VI. EVALUATION SCOPE

The Mid-Term Evaluation will:

1. Evaluate the validity of the project strategy and methodology to achieve the project's objectives, focusing on community partnerships, skills training and choice of target sectors.
2. Assess the project implementation (schedule, activities, materials) to date.
3. Evaluate the current management performance (ILO, NPC, and key project counterparts).
4. Evaluate the project's sustainability plan.
5. Assess the effectiveness of the project performance monitoring plan.
6. Assess level of stakeholder commitment to project.

VI. EVALUATION METHODOLOGY

Document Review. The evaluator will review the following documents before conducting any interviews or trips to the region.

- The Project Plan
- Quarterly reports
- Reports from events
- Training Materials from the events
- Trip Reports
- New Strategic Framework and PMP
- Work plans
- Other documents as relevant

Pre-Trip Meeting. The evaluator will have a pre-trip meeting with the USDOL/ICG project manager, Director of ICG, ICG Evaluation Coordinator, and, if possible, the ILO project staff. The objective of the pre-trip meeting is to reach a common understanding among the evaluator, stakeholders and project implementers regarding the status of the project, the priority evaluation questions, the available data sources and data collection instruments and an outline of the final evaluation report. The following topics will be covered: status of evaluation logistics, project background, key evaluation questions and priorities, data sources and data collection methods, roles and responsibilities of evaluation team, outline of the final report.

Observation. If timing during a trip to the region permits, the evaluator will attend a training during the field visit, to observe the reaction of the participants and if possible, chat informally with them. He/she will note the following

- Number of participants
- Number of questions/interactions of participants
- Number of participants who leave the room during the event
- Physical appearance of participants signifying interest or lack thereof in the event.
- Types of questions asked and the degree of technical understanding of the material they reflect
- Quality of materials delivered in training

Individual Interviews. Individual interviews will be conducted with the following:

- a. USDOL Project Staff in Washington
- b. ILO Project Staff in Geneva and in the region
- c. Selected individuals from the following groups:
 - Project Advisory Committee members
 - Workers and employers who have received the training
 - National Tripartite Committee Members
 - Employer groups, unions, NGO's that have received training or otherwise worked with the project.
 - Staff of the Labor Ministry and other government institutions who have worked with the project
 - Training participants
 - Training institution staff
 - Potential institutions interested in TREE trainings
 - Employers of people who have received training

Field Visit. Meetings will be scheduled in advance of the field visits by the ILO project staff, in accordance with the evaluator's requests and consistent with these terms of reference. Interviews conducted at these sites will be carried out by the Team Leader who will determine if it is appropriate for other evaluation team members to be present.

Debrief in Field. The final day of the field visit, the evaluator will present preliminary findings, conclusions, and recommendations to the ILO project staff and may include the employer, government, union representatives, the EXCOM and PAC.

Post-Trip Meeting

Upon completion of the report, the evaluator will provide a debriefing to ILAB on the evaluation findings, conclusions, and recommendations as well as the evaluation process. This may be done by telephone.

VII. DURATION AND MILESTONES OF EVALUATION

The following is a schedule of tasks and anticipated duration of each:

Tasks	Work Days	
Preparatory Research	4	Before trip
Field Research	13	Nov. 29- Dec.15, 2004
Travel days	4	
Draft Report	7	December 30, 2004
Finalization of Document	2	January 12, 2005
		<hr/>
		30

VIII. DELIVERABLES

A. Evaluation interview protocols based on a Pre-Evaluation Trip meeting with the USDOL project manager, ICG Evaluation Coordinator, MSI Project Manager, and ILO staff to discuss roles, responsibilities, and TOR by November 1, 2004.

B. Draft Report that outlines general findings by December 30, 2004.

C. A Final Report, original plus 5 copies, will be submitted to USDOL within three days after receiving final comments from USDOL and the ILO. The report should also be sent to USDOL electronically.

IX. REPORT

Before the end of the field visit, the evaluator, USDOL Project Manager, and ILO representative will consult and come to consensus on an outline of a draft report and will review key Findings and Conclusions.

The evaluator will complete a draft of the entire report following the outlines below, and share electronically with the USDOL Project Manager, ICG Evaluation Officer and the ILO member of the evaluation team by December 30, 2005. USDOL and ILO will provide comments on the draft report within 7 days. The evaluator will produce a re-draft incorporating USDOL and ILO comments where appropriate, and provide a final version within three days of having received final comments from USDOL and ILO.

The final version will follow the following format (page lengths by section illustrative only), and be no more than 20 pages in length, excluding the annex:

1. Title page (1)
2. Table of Contents (1)
3. Executive Summary (2)
4. Acronyms (1)
5. Background and Project Description (1-2)
6. Purpose of Evaluation (1)
7. Evaluation Methodology (1)
8. Project Status (1-2)
9. Findings, Conclusions, and Recommendations (no more than 10 pages)
This section's content should be organized around the TOR questions, and include the findings, conclusions and recommendations for each of the subject areas to be evaluated.

Annexes

Terms of Reference

Strategic Framework

Project PMP

Project Work plan

List of Meetings and Interviews

Evaluation Protocols

Other relevant documents

Annex D. Matrix of Priority Evaluation Questions, Data Sources, and Methods

TREE PROJECT MID-TERM EVALUATION, PAKISTAN AND THE PHILIPPINES

PRIORITY QUESTION	DATA SOURCE										METHOD
	MANAGEMENT			GOVERNMENT		LOCAL PARTNERS AND BENEFICIARIES					
	DOL	ILO	NPC/ NRSP	PROV. SECTRY	DISTRICT GOVT	PAC OR EXCOMM	COMMUNITY ORGANIZERS	TRAINERS	PARTNER ORG'S	BENEF.	
1. IS PROJECT STRATEGY VALID TO ACHIEVE PROJECT OBJECTIVES? <ul style="list-style-type: none">Community partnership focusSkills training for income generationChoice of target sectorsProgress to date wards strategic objectives	SH BB	TR	PAK PHIL	PAK PHIL	PAK-2 PHIL-1						Individual interviews
						PAK PHIL	PAK PHIL	PAK PHIL	PAK PHIL	PAK PHIL	Group Interview (max 8 persons)
2. IS IMPLEMENTATION ON TRACK? <ul style="list-style-type: none">Status per work planObstacles encounteredQuality of materialsQuality of trainingProgress towards outputs			PAK PHIL								Individual interviews
							PAK PHIL	PAK PHIL	PAK PHIL	Graduat es/ Trainees	Group Interview (max 8 persons)
3. CAN THE PROJECT ACTIVITIES BE SUSTAINED? <ul style="list-style-type: none">Sustainability planRole/motivation of partnersPotential for replication		TR	PAK PHIL	PAK PHIL	PAK- 2 PHIL				PAK PHIL		Individual interviews
						PAK PHIL	PAK PHIL	PAK PHIL	PAK PHIL		Group Interview (max 8 persons)

PRIORITY QUESTION	DATA SOURCE										METHOD
	MANAGEMENT			GOVERNMENT		LOCAL PARTNERS AND BENEFICIARIES					
	DOL	ILO	NPC/ NRSP	PROV. SECTRY	DISTRICT GOVT	PAC OR EXCOMM	COMMUNITY ORGANIZERS	TRAINERS	PARTNER ORG'S	BENEF.	
4. HOW HAS MANAGEMENT PERFORMED -ILO, NPC, NRPS? <ul style="list-style-type: none">• Efficiency• Effectiveness• Communications		TR (self eval)	PAK PHIL (self eval)								Individual interviews and questionnaire w/ratings scale
						PAK PHIL					Group interview and questionnaire w/ratings scale
5. IS THE MONITORING SYSTEM EFFECTIVE? <ul style="list-style-type: none">• Useful (management decisionmaking)• Practical (ease of use, cost)• Examples of use	SH BB	TR	PAK PHIL								Individual interviews and questionnaire
						PAK PHIL	PAK PHIL (if involved in data collection)				Group interview

Annex E. Interview Protocols - Pakistan

TREE PROJECT / PAKISTAN / MID-TERM EVALUATION

Interview Protocol for Key Persons

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increased economic opportunities and security in target areas in the target areas—North West Frontier Province (NWFP) and the Punjab.
In order to achieve this objective, the project is organized into four components:
 - (i) Implementation of the Project methodology in Training for Rural Economic Empowerment (TREE)
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the Project's TREE methodology
 - (iii) Skills and entrepreneurship development training provided to target groups and other beneficiaries
 - (iv) Organizing Saving and Credit Groups and Business AssociationsAre each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities.
Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Has the project changed since implementation began?
- 2.2 Is the project on schedule according to its work plan? Why or why not?
- 2.3 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Business association and savings and credit group office-bearers are trained in organization management and procedures.
 - (ii) Awareness is raised among business association and savings and credit group members and leaders with regard to markets, suppliers, service providers, and similar organizations within and outside their region.
 - (iii) Persons from target groups are trained in vocational, entrepreneurial, managerial, and literacy/numeracy skills.
 - (iv) Partner organization officers and staff are trained in project methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?
- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 How could the training provided by the project be improved?
- 2.9 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the training provided by the project? Why?
- 2.10 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the training materials developed by the project? Why?
- 2.11 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?
- Participation of Partners/Stakeholders
- 2.12 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?
- 2.13 What have been the biggest challenges of working in partnership?
- 2.14 What are the benefits of the partnership?
- 2.15 Have the partnerships experienced any problems? Please explain.
- 2.16 How could the project's partnerships be improved?
- Target Group Participation
- 2.17 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.18 What have been the biggest challenges of working with the target groups?
- 2.19 Have there been any problems with target group participation? Please explain.
- 2.20 Could target group participation be improved?

3. Project Management Performance

- 3.1 Please comment on project management performance to date. How well is it working? Have any adjustments been made or need to be made? Why?
- 3.2 How do you know if the project is performing well (what do you look at)?
- 3.3 Are there any management problems or issues that you are currently facing?
- 3.4 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, between project staff and the target groups, and between ILO and USDOL?
- 3.5 Is management efficient, that is, does management maximize the use of resources/inputs such as funds, expertise, time, etc., to achieve the expected results? Why or why not?
- 3.6 Is management effective, that is, is management achieving the project objectives? Why or why not?
- 3.7 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess project management performance to date for each of the management entities: ILO Project Director, ILO National Project Coordinator, USDOL Project Manager, and National Rural Support Programme? Please give the reason for the rating for each entity.

Ratings:

- Excellent = Project management is performing its job with no problems and has exceeded expectations.
- Very good = Project management is performing its job with minor or no problems.
- Good = Despite some shortcomings, project management is doing its job with only moderate problems.
- Poor = There have been notable deficiencies in project management that resulted in delays in project implementation and/or progress toward the achievement of project objectives.

Very poor = There have been major deficiencies in project management that resulted in significant delays in project implementation and/or progress toward the achievement of project objectives.

4. Project Monitoring and Evaluation

- 4.1 Does project management use the performance monitoring system for decision-making?
- 4.2 Is the performance monitoring system cost-effective?
- 4.3 Is the performance monitoring system easy to use?
- 4.4 Is the performance monitoring system adequate to meet the performance monitoring requirements? Why or why not?
- 4.5 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess overall project monitoring to date? Why?

5. Sustainability, Project Benefits, and Long-term Impact

- 5.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 5.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 5.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 5.4 To date, how has the project benefited the target groups and the project partners?
- 5.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 5.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 5.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 5.8 Do you think the project could be replicated in other regions? Why or why not?

6. Lessons Learned

- 6.1 What are the most significant positive lessons learned to date from the project?
- 6.2 What are the most significant negative lessons learned to date from the project?

7. Recommendations

- 7.1 What are your recommendations to improve the project?

Interview Protocol for Project Advisory Committee

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increased economic opportunities and security in target areas in the target areas—North West Frontier Province (NWFP) and the Punjab.
In order to achieve this objective, the project is organized into four components:
 - (i) Implementation of the Project methodology in Training for Rural Economic Empowerment (TREE)
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the Project's TREE methodology
 - (iii) Skills and entrepreneurship development training provided to target groups and other beneficiaries
 - (iv) Organizing Saving and Credit Groups and Business AssociationsAre each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities.
Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Business association and savings and credit group office-bearers are trained in organization management and procedures.
 - (ii) Awareness is raised among business association and savings and credit group members and leaders with regard to markets, suppliers, service providers, and similar organizations within and outside their region.
 - (iii) Persons from target groups are trained in vocational, entrepreneurial, managerial, and literacy/numeracy skills.
 - (iv) Partner organization officers and staff are trained in project methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Participation of Partners/Stakeholders

- 2.5 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?
- 2.6 What have been the biggest challenges of working in partnership?

- 2.7 What are the benefits of the partnership?
- 2.8 Have the partnerships experienced any problems? Please explain.
- 2.9 How could the project's partnerships be improved?
- Target Group Participation
- 2.10 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.11 What have been the biggest challenges of working with the target groups?
- 2.12 Have there been any problems with target group participation? Please explain.
- 2.13 Could target group participation be improved?

3. Project Management Performance

- 3.1 Please comment on project management performance to date. How well is it working? Have any adjustments been made or need to be made? Why?
 - 3.2 How do you know if the project is performing well (what do you look at)?
 - 3.3 Are there any management problems or issues that you are currently facing?
 - 3.4 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff and the target groups?
 - 3.5 Is management efficient, that is, does management maximize the use of resources/inputs such as funds, expertise, time, etc., to achieve the expected results? Why or why not?
 - 3.6 Is management effective, that is, is management achieving the project objectives? Why or why not?
 - 3.7 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess project management performance to date for each of the management entities: ILO Project Director, ILO National Project Coordinator, USDOL Project Manager, and National Rural Support Programme? Please give the reason for the rating for each entity.
- Ratings:
- Excellent = Project management is performing its job with no problems and has exceeded expectations.
 - Very good = Project management is performing its job with minor or no problems.
 - Good = Despite some shortcomings, project management is doing its job with only moderate problems.
 - Poor = There have been notable deficiencies in project management that resulted in delays in project implementation and/or progress toward the achievement of project objectives.
 - Very poor = There have been major deficiencies in project management that resulted in significant delays in project implementation and/or progress toward the achievement of project objectives.

4. Project Monitoring and Evaluation

- 4.1 Does project management use the performance monitoring system for decision-making?
- 4.2 Is the performance monitoring system cost-effective?
- 4.3 Is the performance monitoring system easy to use?
- 4.4 Is the performance monitoring system adequate to meet the performance monitoring requirements? Why or why not?
- 4.5 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess overall project monitoring to date? Why?

5. Sustainability, Project Benefits, and Long-term Impact

- 5.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 5.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?

- 5.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 5.4 To date, how has the project benefited the target groups and the project partners?
- 5.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 5.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 5.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 5.8 Do you think the project could be replicated in other regions? Why or why not?

6. Lessons Learned

- 6.1 What are the most significant positive lessons learned to date from the project?
- 6.2 What are the most significant negative lessons learned to date from the project?

7. Recommendations

- 7.1 What are your recommendations to improve the project?

Interview Protocol for Project Partner Organizations

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increased economic opportunities and security in target areas in the target areas—North West Frontier Province (NWFP) and the Punjab.
In order to achieve this objective, the project is organized into four components:
 - (i) Implementation of the Project methodology in Training for Rural Economic Empowerment (TREE)
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the Project's TREE methodology
 - (iii) Skills and entrepreneurship development training provided to target groups and other beneficiaries
 - (iv) Organizing Saving and Credit Groups and Business AssociationsAre each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities.
Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Business association and savings and credit group office-bearers are trained in organization management and procedures.
 - (ii) Awareness is raised among business association and savings and credit group members and leaders with regard to markets, suppliers, service providers, and similar organizations within and outside their region.
 - (iii) Persons from target groups are trained in vocational, entrepreneurial, managerial, and literacy/numeracy skills.
 - (iv) Partner organization officers and staff are trained in project methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?

2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?

2.8 How could the training provided by the project be improved?

Communications

2.9 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff/partners/stakeholders and the target groups?

Participation of Partners/Stakeholders

2.10 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?

2.11 What have been the biggest challenges of working in partnership?

2.12 What are the benefits of the partnership?

2.13 Have the partnerships experienced any problems? Please explain.

2.14 How could the project's partnerships be improved?

Target Group Participation

2.15 How would you assess the level of target group satisfaction and commitment to the project? Why?

2.16 What have been the biggest challenges of working with the target groups?

2.17 Have there been any problems with target group participation? Please explain.

2.18 Could target group participation be improved?

3. Sustainability, Project Benefits, and Long-term Impact

3.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?

3.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?

3.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?

3.4 To date, how has the project benefited the target groups and the project partners?

3.5 Do you think the benefits to the target groups will be maintained after the project ends?

3.6 Do you think the benefits to the project partners will be maintained after the project ends?

3.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?

3.8 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

4.1 What are the most significant positive lessons learned to date from the project?

4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

5.1 What are your recommendations to improve the project?

Interview Protocol for Trainers

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increased economic opportunities and security in target areas in the target areas—North West Frontier Province (NWFP) and the Punjab.
In order to achieve this objective, the project is organized into four components:
 - (i) Implementation of the Project methodology in Training for Rural Economic Empowerment (TREE)
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the Project's TREE methodology
 - (iii) Skills and entrepreneurship development training provided to target groups and other beneficiaries
 - (iv) Organizing Saving and Credit Groups and Business AssociationsAre each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities.
Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Have the activities that you have been involved with been on schedule? Why or why not?
- 2.2 Has the project encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?

Project Outputs

- 2.3 The project is expected to have five outputs:
 - (i) Business association and savings and credit group office-bearers are trained in organization management and procedures.
 - (ii) Awareness is raised among business association and savings and credit group members and leaders with regard to markets, suppliers, service providers, and similar organizations within and outside their region.
 - (iii) Persons from target groups are trained in vocational, entrepreneurial, managerial, and literacy/numeracy skills.
 - (iv) Partner organization officers and staff are trained in project methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

- 2.4 What kind of training has been the most successful? Why?

- 2.5 What kind of training has been the least successful? Why?

Target Group Training

- 2.6 Was the training provided to the target groups useful? Did it provide the target groups with the skills they needed?
- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of target group training provided by the project? Why?
Please specify the target group training that you are familiar with.
- 2.9 How could training provided to the target groups be improved?
- 2.10 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the materials for target group training developed by the project? Why?
Please specify the training materials for the target groups that you are familiar with.
- 2.11 How could training materials for the target groups be improved?

Staff and Partner Training

- 2.12 Was the training provided to project staff/partners useful? Did it provide staff/partners with the skills they needed to do their work?
- 2.13 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.14 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of staff/partner training provided by the project? Why?
Please specify the staff/partner training that you are familiar with.
- 2.15 How could training provided to staff/partners be improved?
- 2.16 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the materials for staff/partner training developed by the project? Why?
Please specify the training materials for staff/partners that you are familiar with.
- 2.17 How could training materials for staff/partners be improved?
- 2.18 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?

Communications

- 2.19 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff/partners/stakeholders and the target groups?

3. Sustainability, Project Benefits, and Long-term Impact

- 3.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 3.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 3.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 3.4 To date, how has the project benefited the target groups and the project partners?
- 3.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 3.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 3.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 3.8 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

- 4.1 What are the most significant positive lessons learned to date from the project?
- 4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

5.1 What are your recommendations to improve the project?

Interview Protocol for Community Organizers

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increased economic opportunities and security in target areas in the target areas—North West Frontier Province (NWFP) and the Punjab.
In order to achieve this objective, the project is organized into four components:
 - (i) Implementation of the Project methodology in Training for Rural Economic Empowerment (TREE)
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the Project's TREE methodology
 - (iii) Skills and entrepreneurship development training provided to target groups and other beneficiaries
 - (iv) Organizing Saving and Credit Groups and Business AssociationsAre each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities.
Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Business association and savings and credit group office-bearers are trained in organization management and procedures.
 - (ii) Awareness is raised among business association and savings and credit group members and leaders with regard to markets, suppliers, service providers, and similar organizations within and outside their region.
 - (iii) Persons from target groups are trained in vocational, entrepreneurial, managerial, and literacy/numeracy skills.
 - (iv) Partner organization officers and staff are trained in project methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?

- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 Did the training you received give you the skills you need to do your work? Why or why not?
- 2.9 How could the training provided by the project be improved?

Communications

- 2.10 How would you characterize the quality of communications between project management and staff and community organizers, between project staff and the target groups?

Target Group Participation

- 2.11 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.12 What have been the biggest challenges of working with project's target groups?
- 2.13 Have there been any problems with target group participation? Please explain.
- 2.14 Could target group participation be improved?

3. Project Monitoring and Evaluation

- 3.1 Is project progress adequately reported in a timely and satisfactory manner? Why or why not?
- 3.2 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?
- 3.3 How could project monitoring and evaluation be improved?

4. Sustainability, Project Benefits, and Long-term Impact

- 4.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 4.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 4.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 4.4 To date, how has the project benefited the target groups and the project partners?
- 4.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 4.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 4.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 4.8 Do you think the project could be replicated in other regions? Why or why not?

5. Lessons Learned

- 5.1 What are the most significant positive lessons learned to date from the project?
- 5.2 What are the most significant negative lessons learned to date from the project?

6. Recommendations

- 6.1 What are your recommendations to improve the project?

Interview Protocol for Project Target Group Trainees/Graduates

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project aims to help poor rural women, disenfranchised youth, people with disabilities, and rural or economically disadvantaged communities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.3 Have there been any changes in your community or your household as a result of the project? For example, have you seen an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.4 Do you think that the project will be successful? Why or why not?

2. Project Implementation

- 2.1 Do you think that the project is working well? Why or why not?
- 2.2 Does the project have any problems? Please explain.
- 2.3 Is the project helping people? Please explain.
- 2.4 Is there something the project should be doing that it is not doing?
- 2.5 Do you think the project will be successful in what it is trying to do? Why or why not?

Training

- Business association and savings and credit group office-bearers
- 2.6 Have you received training in organization management and procedures?
- 2.7 What did you like best about the training you received?
- 2.8 What did you like least about the training you received?
- 2.9 Did the training give you the skills you needed? Why or why not?
- 2.10 Are you using the training you received? Why or why not?
- 2.11 How has the training you received helped your business association or savings and credit group?
- 2.11 Were there any problems with the training you received (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.12 How could training be improved?

Savings and credit group members and leaders

- 2.13 Have you received information on markets, suppliers, service providers, and similar organizations within and outside your region? Please describe what kind of information.
- 2.14 How did you receive this information?
- 2.15 How are you using this information?
- 2.16 How has the information helped your savings and credit group?
- 2.17 Is there information that you need that was not given to you? Please describe.

Vocational, entrepreneurial, managerial, and literary and/or numeracy training

- 2.18 Which kind of training have you received? Please name the kind of skills.
- 2.19 What did you like best about the training you received?
- 2.20 What did you like least about the training you received?
- 2.21 Did the training give you the skills you needed? Why or why not?
- 2.22 Are you using the training you received? Why or why not?
- 2.23 Were there any problems with the training you received (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.24 How could training be improved?

Communications

- 2.25 Have communications with the project staff been timely and satisfactory? Why or why not?

Participation

- 2.11 What have you liked best about participating in the project?
- 2.12 What have you liked least about participating in the project?

- 2.13 How have you benefited from participating in the project? Please explain.
- 2.14 Has participating in the project changed your life in any way? Please explain.

3. Sustainability of Benefits and Project Impact

- 3.1 Do you think that you will continue to benefit from the training you received in the years to come? Why or why not?
- 3.2 Has the project had an impact on your community? Please explain. If yes, do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 3.3 Has the project had an impact on you? Please explain. If yes, do you think that you will still see the impact on you a few years from now? Why or why not?
- 3.4 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

- 4.1 What are the most significant positive lessons learned to date from the project?
- 4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

- 5.1 What are your recommendations to improve the project?

Annex F. Interview Protocols – The Philippines

TREE PROJECT / THE PHILIPPINES / MID-TERM EVALUATION

Interview Protocol for Key Persons

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increasing economic opportunities, security, and peace in the target areas of Mindanao.
In order to achieve this objective, the project is organized into four components:
 - (i) Development and implementation of the Tree methodology
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the methodology
 - (iii) Skills and entrepreneurship training provision to target groups and other beneficiaries
 - (iv) Organizing corporate community groups, community enterprise system, and Co-Fund Scheme.Are each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Has the project changed since implementation began?
- 2.2 Is the project on schedule according to its work plan? Why or why not?
- 2.3 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Corporate Community Group officers and members are trained in the community enterprise system and Co-Fund scheme.
 - (ii) Local Government Units and private sector groups are mobilized to serve as "big brothers" to communities.
 - (iii) Persons from target groups are trained in vocational and entrepreneurial skills.
 - (iv) Community Training and Employment Coordinators (CTECs) are trained in the TREE methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?
- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 How could the training provided by the project be improved?
- 2.9 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the training provided by the project? Why?
- 2.10 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the training materials developed by the project? Why?
- 2.11 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?
- Participation of Partners/Stakeholders
- 2.12 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?
- 2.13 What have been the biggest challenges of working in partnership?
- 2.14 What are the benefits of the partnership?
- 2.15 Have the partnerships experienced any problems? Please explain.
- 2.16 How could the project's partnerships be improved?
- Target Group Participation
- 2.17 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.18 What have been the biggest challenges of working with the target groups?
- 2.19 Have there been any problems with target group participation? Please explain.
- 2.20 Could target group participation be improved?

3. Project Management Performance

- 3.1 Please comment on project management performance to date. How well is it working? Have any adjustments been made or need to be made? Why?
- 3.2 How do you know if the project is performing well (what do you look at)?
- 3.3 Are there any management problems or issues that you are currently facing?
- 3.4 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, between project staff and the target groups, and between ILO and USDOL?
- 3.5 Is management efficient, that is, does management maximize the use of resources/inputs such as funds, expertise, time, etc., to achieve the expected results? Why or why not?
- 3.6 Is management effective, that is, is management achieving the project objectives? Why or why not?
- 3.7 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess project management performance to date for each of the management entities: ILO Project Director, ILO National Project Coordinator, USDOL Project Manager, and the project's implementing partners? Please give the reason for the rating for each entity.

Ratings:

- | | |
|-------------|--|
| Excellent = | Project management is performing its job with no problems and has exceeded expectations. |
| Very good = | Project management is performing its job with minor or no problems. |
| Good = | Despite some shortcomings, project management is doing its job with only moderate problems. |
| Poor = | There have been notable deficiencies in project management that resulted in delays in project implementation and/or progress toward the achievement of project objectives. |

Very poor = There have been major deficiencies in project management that resulted in significant delays in project implementation and/or progress toward the achievement of project objectives.

4. Project Monitoring and Evaluation

- 4.1 Does project management use the performance monitoring system for decision-making?
- 4.2 Is the performance monitoring system cost-effective?
- 4.3 Is the performance monitoring system easy to use?
- 4.4 Is the performance monitoring system adequate to meet the performance monitoring requirements? Why or why not?
- 4.5 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess overall project monitoring to date? Why?

5. Sustainability, Project Benefits, and Long-term Impact

- 5.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 5.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 5.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 5.4 To date, how has the project benefited the target groups and the project partners?
- 5.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 5.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 5.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 5.8 Do you think the project could be replicated in other regions? Why or why not?

6. Lessons Learned

- 6.1 What are the most significant positive lessons learned to date from the project?
- 6.2 What are the most significant negative lessons learned to date from the project?

7. Recommendations

- 7.1 What are your recommendations to improve the project?

Interview Protocol for the Executive Committee (EXCOM)

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increasing economic opportunities, security, and peace in the target areas of Mindanao.
In order to achieve this objective, the project is organized into four components:
 - (i) Development and implementation of the Tree methodology
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the methodology
 - (iii) Skills and entrepreneurship training provision to target groups and other beneficiaries
 - (iv) Organizing corporate community groups, community enterprise system, and Co-Fund Scheme.
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Corporate Community Group officers and members are trained in the community enterprise system and Co-Fund scheme.
 - (ii) Local Government Units and private sector groups are mobilized to serve as "big brothers" to communities.
 - (iii) Persons from target groups are trained in vocational and entrepreneurial skills.
 - (iv) Community Training and Employment Coordinators (CTECs) are trained in the TREE methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Participation of Partners/Stakeholders

- 2.5 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?
- 2.6 What have been the biggest challenges of working in partnership?
- 2.7 What are the benefits of the partnership?
- 2.8 Have the partnerships experienced any problems? Please explain.
- 2.9 How could the project's partnerships be improved?

Target Group Participation

- 2.10 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.11 What have been the biggest challenges of working with the target groups?
- 2.12 Have there been any problems with target group participation? Please explain.
- 2.13 Could target group participation be improved?

3. Project Management Performance

- 3.1 Please comment on project management performance to date. How well is it working? Have any adjustments been made or need to be made? Why?
- 3.2 How do you know if the project is performing well (what do you look at)?
- 3.3 Are there any management problems or issues that you are currently facing?
- 3.4 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff and the target groups?
- 3.5 Is management efficient, that is, does management maximize the use of resources/inputs such as funds, expertise, time, etc., to achieve the expected results? Why or why not?
- 3.6 Is management effective, that is, is management achieving the project objectives? Why or why not?
- 3.7 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess project management performance to date for each of the management entities: ILO Project Director, ILO National Project Coordinator, USDOL Project Manager, and the project's implementing partners? Please give the reason for the rating for each entity.

Ratings:

- | | |
|-------------|--|
| Excellent = | Project management is performing its job with no problems and has exceeded expectations. |
| Very good = | Project management is performing its job with minor or no problems. |
| Good = | Despite some shortcomings, project management is doing its job with only moderate problems. |
| Poor = | There have been notable deficiencies in project management that resulted in delays in project implementation and/or progress toward the achievement of project objectives. |
| Very poor = | There have been major deficiencies in project management that resulted in significant delays in project implementation and/or progress toward the achievement of project objectives. |

4. Project Monitoring and Evaluation

- 4.1 Does project management use the performance monitoring system for decision-making?
- 4.2 Is the performance monitoring system cost-effective?
- 4.3 Is the performance monitoring system easy to use?
- 4.4 Is the performance monitoring system adequate to meet the performance monitoring requirements? Why or why not?
- 4.5 Using a scale of 1 to 5 (1 means very poor and 5 means excellent), how would you assess overall project monitoring to date? Why?

5. Sustainability, Project Benefits, and Long-term Impact

- 5.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 5.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?

- 5.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 5.4 To date, how has the project benefited the target groups and the project partners?
- 5.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 5.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 5.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 5.8 Do you think the project could be replicated in other regions? Why or why not?

6. Lessons Learned

- 6.1 What are the most significant positive lessons learned to date from the project?
- 6.2 What are the most significant negative lessons learned to date from the project?

7. Recommendations

- 7.1 What are your recommendations to improve the project?

Interview Protocol for Project Partner Organizations

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increasing economic opportunities, security, and peace in the target areas of Mindanao.
In order to achieve this objective, the project is organized into four components:
 - (i) Development and implementation of the Tree methodology
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the methodology
 - (iii) Skills and entrepreneurship training provision to target groups and other beneficiaries
 - (iv) Organizing corporate community groups, community enterprise system, and Co-Fund Scheme.Are each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Corporate Community Group officers and members are trained in the community enterprise system and Co-Fund scheme.
 - (ii) Local Government Units and private sector groups are mobilized to serve as "big brothers" to communities.
 - (iii) Persons from target groups are trained in vocational and entrepreneurial skills.
 - (iv) Community Training and Employment Coordinators (CTECs) are trained in the TREE methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?
- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 How could the training provided by the project be improved?

Communications

- 2.9 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff/partners/stakeholders and the target groups?

Participation of Partners/Stakeholders

- 2.10 How would you assess the level of partner/stakeholder satisfaction with and commitment to the project? Why?
- 2.11 What have been the biggest challenges of working in partnership?
- 2.12 What are the benefits of the partnership?
- 2.13 Have the partnerships experienced any problems? Please explain.
- 2.14 How could the project's partnerships be improved?

Target Group Participation

- 2.15 How would you assess the level of target group satisfaction and commitment to the project? Why?
- 2.16 What have been the biggest challenges of working with the target groups?
- 2.17 Have there been any problems with target group participation? Please explain.
- 2.18 Could target group participation be improved?

3. Sustainability, Project Benefits, and Long-term Impact

- 3.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 3.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 3.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 3.4 To date, how has the project benefited the target groups and the project partners?
- 3.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 3.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 3.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 3.8 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

- 4.1 What are the most significant positive lessons learned to date from the project?
- 4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

- 5.1 What are your recommendations to improve the project?

Interview Protocol for Trainers

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increasing economic opportunities, security, and peace in the target areas of Mindanao.
In order to achieve this objective, the project is organized into four components:
 - (i) Development and implementation of the Tree methodology
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the methodology
 - (iii) Skills and entrepreneurship training provision to target groups and other beneficiaries
 - (iv) Organizing corporate community groups, community enterprise system, and Co-Fund Scheme.Are each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Have the activities that you have been involved with been on schedule? Why or why not?
- 2.2 Has the project encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?

Project Outputs

- 2.3 The project is expected to have five outputs:
 - (i) Corporate Community Group officers and members are trained in the community enterprise system and Co-Fund scheme.
 - (ii) Local Government Units and private sector groups are mobilized to serve as "big brothers" to communities.
 - (iii) Persons from target groups are trained in vocational and entrepreneurial skills.
 - (iv) Community Training and Employment Coordinators (CTECs) are trained in the TREE methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?
- 2.4 What kind of training has been the most successful? Why?
- 2.5 What kind of training has been the least successful? Why?

Target Group Training

- 2.6 Was the training provided to the target groups useful? Did it provide the target groups with the skills they needed?

- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.8 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of target group training provided by the project? Why?
Please specify the target group training that you are familiar with.
- 2.9 How could training provided to the target groups be improved?
- 2.10 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the materials for target group training developed by the project? Why?
Please specify the training materials for the target groups that you are familiar with.
- 2.11 How could training materials for the target groups be improved?

Staff and Partner Training

- 2.12 Was the training provided to project staff/partners useful? Did it provide staff/partners with the skills they needed to do their work?
- 2.13 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.14 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of staff/partner training provided by the project? Why?
Please specify the staff/partner training that you are familiar with.
- 2.15 How could training provided to staff/partners be improved?
- 2.16 Using a scale of 1 to 5 (1 means very poor quality and 5 means excellent quality), how would you rate the quality of the materials for staff/partner training developed by the project? Why?
Please specify the training materials for staff/partners that you are familiar with.
- 2.17 How could training materials for staff/partners be improved?
- 2.18 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?

Communications

- 2.18 How would you characterize the quality of communications between project management and staff, between project partners/stakeholders and project staff, and between project staff/partners/stakeholders and the target groups?

3. Sustainability, Project Benefits, and Long-term Impact

- 3.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?
- 3.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?
- 3.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?
- 3.4 To date, how has the project benefited the target groups and the project partners?
- 3.5 Do you think the benefits to the target groups will be maintained after the project ends?
- 3.6 Do you think the benefits to the project partners will be maintained after the project ends?
- 3.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?
- 3.8 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

- 4.1 What are the most significant positive lessons learned to date from the project?
- 4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

- 5.1 What are your recommendations to improve the project?

Interview Protocol for Community Training and Employment Coordinators (CTECs)

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project strategy aims to achieve the objective of increasing economic opportunities, security, and peace in the target areas of Mindanao.
In order to achieve this objective, the project is organized into four components:
 - (i) Development and implementation of the Tree methodology
 - (ii) Developing institutional and staff capability of partners and target groups to utilize the methodology
 - (iii) Skills and entrepreneurship training provision to target groups and other beneficiaries
 - (iv) Organizing corporate community groups, community enterprise system, and Co-Fund Scheme.Are each of these components appropriate for achieving the project objective? Why or why not?
- 1.3 Does the project strategy have any shortcomings?
- 1.4 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.5 Are there any factors that either constrain or enhance achievement of the project's objectives (at district, provincial, or national levels)?
- 1.6 Do you think that project activities in the target areas have caused any changes? For example, have you seen, among the target groups, an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.7 How would you assess the likelihood that the project will achieve its objectives? Why?
- 1.8 What do you see as your role in helping to achieve the project objective?

2. Project Implementation

- 2.1 Is the project on schedule according to its work plan? Why or why not?
- 2.2 Has project implementation encountered any problems? If yes, what were the problems? Were they addressed in a timely and satisfactory manner?
- 2.3 How could project implementation be improved?

Project Outputs

- 2.4 The project is expected to have five outputs:
 - (i) Corporate Community Group officers and members are trained in the community enterprise system and Co-Fund scheme.
 - (ii) Local Government Units and private sector groups are mobilized to serve as "big brothers" to communities.
 - (iii) Persons from target groups are trained in vocational and entrepreneurial skills.
 - (iv) Community Training and Employment Coordinators (CTECs) are trained in the TREE methodology.
 - (v) Awareness of the project methodology is raised among partner organizations and other potential stakeholders.

What progress has been made toward achieving each output? Are some outputs harder to achieve than others? Why or why not?

Training

- 2.5 What kind of project training has been the most successful? Why?
- 2.6 What kind of project training has been the least successful? Why?
- 2.7 Have there been any problems with training (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?

2.8 Did the training you received give you the skills you need to do your work? Why or why not?

2.9 How could the training provided by the project be improved?

Communications

2.10 How would you characterize the quality of communications between project management and staff and community organizers, between project staff and the target groups?

Target Group Participation

2.11 How would you assess the level of target group satisfaction and commitment to the project? Why?

2.12 What have been the biggest challenges of working with project's target groups?

2.13 Have there been any problems with target group participation? Please explain.

2.14 Could target group participation be improved?

3. Project Monitoring and Evaluation

3.1 Is project progress adequately reported in a timely and satisfactory manner? Why or why not?

3.2 One of the project's activities is to organize follow-up services after training and monitor progress. Has this activity been useful? What purpose has it served?

3.3 How could project monitoring and evaluation be improved?

4. Sustainability, Project Benefits, and Long-term Impact

4.1 Do you think that it is (a) likely, (b) unlikely, or (c) uncertain that the project's activities/benefits will continue beyond the date that the project ends? Why?

4.2 Is there a plan to carry on the project's activities (or maintain its benefits) when the project ends?

4.3 What do you see as the role of the project partners in carrying on project activities when the project ends? Are the project partners motivated to carry on? Why or why not?

4.4 To date, how has the project benefited the target groups and the project partners?

4.5 Do you think the benefits to the target groups will be maintained after the project ends?

4.6 Do you think the benefits to the project partners will be maintained after the project ends?

4.7 Do you think it will be possible to see the impact of the project a few years from now? Why or why not?

4.8 Do you think the project could be replicated in other regions? Why or why not?

5. Lessons Learned

5.1 What are the most significant positive lessons learned to date from the project?

5.2 What are the most significant negative lessons learned to date from the project?

6. Recommendations

6.1 What are your recommendations to improve the project?

Interview Protocol for Project Target Group Trainees/Graduates

1. Project Strategy and Methodology

- 1.1 What do you think the project is trying to do? What is its purpose?
- 1.2 The project aims to help poor women and women affected by conflict; young adults, particularly those from Central Mindanao; ethnic groups; and people with disabilities. Are these the right groups to help? Why or why not? Are there other groups that should have been included in the project?
- 1.3 Have there been any changes in your community or your household as a result of the project? For example, have you seen an increase in economic activity, an improvement in household welfare, or an increase in personal safety and security?
- 1.4 Do you think that the project will be successful? Why or why not?

2. Project Implementation

- 2.1 Do you think that the project is working well? Why or why not?
- 2.2 Does the project have any problems? Please explain.
- 2.3 Is the project helping people? Please explain.
- 2.4 Is there something the project should be doing that it is not doing?
- 2.5 Do you think the project will be successful in what it is trying to do? Why or why not?

Training Skills and entrepreneurship training

- 2.6 What kind of training have you received? Please name the kind of skills.
- 2.7 What did you like best about the training you received?
- 2.8 What did you like least about the training you received?
- 2.9 Did the training give you the skills you needed? Why or why not?
- 2.10 Are you using the training you received? Why or why not?
- 2.11 How has the training you received helped you?
- 2.11 Were there any problems with the training you received (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.12 How could training be improved?

Group management training for corporate community groups (CCGs)

- 2.13 What kind of training have you received?
- 2.14 What did you like best about the training you received?
- 2.15 What did you like least about the training you received?
- 2.16 Did the training give you the skills and information you needed to manage your CCG? Why or why not?
- 2.17 Are you using the training you received? Why or why not?
- 2.18 How has the training you received helped you?
- 2.19 Were there any problems with the training you received (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.20 How could training be improved?

CCG training on the Co-Fund Scheme and Community Enterprise System

- 2.21 What kind of training have you received?
- 2.22 What did you like best about the training you received?
- 2.23 What did you like least about the training you received?
- 2.24 Did the training give you the skills and information you needed to create a Co-Fund Scheme? Why or why not?
- 2.25 Did the training give you the skills and information you needed to create a community enterprise system?
- 2.26 Are you using the training you received? Why or why not?
- 2.27 How has the training you received helped you?
- 2.28 Were there any problems with the training you received (e.g., timing, venue, availability of materials, performance of trainers, attendance, etc.)?
- 2.29 How could training be improved?

Communications

2.30 Have communications with the project staff been timely and satisfactory? Why or why not?

Participation

2.31 What have you liked best about participating in the project?

2.32 What have you liked least about participating in the project?

2.33 How have you benefited from participating in the project? Please explain.

2.34 Has participating in the project changed your life in any way? Please explain.

3. Sustainability of Benefits and Project Impact

3.1 Do you think that you will continue to benefit from the training you received in the years to come? Why or why not?

3.2 Has the project had an impact on your community? Please explain. If yes, do you think it will be possible to see the impact of the project a few years from now? Why or why not?

3.3 Has the project had an impact on you? Please explain. If yes, do you think that you will still see the impact on you a few years from now? Why or why not?

3.4 Do you think the project could be replicated in other regions? Why or why not?

4. Lessons Learned

4.1 What are the most significant positive lessons learned to date from the project?

4.2 What are the most significant negative lessons learned to date from the project?

5. Recommendations

5.1 What are your recommendations to improve the project?

Annex G. List of Persons Met

Pakistan

Mr. Hafiz M. Akmal, NGO Partner, EDO Livestock, Attock District
Mr. Wahid Ali, Business Management Skills Training
Mr. Aman, Project Field Staff, Field Coordinator, Mardan
Mr. Abid Anwar, Project Field Staff, Team Leader, Mardan
Mr. Shahrukh Arbab, Secretary, Department of Labour, NWFP, Special Secretary to Chief Minister
Mr. Shahnawaz Badar, Secretary of Labour and Human Resources Department, Government of The Punjab
Mr. Rashid Bajwa, Chief Executive Officer, NRSP
Mr. Abdul Bari, Programme Officer, In charge Vocational Training Programme, NRSP
Ms. Saadya Hamdani, ILO
Mr. Gul Fareen, NGO Partner
Mr. Mian Khalid Jan, Project Field Staff, Social Organizer, Mardan
Mr. Manzoor Khaliq, National Project Coordinator, TREE Project, ILO
Mr. Gulab Khan, Principal, Government Technical and Vocational Centre, Mardan
Mr. Walayat Khan, Project Officer, HRD and Extension, Mardan
Mr. M. Zahoor Khan, Deputy Director Labour, Secretary Project Advisory Committee, NWFP
Mr. Zaman Khan, Workers' Representative
Ms. Najma Khatoon, Project Field Staff, HRD Assistant, Mardan
Mr. Donglin Li, Director, ILO
Mr. Sohail Manzoor, Senior Programme Office In charge Community Training Programme, NRSP
Mr. Fazal Mohammad, Employers' Representative, Project Advisory Committee, NWFP
Ms. Momina, Project Officer HRD and Extension, Attock
Mr. Gagan Rajbandhari, ILO
Mr. Irfan-ul-Haq Shami, Project Field Staff, Social Organizer, Attock
Ms. Shazia, Project Field Staff, Social Organizer, Mardan
Mr. Rana Tabassum, Principal, Government Vocational Training Institute
Mr. Khwaja Tariq, Programme Assistant, Vocational Training Programme, NRSP
Mr. Muhammad Tahir Waqar, Project Manager, TREE Project, NRSP
Mr. Wilayat, Project Officer, HRD and Extension

The Philippines

Mr. Bassit Accoy, CTEC, Local Government Unit
Ms. Wahida Abtahi, Executive Director, BMW Federation
Mr. Emmanuel Alano, DOLE-ARMM Regional Secretary
Mr. Rudy Baldemor, National Project Coordinator, TREE Project, ILO
Ms. Racma Bansil, CTEC, BMW Federation
Mr. Werner Konrad Blenk, Subregional Director, ILO Subregional Office for South-East Asia and the Pacific
Ms. Lourdes Kathleen Santos Cacho, Program Officer, ILO Subregional Office for South-East Asia and the Pacific
Mr. Ariel B. Castro, Director for Education, Trade Union Congress of The Philippines (TUCP)
Ms. Lourdes Custodio, Trainer
Mr. Omarkhayyam Dagalan, Focal Person, TESDA
Mr. Ferdinand De Roma, Trainer
Ms. Dalisay Dicasaran, Staff, TREE Project, ILO
Mr. Sambas Hassan, Director, Mahardika Institute of Technology (NGO Partner)
Mr. Omar Shariff Jaafar, TESDA-ARMM Executive Director
Mr. Joel Jimenez, Trainer
Ms. Bainon G. Karon, DSWD-ARMM Regional Secretary

Mr. Mokaliden P. Kido, CTEC
Mr. Sam Mabang, Executive Director, SLDF
Mr. Orly Chio Mabinay, Junior Specialist, TREE Project, ILO
Mr. J. Nomer A. Macalalad, Manager, Corporate Social Responsibility, Employers Confederation of The Philippines
Mr. Bobby Mangelen, Focal Person, TESDA
Ms. Hja. Tarfiata Matalam Maglangit, Regional Chairperson, Regional Commission on Bangsamoro Women, ARMM
Mr. Samuel Magsipoc, Trainer
Ms. Arlene G. Matalam, CTEC
Ms. Myra Matalam, CTEC
Ms. Junko Nakayama, Technical Officer on Vocational Training, ILO Subregional Office for South-East Asia and the Pacific
Mr. Sukarno Pandaliday, Senior Specialist, TREE Project, ILO
Mr. Muslimin Sema, Mayor of Cotabato and MNLF Secretary General
Mr. Romy Sema, Chief Executive Officer, MNLF
Ms. Esmeralda A. Simpall, CTEC
Mr. Larry Taba, Focal Person, TESDA
Ms. Carmela I. Torres, Deputy Director and Senior Vocational Training specialist, ILO Subregional Office for South-East Asia and the Pacific
Ms. Agripina Zafra, Executive Director, TESDA

Annex H. Pakistan Performance Data Table, September 30, 2004

Training for Rural Economic Empowerment Project

Pakistan

PERFORMANCE DATA TABLE

As of September 30, 2004

Indicator	BASELINE	TARGET	6/04	9/04	9/05	3/06	TOTAL
DEVELOPMENT OBJECTIVE: INCREASED ECONOMIC OPPORTUNITIES AND SECURITY IN TARGET AREAS							
IMMEDIATE OBJECTIVE 1: Increased employment for target groups							
#/% participants in TREE programs who utilise skills acquired for income generation	Women	0	70%		291	# %	# %
	Youth	0	70%		465		
	Disabled	0	70%		36		
	Total	0	70%		792 (33%)		
<p>Narrative analysis of data:</p> <p>The report is based on the regular follow up of the project staff with all the beneficiaries and the project-computerized management information system (MIS). Two points are worth mentioning here; firstly the participation of women, given the cultural constraints, in the project activities is witnessing an upward trend at 37% as opposed to less than 5% initially. Secondly, as the main text of the report shows, 89% of the beneficiaries got employment as a result of project interventions. Out of these, the majority, of both male and female, are in the self employment category. It therefore proves that the TREE methodology is extremely effective. Other actors are observing the results with interest especially those from the government departments.</p> <p>The above figures do not include the 557 students enrolled in the project's Literacy and Numeracy Programme. Out of these 346 persons have already been graduated. So if these figures are added up to the above, then the cumulative number of total trained people would increase to 1138.</p>							
IMMEDIATE OBJECTIVE 2: INCREASED ACCESS TO INFORMATION AND FINANCIAL RESOURCES FOR BENEFICIARIES IN TARGET AREAS							
#/% of business associations created that mobilize information or other resources for target beneficiaries	0	2/3 of 6	0	1 (25%)	# %	# %	# %
#/% savings and credit groups created that access financial resources for target beneficiaries	0	70% of 150	0	29 (28%)	# %	# %	# %
<p>Narrative analysis of data:</p> <p>After consolidating the project activities in the first place, Saving and Credit Group formation was initiated in July 04 and so far 29 groups have been formed. The groups have already been linked with National Rural Support Programme (NRSP) credit operations and so far 174 beneficiaries have availed a cumulative amount of Pak Rupees 1.8 million (US\$ 31500). The recovery rate is 100% so far and the loanees have already repaid 37% of the total amount.</p> <p>So far one Business Association has been formed on trial basis. The Association is a kind of apex body of the Savings and Credit Groups formed so far.</p>							
Output 1 Business association and savings and credit groups office-bearers trained in organisation management and procedures							
# business association office-bearers trained	0	40	0				
# savings and credit office-bearers trained	0	150	0				

Indicator	BASELINE	TARGET	6/04	9/04	9/05	3/06	TOTAL
Output 2 Awareness of business association and savings and credit group members and leaders raised regarding markets, suppliers, service providers, similar organisations within and outside their region							
# visits by business association and savings and credit group members and leaders to raise awareness of markets, suppliers, service providers, similar organisations	0	15	0	1 (7%)			
Narrative analysis of data: An exposure visit of the females from Mardan was undertaken with the objective to expose the females to successful organizations and to give them an insight as to how to run the affairs of their enterprises and groups. The visit proved very fruitful as it was the FIRST ever visit of Pushtoon ladies out of there area. The cultural norms would normally not allow such visits and the community generally discourages such events. In other words the effectiveness of the project has been accepted which lead to gaining the trust of the local communities at large and therefore they allowed the visit of females. It's a major breakthrough in such difficult cultural circumstances. Moreover the fruitfulness of the visit could be gauged from the fact that it resulted in creating the only business association under the project, and that comprises female beneficiaries.							
SUB IMMEDIATE OBJECTIVE 1: INCREASED VOCATIONAL, ENTREPRENEURIAL, MANAGERIAL AND LITERACY/NUMERACY SKILLS AMONG TARGET GROUPS							
#/% of trainees who demonstrate competence in the skills in which they have been trained	0	75% of 2400		650 out of 792 (82%)	# %	# %	# %
Narrative analysis of data: The project has been successful in conducting high quality training as indicated by the 82% pass rate.							
Output 3: Persons from target groups trained in vocational, entrepreneurial, managerial and literacy/numeracy skills							
# of persons from target groups trained	0	2400		1138			
Target: 2400							
Narrative analysis of data: The figure includes all beneficiaries trained in vocational, Business management skills training, teachers trained (women, youth & people with disabilities).							

Indicator		BASELINE	TARGET	6/04	9/04	9/05	3/06	TOTAL
SUB IMMEDIATE OBJECTIVE 2: INCREASED INSTITUTIONAL CAPACITY WITHIN PARTNER ORGANISATIONS TO DESIGN AND IMPLEMENT SKILLS TRAINING PROGRAMS FOR TARGET POPULATIONS								
# of needs-related training programs designed and offered by partner training organisations	Government Technical & vocational Centre, Mardan	0	TBD		2			
	Technical training Institute, Attock	0	TBD		1			
	Government technical Women Institute, Women	0	TBD		1			
	Institute 4	0	TBD					
	Institute 5	0	TBD					
Narrative analysis of data: Previously the local level technical training centres were offering run of the mill training courses whereas the project has encouraged them to start new courses according to the needs of the people. Their capacity for designing such training courses has been improved substantially. Initially the beneficiaries would be sent to Islamabad for specialized training courses which were not been offered locally. Due to the initiation of these courses in the mentioned training centres, the cost of the training has decreased thereby reducing the cost per trainee to the project.								
Output 4: Partner organisation officers and staff trained in project methodology								
Partner organisations officers and staff trained in project methodology		0	100		23			
Output 5: Awareness of project methodology raised among partner organisations and other potential stakeholders								
# partners/stakeholders with raised awareness		0	1000		365			
Narrative analysis of data: Working together with the staff of counterpart line departments has not only proved beneficial for the project but for them also. Engaging them in the project's system approach has broadened their vision and are working in close harmony with the project staff. This has added to the acceptability of the TREE methodology within the government circles. Similarly beneficiaries with raised awareness are offering every kind of help. This is evident from the exposure visit of the female beneficiaries out of the area which was allowed by these aware segments of the society. The above numbers include one Training of Trainers (TOT) workshop and other awareness raising workshops held at community level and Chamber of Commerce Trade and Industries, Mardan.								

Annex I. The Philippines Performance Data Table, September 30, 2004

Training for Rural Economic Empowerment Project

Philippines

PERFORMANCE DATA TABLE

As of September 30, 2004

INDICATORS		Baseline	Target	3/04	9/04	3/05	9/05	TOTAL
DEVELOPMENT OBJECTIVE: INCREASED ECONOMIC OPPORTUNITIES, SECURITY AND PEACE IN TARGET AREAS								
IMMEDIATE OBJECTIVE 1 – INCREASED EMPLOYMENT FOR TARGET GROUPS								
#/% Participants in TREE training programs who utilise skills acquired for income generation				No: %:	No: %:	No: %:	No: %:	No %:
	Men		70%	-	42 of 48 (87%)			
	Women		70%	-	81 of 105 (77%)			
	<i>Youth</i>		70%	-	53 of 69 (76%)			
	PWD/DAP		70%	-	-			
	Total (<i>Minus Youth</i>)		70%	-	123 of 153 (80%)			
<p>Narrative analysis of data:¹⁰</p> <p>The study reveals that most of the graduates have engaged into self-employment and group enterprises, a confirmation of the Project's earlier findings that the best way to create or increase incomes for the poor in the region is through self-employment since there are very little investments coming in that will create jobs for wages. Furthermore, it is being proven that the TREE Methodology is effective – from the training planning stage, to the training delivery and post-training support. The tracer studies also revealed certain interesting facts: The beneficiaries had generated 28% increases in their monthly incomes as a result of the training projects, 573 dependents of the graduates have indirectly benefited from the Project's intervention. However, no Person with Disabilities (PWD) has been reported to participate in the training programs. The training needs of PWDS will be addressed through the upcoming programs in the Economic and Rehabilitation Centre supported by the Project.</p>								
IMMEDIATE OBJECTIVE 2 - INCREASED ACCESS TO INFORMATION, FINANCIAL & OTHER RESOURCES FOR TARGET GROUPS in PILOT COMM.								
#/% Of Corporate Community Groups (CCG) created that mobilize information, financial or other resources for target groups				No: %	No: %	No: %:	No: %	No %
	16	75%	-	- 15 (94%) CCG are organised - 5 (34%) are operating their Co-Fund				
INDICATORS		Baseline	Target	3/04	9/04	3/05	9/05	

¹⁰ For further details please refer to the Annex A - Summary of Tracer Studies as of September 24, 2004

INDICATORS	Baseline	Target	3/04	9/04	3/05	9/05	
<p>Narrative analysis of data: ¹¹</p> <p>The current level of performance (15 or 34% of CCGs organised are operating their Co-Fund) is reasonable for the period considering that the TREE Project does not have a budget for micro-finance. This component is fully dependent on the availability and willingness of donors to provide financial assistance to community groups to start their Co-Fund operation. This community-based post-training support mechanism of the Project, which is anchored primarily on the organisation of the beneficiaries for the purpose of owning and managing their Community Fund (Co-Fund) and community enterprise system, is considered a pioneering response to the problem of credit that faces the poor particularly the Muslim minorities.</p> <p>HOWEVER, the existing traditional banks or financial institutions cannot yet provide the start-up capital for Community Funds or Co-Funds. Hence, it must come first from non-bank government agencies, international donors, or corporate philanthropy. But It will take time to introduce real changes into the system that will result into better economic opportunities for the poor. But the Project is doubling its efforts to promote this new grassroots economic reform program through the new TREE Methodology. The Project believes that this practical socio-economic development approach is necessary to solve the problem of poverty in the target areas – and perhaps in the whole region. It must be noted that poverty persists because of clear flaws in the “system” that are not necessarily without solutions. It just takes a little amount of courage, conviction, and resources to develop and infuse new ideas and procedures to correct the flaws and make the system work. The Philippine government believes that poverty is the main cause of rising criminality, insurgency, and terrorism. The Project recognizes this and is taking the challenge in introducing changes especially in the Autonomous Region in Muslim Mindanao, which is the poorest region among the 16 administrative regions of the country.</p>							

¹¹ For details covering IO No. 2 and Outputs 1 & 2 please refer to Annex B and B1 – Updates on Community and Enterprise Organising, List of activities on Co-Fund Communities

INDICATORS	Baseline	Target	3/04	9/04	3/05	9/05	TOTAL
Output 1 - Corporate Community Group officers and members trained in community enterprise system and Co-Fund scheme							
# Corporate Community Group officers and members trained	0	400	No: %: -	No: %: 226 (57%) trained 718 oriented	No: %:	No: %:	No %
Output 2 - Local Government Units & private sector groups mobilized to serve as “big brothers” to communities							
# Local Government Units & private sector groups serving as “big brothers”	0	5	No: %: -	No: %: 5 – 100%	No: %:	No: %:	No %
Narrative analysis of data: ¹² The Project observes that once the CCGS are equipped with capital, they are more inclined to identify the most urgent and useful training programs that will capacitate them for income generation. They become more creative and dynamic. They are driven by the inherent human desire for work and social participation. With capital on their own command, they become less dependent on moneylenders.							
SUB IMMEDIATE OBJECTIVE 1 - INCREASED VOCATIONAL AND ENTREPRENEURIAL SKILLS AMONG TARGET GROUPS							
#/% of trainees who demonstrate competence in the skills in which they have been trained	1,220	75%	No: %: -	No: %: 374trained 371 passed (99%)	No: %:	No: %:	No %
Narrative analysis of data: ¹³ The seemingly high rate of passing is a result of the conducting the training on based on the needs identified by the communities. The training programs are product and/or service-oriented, hence, the training is very specific. Furthermore, the venue of training, which is often in their own communities, provides the trainees, especially women, ample time to attend while they are near their homes. The language used in the training is their common dialects since the trainers are taken from their locality. The shorter duration of the training courses provides the trainees with the expectations of realistic and immediate results.							
Output 3 - Persons from target groups trained in vocational and entrepreneurial skills							
# of persons trained	0	1,220	No: %: -	No: %: 371 (30%)	No: %:	No: %:	No %

¹² For more details on the Co-Fund Scheme, please refer to the Implementing Guidelines which is available on request from the ILO-USDOL TREE Project office.

¹³ For details on Sub IO 1 and Output 3 please refer to Annex C and C1 – Summary of Enrollment and Summary of Graduation Reports

INDICATORS	Baseline	Target	3/04	9/04	3/05	9/05	TOTAL
Narrative analysis of data: The 371 graduates trained during the period come from 24 community-based training projects completed. In reality, however there are 514 trainees that were enrolled in 31 training projects as of September 25. This means that 143 trainees are still undergoing training as of the reporting period. This training output is only coming from community-based projects. Training that will come from the 3 training centres of partner agencies that the Project is assisting will start during this last quarter of the year or on the first quarter of next year.							
SUB IMMEDIATE OBJECTIVE 2 - INCREASED INSTITUTIONAL CAPACITY WITHIN PARTNER ORGANISATIONS TO DESIGN AND IMPLEMENTA SKILLS TRAINING PROGRAMS FOR TARGET GROUPS							
# of partner organisations having demonstrated the capacity to identify needs and design training proposals			No: %:	No: %:	No: %:	No: %:	No %
	8	6	-	8 (133%)			
# of needs-related training programs designed and offered by TESDA			No: %:	No: %:	No: %:	No: %:	No %
	10	18	-	18 (100%)			
Narrative analysis of data: ¹⁴ The good performance may be attributed to the strategy of the Project in involving the partner organisations in the development of the methodology through the series of workshops involving 3 modules. The Technical Working Group, Provincial Focal Persons, and Community Training & Employment Coordinators (CTECS) assigned by the partners have been directly mobilised. The 18 programs are now the subjects of further research and development with the objective of preparing Training Program Packages that could be reproduced and shared to other training providers.							

¹⁴ For details of this output please refer to Annex D and D1 – Profile of Training Programs approved by the Project, Profile of Training Proposals generated from the Communities.

INDICATORS	Baseline	Target	3/04	9/04	3/05	9/05	TOTAL
Output 4 - CTECs trained in TREE methodology¹⁵							
# of CTECs trained in TREE methodology			No: %:	No: %:	No: %:	No: %:	No %
	0	150 CTECs	-	118 (78%)			
		100 Others	-	75 (75%)			
Output 5 - Specialized training centres created by partner organisations							
# of specialized training centres created			No: %:	No: %:	No: %:	No: %:	No %
	0	3	-	3 (100%)			
Output 6 - Awareness of project methodology raised among partner organisations and other stakeholders¹⁶							
# of partners/stakeholders with raised awareness			No: %:	No: %:	No: %:	No: %:	No %
	0	1,500	-	1,692 (113%)			
<p>Narrative analysis of data:</p> <p>Output 4 – The number of CTECS trained from the partner agencies are those who have undergone formal training on the application of the TREE Methodology. 118 have completed the 3 training modules while 75 have completed only 1 or 2. In view of the exhibited improvement in the capability of partner agencies, and the limited capacity of the Project to provide financial assistance to more training proposals, this number of CTECS will not be increased anymore for the time being. What the Project intends to do is to pass on the training of more CTECS to the partner agencies who have already developed that capability such as TESDA, DSWD, and RCBW.</p> <p>Output 5 – Three studies for the Operationalisation of three sectoral training centres (women, persons with disabilities, and youth) have been completed. The women and PWD centres are ready for operation in their new building infrastructures, while the training centre for Youth is being prepared.</p> <p>Output 6 – Current outreach of the Project in terms of social marketing and advocacy is above the target. This adds to the positive image of the ILO-USDOL among partners and stakeholders in Mindanao. This audience will continue to increase since it does not involve costs to the Project – most are on invitation basis by organisers and other promoters.</p>							

¹⁵ For details on the CTECS program please refer to Annex E – Summary table of CTECS Capability Building Workshops

¹⁶ For details on awareness creation activities please refer to Annex F – List of Public Forums and non-CTECS Workshops