Enhancing SOCIO-ECONOMIC DEVELOPMENT through investing in human capital in Punjab and Sindh

BASELINE STUDY

care®

CARE International in Pakistan

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CARE International Pakistan opened its Pakistan office in June 2005. Since setting up, CARE has been dealing with a series of large-scale disasters, CARE, through emergency programs, has provided relief, as well as recovery and rehabilitation support to millions of Pakistanis affected by disastrous floods, cyclones, earthquakes, and displacement. Recognizing long-term needs for support to full recovery, and their nexus with poverty, CARE Pakistan focuses on implementing developmental projects, with a special focus on women and girls, working closely with partners and local communities in all provinces of the country, including some of the most remote rural areas.

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LIST OF ABBREVIATIONS

EC	European Commission
TVET	Technical and Vocational Educational and Training
TEVTA	Technical Education and Vocational Training Authority
CCA	Certificate Course in Auto Cad
IT	Information Technology
DAE	Diploma of Associate Engineer
DIT	Diploma in Information Technology
UC	Union Council
LHW	Lady Health Worker
FGDs	Focus Group Discussions

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EXECUTIVE SUMMARY

Supported by European Commission (EC), the project, 'Enhancing socio-economic development through investing in human capital in Punjab and Sindh' seeks to improve the TVET sector by working on relevance, quality, access and equity of TVET services predominantly for the deprived communities, and exclusively focuses on rural women and youth in Sindh and Southern Punjab. The target districts for the project include Multan, Muzaffargarh, Vehari, Rajanpur in Punjab and district Tando Allahyar, Thatta and Mirpur Khas in Sindh.

This report documents a baseline study carried out as part of the preparatory stage by the project to assess the present situation in the target locations and set bench marks against the performance indicators identified in the project design. The study aimed to identify marketable skills, technical and vocational training needs of rural women and youth, barriers, challenges and opportunities regarding youth and women's employability and self-employment in the seven target districts. The study employed both quantitative and qualitative data gathering tools including a questionnaire survey, FGDs and In-depth interviews with key stakeholders complimented by a literature review.

KEY FINDINGS

The findings of the baseline study indicate that majority of the women respondents (66% in Punjab and 81% in Sindh) in the target communities are illiterate having never been to school. On the other hand, most of the men respondents (63% in Punjab and 48% in Sindh) appear to be in the cohort that has acquired education up till middle level.

The trend for continuing study beyond school among the target groups appeared limited with most respondents making a transition to the labour force after either completing school education or dropping out of school.

The findings indicate similar levels of household income reported across the two provinces. Almost half of the respondents in both Sindh and Punjab reported to earn a monthly average household income between PKR 5,000 – 10,000. It should be noted, however, that the reported income only reflects the wage income earned by members of family and does not include earnings from the agriculture land as they are rarely monetized. Moreover, it is difficult to express agriculture income earned in monthly terms. The major source of income across the two regions appears to be daily wage earnings.

Reporting their employment status, only 8% of women respondents in Punjab replied in affirmative when asked if they were engaged in income generating activities. All of them reported to be in wage employment. On probing further however, it appeared that almost a third (35%) were engaged in home based work mostly stitching and embroidery as a source of income generation. This percentage jumped to almost 40% when seasonal work (mainly cotton picking) carried out by women was also added to income generation activities. On the other hand,

about 25% of men respondents reported to be employed in Punjab. Most of them appeared to be in daily wage employment with the private sector in small business establishments (shops, brick kilns, daily wage employment in factories etc.) A majority (60%) said that they were engaged with the agricultural sector but did not consider themselves as employed.

A similar trend was noted in Sindh where none of the women respondents replied in affirmative when asked if they were employed. However, a majority (80%) appeared to be engaged in small scale home based work primarily stitching and embroidery. In Sindh, about 18% of men respondents reported to be employed. Most of them appeared to be employed on daily wages in local factories or worked as labourers. Only 2% reported to be in wage employment with formal sector. Similar to trend in Punjab, a majority (70%) appeared to be engaged with the agricultural sector but did not regard themselves as employed or engaged in income generating activity.

When asked about individual earnings, majority of the women respondents (87%) in Punjab reported to earn less than PKR 5,000 on monthly basis while more than half of men respondents (55%) appeared to earn below PKR 5,000 and about a third (36%) between PKR 5,000 – 10,000.

In Sindh, almost all of the women respondents reported to earn less than PKR 5,000 on monthly basis while most men respondents (65%) appeared to earn below PKR 5,000 and about 23% between 5,000 –10,000. As noted earlier, the reported income does not include earnings from agriculture sector.

In general, the findings note similar trends across the two provinces and very little variation among the districts in terms of accessing the present situation vis-à-vis empowerment indicators. The majority of women in all the 7 districts (almost 70%) say that the decision for women to participate in any income generating activity is taken by the men in the household, the husbands in the case of married women and the fathers in case of single women living in their parents' house. In terms of assessing control of their income, the survey findings note that less than 20% of the women respondents said that they had the prerogative to spend their income, with majority of the women saying that

7 districts (almost 70%) say that the decision for women to participate in any income generating activity is taken by the men in the household.

the decision was either their husbands' or fathers' on where to spend the money. When asked where their income was usually utilized, all most all of the women said that it was used to meet everyday household expenditures.

The survey findings indicate higher proportion of women in self-employed work than men. Analysis of the qualitative data (FGDs and Key Informant Interviews) reveals that most of these self-employed women operate from home usually as a single person business entity. The analysis reveals various factors underlining this limited application of entrepreneurship skills. These include limited exposure and mobility, lack of access to business support services and social networks, social-cultural factors perpetuating gender stereotypes as well as lack of the requisite skill set. For men too, the low rate of participation in self-initiated income generating activities appear to be similar with lack of requisite skills and capital as the top most reasons.

In general, the findings note a very limited trend of acquiring formal skill development trainings in the target areas across the two provinces. A comparative analysis across gender notes that more women than men have acquired some kind of skills trainings. The channel of acquiring trainings, however, remains informal with most

20% of the women respondents said that they had the prerogative to spend their income, with majority of the women saying that the decision was either their husbands' or fathers' on where to spend the money.

women learning the skills (primarily tailoring and embroidery) at home. For the men who have received some kind of skill development training, it is reportedly through the 'Ustaad-Shagird' model (on-job mentoring) in specific trades like motor mechanic, electrician, plumber etc.

The findings note several reasons for low participation in training programs among the target groups. These range from lack of information about the presence of TVET institutes in the areas to limited access due to less number of institutes in the selected villages. For many, however, the primary reason for not enrolling in the skills development programs, appears to be a low value associated with vocational/training skills acquired through formal channels, particularly government institutions as the trainings offered are not considered to be based on marketable skills. In addition, it was also highlighted during the FGDs that the additional cost of transport and mobility was also considered a key impediment in accessing skills development programs as the institutes offering trainings were mostly situated in cities away from the villages.

For women, in addition to the above, challenges related to mobility and family support were prioritized as key impediments to participation in skill development programs. Most women respondents shared that travelling alone to and back to the TVETs situated away from their villages was impossible in most cases.

The survey findings reveal a different pattern among men and women in expressing preference for trainings. There is also considerable variance in training preference especially among women, across the two provinces. In Punjab, while most of the men respondents (78%) reported a preference for acquiring trainings in trade-specific skills, a majority of women (53%) expressed a desire to learn life skills. For most of the women interviewed, adult literacy was the most sought after life skill. On the other hand, in Sindh majority of the women expressed a preference to acquire trade-specific trainings in addition to life skills training. For most women, acquiring trade specific trainings meant improvising the traditionally acquired skills of embroidery and making it market-oriented.

In Punjab, while most of the men respondents (78%) reported a preference for acquiring trainings in trade-specific skills, a majority of women (53%) expressed a desire to learn life skills. For most of the women interviewed, adult literacy was the most sought after life skills.

Mobility stands out as the biggest impediment to women's participation in the local industry's workforce as most of the industrial units are located on the periphery of the districts and at considerable distance from the target villages.

It is also noteworthy that compared to men, women appeared less receptive to the idea of acquiring business skills or enterprise development trainings. The analysis also notes that the supply side deficit of enterprise development content in trainings for women is matched by low articulated demand for it by women themselves. Various factors including less opportunities for women for setting up self-businesses/own enterprises due to lack of investment, access to business support/ development services (BDS), limited mobility and lack of family support, appear to lead to the limited trend for acquiring business skills among women.

An institutional assessment of the selected TEVTA institutes in both Sindh and Punjab reveals that presently these institutions are providing services to a very small proportion of the target population. The government managed TVET sector is characterized by; outdated curriculum, a mismatch between skills taught and those demanded by the industries, inadequate quality assurance mechanism, inadequate physical and learning resources and low participation of the private sector necessary to bridge the skills-market gap. The institutions lack a culture in which training is driven by market based projections of future skill

requirements. In addition, the report observes that the TVET system is not demand driven; attachments and linkages to industry are fragile, poorly planned and inadequately supervised. The challenge is further aggravated by poor quality of training resulting from lack of appropriate (qualitatively and quantitatively) tools and equipment and the inflexible curriculum followed in TEVTA institutions.

During the course of the baseline study, several interviews were conducted with the stakeholders group representing employers to assess the present situation of skills training – industry linkage as well as the absorption capacity and experience of the local industry in relation to employing TEVTA graduates. The findings note that at present there is a very small ratio of TEVTA graduates working in the local industry. In the industrial units visited, the reported proportion of TEVTA graduate workers was less than 5% of the total workforce employed. Most of the respondents representing the employers were of the view that the TEVTA graduates mostly receive basic trainings in skills and they are invariably complimented by in-house trainings by the employer organizations.

Reflecting the prevalent trend, none of the industries visited had women in their workforce except garments industry in the textile sector. Mobility stands out as the biggest impediment to women's participation in the local industry's workforce as most of the industrial units are located on the periphery of the districts and at considerable distance from the target villages.

Commenting on the training content of the TEVTA institutes, the respondents observed that in general, the trainings imparted by TEVTA institutes lacked practical orientation and were less hands-on. Almost all of the respondents underscored the need to link training programs with the industry to make them more relevant. The analysis reveals that in general the employers/ industry appears supportive on their part, to provide guidance and input in curriculum development at the training institutes. Similarly, they seem open to establish linkages with TEVTA institutes for providing internships, on-job- trainings and job placements for the graduates.

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1 PROJECT BACKGROUND AND RESEARCH METHODOLOGY

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1.1 BACKGROUND OF THE PROJECT

Supported by EC, the project, 'Enhancing socio-economic development through investing in human capital in Punjab and Sindh' seeks to improve the TVET sector by working on relevance, quality, access and equity of TVET services predominantly for the deprived communities, and exclusively focuses on rural women and youth in Sindh and Southern Punjab. It also aims to improve access to and quality of TVET services by designing, and implementing demand driven training programmes, using innovative approaches and new teaching and learning methodologies, and improved linkages between TVET graduates and labour market service providers for job counselling, job placement and facilitation for self-employment including access to micro-credit services.

In line with the EC's gender equity strategy in TVET sector, the project aims to redress the stereotyping that exists at the level of family and school by encouraging both boys and girls to go for "non-traditional" activities through skill development streams. While education plays an increasingly important (though still relatively small) role in occupational attainment for women, cognitive skills are found to have substantially high payoffs. Therefore, CARE aims at strengthening TVET institutes through including life skills training for trainees.

The project will be implemented in seven districts - Multan, Muzaffargarh, Vehari, Rajanpur in Punjab and district Tando Allahyar, Thatta and , Mirpur Khas in Sindh. The project is being jointly implemented by CARE and AWAZ Community Development Society in Punjab and Rahnuma Family Planning Association of Pakistan (FPAP) in Sindh. The project will target rural women and youth belonging to poor, marginalized and vulnerable communities, and work with TEVTA institutions, private sector, government and civil society organizations to enhance their employability and income generation skills and opportunities.

The key elements of the project implementation strategy include:

- *Private Sector Led Training Design and Delivery*
  CARE and partners, in coordination with TVET providers will work with the private sector and industry to explore the skills gaps and market demands, and facilitate the designing/improvement

of TVET training curricula that is need based and in line with the requirements of the local industry.

- *Partner Focused Implementation:* CARE will focus on project implementation through local partners. The targeted technical input and support from CARE will build the capacity of these partners to overcome shortcomings of past projects.

- *Strong Commitment to Gender Equity Approaches:* As evidenced by their core programming documents, public web-sites and program implementation, CARE and its partners have long-standing commitments to gender equity programming.

- *Innovation in Implementation:* The project components exemplify CARE's approach to creative and pragmatic implementation based on relevant experience in South Asia.

1.2 KEY PROJECT RESULTS

The project aims to achieve the following results:

Result 1: An improved TVET Programme is established for rural women and youth

This result will build private sector leadership in the design and effective delivery of need based TVET services for workforce development. Key elements of the approach include: with substantial input from the private sector and industry in conducting skills mapping/gap and market analysis, prioritizing the sectors with the highest potential for job growth and self-employment, designing of new or improvement of relevant TVET vocational curricula, capacity building of TVET instructors on how to effectively deliver the new and/or revised vocational training modules, and training of poor rural women and youth by TVET. Under this component the project will train a total of 2800 women and youths in eight prioritized vocational disciplines; the duration of these courses will be three and six months depending on the previous levels of training which the women and youths already possess. TVET bodies will also be facilitated on the information dissemination about the services offered.

Result 2: Innovative Approaches and new teaching methodologies are developed and access to TVET services is increased

This result will build on lessons learned and adapts successful approaches from CARE and partner's past experiences as well as the scheduled baseline. This entails enhancing the employability of 1400 youth and women most of whom will be additional beneficiaries' to Result 1 by undertaking three month service industry and micro entrepreneurship training programme in the target districts' government and semi government TVET institutes. Furthermore, with an aim to introduce and mainstream Life Skills Training in TVET services, CARE and its partners will develop a training module and organize TOT for TVET instructors. Similarly, CARE with training support from TVET will implement a pilot initiative (in 2 districts, one in each province) on Rural Sales Women whereby 50 newly identified poor and destitute women will be trained and linked with the private businesses and companies for marketing and sales of their products. The project will also launch school based vocational skills orientations training with an aim to introduce professional streams for boys and girls in 21 high schools, approximately 3150 students will be provided orientation in vocational skills.

Result 3: Linkages between TVET graduates and employers are promoted

This result will strengthen the workforce development system by increasing the efficiency of the linkages between employers, job seekers, and TVETs through job fairs, exhibitions and networking events. These events will focus on innovations in technology, new opportunities, localized dissemination of information. Staff of TVET bodies shall be trained on counseling and coaching of the TVET graduates on career advice. The project shall also facilitate the establishment of pilot Career Counseling Centers, preferably in the TVET bodies where staff has been given training. CARE and partners through networking and mobilization of broad based allies in the civil society and private sector will undertake targeted advocacy with the policy makers and other stakeholders for improved TVET infrastructure, resource allocation and quality technical education. In rural areas, women groups shall be formed comprising of women home-based workers. Training shall be provided to these

groups to improve the vocational skills they already possess and use for supplementing their family income. The project shall facilitate their linkages with relevant businesses to have share in the value chain process.

Result 4: Small Enterprises and self-employment amongst rural women's and youth is promoted and linkages with MFI's are strengthened

This result will focus on promoting linkages between MFIs, TVET and TVET graduates for enabling poor women and youth to access credit for setting up their micro-enterprises. Efforts will be made to create linkages between micro-entrepreneurs and the local industry/private sector for marketing of the products made by the newly established micro-enterprises. With its existing presence and experience in Pakistan, CARE is able to mobilize staff quickly, manage resources effectively, and dynamically interact with the implementing partners and other key stakeholders to ensure that the proposed project is efficiently and effectively delivered within the allocated resources and time.

1.3 THE BASELINE STUDY

This report documents a baseline study carried out as part of the preparatory stage by the project to assess the present situation in the target locations and set bench marks against the performance indicators identified in the project design. The study aimed to identify marketable skills, technical and vocational training needs of rural women and youth, barriers, challenges and opportunities regarding youth and women's employability and self-employment in the seven target districts.

Key objectives of the baseline study included:

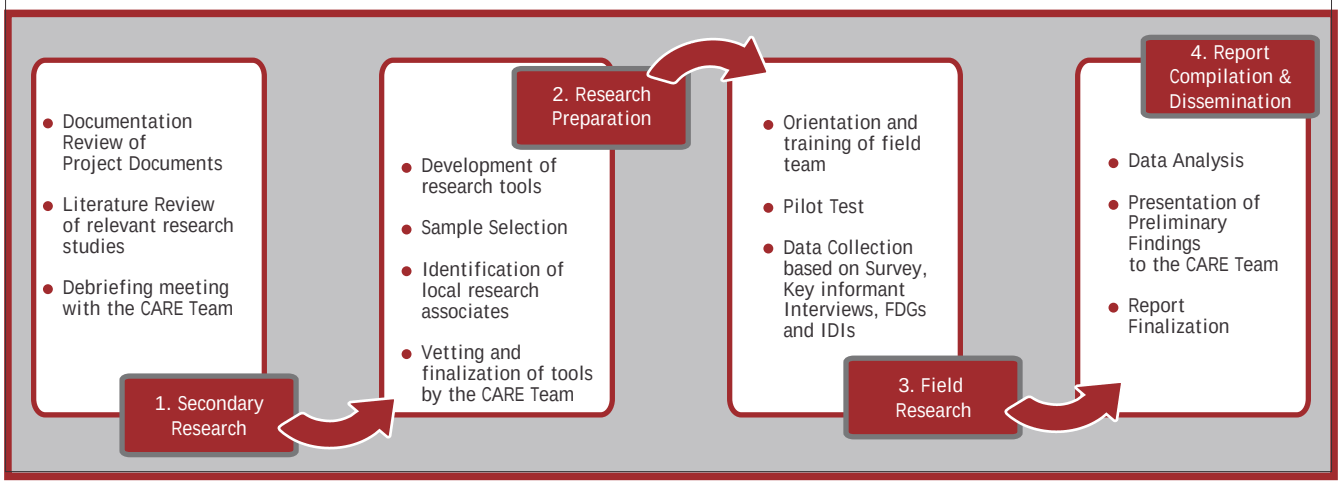
- Collecting key demographic information of the target communities
- Assessing present skills and technical and vocational training needs of rural women and youth
- Assessing challenges and opportunities regarding technical training, employability and self-employment
- Mapping TEVTA institutes in target communities and assess present programs, coverage and accessibility issues etc.

1.4 RESEARCH METHODOLOGY

The present study employs both quantitative and qualitative data gathering tools including a questionnaire survey, FGDs and In-depth interviews with key stakeholders complimented by a literature review.

Figure 1 illustrates key research milestones covered as part of the study.

FIGURE 1: KEY RESEARCH MILESTONES



The methodology followed a highly consultative and participatory approach with the CARE team engaged at all stages of the research. The research framework and tools were designed following extensive rounds of consultation with the CARE team. The field work for primary data collection commenced following the approval of the data collection tools and field plan by CARE. Field activity was also carried out jointly with CARE and implementing partners' staff accompanying the research teams in both Punjab and Sindh.

For conducting the baseline survey, a closed ended questionnaire was developed. Sample size was calculated as a proportion of the target beneficiaries of the project. Based on the estimate of an outreach of 4600 beneficiaries, a 30% sample size was selected. Therefore, the total number of respondents reached out for the survey was 1380. As the target group was pre-defined group with specific parameters, the purposive sampling technique was used. The questionnaire survey was designed to cover detailed demographics of the target group. In addition, it aimed at capturing key trends in skills development, perceptions in terms of access, quality and relevance of the programs available, key challenges in access to skills development services, employment patterns and barriers to employment etc. Table 1 presents the sample coverage.

TABLE 1: TARGET GROUP: WOMEN AND YOUTH (BOYS: 18 – 30 YEARS)

Sample Coverage			
Sample size in each district	Sample in each UC	No. of Districts	Total Sample Size
195	35-45	07	1380
Sample Coverage in each District			
Women		Youth (Boys)	
145		50	

To complement the quantitative data, a series of FGDs (49 in all – 7 in each district) were also conducted with men and women in the selected districts. The study also included carrying out an institutional assessment of selected public sector managed TVET institutes. The assessment was carried out using both quantitative as well as qualitative tools. The quantitative tool comprised of a checklist aimed at assessing the infrastructure, enrollment and resource availability at the institutions. The qualitative aspect, on the other hand, reviewed the opportunities and challenges in terms of current program offerings as well as assessed potential for introducing new market oriented training programs.

In-depth interviews were also conducted with present and potential employers in services and industry in the targeted districts. These included representatives/ management of selected industries, service sectors organizations, small and medium sized businesses etc. This data was collected to assess the present numbers employed, the qualification and available skill set of those employed, impact of skills training on retention and career progression etc. In addition to the current and potential employers, several in-depth interviews were conducted with representative of micro finance institutions to assess the coverage of services to the target group. (A detailed data collection plan is shared as Annexure B.)

Following the completion of field based data collection activity, a rigorous data compilation and analysis process was initiated. Statistical analysis for the quantitative data was carried out using MS Excel. For the qualitative data, the analysis was carried out in multiple workshops with the field team. The analysis followed a sequential process consisting of raw data (statements made by the participants), descriptive (summary statements of the respondents' comments), and interpretation (building on the summary statements and presenting the meaning of the data). The overall trends and patterns as well as frequently mentioned and strongly held opinions were noted and included in the analysis. The preliminary findings of the baseline survey were presented to the CARE team in a detailed debriefing session. The report has been compiled following the input and feedback received from the session.

2 MAPPING THE HORIZON-PRINCIPLE FINDINGS

2 MAPPING THE HORIZON-PRINCIPLE FINDINGS

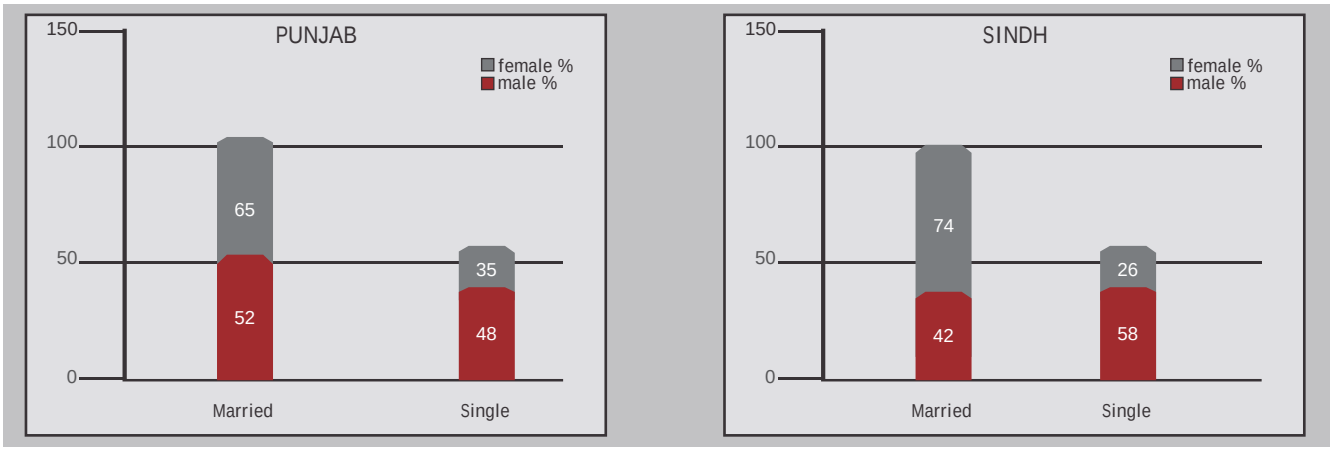
This section presents a demographic profile of the target group comprising of young men and women in the target districts. It captures the present levels of education, income and employment trends disaggregated for men and women in the target group.

2.1 DEMOGRAPHIC PROFILE OF THE TARGET GROUP

Marital Status

The survey findings indicate that majority of the women respondents in the target communities are married while most men respondents are single. In Sindh, the proportion of married women is higher with a large majority (74%) present in this category. The findings note that in both the provinces, there is a general trend of early marriages, particularly of girls. The analysis of the survey findings also confirms this trend. In case of young men, the finding note that the respondent group was almost equally spilt with half of the respondents stating that they were married while the other half reported to be single.

FIGURE 2: MARITAL STATUS

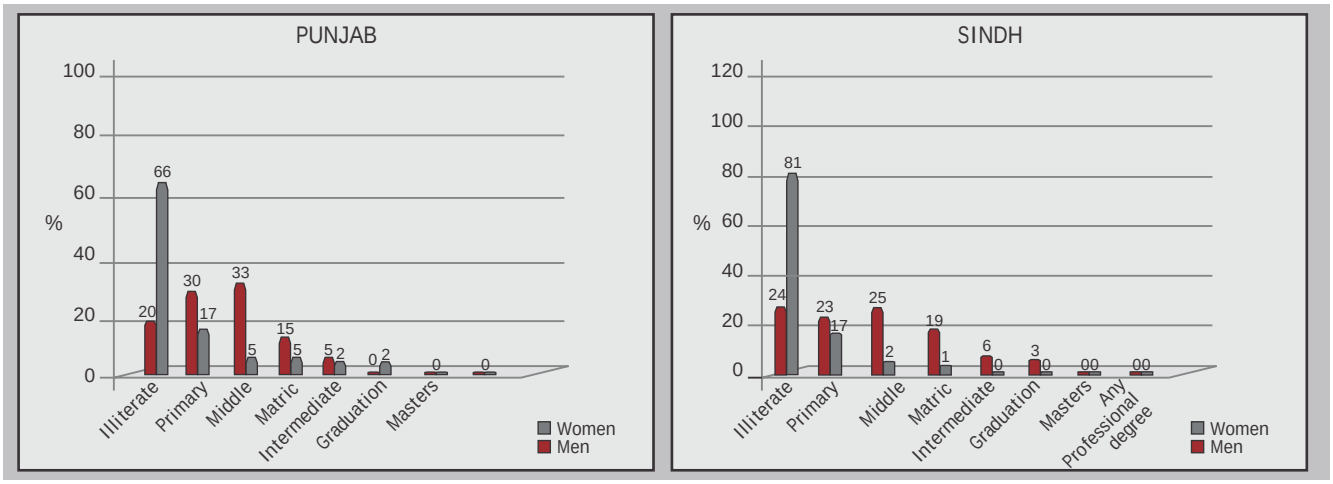


Education Level

The findings note that in Punjab, majority of the women respondents (66%) in the target communities are illiterate having never been to school. Most of the men respondents (63%) appear to be in the cohort who has acquired education up till middle. The literacy rate for women dips further in Sindh where most women (81%) in the target communities reported to have never attended school while for men, almost half (48%) report to have been educated up till middle level. The trend for continuing study beyond school among the target groups appeared limited with most respondents making a transition to the labour force after either completing school education or dropping out of school.

The analysis notes that several reasons contribute to prevalent low rates of education enrollment and continuation in the target areas. These include both accessibility because of lack of sufficient numbers of education institutions in the area, and affordability due to poverty. In addition, it appears that the economic 'rate of return' of higher education is generally perceived as low. According to most participants of the FGD, both men and women, acquiring education did not guarantee jobs or opportunities to decent livelihood and hence they saw little value in pursuing formal education. (Figure 3)

FIGURE 3: EDUCATIONAL LEVEL



Level of Household Income

The findings note similar levels of household income reported across the two provinces. Almost half of the respondents in both Sindh and Punjab said reported to earn a monthly average household income between PKR 5,000 – 10,000. It should be noted, however, that the reported income only reflects the wage income earned by members of family and does not include earnings from the agriculture land as they are rarely monetized. Moreover, it is difficult to express agriculture income earned in monthly terms. The major source of income across the two regions appears to be daily wage earnings. (Table 2 & Figure 4)

being the main source in the urban UCs and mostly informal sector daily wage work being the key source of income in the predominantly rural locations.

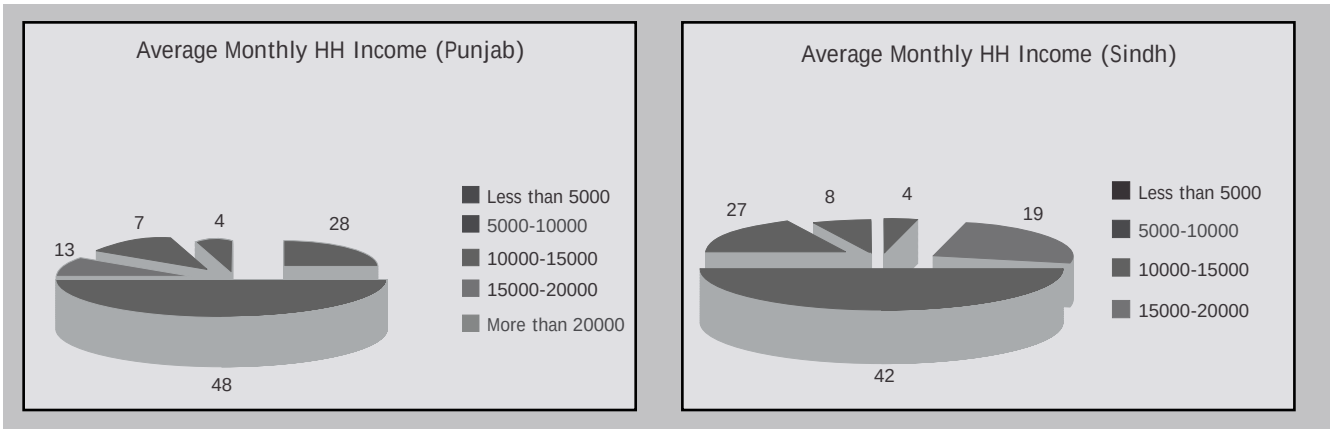
Employment Status

Reporting their employment status, only 8% of women respondents in Punjab replied in affirmative when asked if they were engaged in income generating activities. All of them reported to be in wage employment (most were working as LHWs). On probing further however, it appeared that almost a third (35%) were engaged in home based work mostly stitching and embroidery as a source of income

TABLE 2: LEVEL OF HOUSEHOLD INCOME

Punjab	Sindh
Almost half (48%) of the respondents report to have an average monthly income between PKR 5,000 – 10,000 while almost a quarter (28%) report to earn less than PKR 5,000	42% of the respondents report to have an average monthly income between PKR 5,000 – 10,000 while 19% report to earn less than PKR 5,000
Key source of HH income appears to be daily wage employment (44%).	Major source of income appears to be daily wage earnings (51%)
Average family size appears to be 7-8 members with mostly 1-2 earning members.	Family size appears to be larger in Sindh with an average of 10-12 persons and 1-2 earning members

FIGURE 4: LEVEL OF HOUSEHOLD INCOME



The findings note that there is significant disparity in the income levels among various UCs in a district. Income levels are comparatively higher in UCs which are urban or in close proximity to an urban center. The difference in income levels in some cases jumps to almost double. This was particularly the case in Sindh where the selected UCs represented both urban and rural ones. In addition to the difference in income levels, the source of household income also varied between the rural/ urban with wage employment

generation. This percentage jumped to almost 40% when seasonal work (mainly cotton picking) carried out by women was also added to income generation activities. On the other hand, about 25% of men respondents reported to be employed in Punjab. Most of them appeared to be in daily wage employment with the private sector in small business establishments (shops, brick kilns, daily wage employment in factories etc.) A majority (60%) said that they were engaged with the agricultural sector but did not consider

themselves as employed.

In Sindh, none of the women respondents replied in affirmative when asked if they were employed. However, a majority (80%) appeared to be engaged in small scale home based work primarily stitching and embroidery. In Sindh, about 18% of men respondents reported to be employed. Most of them appeared to be employed on daily wages in local factories or worked as labourers. Only 2% reported to be in wage employment with formal sector. Similar to trend in Punjab, a majority (70%) appeared to be engaged with the agricultural sector but did not regard themselves as employed or engaged in income generating activity.

The local economy in the selected districts is dominated by the agriculture which is not recognized as a formal job sector. Therefore, while majority of the local population is directly or indirectly associated with the agriculture sector, it is not regarded as formal occupation. In the FGDs for example, a number of male respondents indicated that they usually 'help out in taking care of the family land.' However as most of this work comprises unpaid labour therefore, it is not considered as an occupation.

When asked about individual earnings, majority of the women respondents (87%) in Punjab reported to earn less than PKR 5,000 on monthly basis while more than half of men respondents (55%) appeared to earn below PKR 5,000 and about a third (36%) between PKR 5,000 – 10,000.

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The survey findings indicate higher proportion of women in self-employed work than men. Analysis of the qualitative data (FGDs and Key Informant Interviews) reveals that most of these self-employed women operate from home usually as a single person business entity. The analysis reveals various factors underlining this limited application of entrepreneurship skills. These include limited exposure and mobility, lack of access to business support services and social networks, social-cultural factors perpetuating gender stereotypes as well as lack of the requisite skill set. For men too, the low rate of participation in self-initiated income generating activities appear to be similar with lack of requisite skills and capital as the top most reasons.

2.2 WOMEN'S EMPOWERMENT: ASSESSING THE PRESENT SITUATION

In order to assess the present situation of women's empowerment, particularly in terms of economic empowerment, the baseline study included a few key parameters focused on measuring women's access to and control over productive resources, mobility, participation and level of decision making, etc. In addition to establishing benchmark indicators, the study also tried to explore the perceptions of both men and women in the target communities vis-à-vis the empowerment parameters. In general, the findings note similar trends across the two provinces and very little variation among the districts in terms of accessing the present situation vis-à-vis empowerment indicators. The majority of women in all the 7 districts (almost 70%) say that the decision for women to participate in any income generating activity is taken by the men in the household, the husbands in the case of married women and the fathers in case of single women living in their parents' house. The findings from the FGDs also confirm this trend. Most of the women participating in the FGDs said that they needed permission from the men in the family for undertaking any economic activity. This was also true for women who were heading their households in the absence of their husbands who were away for work or because they were windowed.

As noted earlier, most of the women do not consider their earnings as 'income'. This perception appears to be rooted mainly in the belief that only men are providers for the household. More than 70% of the women respondents across the districts agreed to the statement that 'women should stay home and look after the family' while their men worked. In the FGDs, most of the women who were engaged in economic activity considered their work as an economic compulsion and not something that they had taken up out of choice or interest. This mindset seems to influence their entire construct of self-employment and appears to be the key reason for doing home based self-business on ad-hoc basis.

In terms of assessing control of their income, the survey findings note that less than 20% of the women respondents said that they had the prerogative to spend their income, with majority of the women saying that the decision was either their husbands' or fathers' on where to spend the money. When asked where their income was usually utilized, all most all of the women said that it was used to meet everyday household expenditures. When asked from where they get the money for spending on themselves, all most all of the married women said that they asked their husbands for money while the unmarried respondents said that they asked their parents when they need money. Very few women, less than 10% said that they used their own money or savings for spending on themselves.

The findings note that most of the women respondents, almost 70%, reported to have limited say in making major decisions pertaining to household expenditures saying that such decisions were usually taken by the men in the family.

In order to assess the degree of mobility of women in the target communities, they were asked if they could use the public transport for traveling to other places. Most of the women said that while they could use public transport, they could not travel alone and needed to be accompanied by a male member of the family. Only in Muzzarafgarh district, a relatively less number of women respondents (53%) compared to other districts said that they could use public transport even if accompanied demonstrating a more conservative social set up than in the other target districts in Punjab. Tables 3 and 4 present their responses.

The study also aimed at investigating women's independent

TABLE 3: ASSESSING THE PRESENT SITUATION - USE OF PUBLIC TRANSPORT

District	%age of women respondents who say they can use public transport if accompanied by a male member of the family
PUNJAB	
Vehari	72%
Multan	79%
Muzzafargarh	53%
Rajanpur	91%
SINDH	
Thatta	69%
Mirpur Khas	92%
Tando Allayar	88%

TABLE 4: ASSESSING THE PRESENT SITUATION - USE OF MOBILE PHONES

District	%age of women respondents who say they can own a mobile phone
PUNJAB	
Vehari	68%
Multan	68%
Muzzafargarh	41%
Rajanpur	70%
SINDH	
Thatta	42%
Mirpur Khas	58%
Tando Allayar	49%

access to communication as well as ownership of a mobile phone. Indicating a similar trend as noted above, Muzzaffargarh stands out with the least number of women respondents reporting that the owned mobile phones or had independent access to it. The following table captures a district wise situation on this:

2.3 PRESENT TRENDS: SKILL PROFILE OF THE TARGET GROUP

The baseline study attempted to explore the present trend, preference and type of trainings that the target group had been engaged with in the selected districts. In general, the findings note a very limited trend of acquiring formal skill development trainings in the target areas across the two provinces. A comparative analysis across gender notes that more women than men have acquired some kind of skills trainings. The channel of acquiring trainings, however, remains informal with most women learning the skills (primarily tailoring and embroidery) at home. For the men who have received some kind of skill development training, it is reportedly through the 'Ustaad-Shagird' model (on-job mentoring) in specific trades like motor mechanic, electrician, plumber etc.

A district wise presentation of current skills sets in the target communities and the source of their acquisition is given in Table 5.

TABLE 5: DISTRICT WISE PRESENTATION OF CURRENT SKILLS SETS IN THE TARGET COMMUNITIES

PUNJAB	
Men	Women
About 15% of the respondents say that they have acquired some kind of skills/ technical training.	Only 8% of the women respondents report to have received trainings through formal channels (govt. run institutions and NGOs managed programs)
Out of those who have received trainings, only 5% have acquired it through formal channel while others received it through informal means	Majority of the respondents (60%) say that have acquired training in stitching and embroidery through informal channels
Majority of the respondents (80%) say that they have not acquired any skill development training.	Almost a quarter (25%) of the respondents said that they had not acquired trainings formally or informally.
SINDH	
Men	Women
About 13% of the respondents say that they have acquired some kind of skills/ technical training.	Less than 2% of the women respondents have received trainings through formal channels (govt.)
Out of those who have received trainings only 6% have acquired it through formal channel while others received it through informal means	Majority (80%) of the respondents have acquired training in stitching and embroidery through informal channels
Majority of the respondents (80%) say that they have not acquired any skill development training	Almost 15% of the respondents said that they have not acquired any skills trainings

2.4 MAPPING DEMAND FOR TRAINING PROGRAMS

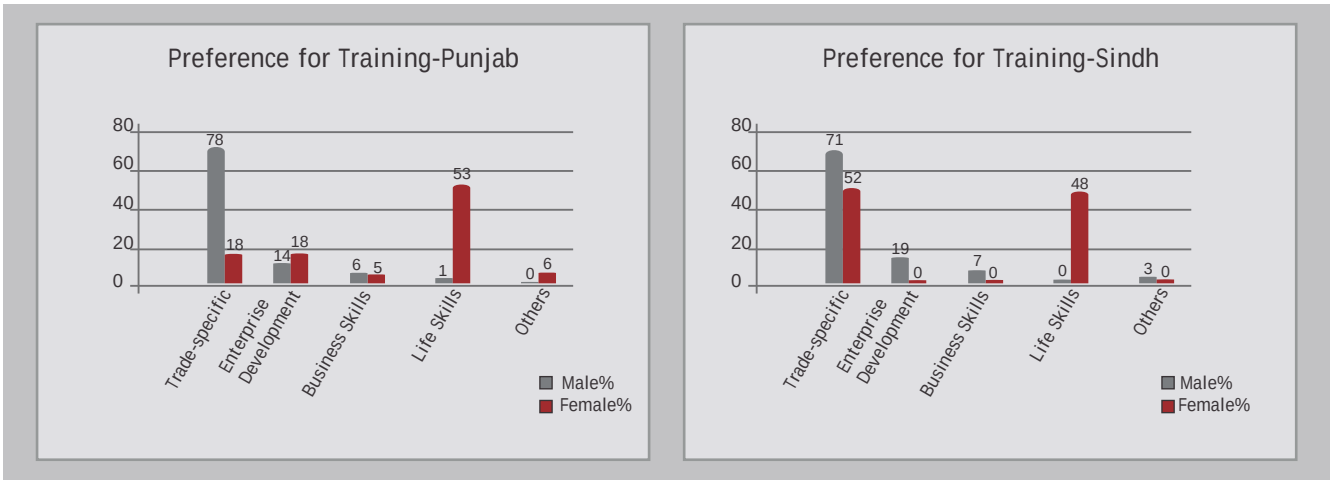
The survey findings reveal a different pattern among men and women in expressing preference for trainings. There is also considerable variance in training preference especially among women, across the two provinces. In Punjab, most of the men respondents (78%) reported a preference for acquiring trainings in trade-specific skills including electrician, mechanic and house hold appliance repairing work. On the other hand, a majority of women (53%) in Punjab expressed a desire to learn life skills. For most of the women interviewed, adult literacy was the most sought after life skill.

On the other hand, in Sindh majority of the women expressed a preference to acquire trade-specific trainings in addition to life

TABLE 6: DEMAND OF TRAINING PROGRAMS

DISTRICTS	Women		Men	
	Informally Acquired	Formally Acquired	Informally Acquired	Formally Acquired
Vehari	Stitching	LHW course	Tailoring Electrician	Motor mechanic
Muzzafargarh	Stitching, Embroidery	-	Tailoring, mechanic, Bricks making, Welding	-
Rajan Pur	Embroidery, Stitching	LHW course	Plumbing, welding, tailoring	-
Multan	Stitching, Embroidery, Zari work, beauty salon work	Beautician course	Welding, plumbing, Mobile repairing, Bricks making	Electrician
Thatta	Rilli, Sindhi embroidery, block printing	-	Carpenter, plumbing, mobile repairing	Computer course
Tando Allahyar	Traditional cap making, Rilli, Sindhi embroidery, Paraanda (hair accessory) making, stitching cushion covers	-	Mobile repairing, Plumbing, electrician	Motor mechanic
Mirpur Khaas	Sindhi embroidery, rilli making, cutwork	-	Masonry, Tailoring, Electrician, mechanic	-

FIGURE 5: DEMAND OF TRAINING PROGRAMS



skills training. For most women, acquiring trade specific trainings meant improvising the traditionally acquired skills of embroidery and making it market-oriented.

It is also noteworthy that compared to men, women appeared less receptive to the idea of acquiring business skills or enterprise development trainings. Various factors underline this difference in preference. The phenomenon is explained in detail in the section on 'Key challenges and Opportunities'.

Post Training Aspirations

The survey findings note that majority of the respondents, both men and women, in Punjab while expressing their post-training aspirations said that they would like to set up their own business. The women respondents in Sindh also expressed a preference for setting up own work whereas the men respondents appeared almost equally split with half of the respondents saying that they would like to pursue wage employment after receiving training while others said that they preferred to set up their own work.

FIGURE 6: POST TRAINING ASPIRATIONS

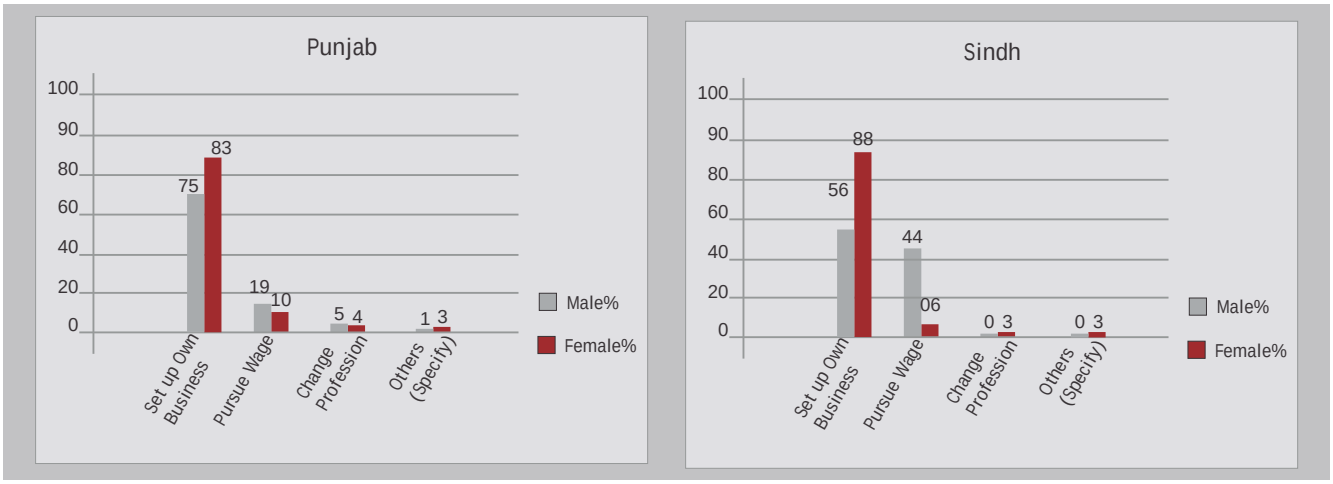
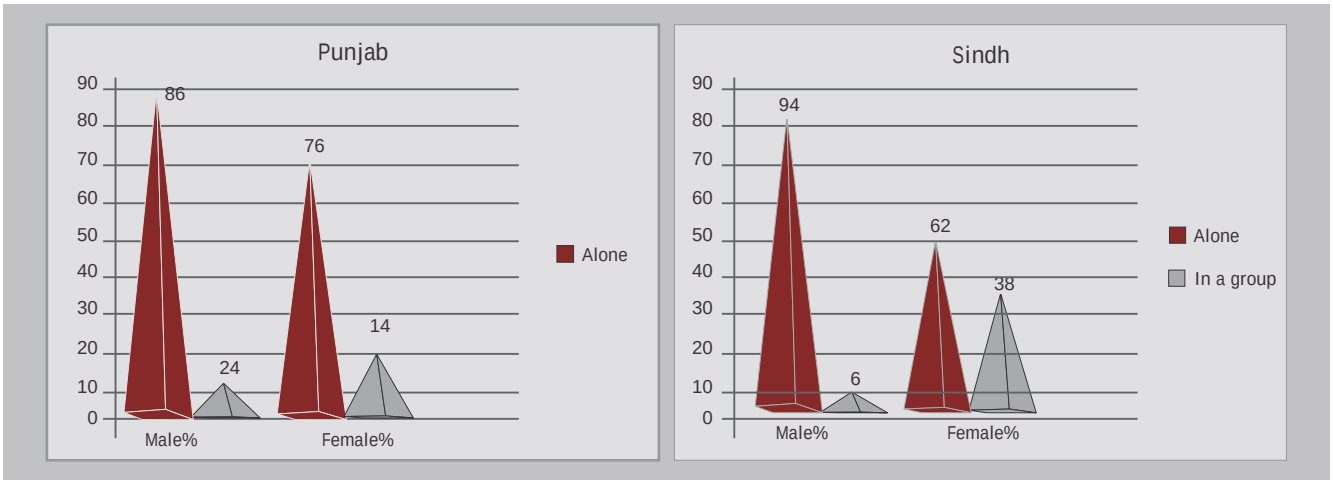


FIGURE 7: JOINT/SELF BUSINESS



As noted earlier, while self-employment appears to be the most preferable way forward for most of the men and women in the target communities, the present training provision arrangements, both formal and informal, do not cater to this need.

In exploring the preferred model of business, the survey findings note that most of the men respondents seemed to prefer setting up independent business while for a quarter of women respondents in Punjab and a third in Sindh joint business with other women in groups also appeared as a preferred option.

The analysis notes that it may be worthwhile for the project to explore the model of joint business by developing collective bargain platforms, particularly for women which may lead to a positive knock-on effect for those who presently face socio-cultural and economic impediments in pursuing work independently.

2.5 TEVTA INSTITUTES IN TARGET DISTRICTS – PROGRAM AND COVERAGE

This section presents an overview of a selection of present government-run training institutes in the selected districts. In all 24 TEVTA institutes were visited during the course of study, with 13 institutes in Punjab and 11 in Sindh.

An institutional assessment of the selected TEVTA institutes in both Sindh and Punjab reveals that presently these institutions are providing services to a very small proportion of the target population. The assessment findings note that at present the institutions under TEVTA are offering short term vocational courses and 1-3 year diploma courses in

technical fields. In most of the vocational institutes, the average enrollment ranges from 30 – 35 students for boys and about 25 – 50 for girls. The diploma courses, offered primarily to men in the fields of engineering and IT, typically have higher rate of enrollment, mostly up to 100 demonstrating a higher demand for the courses.

Tables 7 and 8 present the total number of various institutes for men and women run by TEVTA in the target districts.

Similar trends were noted in terms of courses offered, fee structures, enrollment, student teachers ratio etc. in institutes across the target districts. In general, the TEVTA institutes offer short and long term courses lasting for 3 to 6 months whereas long term courses include diploma courses for 1 to 2 years. The diploma courses are offered to men in disciplines such as IT (DIT) and Engineering Assistant (DAE) while women are offered 1-year diploma course for dress designing. On average, enrollment for short courses for both men and women is about 30 to 50 students where as in diploma courses for men, the enrollment is about 100 students. The teacher student ratio is almost similar for both boys and girls and is presently around 1: 30. The TEVTA institutions offer fee-based courses with a fee range between PKR 900 – 1500 per course. It is usually inclusive of registration, tuition, examination and other miscellaneous charges. (For more details on fee structure, please see Annexure E). The table on the next page profiles the TEVTA institutes visited as part of the study.

TVETS IN THE PRIVATE SECTOR – A COMPARISON

Punjab

For a comparative analysis, programs of private sector training institutes have also been studied as part of the institutional assessment of TVET institutes. The findings note that in Punjab, institutes run by the Punjab Vocational Training Council (PVTC), an autonomous corporate body established by the Punjab Government through the PVTC Act of 1998, offer one of the alternatives to the government managed TVETA institutes. Most of the institutes run by the PVTC are co-education with separate classes for boys and girls in addition to a few all girls' campuses and satellite institutes. PVTC institutes offer a PKR 500 monthly stipend to their students enrolled for the training programs. At present, there are 5 PVTC institutes in Muzzafargarh and 3 each in Multan, Rajanpur and Vehari.

The findings note that in comparison to the limited variety

TABLE 7: TYPES OF TEVTA INSTITUTIONS

PUNJAB			
District	Commerce	Technical	Vocational
Multan	3	4	11
Rajanpur	3	0	9
Muzaffargarh	3	1	13
Vehari	3	1	6

Source: www.tevta.gop.pk

SINDH			
District	Commerce	Technical	Vocational
Tando Allah Yar	1	1	2
Mirpur Khas	2	1	5
Thatta	3	2	5

Source: www.stevta.gos.pk

TABLE 8: TVETs INSTITUTES VISITED

PUNJAB

Institute Name	Category	Location	District	Staff	Students	Courses offered	Courses Duration
Govt. vocational Training Institute for Women	Women	Kot Adu	Muzaffar Garh	4	35	i) - (Beautician & Fashion design), ii)- Tailoring	06 months & 03 months
Govt. Technical Training Center for Men	Men	Kot Adu	Muzaffar Garh	3	28	i)- Mechanical, Auto, Welding & electrician	06 months
Govt. Technical training Center for Men	Men	Rajan Pur	Rajan Pur	5	77	i) - Machinist, Welder, Tailoring, wood work ii) - CCA and Auto Cad iii)- Electrical, electronics (radio/TV)	i) - 01 years ii)- 06 months & 03 months
Institute of Blue Pottery Development	Mix	Multan	Multan	M:07 & F:01	98	i) Kashigari ii) Molding & Modeling (ceramics) iii)Body Preparation & firing iv) Casting & glazing	06 months
Govt. college of Technology for women	Women	Multan	Multan	12	159	i)- Electronic machine embroidery ii)- Beautician) iii)- Dress designing	06 months 03 years diploma
Govt. Vocational and Training Institute	Women	Multan	Multan	20	91	Tailoring, hand embroidery, drawing design, computer, machine embroidery	06 months short courses and 02 years diploma
Govt. Technical Training Institute	Men	Vehari	Vehari	9	110	i) HVACR (Ac, Fridge) ii) Electrical iii) Auto mechanic iv) Machinist v) General fitter vi) Electronics	02 years
Govt. Vocational training Institute	Women	Daniwal	Vehari	7	80	i)- CCA (computer short course) ii)- Domestic Tailoring iii)- Beautician	i)- 3 Months ii)- 6 Months iv)- 2 Years
Punjab Vocational Training Institute	Men Women mixed	Fazilpur	Rajanpur	M: 06 F: 04	134	i)- Computer Course ii)- Electrical iii)- Motor Mechanic iv)- Dress Making v)- Embroidery	i)- 1 Year ii)- 3 months iv)- 2 Years
Govt. Vocational Technical Institute for women	Women	Chowk Sarwar Shaheed	Muzaffar Garh	5	50	i)- Domestic Tailoring ii)- CCA iii)- Beautician	i)- 3 Months ii)- 6 Months
Govt. technical training Institute	Men	Daulat gate	Multan	20	160	i)- Welding ii)- Fitter iii)- Electrician iv)- Mechanical v)- Auto-Cad	i)- 2 Years ii)- 1 Year
Govt. Vocational training Institute for women	Women	Rajanpur	Rajanpur	6	64	i)- Dress Making ii)- Embriodary	i)- 6 Months

TABLE 8: TVETs INSTITUTES VISITED (contd...)

PUNJAB

S#	Institute Name	Category	Location	District	Staff	Students	Courses offered	Courses Duration
13	Punjab Vocational Training Institute	Men Women	Seed From Road Radek Complex Vehari	Vehari	M:14 F: 05	330	i)- Motor cycle mechanic ii)- Electrical appliance iii)- Industrial electrician iv)- Computer courses v)- Dress making vi)- Beautician	i)- 02 Months ii)- 06 months iii)- 1 Year

SINDH

S#	Institute Name	Category	Location	District	Staff	Students	Courses offered	Courses Duration
01	Govt. Vocational School	Women	Thatta City	Thatta	6	26 (only in open end course)	Stitching	03 months
02	Govt. Poly Technical Institute	Men	Makli	Thatta	9	86	DAE (electrical, Mechanical, civil). Auto mechanic	DAE-3years Auto mechanic -6 months
03	Vocational Training Center	Women	Okaili Mohalla, Thatta	Thatta	5	67	Dress making, Beautician	Dress making 6 months, beautician 4 months
04	Vocational Training Center	Men	Sujawal	Thatta	7	22	Auto-mechanic, Electrician	1 years
05	Govt. Mono technical Institute	Men	Tando Allahyar	Tando Allahyar	18	176	DAE Civil	3 years
06	Govt. Institute of business & commerce	Men	Tando Allahyar	Tando Allahyar	7	30	Short hand, Diploma in Commerce	Short hand 6 months, Diploma 2 years
07	Govt. Vocational School	Men	Tando Allahyar	Tando Allahyar	4	23	Dress making and Embroidery	1 years
08	Vocational Training Center	Men	Tando Allahyar	Tando Allahyar	8	32	Electrician, auto-mechanic, tractor mechanic	1 years
09	Govt. Vocational School	Women	Digri	MirpurKhas	6	45	Dress Making, Machine Embroidery	Dress making 1 year, Embroidery 2 years
11	Vocational Training Center	Men	MirpurKhas	MirpurKhas	18	200	DAE (electronics, electrical), Refrigeration & Air-condition courses. Carpenter & plumber	DAE 2 years, short courses 6 month

of courses by TEVTA institutes, the range offered at the PVTC institutes is more extensive and encompasses a number of market-driven courses. For example, in addition to the regular courses for mechanic and electrician, PVTC offers a range of agri-based and livestock training courses which include poultry farming, agricultural field assistant as well as veterinary assistant. For the healthcare sector, courses for clinical assistant are also offered. Regular courses for stitching have been expanded to include industrial and leather garments stitching. It should be noted, however, that while most institutes are mixed, courses for women are mostly centered on traditional ones including beautician, tailoring and embroidery, a trend which they share with the TEVTA institutes. In the recent years, however, PVTC institutes have also opened doors to other non-traditional courses for women including mobile repair, clinical assistant and IT based courses.

The comparative analysis reveals that whereas on-the-job (OJT) training is considered as a key component of the training course at the TEVTA institutes, most of the institutes visited reported to have no such linkage with the industry where students can be engaged for on job learning. On the other hand, all courses run at the PVTCs have an in-built provision of a 2 month on-job-training for completion and the institutes are required to provide the necessary linkage with the relevant industry/ employer and arrange for the OJT component.

Most of the TEVTA institutes visited reported to have no structured mechanism for tracking graduates post-training. Reliable data on employability ratio was thus not available except for anecdotal evidence. Most head of institutes interviewed believed that only about 20% of the graduates become employed after completion of trainings while majority remain unemployed. The PVTC institutes, on the other hand, appear to maintain a record of out-going graduates and the employability ratio is reported to be 63%[1] including those in self-employment.

Institutes run by the private sector form the other alternative to the government managed TVET institutes in Punjab. The findings note that most private sector TVETs offer courses in commerce, IT and computers. Very few offer vocational trainings and poly technical courses. Majority of these private institutes are for men while others are mixed. The private sector institutes are fee-based and totally urban-centric. Out of the target districts, the highest number of such institutes was noted in Multan.

Sindh

The findings note that in Sindh, the most visible alternative to the government run Sindh TEVTA institutes are a few private sector training institutions. As in Punjab, mostly the private sector training institutes offer fee-based courses in IT and computers in Sindh. A larger concentration of such institutes was found in Hyderabad which was a larger urban center in close proximity to Tando Allah Yar and Mirpur Khas. In a visit to Amerilli Steel Mills in Thatta, the research team was informed by the management of the steel mill that they had decided to set up their own Technical Training institute in Dhabeji, Thatta because of quality issue in the present technical skills provision in the area. The institute offered DAE courses for men. Gauging the local demand, the institute had expanded to set up a tailoring center for girls and was planning to offer computer classes for girls at the centre.

2.6 SKILLS TRAININGS AND THE SMALL, MEDIUM AND LARGE SECTOR EMPLOYERS

During the course of the baseline study, several interviews were conducted with the stakeholders group representing employers to assess the present situation of skills training – industry linkage as well as the absorption capacity and experience of the local industry in relation to employing TEVTA graduates. Several industries were visited and in-depth interviews were held with their management. The findings note that at present there is a very small ratio of TEVTA graduates working in the local industry. In the industrial units visited, the reported proportion of TEVTA graduate workers was less than 5% of the total workforce employed.

Expressing their preference for skilled labour, most respondents in the industry were of the opinion that while previous training experience by the incumbents was certainly an advantage, it did not particularly matter how they had received their trainings, from formal or informal channels. They appeared to have no quality issues with trainings received from formal or informal sources as well as from private or government sector institutes.

1. http://www.pvtc.gop.pk/Statistics/VSt.aspx

Most of the respondents representing the employers were of the view that the TEVTA graduates mostly receive basic trainings in skills and they are invariably complimented by in-house trainings by the employer organizations.

Reflecting the prevalent trend, none of the industries visited had women in their workforce except garments industry in the textile sector. Mobility stands out as the biggest impediment to women's participation in the local industry's workforce as most of the industrial units are located on the periphery of the districts and at considerable distance from the target villages. While the respondents in the industry maintain that they do not exercise preference in hiring, the general mindset appears to conform to the conservative socio-cultural values which do not favour women's engagement outside the domestic sphere.

Commenting on the training content of the TEVTA institutes, the respondents observed that in general, the trainings imparted by TEVTA lacked practical orientation and were less hands-on. Almost all of the respondents underscored the need to link training programs with the industry to make them more relevant. The analysis reveals that in general the employers/ industry appears supportive on their part, to provide guidance and input in curriculum development at the training institutes. Similarly, they seem open to establish linkages with TEVTA institutes for providing internships, on-job- trainings and job placements for the graduates. In the absence of a coordination mechanism, the onus to do so, however, seems to be only on the TEVTA institutes compared to the industry which appears less pro-active in pursuing these activities.

2.7 ASSESSING TRENDS IN SELF-EMPLOYMENT

The findings note that in across the seven target districts across the two provinces, women primarily and men in many cases, are engaged in self-employment. The pattern of work among women in the target districts appears to be home based. Analysis of the qualitative data (FGDs and Key Informant Interviews) reveals that most of these self-employed women operate from home usually as a single person business entity. Most of the self-employed women in Punjab districts are engaged in stitching and tailoring. They mostly receive work orders from neighbours, family and friends and work. Rates are mostly decided per piece and often vary in the absence of a pre-determined pricing strategy. Self-employed women in the FGDs reported that they did not earn a regular income from their home based work as it was sporadic.

In the target districts in Sindh, self-employed women were mostly engaged in hand embroidery work. Similar to the pattern in Punjab, work arrangements appear to be informal and unstructured with no direct link of the women home based workers with the market. Women in general work alone or engage other family members depending on the quantum of work. Work orders are mostly placed through middlemen who work on commission basis with the shops/ boutiques. The business intermediaries/ middlemen, in turn work with individuals or groups of individual producers on piece-rate basis. Echoing similar experience as their counterparts in Punjab, women respondents in Sindh districts also shared that their work did not guarantee a steady income. In most cases, it appeared to be completely dependent on the demand from the intermediary in the absence of a direct market linkage

The general trend noted among most of the self-employed men in the target districts across the two provinces, appeared to be engagement with small establishments/ shops. In interviews and FGDs, the young men participants who reported to be engaged in self-business shared that they were running shops (grocery, mobile repair, motor mechanic workshop etc.) together with an elder family member.

The analysis reveals that while mostly engaged in self-business, men and women in the target communities, there is very limited application of an entrepreneurship model or skill set to their work. For women, various factors underline this limited application of the entrepreneurship model. These include limited exposure and mobility, lack of access to business support services and social networks, social-cultural factors perpetuating gender stereotypes as well as lack of the requisite skill set. Similarly, for men in self-initiated income generating activities, lack of requisite entrepreneurship skills and capital appear to be the top most reasons limiting business growth and potential.

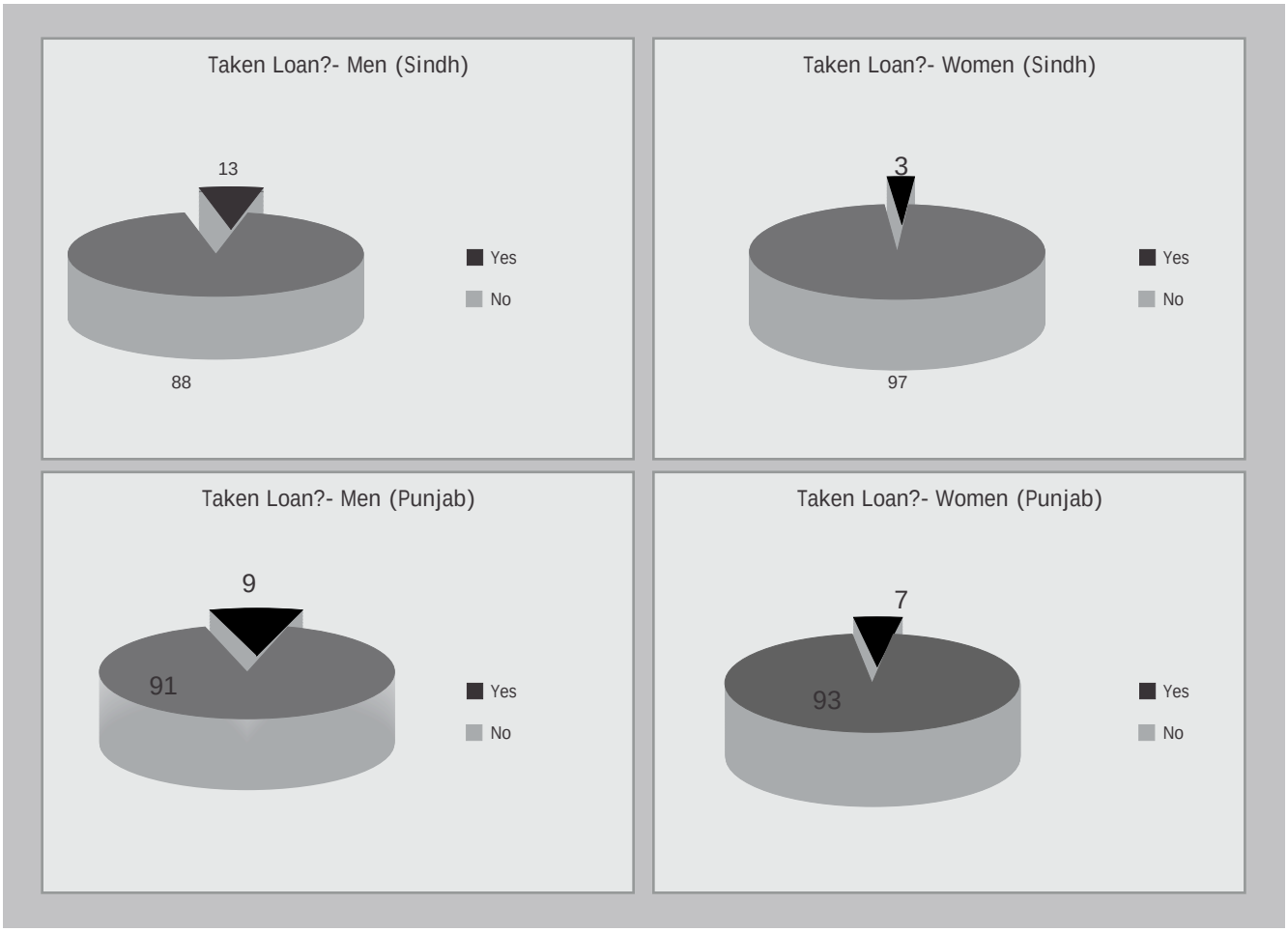
2.8 TRACKING LOANS AND BORROWING TRENDS IN THE TARGET COMMUNITY

A separate strand of the baseline study sought to track trends on borrowing by the target communities in the selected areas. The analysis reveals a limited trend among the youth in taking loans for income generation purposes. The study findings indicate that in Punjab, only 9% of the men respondents and 7% of women respondents reported to have taken a loan for income generation purpose. The trend appeared similar for men respondents in Sindh where 13% reported to have taken loans for income generation purposes. The proportion of women respondents reporting to have taken loans appeared to be less in Sindh comparatively where only 3% of the women surveyed said that they had acquired loans for business generation. It is noteworthy that the reported percentage of taking loans only represents the borrowings from the formal sector institutions comprising mostly of MFIs. In FGDs, both men and women participants also mentioned pursuing informal channels for borrowing including small loans acquired from family and friends for business purposes.

The analysis reveals that the most cited reason for not taking loans particularly from MFIs appears to be the inability to pay back. Most survey respondents said that their present line of work/ business had limited potential for growth and they were mostly reluctant to invest by taking loans as the rate of return from the business was uncertain.

The findings also note that access to loans and MFIs is presently not the key challenge in acquiring loans in the target community. The under-utilization of the MFI services is primarily due to limited opportunities to expand businesses and access markets which, in turn is due to both

FIGURE 8: TRACKING LOANS AND BORROWING TRENDS



a skills gap and disconnect with the market.

2.9 PERCEPTIONS ON RURAL SALES WOMEN CONCEPT

In order to explore perceptions around the idea of engaging women in the target communities as Rural Sales Women, an intervention envisioned by the project, various questions were put forth in the FGDs with the women and men in the target communities. The findings note that the idea of rural sales women was completely new to a large majority of women participants of FGDs having witnessed no such example in their neighbourhood. Expressing similar their views, most of the women FGD participants across the two provinces said that their mobility was restricted due to the socio-cultural set up in their communities. For most of them, any work requiring them to be outside the premises of their homes was therefore, not possible. Men participating in the FGDs also did not appear to be supportive of the idea. A few women participants in Multan, however, expressed an interest in the idea sharing that they could get permission from their families for engaging in work outside their homes if it had promising prospects in terms of financial gain.

2. 10 PRESENCE OF OTHER CSOs

The baseline findings note that various NGOs, INGOs and local CSOs are working in the target areas of both Sindh and Punjab engaged in a number of projects spanning various sectors including livelihood, agriculture, livestock, microfinance, women empowerment etc.

Punjab

In Rajanpur, NRSP, Qatar Charity, Rural Development Policy Institute (RDPI) and AwazCDS are among the INGOs and NGOs who have large scale projects working on livelihood, economic empowerment and microfinance etc. NRSP, Doaba Foundation and Plan International have similar projects focusing on livelihood skills development in Muzzafargarh and Vehari whereas AwazCDS and RDPI are undertaking projects focused on women empowerment and entrepreneurship as well as sustainable livelihood in Multan.

Sindh

Mapping of NGOs and CSOs in the target districts in Sindh reveals the presence of a number of locally based organizations working on poverty alleviation through skills enhancement programs. Among the NGOs Sindh Rural Support Program, NRSP and HANDS have large scale projects on livelihoods skills trainings spanning the three districts of Thatta, Tando Allayar and Mirpur Khas.

It is noteworthy, that none of the study respondents reported to be engaged in a livelihood skills enhancement program with any organization at the time of the survey.

3 TRACKING KEY CHALLENGES & OPPORTUNITIES

3 TRACKING KEY CHALLENGES & OPPORTUNITIES

"What will I learn there can guarantee a job?"
FGD Respondent (Male) – Thatta

"We learnt stitching at home. Why should we go to a training center to learn what we already know."
Woman Respondent, Sajawal, Thatta

3.1 TREND OF PARTICIPATION IN SKILLS TRAINING PROGRAM

The findings note that in general, the trend for participation in skills training programs for income generation remains somewhat low in the target communities. Several reasons explain this.

Low value association

Reasons for not participating in skills training appear to range from lack of information about the presence of TVET institutes in the areas to limited access due to less number of institutes in the selected villages. For many, however, the primary reason for not enrolling in the skills development programs, appears to be a low value associated with vocational/ training skills acquired through formal channels, particularly government institutions as the trainings offered are not considered to be based on marketable skills. In addition, it was also highlighted during the FGDs that the additional cost of transport and mobility was also considered a key impediment in accessing skills development programs as the institutes offering trainings were mostly situated in cities away from the villages.

For women, in addition to the above, challenges related to mobility and family support were prioritized as key impediments to participation in skill development programs. Most women respondents shared that travelling alone to and back to the TVETs situated away from their villages was impossible in most cases.

A different story: the rural/ urban divide

The findings note that women respondents in the urban centers appeared to be less inclined to enroll in skill development programs. The analysis reveals that while the socio-cultural challenges serve as a major disincentive to women's participation in the training programs, an equally compelling reason appears to be the relevance of the present training offerings for women. The present training options for women seem to be limited to conventional skills like stitching and tailoring which are not deemed as particularly market oriented or income generating skills. On

the other hand, economic compulsions appear to override cultural constraints in the rural communities and women seem keen to pursue trainings and engage in income generating activities provided they get an opportunity. However, mobility, particularly travel outside the village, remains a key concern with most of the women respondents saying that they will not be permitted to travel outside their village to participate in a training program.

Low demand for enterprise development trainings by women

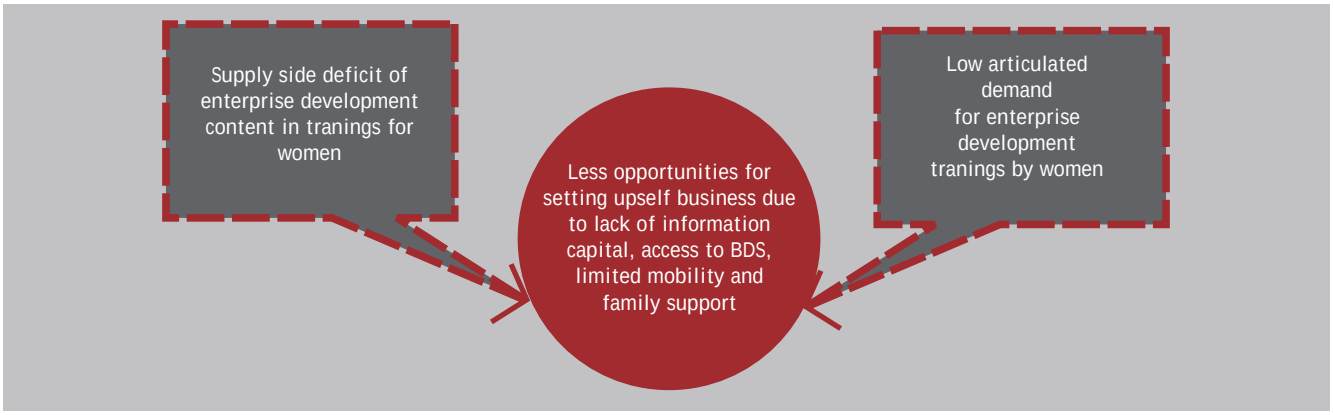
The analysis notes that the supply side deficit of enterprise development content in trainings for women is matched by low articulated demand for it by women themselves. Various factors including less opportunities for women for setting up self-businesses/ own enterprises due to lack of investment, access to business support/ development services (BDS), limited mobility and lack of family support, appear to lead to the limited trend for acquiring business skills among women.

3.2 DEFINING KEY FACTORS INFLUENCING SKILL DEVELOPMENT AND EMPLOYMENT IN THE TARGET COMMUNITIES

The analysis reveals that the entire discourse on skills development for men and women needs to be posited in the larger socio-cultural setting to understand the underlying factors influencing skill development and employment. The study has, therefore, attempted to identify the locus of decision making at the household level in the context of employment and skills enhancement by the youth.

The findings indicate that at the household level, it is predominantly the fathers who decide the line of work their children will adopt. In case of married women, such decisions are taken by the husbands. Similarly, other important decisions pertaining to employment, including the type and nature of skills enhancement activities that the men and women might undertake are usually decided by the elder male members of the family, particularly the father or husbands in case of married women.

FIGURE 9: A GENDER DIMENSION – LOW DEMAND AND SUPPLY OF ENTERPRISE DEVELOPMENT TRAININGS



The analysis reveals that for most women in the target communities the current situation presents a paradox: on the one hand, a vast majority of women are engaged in self-managed home based work, which is yet informal and unstructured, but never the less a micro-enterprise model. On the other hand, there is no provision presently in their training (acquired mainly through informal channels i.e. learning from mentors at home) for learning about managing self-business. The demand for such trainings is also non-existent presently because of limited exposure and a disconnect with the market.

Exploring barriers and opportunities to women's employment, the analysis reveals that the general perception etched out of prevailing conservative socio-cultural values, appears to be the biggest impediment to women's employment. The survey findings note that a majority (73%) of the male respondents and almost half of the female respondents (43%) believe that women should stay at home to fulfill domestic responsibilities instead of pursuing jobs outside.

The analysis reveals that participation of family members, husbands and fathers will be a critical element in any intervention aimed at mobilizing women and young men for skills development and engagement in income generating activity.

3.3 TVETS: MAPPING KEY CHALLENGES

Admission Criteria

The institutional assessment reveals that all TEVTA institutes follow an admission criteria comprising of a minimum educational qualification required for entry. For most of the short term vocational courses, the minimum educational qualification requirement is matric for both boys and girls. For the diploma courses, intermediate is considered the minimum standard for admission. In interviews with the research team, the management of many TEVTA institutes shared that the admission requirement of matric was difficult to meet for most women in the target areas as the enrollment and continuation rates particularly at the secondary school level are very low in the selected districts. The baseline findings on capturing the demographics of the target community also confirm this trend.

To address this entry barrier, management in some of the girls' institutes shared that they often relaxed the educational qualification bar to middle school completion to facilitate more girls seeking admission. This practice, however, remains individual-driven and dependent on personal initiative rather than being institutionally supported. In addition to educational qualification, most institutes have an age bar for entry which is generally 20-22 years. In some cases, however, it is relaxed up to 30 years for women.

Training Curriculum

The institutional review notes that all the TEVTA institutions follow the government prescribed curriculum. In interviews with the research team, most of respondents representing the institutes' management said the training curriculum was not revised or updated frequently. The type and number of courses offered in the institutes have not changed over the years indicating a gap between market demand and course content. Most respondents were of the view that due to a disconnect with the market, the institutes had not been able to keep up with technological developments in the industry. As a result many of the courses offered had become redundant and outdated.

Moreover, the vocational education and training for women are presently limited to a narrow range of female-dominated fields that reinforce their traditional roles and responsibilities and gender stereotypes. Currently very few institutions offer anything outside this narrow range, thus, limiting the chances for most women to benefit from newer, non-traditional fields, such as information and communication technologies (ICT), office administration etc.

Faculty

Almost all the institutes visited reported to have a shortage of teachers and instructors. The assessment findings note that at present the average number of teaching staff is 4 in the institutes for boys (mainly for the DAE and DIT courses) while the average number of instructors in girls' institutes is 2. When asked about the training of teachers and instructors, all of the respondents in Sindh except one said that the instructors in their institutes had not received any refresher courses or trainings after the initial course attended at the time of joining. Institutes in Punjab appeared to fare better in terms of training of their faculty. Respondents in some of these institutes visited reported that their instructors had received trainings through periodic refreshers courses.

> *We are offering computer course but no computer is available for training.*
> Principal, Govt. Vocational and Training institute Multan

Infrastructure and Facilities

The assessment findings note that most institutes have inadequate infrastructure, outdated equipment and low quality training facilities. Some of the respondents representing the institution's management said that their

institutes had been operating in rented buildings which were frequently shifted. Others lamented the lack of space as the biggest constraint to their expansion in terms of more enrollments.

The other most cited challenge appears to be the lack of training equipment and tools among the institutes across the two provinces. Many of the institutions visited during the research had equipment in want of repair and maintenance. Staff in other institutes reported to still utilize outdated equipment and tools for training which were no longer used in the industry. In assessing other facilities, the findings note that almost all the institutes across the two provinces do not offer transport facility to their students, with the only exception being the Polytechnic Institute for Men in Makli, Thatta. In discussions with both the administration and students of the institutes, lack of transport facilities provision appeared to be the key challenge in accessing the training opportunities. Located primarily in urban areas/ cities, institutes are situated considerably far from most UCs. The access to these institutions is thus limited by the additional cost of transportation. For most women, social barriers in terms of mobility also limit their access to these institutions in addition to the extra costs. Few of the institutes for men offer boarding facility while none is available in the institutes for girls.

> *The new building for the institute is being constructed outside the city. It will create accessibility issues for girls.*
> Principal, Govt. Vocational School for Girls, Tando Allahyar

Market Linkage

The findings note that in the TEVTA institutions at present, the employers/ market linkage is missing both in curriculum development and job placement. There is no mechanism in place at the institutes for collecting labour market information and utilizing it to guide course content or

> *The institute offers training course in Auto Mechanic but only a tractor engine is available in our workshop.*
> Instructor, Technical Training Center for Men, Kot Addu, Muzzafargarh

expansion of training programs. In interviews with the research team, few of the respondents representing the institutes' management reported to have an advisory/ oversight forum in place called the Institute Management Committee/ Board of Management with representation from the employers but said that these forums were mostly inactive. The analysis reveals that at present the engagement with employers in most of the TEVTA institutes is informal and individual-centric dependent on personal initiative of both the heads of institute and the employers.

In assessing other linkages with the employers, the findings noted that none of the institutes visited had institutional arrangements with the employers/ industry for internships or on-the-job training opportunities for their graduates. While in some of the institutes, positions for job placement officers had been created but they were yet to be filled. None of the institutes visited reported to organize job fairs for their graduates in order to facilitate job placements.

Outreach and Career Guidance

The findings indicate that at present, there is no structured/ institutionalized mechanism in place for providing career guidance to graduates in the TEVTA centers. The respondents across the two regions replied in negative when asked if there was any formal mechanism in place for post-training tracking of graduates. In assessing the outreach and external communication, the findings noted that in general, the institutes did not run active outreach programs to recruit new graduates or make their services/ presence known in the target areas. No external communication materials including brochures, pamphlets, or relevant reading material had been developed in the institutes.

4 RECOMMENDATIONS FOR WAY FORWARD

4 RECOMMENDATIONS FOR WAY FORWARD

This section presents some recommendations for way forward for the project based on the baseline study findings:

1. On the basis of the study findings, the project may consider extending its preparatory phase to carry out a rigorous outreach activity in the target districts for orientation on skills trainings as well for mobilizing community support for the project. In order to ensure larger communities' support, it is essential to include parents/ communities in the outreach programs. The findings note that in general the locus of decision making regarding employment and enrollment in skills development programs lies with heads of household and men in the family. The outreach programs and mobilization activities should, therefore, target families, husbands and fathers, along with the potential men and women participants to ensure better receptiveness and acceptability towards project activities. Interventions to this end can directly contribute to the project's identified indicators for increase in enrollment of rural women.

2. As the survey findings indicate low rates of literacy among the target community, the project will need to factor this in while developing training content and methodology. A literacy-based training curriculum will have limited efficacy in such a context. However, the project may consider introducing 'literacy boost' elements by offering fast track basic literacy courses as part of the skills training programs. This can include an introductory course on numeracy and basic literacy as precursor to the skills training course. This element can also be linked to the life skills training component that the project plans to introduce in the TVETs as one of its interventions.

3. The findings note clear gender specific patterns in employment and participation in skills enhancement program by men and women in the target communities. Many of the challenges to women' participation in the labour force stem from the socio-cultural values which limit's women's role to the domestic realm. This is particularly relevant for the project given the context in which majority of the women in the target community appear to be the married cohort. It is worthwhile for the project to take into consideration and recognize women's high opportunity cost of time and their duties with respect to unpaid household labor. For example, the duration of the training program is an important factor for women's participation; shorter courses and/or financial assistance for longer training programs should be made available to attract and retain women recruits for training. Similarly, course schedules and locations should be compatible with young women's household responsibilities, such as preparing the mid-day meal. Finally, for young mothers who want to take part in employment training, it is important that provisions be made to help them with childcare to ensure their inclusion and participation in the project.

4. Given the context with limited opportunities to engage with the formal sector wage employment and where a large proportion of the target communities is inclined towards self-business, the project may consider an integrated training program approach by combining the skills training with enterprise development trainings. In order to achieve positive labour market impacts, the project may consider offering multiple services, i.e., combinations of vocational training, job and/or life-skills training, job search assistance etc. through an integrated focus. The project component on providing orientation on micro credit services as envisioned by the project can be tied in to this aspect of integrated focus in order to strengthen the self-employment prospects among the target group.

5. Given the diversity in the labour market context in both provinces, particularly between different geographical locations, the project may consider introducing different courses in the TEVTA institutes in the two regions which match both the local market demand as well as build on the local skill sets.

6. A further set of recommendations for improving the gender outcomes of the project concerns the incorporation of post-training services to help trainees actually find jobs that match their new skills set. These outplacement and support services might be particularly important for women with no previous labor market experience and weak social networks to help them get started. Examples of these kinds of services include career counseling, guidance, job placement, mentoring/coaching, technical assistance, and provision of market information. As this element may be crucial for enhancing program impact, the project may consider strengthening the institutional capacity of TVET institutes in carrying out this role effectively.

7. The findings indicate an absence of a formal and consistent coordination mechanism between the TVET institutes and the industry/ market leading to a gap in terms of designing demand-driven and market oriented training programs as well as post training job placements. It is recommended that the project should focus on this missing link and facilitate in developing a coordination mechanism between the TVETs institutes and key industries in the districts. The project can also facilitate the training institutes in carrying out market assessment studies to gear their training programs towards the industry/ market needs.

8. Research has indicated that an effective strategy for building sustainable enterprises for rural women can be developing synergies at the local level by setting up business cooperatives. The project can leverage this experience and consider exploring the creation of local level business forums/ cooperatives for women entrepreneurs in

the target districts with a view to support and facilitate their economic empowerment.

9. The baseline findings indicate that the project will need to engage extensively with the government run TVET sector. The support to TVET institutions should include improvement and expansion of the infrastructure and facilities as well as focus on qualitative aspects of improvisation in the training curriculum and teaching methodologies.

10. As with the baseline needs assessment, it is important that all monitoring and evaluation activities, as well as impact assessment efforts, collect data that allow for analysis of how well the program is working for both women and men. This can include keeping track of the trainees' employment status and earnings after they complete the program, but also of sector and occupation (to test the impact on labor market segregation, for example). Ideally, the impact evaluation should be designed early in the project cycle, and incorporate some aspect of randomization or matched control group selection.

ANNEXURES

ANNEXURE A: TERMS OF REFERENCE

Start of Project Baseline survey and Market assessment & skills gap analysis in 7 districts of Sindh and Punjab

1. Project information:

Project Name: Enhancing socio-economic development through investing in human capital in Punjab and Sindh

Overall Objective: To improve the relevance, quality, access and equity of technical and Vocational Education and Training (TVET) services for the women and youth in rural areas of Southern Punjab and Sindh

Specific Objective: To Increase access of Rural Women and Youth to income generation opportunities through innovative TVET approaches

2. Background and Purpose of assignment:

CARE International is seeking services of a consultant/ consultancy firm for an institutional contract for conducting baseline survey in 3 districts of Sindh and 4 districts of Punjab. The project seeks to improve the TVET sector by working on relevance, quality, access and equity of TVET services predominantly for the deprived communities, and exclusively focuses on rural women and youth in Sindh and Southern Punjab. This will be done by designing, and implementing demand driven training programmes, using innovative approaches and new teaching and learning methodologies, and improved linkages between TVET graduates and labour market service providers for job counselling, job placement and facilitation for self-employment including access to micro-credit services.

The project aims to redress the stereotyping that exists at the level of family and school by encouraging both boys and girls to go for “non-traditional” activities through skill development streams introduced at secondary school level1. The transition from school to the labour market in Pakistan is not smooth; the youth unemployment rate is higher than the adult unemployment rate; many young people work in the informal sector as unpaid family workers, casual wage workers; and female youth are in worse shape than their male counterparts on various employment dimensions2. However with indicators improving since measured in 1999, in 2007 women's wage work participation shows demonstrable connection to education from about 8 years of education onwards, suggesting some loosening of cultural norms. Also, the proportion of women with 10 or more years of education has risen over time to 18 per cent in 2007, suggesting that a larger number of women are now able to take advantage of the labour-market benefits of education. While education plays an increasingly important (though still relatively small) role in occupational attainment for women, cognitive skills are found to have substantially high payoffs. Therefore CARE aims at strengthening TVET institutes through building trainees soft skills through life skills training.

Overall, the intervention is proposed to be implemented in seven districts involving 38 Union Coucils (UCs). In South Punjab 20 UCs of district Multan, Muzaffargarh, Vehari, Rajanpur will be targeted while in Sindh 18 UCs of district Tando Allahyar, Thatta and , Mirpur Khas will be part of the intervention. The project will target rural women and youth (15-29 years) belonging to poor, marginalized and vulnerable communities, and work with TVET, private sector, government and civil society organizations to enhance their employability and income generation skills and opportunities.

The key elements of the project implementation strategy include:

- Private Sector Led Training Design and Delivery: CARE and partners, in coordination with TVET providers will work with the private sector and industry to explore the skills gaps and market demands, and facilitate the designing/improvement of TVET training curricula that is need based and in line with the requirements of the local industry.
- Partner Focused Implementation: CARE will focus on project implementation through local partners. The targeted technical input and support from CARE will build the capacity of these partners to overcome shortcomings of past projects.
- Strong Commitment to Gender Equity Approaches: As evidenced by their core programming documents, public web-sites and program implementation, CARE and its partners have long-standing commitments to gender equity programming.
- Innovation in Implementation: The project components exemplify CARE's approach to creative and pragmatic implementation based on relevant experience in South Asia.

The survey will collect baseline data to guide project's implementation and monitoring, and the survey findings should be able to inform project benchmark setting in order to effectively achieve project targets. The survey will identify marketable skills, technical and vocational training needs of rural women and youth, barriers, challenges and opportunities regarding youth and women's employability and self-employment in the seven target districts. The survey should also be able to provide a geographical profile of prevailing cottage industries in the target districts, an analysis of the household income level highlighting the sources of earning and profile of earning members. The survey will also measure the presence and involvement of private sector for improving the economic status of rural women and youth in the target districts and opportunities for collaboration. The study will be carried out in consultation and close coordination with local community, government, semi-government and/or private TVET institutes, and findings will be shared with relevant stakeholders through dissemination of baseline report. The report will also be used as a guiding tool for the project's Monitoring activities and mid & end of term evaluation surveys.

3. Scope of assignment

The assignment will highlight two strands of studies, which are: (a) a baseline survey and (b) a market assessment and skills gap analysis. The field work for both studies will be executed at a stretch while reporting for both studies will be done separately.

The main objectives of the studies are:

(a) For Baseline survey

- To assess household income level of the target communities highlighting the sources of earning and age group of earning members;
- To assess technical and vocational training needs of rural women and youth and accessibility (including affordability and impeding factors) to the existing training opportunities (private and public);
- To assess barriers, challenges and opportunities regarding youth and women's technical training, employability and self-employment;
- To map the presence of Government and Private technical and vocational education and training bodies in the target districts, its accessibility by rural women and youth and the training services offered;
- To assess the nature and extent of presence of for-profit private sector organizations/ businesses in the target districts and identify opportunities for medium and large scale employment and collaboration;
- To assess the willingness of schools to standardize vocational skills curricula as part of secondary school

syllabus and explore the required process in order to do the same;
- To collect data on the nature of involvement of other civil society and/or government organizations towards improving economic status of rural women and youth in the target districts;
- Recommendations (from stakeholders and field survey analysis) to minimize the identified barriers and constraints, especially with respect to employability and self-employment (micro-entrepreneurship) of target women and youth.

(b) Market assessment and Skills gap analysis
- To assess the skills in demand by employers, industry, small and large businesses and especially by the Private sector and explore their current recruitment processes;
- To assess the level of education, skills and expertise (background) of current employers in industry and private sector;
- To explore the type of skills employers prefer in young boys and girls aged 16-18 in order to offer them employment;
- To explore with old TEVTA graduates, currently employed or unemployed, the technical and vocational skills TEVTA institutes should offer to compete with market demands;
- To analyze the type and number of employers reaching out to TEVTA in the past seven years' explore reasons for change;
- To collect information from TEVTA instructors regarding gaps in the existing TEVTA curricula and recommendations form improvement (for instance, type and duration of skills);
- To reach out to management of Private Sector organizations and explore basic modalities for collaboration in this project aiming to enhance the economic activity of the project target beneficiaries;
- To assess marketable skills rural women and youth possess and identify areas for improvement with respect to market demands;
- To assess the willingness and/or reservations of employers/ businesses in giving business/employment to rural women in the project target communities.

Geographical Locations

Multan, Muzaffargarh, Vehari, Rajanpur (Punjab) and District Tando Allahyar, Thatta and , Mirpur Khas (Sindh),

5. Major Tasks and Coordination

The major processes in conducting the survey will include:
- Complete literature review (essentially include but not limiting to project documents provided by CARE, similar studies done by other organizations working in same areas), based on which the survey design will be finalised. The survey design, study tools and reporting format should be agreed on before the field work.
- Coordinating with CARE focal person in preparation and planning of survey indicators, study tools/ data collecting instruments, sampling strategy, plan for data analysis and the implementation of the survey.
- Training of field teams (arranged by consultant/consultancy firm) for data collection, on format agreed by CIP focal person.
- Regular coordination with the focal person (Project Manager TVET) and ensure the feedback of technical advisory team (Project Manager TVET, M&E Advisor CARE Pakistan, Entrepreneurship Development Advisor and Programme Development Coordinator, CARE UK) is incorporated.
- Ensuring that high quality survey standards and harmonised, globally endorsed methodologies are applied to complete the survey. It is therefore important to share all relevant information in time, including

information on the survey methodology, the statistical information, the sample size calculation, the listing exercise (including list of people interviewed/ approached), questionnaire design, the training reports, the field data collection report, the preliminary analysis, the draft and final analysis, and reports and the data base.

- Ensure high quality Gender segregated data collection from the field through field supervision and monitoring, its analysis and final report; especially analysing study areas through a gender lens.

The Responsibilities of Consultant/ Consultancy firm and Key deliverables:

a. Finalization of survey proposal

b. Presenting the study design to technical team and incorporate comments to finalize survey proposal and questionnaire

c. Field work: arrange and train field teams on mutually agreed format, start and complete survey implementation based on agreed survey work plan with time lines, survey concept and methodology.

d. Agree on template to present results and template to prepare final report\

e. Data entry, analysis and preparation of draft and final report

f. Submission of final report as well as all data sets.

All collected data using various tools should be submitted in both soft and hard form (tabulated). Submit 2 printed hard copies of all the documents as well as 2 CD ROMs.

g. Brief note on field data collection from each village attached to the data sets (one page document on mutually agreed format)

h. Presentation to the Technical team highlighting major learning, gaps and recommendations for project implementation.

<u>Submission of Technical proposal by Consultants/ Consultancy firms (content, process and deadlines):</u>

Proposal of the assignment must contain the following details:

- Results of the Literature review.
- Survey concept with two separate strands for Baseline and Market assessment: including study design and methodology for the quantitative and qualitative components, software programs, and use of indices and cut off points etc.
- Explanation around how the baseline and market assessment results will be used as reference to inform project's Monitoring and Evaluation systems and procedures.
- Sample definition, statistical sample size calculations, justifications and selection procedure (survey sample) for both baseline and market assessment.
- Work-plan: this should include details and time frame for activities for assignment implementation from start to completion of the both studies; including time for literature review, writing of study concept, drafting and refining the questionnaire, training of field teams, fieldwork, data entry and analysis; drafting, acquiring feedback from technical team and finalizing report and presentation of the findings to the technical advisory team.
- Draft questionnaire for qualitative as well as quantitative survey components.
- Budget sheet with breakdown of budget per activity.

ANNEXURE B: DATA COLLECTION PLAN

GEOGRAPHICAL COVERAGE

Province	Districts	UCs	Villages
Punjab	Multan	Bhakar Arabi	Jaise Wala, Khojani wala,
		Kabir pur	Rafiq Abad, Kaleer Pur, Basti Imamdin, Basti Khudadad
		Laar	Gareeb Abad, Sarwar Shah Kot, Moza Rang Ali,
		Khokhraan	Nazeer Marr, darvesh Wala, Basti Darki, Belal,
	Muzzafargarh	Bait Mullanwaali	Chowk Marri,
		Sultan Pur	Kotla Afghan,
		Daira Den Panah	Makhdoomo Wala Muhallah, Tibbi Wala,
		Ehsan Pur	Chah Takory Wala,
	Vehari	UC9	1WB, 3WB New, 31WB,
		UC15	34WB, 36WB,
		UC16	42WB, 48WB,
		UC17	66WB, 62WB, 64WB,
	Rajan Pur	Dajal	Basti Jalpur, Mahal Mateen, Basti Tukfi,
		Tatar Wala	Chah behtr Wala, Tatar wala, Chah Turk Wala,
		Kotla Mughlaan	Mochi wala, Basti Dhora Hajana, Basti Dhora Fahan
		Kotla Deewan	Basti jani Wala, Basti Pipli Wala, Basti Joya,
Sindh	Tando Allahyar	Missan	Ghulam Ali Laghari,
		Chammbarr II	Bhoro Kashi, Jalbani, Sherosherani, Magsi Farm,
		TAY IV	Kaalru, Haji Pir Bakhsh Baloch, Rano Kaalru, Ahmad Kaalru, Wasaya Kaalru, Manic kaalru,
		Nasr Pur	Fazal Taalpur, Brohi Mori,
	Thatta	Sajawal	Ward 1, ward 5,
		makli	Shah Muhammad Magsi, Ali murad Dars,
		Mir Pur Bathoro	Ahmad Memon, Ahmad Khan Zoar,
		Ali bher	Gurmani, Nohani,
	Mir Pur Khas	Digri	Ward 3, Pathan colony,
		Makhan Samoo	Ganga Raam, Bashir Goth, Haji Sabghat Khan laghari,
		Daulat Pur	Allah Dino Lakho, Daulat Laghari,
		MPK VIII	Joseph town, Sultan Nagar,

ANNEXURE C: LIST OF EMPLOYERS VISITED

LIST OF EMPLOYERS VISITED		
S #	Districts	Employers
1	Rajan Pur	Indus Sugar Mill, Rajanpur
2	Rajan Pur	Ahmad Traders (Ginning Factory), Rajanpur
3	Multan	Sanat Zar, Multan
4	Multan	Allah Din Group of Industries, Multan
5	Multan	Aljahan Flour Mills, Multan
6	Multan	Al-Faisal Shoes & Khussa store, Multan
7	Multan	Fatima Zari House, Multan
8	Multan	Kharkana hand Embriodery,Multan
9	Multan	Hussain Agahi (Karkhana), Multan
10	Multan	Ali Raza industries, Royal Star Motor bikes, Multan
11	Multan	Gota Kinari Looms (03 looms visited in the same locality)
12	Multan	Power looms (05 looms visited in the same locality)
13	Multan	Ahmed Fine Textile, Multan
14	Multan	Mughais Textile and Garments Mill
15	Multan	Maqbool Textile Mill
16	Multan	Coninpex (Contractor & Importer)
17	Multan	Hafeez Ghee and General Mills (Pvt) Ltd
18	Multan	Multan Chamber of Commerce
19	Vehari	Al-Sadat Traders, Vehari
20	Muzzafargarh	Nestle Milk Collection Regional Office
21	Muzzafargarh	Al Rehman Enterprises, Muzaffargarh
22	Tando Allah yar	Dr.M.Naeemullah Naeem (food Technologist) Popular Food Industry
23	Thatta	Mhammad Ibrahim Memon Hallae(Propritor) Hala Handicrafts thatta
24	Thatta	Col (Retd) M.Jawed Iqbal(admin Manager) Indus Jute Mills Limited)
25	Thatta	Talha Asim Ghazi (Manager HR) Thatta Cement company Ltd.
26	Thatta	Muhammad Asif (Owner) Asif General Store Thatta
27	Thatta	Imran (HR Officer) Amreli Steel Mills Ltd
28	Mir Pur Khaas	Mirupur Khass Chamber of Commerce And Industry
29	Mir Pur Khas	Matti-ul-ullah Khatti (HR officer) Mehran Suger Mills Ltd
30	Mir Pur Khaas	Marvi Garments
31	Mir Pur Khaas	G.M Soomro (GM) Al Abbas Suger Mills Ltd
32	Mir Pur Khas	Matti-ul-ullah Khatti (HR officer) Mehran Suger Mills Ltd
33	Hyderabad	Ali Boutique
34	Hyderabad	Mem Jee Collection
35	Hyderabad	Unique Handicrafts
36	Hyderabad	Madani Hala Handicrafts
37	Hyderabad	Nadeem Handicrafts
38	Hyderabad	Abdul Hameed Handicrafts

ANNEXURE C: LIST OF EMPLOYERS VISITED (contd...)

LIST OF TEVTA INSTITUTES VISITED		
S #	Districts	Employers
39	Hyderabad	Khaadi
40	Hyderabad	Turab Ali Khoja (SVP-hyderabad chamber of commerce)
41	Hyderabad	Sikander Ali Dhandoori (Chairman Hyd chamber of commerce) -Hyd Tiles
42	Hyderabad	Abdul Qayyum Busrat (co-chairman L&O chamber of commere) Ginning
43	Hyderabad	Babar Ali (HR Officer) fateh textile Mills

ANNEXURE D: DATA COLLECTION INSTRUMENTS

1. INTERVIEW GUIDE In-Depth Interview; Respondent Category: Employers

2. INTERVIEW GUIDE In-depth Interview; Respondent Category: TVET Institute

3. INTERVIEW GUIDE In-depth Interview; Respondent Category: TVET Institute

4. INTERVIEW GUIDE In-Depth Interview; Respondent Category: Micro Finance Institute

5. FACILITATOR'S GUIDE Focus Group Discussion; Respondent Group: Students – TVET (Separate for men and women)

Focus Group Discussion (Can be used as IDI tool); Respondent Group: Community (Separate for men and women)

6. CHECK LIST FOR TVET INSTITUTE

7. SURVEY QUESTIONNAIRE; for Baseline

ANNEXURE E: TEVTA FEE STRUCTURE

FEE STRUCTURE OF TEVTA INSTITUTIONS FOR REGULAR COURSES

Sr. No	Item	Technical Education Institutions				Service Centers DAE Courses	Commerce Education Institutions		Vocational Training Institutions					Service Centers Certificate Courses of Less than 1 Year	GVTTI (W) Dev Smaj	Apprentices Training ATCs	
		GCT B. Tech	GCT DAE Course	GPI / GIT DAE Course	GTTTC DAE Courses		GCC M.Com/B.Com	GCC / GIC D.Com	GTTI	ATC	Service Centers 1 & 2 Years Courses	* GTTC	GVTI (w)			Basic Training (6-Months)	Advance Trg. (6-Months)
Govt. Dues																	
1	Admission Fee	100	50			50	100	50	50			25	25		25	50	50
2	Re-admission Fee	100	50			50	50	50	50			25	25		25		
3	Tuition Fee / Month	120	120			120	50	50	50			25	25		25	300	300
4	Training Material Charges.															750	950
Non Government Dues																	
3	Welfare Fund / Year	360	360			360	360	360	180			120	120		120	720	720
5	Stationary, Internal Exam & Printing Fund / Year	240	240			240	240	240	120				-		-	720	720
7	Computer fund (when computer is included in syllabus) / Month	100	100			100	100	100	-				-		-		
8	Machinery & Equipment Breakage Fund / Month	15	15			15	-	-	15				15		15	90	90
9	Parking / Stand Fund / year	120	120			120	120	120	120				-		-	720	720
10	Absentee Fine / Absent	5	5			5	5	5	5			5	5		5	5	5
12	Re-issuance of ID Card	30	30			30	30	30	30			30	30		30	30	30
13	Fine for Late Return of Books / Book / Day	5	5			5	5	5	5			5	5		5	5	5
14	Transport Fund (subject to provision of transport)/per annm	500	500			500	500	500	-			-	-		-		
16	Sports Fund (Once at the time admission & will be retained by the respective institute)	50	50			50	50	50	50				50		50		
17	Uniform Fund.															200	200
Refundable Securities **																	
1	College / Institute Security	200	200			200	200	200	200			-	100		100	500	500
2	Liberary Security											-	-		-		
Hostel Dues (For boarders only if facility is available / provided)																	
1	Hostel Fee / Month	20	20			20	20	20	20			20	20		20	120	120
2	Crockery / Common Room / Welfare Fund	200	200			200	200	200	100			100	100		100		
3	Mess Advance (once)	600	600			600	600	600	600			600	600		600		
5	*** Hostel Security Refundable (once)	300	300			300	300	300	300			300	300		300		
6	Electricity / Gas charges	Bill will be distributed equally among the students.															
7	Servant Charges	Bill will be distributed equally among the students.															

* GTTCs include all defunct TTCs of ABAD, VTCs of ABAD, DMTC & RMGTCs of PSIC and AMTS of Agriculture Department

** Unclaimed College Security and Liberary Security Funds shall be treated as lapsed after one year of leaving the College / Hostel.
*** Unclaimed Hostel Security and Mess Security Funds shall be treated as lapsed after one year of leaving the College / Hostel.

PBTE Dues As prescribed by PBTE / Trade Testing Board