



# Impact Assessment of PPAF Communities and Skills Training Programs Final Report



**December 13<sup>th</sup>, 2015**



**Empowerment Performance Result**

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### ACRONYMS

ADO	Awami Development Organization
BRDS	Badin Rural Development Society
BRSP	Balochistan Rural Support Program
CIG	Common Interest Group
CMDO	Community Motivation and Development Organization
CO	Community Organization
CSOs	Civil Society Organizations
DRR	Disaster Risk Reduction
EPS	Environmental Protection Society
FDO	Farmers Development Organization
FGDs	Focus Group Discussion
HANDS	Health and Nutrition Development Society
HH	Households
ICT	Information Communication Technology
LEED	Livelihood Employment and Enterprise Development
LEP	Livelihood Enhancement and Protection
LSOs	Local Support Organization
NRSP	National Rural Support Program
PIDS	Participatory Integrated Development Society
PMT	Proxy Means Testing
PO	Partner Organizations
PPAF	Pakistan Poverty Alleviation Fund
RCDS	Rural Community Development Society
SAFWCO	Sindh Agriculture and Forestry Workers Coordination
TF	Taraqee Foundation
TTO	Third Tier Organization
TVT	Technical and Vocational Training
TVTC	Technical and Vocational Training Center
VO	Village Organizations
WO	Women Organization

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### EXECUTIVE SUMMARY

The primary purpose of this study was to assess the impact of PPAF and their POs training programs over the course of the PPAF-III project period (FY 2010-2013), with regards to **outreach, impact and sustainability** at the individual and community level. This assessment was carried out during the period from November 2014 to May 2015.

#### Major Findings

**Selection of program beneficiaries and inclusion of women and marginalized groups:** during the survey, it was validated that a common yardstick was used in all provinces to reach out to program beneficiaries. The selection of beneficiaries was done with the help of Poverty Score Card (PSC), which ruled prejudice out of the equation and, therefore, all individuals of the society including women, minorities and disabled had an equal chance of becoming a part of the skill training program.

**Key achievement of the program objectives:** the findings of the survey confirm that the training program was relevant in terms of the needs of the Community Organizations (COs) and the household beneficiaries. The impact of the skill trainings was effective and, most importantly, the training programs ensured making COs self-sufficient. Most COs affirmed that they have been instilled with skills and knowledge with the help of which they will be able to run and manage their respective COs without the help of PPAF and Partner Organizations (POs).

**Major achievements of the training program:** the two major achievements of the program are: 1) increased social cohesion of community members at the grassroot level and 2) increased awareness pertaining to legal documentation such as Computerized National Identity Card (CNIC), birth certificates and marriage certificates. Trainings inculcated this basic awareness that the issues of the community can only be solved with collective efforts. Secondly, there was a significant increase in the development of legal documents mentioned above.

**Improvements in development of technical skills:** there was substantial impact on areas of organization/planning, business strategy, market awareness and in skills development of the sector area of dairy farming.

**The development of personal/legal skills training programs were successful:** trainings that focused on raising individual awareness of how to obtain legal documentation, the importance of vaccinations, and the importance of good hygiene practice were hugely successful, with individuals applying what they had learned in trainings.

**Establishing community owned practice is a major step forward:** the program design was cognizant of putting program ownership in the hands of the community; as a result everything from selection process to the establishing of community organizations was a collective activity. The establishing of institutions like community organizations was a major contribution of the project.

**Stronger linkages with the marketplace, government and private sector was a positive step:** overall, trainings supported program beneficiaries in taking their skills to the market. Developing partnerships allowed an easier transition of training to practice, ensuring that individuals got the maximum use out of the training as desired by PPAF.

### Major Recommendations

- **Strengthen the capacity building of technical and vocational institutes:** strengthen the capacity of existing private sector technical training institutes to enhance the marketability of their students in the national and international market.
- **More focus is needed for providing training on development of new products with traditional skills:** skills training programs have led to a positive impact on beneficiaries' income and on their status in family and society. It has been seen that developing new products or improving the products of traditional skills can be a short cut to increasing incomes and building value chains among men and women.
- **Focus further on the inclusion of women and marginalized groups:** while women and marginalized groups were included in the training, further consideration needs to be given to the fact that women in rural Pakistan have limited access to the marketplace.
- **Ensure that skills trainings are linked to individual's profession/desired profession:** while trainings were found to be useful, it was noted that they would be more useful if linked carefully to an individual's profession, so that training and advanced training could then be applied in their professional life.
- **Provide skill trainings to female Home Based Workers (HBW) who do not have advanced skills leading to low marketability of their products:** a majority of HBW's are engaged in skills and trades which they have learned or inherited from their family or are involved in an activity which is laborious but not technical. This is because these women have limited exposure and training due to which the products and trades they are involved in are either of low quality or have low marketability.
- **Trainings should be provided in new and unique trades:** some trades such as beautician training and stitching have become saturated due to which beneficiaries have trouble finding relevant jobs. This posed a negative impact on the training program as some beneficiaries were unable to cash in on their skills and or utilize them, resultantly, they have forgotten some of their training as they have not had an opportunity to apply it to a real life situation.
- **Financial literacy should be increased in the rural areas:** a lot of the skilled workers, especially those who learned stitching, were providing their services for a very minimal fee. A basic financial literacy course shall be made a part of the Technical Vocational Training (TVT) programs irrespective of the trade. Financial literacy will also help in curtailing the negative impact posed by the 'middle men' on the livelihoods of the people.
- **More patience and time is required for achieving sustainability:** long lasting impacts will take time to mark their footprints in the social sphere under the training programs. longer-term sustainability comes through cultural changes and wider levels of acceptance for social and economic openness and growth. More time is needed to accurately gauge the outcomes and impacts of project interventions.







## 1

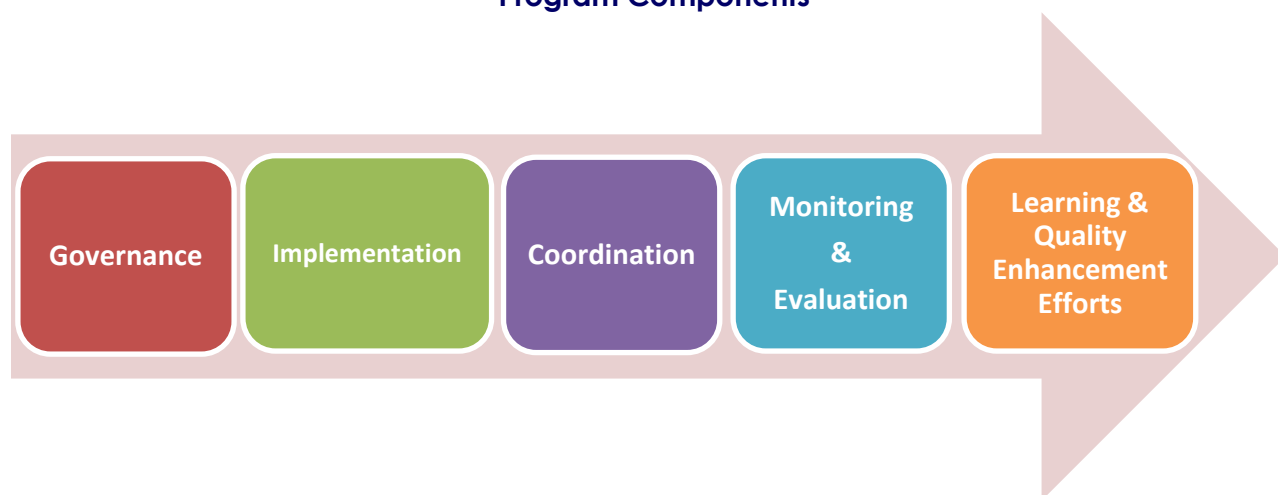
## INTRODUCTION

## 1.1. Program Introduction

The Pakistan Poverty Alleviation Fund (PPAF) is an independent legal entity focused on community-driven development, that is supported by the Government of Pakistan and leading bilateral and multilateral agencies. PPAF's impact is wide reaching and inclusive, with a mission to reduce poverty and improve the lives of the most vulnerable through development initiatives across Pakistan.

The Third Pakistan Poverty Alleviation Fund (PPAF III) launched in 2009-10 with a focus on five key areas: social mobilization and institutional development, livelihood enhancement and protection, micro-credit access, basic services and infrastructure and project implementation support. In all areas, PPAF III takes an integrated approach and looks to increase female participation and ensure the inclusion of the poorest and most marginalized households.

**Exhibit – 1**  
**Program Components**



The *Impact Assessment of PPAF Communities and Skills Training Programs under PPAF-III* was conducted from November 2014 to May 2015; the study was conducted by AASA Consulting and the findings are presented in this report. The program is part of PPAF-III's social mobilization and institutional development pillar and the program objective is to work with Partner Organizations (POs) to increase opportunity at an individual and community level by developing skills capacity. The intervention seeks to do this through improving management and mobilization competencies at the community level, with a focus on household beneficiaries and capacity building of Third Tier Organizations (TTOs).

POs were a critical part of this intervention, used to facilitate the delivery of trainings to thousands of households and TTO beneficiaries.

This report is an assessment for PPAF of their Skills Training Programs launched under PPAF-III, and seeks to 1) evaluate the impact of the training programs at a community and household level 2) evaluate the impact of training programs as linked to program relevance, effectiveness, and sustainability 3) provide recommendations for next steps.

### 1.2. Objectives, Literature Review and Methodology

The PPAF Communities and Skill Training Programs trained household beneficiaries on a variety of topics under two types of training programs:

- Technical Vocational Trainings (diversified in a wide range of training topics).
- Development Trainings (given to those who were provided with an asset).

#### Objectives:

The primary purpose of this study is to assess the impact of PPAF and their POs training programs over the course of the PPAF-III project period (FY 2010-2013), with regards to **outreach, impact and sustainability** at the individual and community level. Trainings were offered to household beneficiaries and members of community organizations on a range of topics including disaster risk reduction, industrial skill training, and agriculture management.

The specific objectives of the assessment were as follows:

- i. To assess the relevancy and effectiveness of the PPAF training programs.
- ii. To ascertain and critically analyze the outcomes and impact of training programs on the lives of beneficiaries, communities, PPAF staff, PO staff and other relevant stakeholders and in terms of contribution to the Project Appraisal Document (PAD) objectives.
- iii. To understand the extent to which these training programs are mindful of social inclusion i.e. gender, marginal groups and minorities.
- iv. To understand the extent to which regular follow up, support, tracking, refreshers and the next level of training were provided to program beneficiaries.
- v. To determine the sustainability of skills and learning imparted to the recipients, along with its useful utilization and highlight internal and external factors that can be addressed to strengthen training interventions.
- vi. To assess the skill trainings of household beneficiaries and capacity building of the TTOs.

#### Expected Outcome:

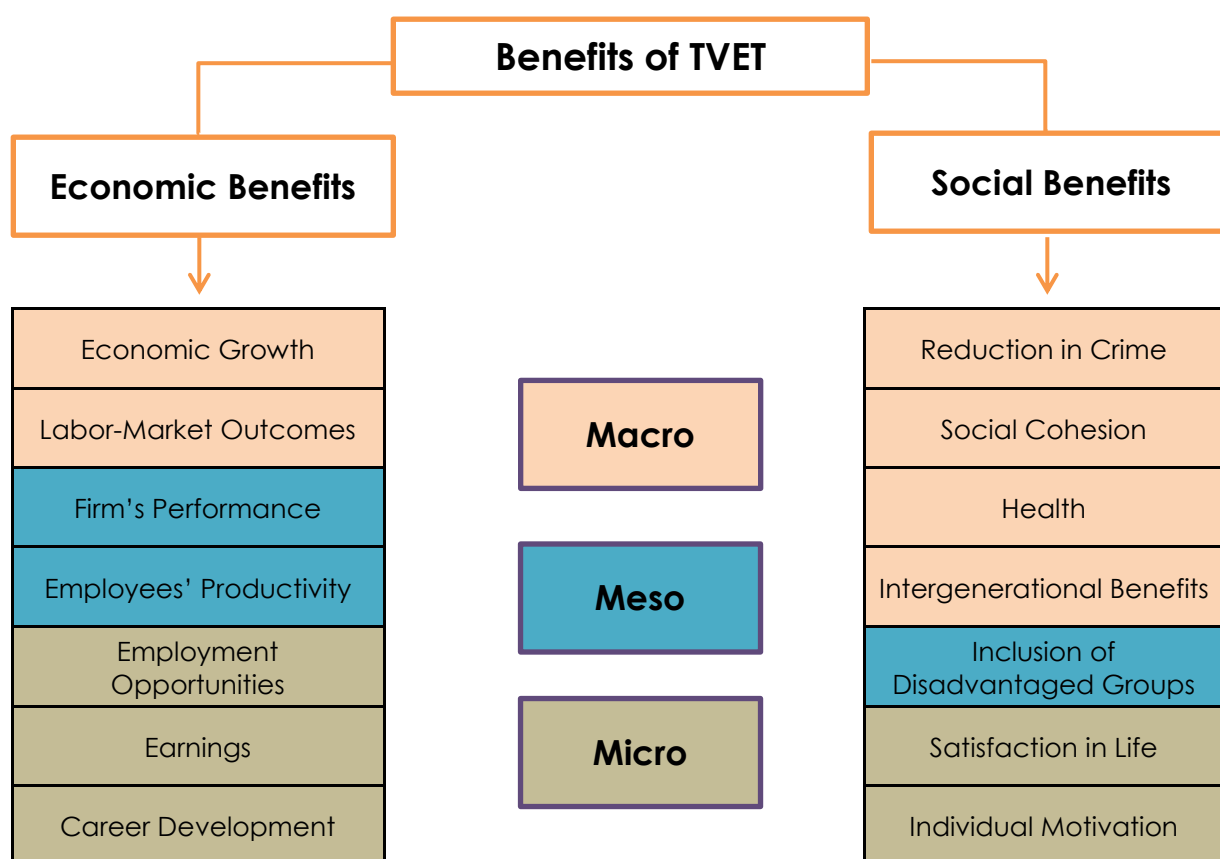
The Impact Assessment of PPAF Training Programs provides reliable, qualitative and in-depth information as an indicator of the outcomes and impacts to PPAF management and all the important stakeholders. The study highlights changes (positive and negative) in

socio-economic conditions of the beneficiary population trained in managerial and vocational skills to be used by PPAF for future policy making.

### Review of Literature

A review of literature was undertaken of the national and the international studies on this subject. This section represents the salient aspects gathered from this review. A full list of literature reviewed is presented in Annexure 1

Literature suggests that beneficiaries that receive relevant training are more likely to improve their financial stability than those that are not. As part of the Sustainable Development Goals (SDGs), all countries have pledged to eradicate extreme poverty by 2030, requiring the development of innovative ideas, programs and interventions. Technical vocational training programs across the world are designed to provide people belonging to lower income groups with income generating opportunities while also providing industries with skills that are deficient in a country. With an increasing and necessary focus on women and youth as a key part of the population, programs pertaining to enterprise development and Technical Vocational Trainings (TVT) that are inclusive, have become more significant than ever before. Related opportunities provide employment opportunities and support an increase in assets through self-employment and opportunities to become small business owners.



Source: Cedefop (European Centre for the Development of Vocational training)

In Pakistan, Livelihoods Employment and Enterprise Development (LEED) is the modern model for providing social protection to the people belonging to the bottom of the pyramid. It was necessary for programs to cater all members of the society for them to become sustainable and, therefore, the need for upgrading The Livelihood Enhancement and Protection (LEP) to LEED was identified. LEED takes a step further from merely providing social welfare by minimizing the vulnerability of the ultra-poor and creates a productive environment for all sections of the vulnerable society including men, women, youth and people with disabilities. It includes interventions such as asset transfer, skill enhancement, capacity building, development of linkages of communities at the grass root level and social inclusion of poor communities. An important aspect of the LEED program includes the idea of transforming communities through community participation with the help of 3 tier program. In a bid to make the program sustainable, the TTOs eventually become the custodian of the project.<sup>1</sup>

The review below provides evidence in support of the PPAF Communities and Skills Training Program which delivered two types of trainings: 1) Development Trainings which were provided to those to whom an asset had been transferred 2) Technical Vocational Trainings in a variety of topics not linked to a transfer of an asset.<sup>2</sup>

### **Trainings with Asset Transfer:**

Evidence shows that asset ownership complemented by trainings and engagement in basic levels of entrepreneurship raises the social welfare of ultra-poor households.<sup>3</sup> Additionally, a study in Bangladesh suggests that providing assets to a targeted audience (such as women) can produce a major impact on intra-household dynamics. In this study, trainings for caring and rearing of livestock were provided to female beneficiaries and the program increased both their sole decision-making and joint decision-making power pertaining to livestock.<sup>4</sup>

This program, initiated by BRAC in 2002, was later replicated in Ethiopia, Ghana, Honduras, India, Pakistan and Peru. In Pakistan, PPAF was one of the implementing partners of the program. The study was successful in improving economic outcomes in all groups. It also increased the per capita consumption of the beneficiaries in all of the six replicated studies while reducing food insecurity—the days in each household where one or more members had to skip a meal reduced. Significant increase in savings was observed as well. It is important to note that the results of the study were not driven by a specific country or a specific variable. Instead gains were observed generally in all countries. In Pakistan, a specific increase was observed in women empowerment and political involvement.<sup>5</sup>

A separate study was conducted in Rwanda in which the impact of assets transferred to households with and without training was assessed. The study produced concrete results suggesting that asset transfer with trainings provide significantly better results than without

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<sup>1</sup> Annual Report 2013, Pakistan Poverty Alleviation Fund

<sup>2</sup> Examples of assets include appliances such as refrigerators and livestock such as a goat.

<sup>3</sup> (Banerjee et al. 2012, Bandiera et al. 2013).

<sup>4</sup> R. Shalini et al. (2013), Asset Transfers and Intra-Household Dynamics

<sup>5</sup> A. Jameel (2015), Building Stable Livelihoods for the Future, Policy Bulletin – Poverty Action Lab.

trainings—cows that were distributed to the households with trainings witnessed a significant increase in production of milk.<sup>6</sup>

### Technical Vocational Trainings:

Abramovitz (1956) and Solow (1957) are the earliest studies in which the importance of human resource development was identified. There is still much work to be done in this space—Amjad (2005) notes that the labor force in Pakistan is under-skilled and if it wants to progress as a knowledge-based economy, it will have to significantly increase skill sets of individuals. The importance of investing in human capital by providing working men and women with respect and fair wages was also noted as a way to ensure that investment in education and skills becomes demand driven and cost effective. This is the only way institutions will be developed and investment in education and skills will become demand driven and cost effective.<sup>7</sup>

*"Technical and Vocational Training (TVT) refers to education and training that prepares people for an employment and makes them more productive in various economic fields."*

*"Finch and Crunkilton (1999)"*

In Sweden, TVT programs were able to decrease unemployment by enhancing labor market participation. Interestingly, lower unemployment rates were observed among people who had participated in two-year skill programs than those who had gone through nine years of schooling. Similar results were seen in Denmark as well where studies have found a positive and significant relation between TVT and employment. Trainings and education also provided more stability to participants.



In Germany a study found that individuals feel more stable in a labor competitive environment while in Austria, business oriented and skilled based technical trainings were found to be more profitable. In these cases, the wages of trained workers were found to be 40-50% more than the more academic-oriented, upper secondary education graduates. Acquiring new skills in Italy worked as insurance against unemployment and made it easier to find new opportunities. In Portugal, there was an increase in the personal income of the skilled worker as part of the TVT program.<sup>8</sup>

In the recent years there has been a surge in technical and vocational programs in Pakistan. The Skill Enhancement Training Program of PPAF and Waseela-e-Rozgar program of the Benazir Income Support program (BISP) are two of the major contributors in the Technical Vocational Education (TVE) field in the country. Over the years, BISP has trained

<sup>6</sup> J. Argent et al. (2014), Livestock Asset Transfers With and Without Training: Evidence from Rwanda

<sup>7</sup> A. R. Kemal (2005), Skill Development in Pakistan, The Pakistan Development Review

<sup>8</sup> Cedefop (2011), The Benefits of Vocational Education Training, Research Paper

more than 25,000 beneficiaries in the country<sup>9</sup> while PPAF under the Skill Enhancement Program, has trained more than 230,000.

Literature suggests potentially large gains for communities and individuals that engage in structured technical training program. However, according to a study conducted by UNESCO, almost 82% of the respondents believed that shortage of teachers in the technical and vocational centers is not due to lack of teachers with technical skills but due to low salary structure. Only 27% of the respondents stated that the availability of TVE is effective and more than 90% believed that linkages have not been developed with industries in order to increase program's effectiveness. Almost 36% of the respondents opined that the curriculum of the TVE is not in line with current requirements of the job market. Lastly, almost 73% claimed that the training institutes, facilities, training equipment and tools are inadequate and require amelioration.

### Methodology for Assessment

A participatory approach using both qualitative and quantitative methodologies was used to assess the impact of the skills training program. Qualitative methods include interviews and Focus Group Discussions (FGDs) targeting POs, Community Organization (CO) members, training institutes, master trainers, and Village Organizations (VOs). Quantitative data was collected from beneficiaries' households through structured questionnaires. Districts covered in the survey are detailed in **Exhibit - 2**:

**Exhibit – 2**  
**Survey Areas**

Province	PO Name	District	Union Council
Sindh	BRDS	Badin	Bhugra Memon
	HANDS	Malir	Ibrahim Hyderie & Rehri Goth
	SCOPE	Thatta	Mahar
	SAFWCO	Thatta	Udasi
Punjab	NRSP	Bahwalpur	Miani
	RCDS	Bahawalpur & Multan	Olakh Thal Kalan & Layyah
	Awami	Multan	Layyah Thal Jhandi
	FDO	Multan	Dinda Sandha
Khyber Pakhtunkhwa	SRSP	Swat	Kalakaly & Bar Abakhel
	EPS	Swat	Koz Bandai & Tanano Bandai
	CMDO	Bannu	ZPB
Balochistan	BRSP	Pishin	Rod Mulazai
	PIDS	Kila Abdullah	Jilga
	TF	Ziarat	Ghoski

**Sample:** A representative sample was drawn and the sample was proportionately distributed by PPAFs level of investment, geographic reach, and thematic areas of training. The sample frame was then redesigned based on additional information shared

<sup>9</sup> See, [www.bisp.gov.pk](http://www.bisp.gov.pk)



by PPAF. Due to the use of in-depth probing and other qualitative techniques, the suggested sample was considered sufficient for cross-tabulation.

The sample size for this impact assessment was 14 POs out of a total of 53 POs delivering trainings as part of PPAF III. In order to take into account varying characteristics of POs and develop a representative sample, a three-step process was undertaken and is detailed in the **Exhibit – 3**.

### Exhibit – 3 Sampling

<b>Step 1</b>	Using the data provided, a total population of POs delivering trainings was calculated at a total of 53 POs.
<b>Step 2</b>	<p>Total population of POs are divided into four section based on the number of COs that work with them.</p> <ul style="list-style-type: none"> <li>▪ Large PO &gt; 1600</li> <li>▪ Medium PO &gt; 550 &lt; 1600</li> <li>▪ Small PO &gt; 250 &lt; 550</li> <li>▪ Very small PO &lt; 250</li> </ul>
<b>Step 3</b>	POs must 1) have a diverse set of trainings (minimum of two types) 2) represent all four provinces.

Additionally, in order for the sample to be representative, both regional and national program coverage alongside classification of the PO based on the number of COs working with them, was taken into account. POs that conducted or participated in most types of trainings were prioritized and selected. The sample was constructed so that each type of training (i.e. Business Management) and all four provinces were represented in the proposed sample. The findings of the study were based on interviews and discussions with a range of individuals across different categories of organizations (**Exhibit - 4** and **5**).

### Exhibit - 4 Selection from Partner and Community Organizations as Part of Sample Construction

From each Partner Organization	From each Community Organization
Four resource persons (Master Trainers) were selected to evaluate training skills and the training material provided to the trainees.	15 COs who were provided trainings on community management and 15 COs who were provided trainings on social mobilization were selected.
Three VOs were selected for in-depth interviews.	Interviews were conducted with two members (office bearers) of each CO.
Two training institutes were selected to evaluate the type of training and training material provided to the trainees.	From each CO, 20 HHs were selected for "Vocational and Skill Trainings" and Development Training Program".

**Exhibit – 5**  
**Impact Evaluation Survey Sample Frame**

<b>Surveyed Organizations</b>	<b>Sindh</b>	<b>Punjab</b>	<b>KP</b>	<b>Balochistan</b>	<b>Overall</b>
Partner Organizations (POs)	4	4	3	3	14
Community Organizations (COs)	120	120	90	90	420
Training Institutes	3	3	2	2	10
<b>Total</b>	<b>132</b>	<b>132</b>	<b>99</b>	<b>99</b>	<b>462</b>
<b>Interviews</b>					
PO Staff	16	16	12	12	56
CO Members	240	240	180	180	840
Household Beneficiaries	160	160	120	120	560
Master Trainers	16	16	12	12	56
<b>Total</b>	<b>432</b>	<b>432</b>	<b>324</b>	<b>324</b>	<b>1512</b>
<b>Discussions</b>					
FGDs	<b>12</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>42</b>

Thus, the findings of the study were based on interviews and discussions with staff members of POs, VOs, CO members, beneficiary Households (HHs) and 56 resource persons (Master Trainers).

#### **List of Assessment Tools:**

To assess the impact of the training program, different questionnaires were developed for implementing partners and TTOs. All questionnaires attempted to assess the sustainability, efficiency, and productivity of the targeted sample. The developed tools include:

- 1.** Partner Organizations Questionnaire – Key Staff Members. (Annexure 5)
- 2.** Questionnaire for Training Institute (Annexure 6)
- 3.** Community Questionnaire – Direct Beneficiaries (Community Members) (Annexure 7)
- 4.** Household Questionnaire (Annexure 8)
- 5.** Focus Group Checklist – Direct Beneficiaries (Community Members) (Annexure 9)



# 2

## TRAININGS AND THEIR IMPACT

The training objectives for community organizations were to improve their management skills and increase motivation. Training programs also targeted direct beneficiaries at the household level.

POs and COs were given the task to identify the most vulnerable households in their vicinity. Members of identified households were provided with either technical, vocational skills or development trainings; these beneficiaries were also recipients of assets that had been transferred to them. The technical/vocational skills training focused on developing skills and ability more broadly, whereas, the development trainings educated beneficiaries on how to utilize the asset transferred to them in the most effective manner. With a combined approach, development organizations and individuals have better tools to run, manage and execute projects on their own and at a grassroots level.

### Why the Need for Trainings?

During the literature review, it appeared that the TTOs have become an integral part of the modern design of the social structure. Hence, their preparedness and effectiveness plays and will play an important role in current and future program interventions respectively. It was important for programs to motivate people at the grassroots level to stand up for their issues by becoming a part of the program. As a result, community members started becoming part of community organizations. Consequently, honing the management and social mobilization skills of the community organizations became an imperative.

Prior literature suggests that beneficiaries who are provided trainings are more likely to become stable than those that are not. In this regard, the PPAF Communities and Skill Training Programs took the initiative of training household beneficiaries under different heads and subjects.

Under PPAF-III, trainings were provided to household beneficiaries and the members of community organizations on a whole gamut of topics. Some of the trainings provided during this program are mentioned in **Exhibit – 6**.

**Exhibit - 6**  
**Types of Training Provided**

Community Organizations	
1. Community Management	3. Disaster Risk Reduction (DRR)
2. Social Mobilization	4. Common Interest Group (CIG)
Household Beneficiaries	
1. Agriculture Management	14. Kitchen Gardening
2. Beautician	15. Livestock training
3. Computer Trainings (Auto Cad, MS Office, etc.)	16. Mechanic
4. Cooking	17. Mid wife TBA
5. Cycle repairing	18. Mobile repairing
6. Dairy Farming	19. Plumbing
7. driving training	20. Poultry Management
8. Enterprise Development Training (EDT)	21. Refrigerator & Air-conditioning
9. Electrician	22. Solar Energy Training
10. Financial Management	23. Tailoring
11. Health	24. Tire Puncture Shop
12. Human Rights	25. UPS Repairing
13. Industrial Skill training	26. Welding

## 2.1 Community Organizations

Although under PPAF-III, trainings were imparted on several topics but the most pertinent ones with respect to COs were Community Management and Social Mobilization. These two trainings covered almost every topic that is necessary for the basic running of a CO. Some COs reported having received additional trainings on topics such as Disaster Risk Management, Gender Sensitization and Environment. The breakdown of the type of trainings received by the surveyed COs is mentioned in the following exhibits mentioned below. **Exhibit – 7** depicts the type of trainings received by COs of surveyed POs in each province. Some office bearers reported attending one type of training whereas, some had received trainings on both community management and social mobilization. Significant variation was observed in type of training imparted in different provinces.

**Exhibit-7**  
**Type of Trainings Received by COs (In Percentages)**

Province	POs	Community Management	Social Mobilization	Community Management & Social Mobilization
Punjab	AWAMI	50	50	0
	FDO	52	48	0
	NRSP	50	50	0
	RCDS	48	52	0
Sindh	BRDS	3	50	47
	HANDS	48	12	40
	SAFWCO	70	30	0
	SCOPE	54	46	0
KP	CMDO	28	2	70
	EPS	100	0	0
	SRSP	98	2	0
Balochistan	BRSP	53	47	0
	PIDS	53	43	3
	TF	56	44	0

The trainings imparted to the community organizations were of shorter duration as compared to that given to household beneficiaries.<sup>10</sup> The trainings provided to the community organizations ranged between 1 to 6 days. Most of the household beneficiaries were either daily wagers or micro-entrepreneurs. Therefore it was difficult to mobilize the community people for more than 1 day at a stretch. For example, a large amount of people residing in Ibrahim Hyderi and Rehri Goth of Malir district are fishermen. Since they are home for a very limited span of time, they like to spend it with their families. Keeping this and other such examples in mind, trainings on similar topics were imparted on separate days as per the convenience of the members of the community organizations and the average duration of the trainings are mentioned in **Exhibit – 8**.

**Exhibit – 8**  
**Types of Trainings by Duration**

Type of Training	Average Duration
Community Management	4-5
Social Mobilization	4-5
Disaster Risk Reduction (DRR)	3
Common Interest Group (CIG)	3

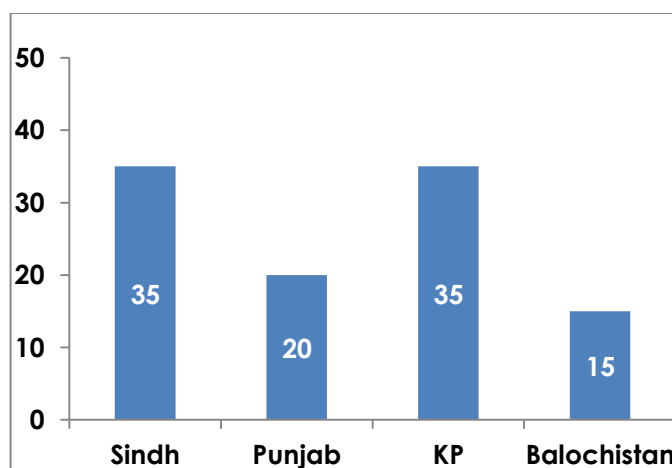
<sup>10</sup> See Section 2.2



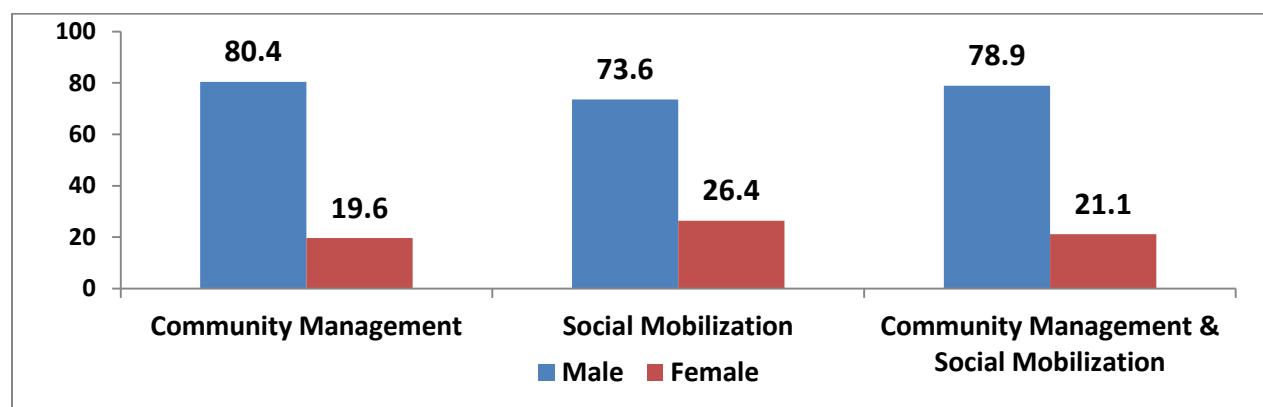
**Exhibit – 9** shows the median number of households that a CO is comprised of. Significant differences were observed across provinces; COs in Sindh and KP were formed on conspicuously higher numbers of households than Punjab and Balochistan.

**Exhibit – 10** highlights the number of male and female CO members that were surveyed according to the type of the trainings they received. Members of female COs in Sindh, KP and Balochistan were relatively less accessible than in Punjab (see Annexure A2-a). This was likely as a result of cultural reasons. While the survey ensures female participation in all provinces, women's participation was low in all provinces except Punjab, emphasizing the need to build more female COs.

**Exhibit – 9**  
**Number of Households per COs (Median)**



**Exhibit – 10**  
**Characteristics of Surveyed COs by Training (Percentage)**



However, results regarding future female participation and motivation of other household members are very encouraging. Approximately 90% of the respondents replied that they will give permission to the women within their households and motivate other family members to participate in trainings. Additionally, approximately 90% of respondents stated that these training had a positive impact on their household. While approximately 11% of respondents observed a negative impact from trainings which must be looked at in more detail (see Annexure A2-d)

## 2.1.1 Impact of Training Program on the Community Organizations

As a result of the training, almost all of the COs were able to: manage their organization more effectively; develop linkages with other social institutions and markets; increase their assets and; utilize the knowledge they received in their professional lives. There was also increased learning in specific areas of legal rights, planning and organizational skills,

catastrophe, disaster management and immunization.

**Exhibit – 11** presents the general impact of trainings on the male and female members of COs as a whole. With the help of trainings almost all of the COs were able to; manage their organization in a much better way; develop linkages with other social institutions and markets; increase their assets; provide loans to the community members and were able to utilize the knowledge they received in their professional lives as well.

Social mobilization trainings turned out to be more effective in poverty reduction whereas, community management training is more effective in management and strengthening of COs and it's functioning. Although, the impact of the trainings should be significantly higher in those COs where both the trainings were imparted but the combined impact of trainings was significantly less.

Gender-wise data suggests that apart from a few variables, very little variation was observed among men and women members of the COs. High variation is only observed in the interaction of COs with government institutions and providing loans to community members. The former is due to the unfriendly atmosphere of the government institutions, especially for women. On the other hand, most of the women CO members claimed that although their financial assets have increased as compared to before but they are not enough to provide loans.

**Exhibit – 11**  
**Impact of Trainings on the COs According to the Training Received (In Percentages)**

	Community Management		Social Mobilization		Community Management & Social Mobilization	
	Male	Female	Male	Female	Male	Female
<b>Trainings can reduce poverty*</b>	95	97	99	99	99	100
<b>CO can develop a basic project and build a small project on your own*</b>	97	97	98	88	87	100
<b>The quality of book keeping of CO was improved*</b>	99	98	97	86	95	100
<b>CO was able to maintain relationship with other government institutions <sup>NS</sup></b>	97	88	98	95	97	95
<b>CO developed linkages with other private institutions <sup>NS</sup></b>	98	90	97	96	96	95
<b>CO was able to develop linkages with the market*</b>	97	94	96	99	92	89
<b>The trainings helped CO in increasing its financial assets <sup>NS</sup></b>	97	97	97	93	92	100
<b>The trainings helped CO in increasing other basic assets*</b>	94	93	95	89	87	85
<b>CO was able to provide loans to the community members through its savings *</b>	88	64	88	70	45	5
<b>Attained skills are being utilized in the professional life <sup>NS</sup></b>	77	97	77	93	85	85

\* = Significant difference"      NS = Insignificant

As mentioned before, **Exhibit – 11** presented a holistic insight on the impact of trainings whereas; the data collated in **Exhibit – 12** till **Exhibit –18** presents more specific outcomes. The survey indicates a promising impact of the training program on the abilities of the COs. Moreover, it is satisfying to see that the results of the survey are consistent across provinces as major provincial variation is almost non-existent (See Annexure A2-b and A2-c).

Another major impact of the training program was the awareness that people received on the matter of Polio and other viruses. Resultantly, a great number of people started vaccinating their children against these diseases. There were many rumors that existed against the vaccination of children against these diseases prior to the training programs.

Floods, earthquakes and storms have created havoc in the country in past decade in Pakistan. The training program focused on this issue as well and general awareness on how to respond in such situations was also disseminated during the course of the program. Overall, by transferring knowledge, ability and awareness the training program was able to achieve the desired results as an overwhelming majority of the COs and their members confirmed benefitting from the program.

**Exhibit – 12** and **Exhibit – 13** portray the impact of trainings on the working capabilities of the members of the COs. A heavy majority of the COs affirmed a noteworthy improvement in their technical and management skills. The man management, social cohesion and personal abilities, all benefited from the training program. Since **Exhibit – 13** is mainly dependent upon the administrative skills of the CO members, CO trainings posed a larger impact on the members of the COs than the social mobilization trainings.

In all of the 4 provinces, more than 93% of the respondents affirmed a positive change of the trainings on their working capabilities. The lowest percentage was observed in Sindh and Balochistan where 93% of the respondents said that they gained control over their work. Highest percentage of people who reported improvement in all of the working capabilities mentioned in **Exhibit – 12**, belongs to KP (See Annexure, A2-c).

**Exhibit – 12**  
**Impact of Trainings on Work (In Percentage)**

	Community Management	Social Mobilization	Community Management/ Social Mobilization
Professional ability has improved <sup>NS</sup>	99	98	100
Do more work in less time <sup>NS</sup>	99	96	100
Work more than before <sup>NS</sup>	98	97	100
The quality of work has improved*	95	98	99
Work has become easier <sup>NS</sup>	98	98	97
Do work in a more organized way than before <sup>NS</sup>	97	95	99
Gained control over work <sup>NS</sup>	97	95	100

\* = Significant difference"      NS = Insignificant

**Exhibit – 13** furnishes the improvement in the record keeping and the financial capabilities of the COs. During the survey, up to date records were found of the day to day financial activities, meetings and functions of the COs. Overall, more than 95% of the respondents belonging to all type of trainings provided a positive feedback in regards to record maintenance, budget making and basic numeracy. In the skills mentioned in the exhibit below, the minimum change (86%) was observed in Sindh whereas, the maximum was observed in KP (100%) (See Annexure A2-c).

**Exhibit – 13**  
**Cost & Budgeting (In Percentage)**

	Community Management	Social Mobilization	Community Management & Social Mobilization
<b>Maintain records better than before</b> <sup>NS</sup>	95	96	98
<b>Learned how to develop a budget</b> <sup>NS</sup>	95	95	99
<b>Perform basic calculations better than before</b> <sup>NS</sup>	95	97	100

\* = Significant difference" NS = Insignificant

There was a specific emphasis on the need for developing personal linkages with other public and private, social corporate and social institutions. This was an important activity as it ensured the sustainability of the COs. Interestingly, a majority of the surveyed COs postulated that they have developed linkages with other institutions outside of PPAF and their PO. The data regarding the linkages of the COs is mentioned in **Exhibit- 14**. Social mobilization trainings aim to enhance motivation of the members of the community to take responsibility of their issues whereas, community management trainings are provided to increase the level of efficiency of the COs and therefore, the latter proved to be more beneficial to the respondents whose responsibility is to develop and maintain linkages with markets and other organizations. However, better results were obtained from those members of the COs who had received both kinds of trainings.

**Exhibit – 14**  
**Linkages (In Percentage)**

	Community Management	Social Mobilization	Community Management/ Social Mobilization
<b>Gained more knowledge regarding the markets</b> *	96	88	99
<b>The communication with the markets has increased</b> *	95	89	97
<b>Communication with the other organizations that work on rural development has increased</b> *	98	97	93

\* = Significant difference" NS = Insignificant

There is a strong relationship between awareness about marriage and birth certificates and the need for collective effort and the ability to organize community meetings (**Exhibit – 15**). In this regard, both community mobilization and social mobilization trainings have posed a heavy impact. Very few respondents stated that these trainings had no impact on the variables mentioned in **Exhibit – 15**. Since the purpose of community management trainings is to make COs work in an organized manner, its trainings turned out to be more useful to the CO members for organizing community meetings than the social mobilization trainings.

*Most of the respondents claimed increase in awareness regarding marriage certificates. This is a positive sign as it will help in protecting the inheritance rights of women in the long run.*

**Exhibit – 15**  
**Learning About Certificates and Community Management (In Percentage)**

	<b>Community Management</b>	<b>Social Mobilization</b>	<b>Community Management/ Social Mobilization</b>
<b>Became aware about the importance of the marriage certificate and started following it <sup>NS</sup></b>	99	98	100
<b>Became aware about the importance of birth registration and started following it <sup>NS</sup></b>	100	100	99
<b>Learned the importance of collective efforts and sense of responsibility, and have started following it <sup>NS</sup></b>	99	99	100
<b>Learned how to organize community meetings *</b>	97	84	100

\* = Significant difference" NS = Insignificant

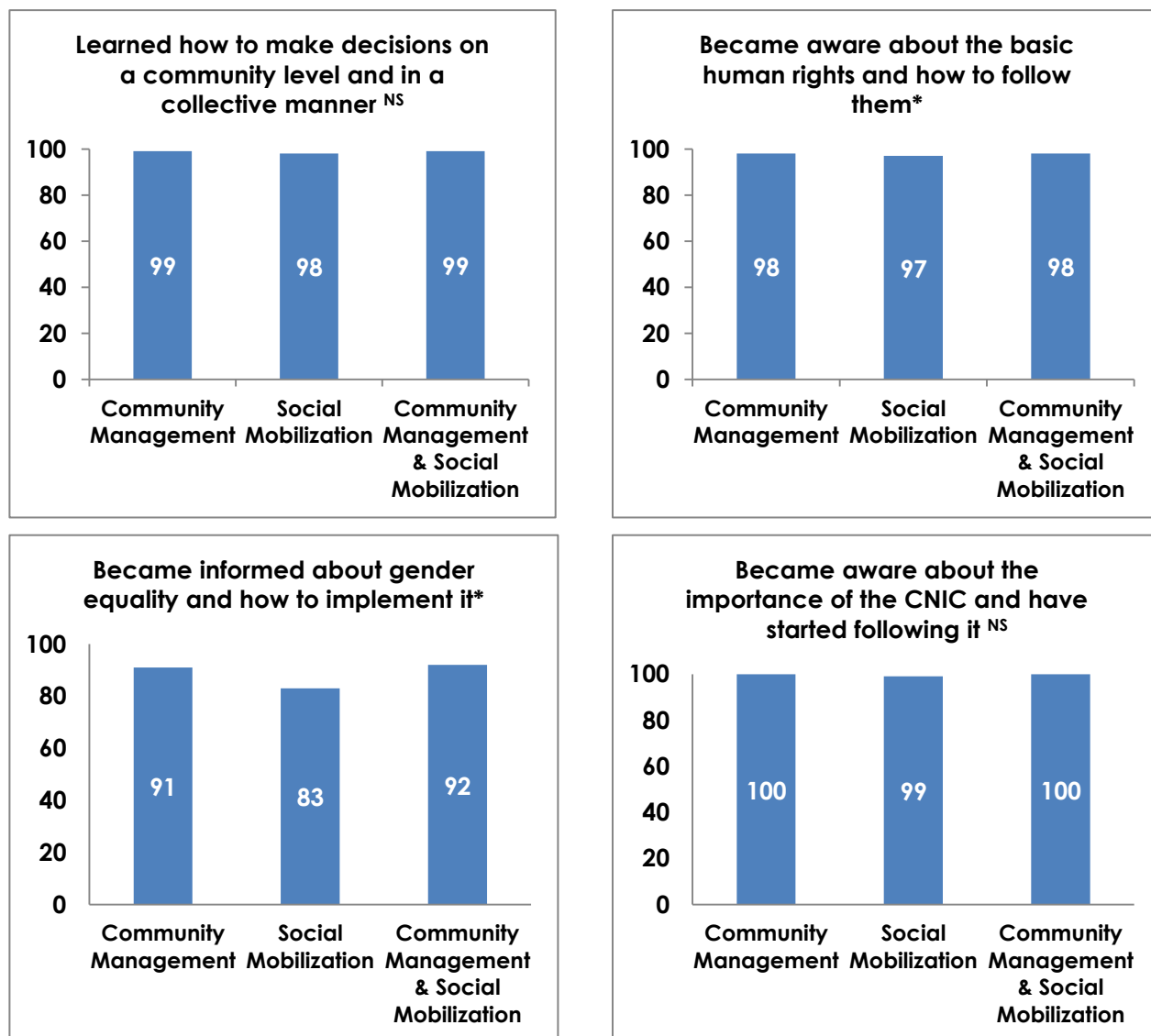
The statistical values in Exhibit – 16 show that Learning about basic human rights and gender equality are significantly related to the training. People who received community management trainings have learned more about community level decision-making, basic human rights and the importance of CNICs, relative to the social mobilization trainings. In regards to awareness pertaining to gender equality, community management training proved to be of more effectual than the social mobilization trainings.

The maximum impact of the training program has been in the area of awareness on key issues and legal documentation. The awareness that was imparted during the training program helped in increasing registration of child births, making of Computerized National Identity Cards (CNIC) for the above 18 population and an increase in marriage certificates.

Province wise data suggests that apart from Punjab, where 74% of the respondents claimed that they have become aware about gender equality, more than 90% of the respondents from other provinces stated positively in this regard. Statistical results show that there is a significant difference between awareness related to gender equality in Punjab and other provinces. A lower percentage increase in Punjab is because in relative terms, Punjab was already more aware on this subject. Therefore, the increase in gender related awareness in other provinces turned out to be much higher. Responses also

indicated that more than 94% of the COs have become aware about human rights and the benefits of social cohesion (See Annexure, A2-c).

**Exhibit – 16**  
**Collective Decision Making and Basic Human Rights (In Percentage)**



The values in the **Exhibit – 17** show that learning about planning and organization is significantly related to the training. Creation of development plans for villages and communication with the other organizations that work on rural development has increased. It can also be deduced that record maintenance of meetings is significantly related to the trainings.

Apart from Punjab, more than 96% of the CO members from the other provinces claimed that they have become better planners after the trainings (See Annexure, A2-c). As mentioned above, throughout the data, the community management trainings have produced better results in areas related to management, planning and administrative



work. Similarly, community management trainings contributed more than social mobilization trainings in areas mentioned in **Exhibit – 17**.

**Exhibit – 17**  
**Planning (In Percentage)**

	Community Management	Social Mobilization	Community Management/ Social Mobilization
<b>Learned how to plan and organize before starting any work*</b>	100	99	99
<b>Know how to create development plans for the village*</b>	98	88	96
<b>Know how to maintain records of a meeting*</b>	97	87	98

\* = Significant difference" NS = Insignificant

Learning how to develop plans for natural catastrophes, dealing with natural disasters and disaster risk reduction is mentioned in **Exhibit – 18**. Majority of the respondents stated that they learnt how to develop plans for natural calamities.

In Punjab and KP, 73% to 77% of the respondents said that they have learned to develop plans and deal with natural catastrophes. Apart from that, more than 90% of the CO members from the other two provinces said that they have become better in dealing with issues pertaining to catastrophes and immunization (See Annexure, A2-c). The impact of training on disaster risk reduction is higher in Sindh and Balochistan because natural disasters have started to cause havoc in in these provinces recently and therefore the demand for effective planning against them was higher.

**Exhibit – 18**  
**Catastrophes and Disaster Management (In Percentage)**

	Community Management	Social Mobilization	Community Management/ Social Mobilization
<b>Learned how to develop plans for natural catastrophes*</b>	89	71	95
<b>Learned how to deal with natural catastrophes*</b>	88	74	95
<b>Have learned to build a house that can keep us safe during an unforeseen disaster*</b>	77	61	83

\* = Significant difference" NS = Insignificant

Highly effectual results emerged regarding the impact of trainings given on immunization against polio and other basic diseases, which is evident in **Exhibit – 19**. Almost all respondents (over 90%) said that they started immunizing children against other basic diseases as well as started following the principles of good hygiene.

**Exhibit – 19**  
**Immunization (In Percentage)**

	Community Management	Social Mobilization	Community Management & Social Mobilization
<b>Started immunizing children against polio <sup>NS</sup></b>	100	100	99
<b>Started immunizing children against other basic diseases <sup>NS</sup></b>	99	100	99
<b>Started following the principles of good hygiene <sup>NS</sup></b>	99	100	99

\* = Significant difference" NS = Insignificant

Results regarding female participation and motivation of other household members are very encouraging (**Exhibit – 20**). About 90% of the respondents replied that they will give permission to the women within their households and motivate other family members to participate in trainings. Also, almost 90% of the respondents have stated that these training had a positive impact on their household. However, approximately 11% of the respondents did observe a negative impact from trainings; this must be assessed for further feedback. However, one example is that a couple of cases were quoted respondents said that they will not send their women to training institutes in the future that lie outside their villages. A lot of people quoted that women went to other villages to receive trainings got married and did not return back.

**Exhibit – 20**  
**Family Participation and Further Training (In Percentage)**

Type of Training	Community Management	Social Mobilization	Community Management/ Social Mobilization
<b>Will you give permission to the women of your household to participate in such community organizations*</b>	91	86	89
<b>Have you motivated any of your household members to become a member of such organizations*</b>	93	86	90
<b>Have you observed any negative impact of such trainings in your household/environs?*</b>	11	10	11
<b>Will you be willing to pay to receive more training*</b>	60	42	53

\* = Significant difference" NS = Insignificant

## 2.2 Household

Apart from community organizations, the training program targeted direct beneficiaries at the household level. The POs and COs were given the task to identify the most vulnerable households in their vicinity. The members of the identified households were either provided technical, vocational skills or development trainings, which were provided to the

beneficiaries to whom assets were transferred, the breakdown of which has been provided in **Exhibit – 21**. Whereas, technical/vocational skills provided the skills and ability to the beneficiaries, the development trainings, on the other hand, educated the beneficiaries on how to utilize the asset transferred to them in the most effective manner.

**Exhibit 21**  
**Type of Trainings Provided to Household Beneficiaries (In Percentage)**

Province	POs	Beneficiaries of Vocational & Skill Trainings	Beneficiaries of Development Trainings
Punjab	AWAMI	50	50
	FDO	53	48
	NRSP	95	5
	RCDS	50	50
Sindh	BRDS	53	47
	HANDS	51	49
	SAFWCO	38	62
	SCOPE	34	66
KP	CMDO	90	10
	EPS	100	0
	SRSP	70	30
Balochistan	BRSP	68	32
	PIDS	50	50
	TF	48	52

Among the trainings provided to the household beneficiaries, the duration of trainings varied among different type of trainings. The recipients of technical vocational trainings quoted attending trainings from a minimum of one day and a maximum of 125 days (4 months). The type of skill training can be bifurcated into those that lasted for more than a month and those that were of less than a month. **Exhibit – 22** presents the type of TVTs and their average duration in days based on the survey data:

**Exhibit 22**  
**Average Duration of TVTs (In Days)**

Type of Training	Average Duration (In Days)	Type of Training	Average Duration (In Days)
1. Poultry Management	3	14. Dairy Farming	30
2. Financial Management	4	15. Plumbing	46
3. Health	4	16. Tailoring	46
4. Cooking	5	17. Industrial Stitching	51
5. Cycle repairing	5	18. Computer Trainings (Auto Cad, MS Office, etc.)	56
6. Livestock training	5	19. Mechanic	62
7. Human Rights	6	20. Beautician	73
8. Tire Puncture Shop	7	21. Welding	75
9. Agriculture Management	9	22. Mobile repairing	80
10. driving training	10	23. Solar Energy Training	90
11. EDT	10	24. UPS Repairing	90
12. Kitchen Gardening	12	25. Electrician	114
13. Mid wife TBA	12	26. Refrigerator & Air-conditioning	125

### Poverty Score Card in Pakistan:

The inability to assess household income or expenditures correctly, makes the comparison challenging as poverty determined by PSC and poverty estimated through household income or expenditure differs. The Poverty Scorecard (PSC) for Pakistan adopted by BISP has been developed by the World Bank as a tool to measure change in poverty in an effective way and to support the management of development program that focus on alleviating poverty.

The PSC uses proxy means testing (PMT), based on proxies of income such as family characteristics, ownership of assets and housing features. The scorecard recommended by BISP uses 12 inexpensive-to-collect indicators which are strongly related to poverty and changes in poverty. Statistically optimal weights, assigned to the indicators or components, improve the predictive power of household poverty status. The relevant empirical literature suggests that the PSC methodology is comparatively better for identifying underprivileged households as opposed to national surveys of household income and expenditures. This is particularly true in a developing country such as Pakistan,

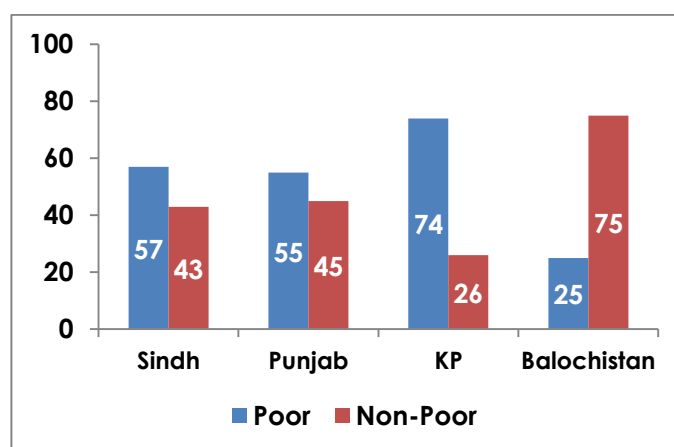
where it is difficult to collect accurate income and expenditures data and to determine the value of household wealth.<sup>11</sup>

Poverty Score	Household Poverty Status
0-11	Extremely Poor
12-18	Chronically Poor
19-23	Transitory Poor
24-100	Non-Poor

## Poverty Ratings

The poverty ratings of the beneficiary households are mentioned in **Exhibit – 23**. The training program was the most successful in Balochistan as the least amount of poor households that were given trainings were present there whereas, the highest amount of poor households are present in KP. The non-poor to poor ratios in Sindh and Punjab are almost close to 1. A PO-wise analysis of poverty rating was also done and as expected, POs belonging to Balochistan had the most amount of non-poor beneficiaries (See Annexure A3-a).

**Exhibit – 23**  
**Poverty Ratings (In Percentage)**



The low poverty score in Balochistan presented in **Exhibit – 23** and **Exhibit – 24** is not only due to the program but also because of their differing household demographics than other provinces. The harsh winters of Balochistan has made it necessary for households to own a heater. The ownership of assets is an integral part of the PSC and it significantly lowers the poverty rating of the household. Consequently, in this case the PSC does not provide a true picture of the poverty ratings.

**Exhibit – 24** presents further breakup of poor households. Majority of the surveyed beneficiary households either lied in the non-poor or transitory vulnerable category. The percentage of households that belong to different categories of poor households is very high in KP.

<sup>11</sup> The major objective of the household survey for this study was to collect information regarding the components of Poverty Score Card (PSC), while a simple one-line question was also asked about household monthly income and expenditure. However, the income and expenditure data provides a crude and rough picture of household economic status and not suitable for determining household poverty status or for comparison with the PSC results.

**Exhibit – 24**  
**Poverty Rating (In Percentages)**

	Chronically poor	Transitory poor	Transitory vulnerable	Non-poor
<b>SINDH</b>	6.3	15.7	34.6	43.4
<b>PUNJAB</b>	5.7	14.5	34.6	45.3
<b>KP</b>	13.6	20.3	39.8	26.3
<b>BALUCHISTAN</b>	0.0	5.0	19.8	75.2

**Exhibit – 25** presents the household characteristics of the beneficiary households. The data clearly indicates that the beneficiaries belong to the bottom of the pyramid. The large family size with low number of rooms, high dependency ratio, poor state of bathrooms and low monthly incomes of beneficiaries and their households shows the vulnerability of the beneficiaries of the training program.

**Exhibit - 25**  
**Household Characteristics of Beneficiary Households**

		SINDH	PUNJAB	KP	BALUCHISTAN
Family size (Median)		7	7	10	11
Household members of age 18 and above (Median)		3	3	5	3
Number of household members that are studying (Median)		1	2	3	2
Number of earning members in a household (Median)		1	2	2	2
Total monthly income of the beneficiary (Median)		6000	3000	11000	7000
Total monthly income of the household (Median)		8000	8000	18000	10000
Number of rooms per household (Median)		1	2	3	3
Percentage of households with mental or physical disabilities		8%	14%	11%	11%
Type of Bathroom	Dry Pit	38%	13%	23%	26%
	Flush System	31%	44%	24%	1%
	Do not have a Bathroom	8%	27%	15%	50%

## 2.2.1 Impact of Training Program on the Community Organizations

**Exhibit – 26** to **Exhibit – 35** presents a gender-wise impact of trainings provided to the household beneficiaries.

**Exhibit - 26** indicates the impact of trainings on the skills of the beneficiaries. It is important information as it ultimately leads to income generating opportunities. Moreover, it lays the foundation for personal growth and excellence for the beneficiaries so that they can excel in their own respective fields. The data provided by the surveyed beneficiaries was, in general, heartwarming. Majority of the trainees postulated an increase in their abilities



under the different heads. Gender disparity does not exist in the impact of the training programs. Data suggests that the training instilled an impact on both men and women equally; in fact in some parameters women benefited more than men (e.g. more women claimed an increase in the quality of work than men).

However, the training institutes hired by PPAF's partner organizations in KP and Balochistan produced more promising results. In general, trainees of KP and Balochistan were more satisfied with the training program. The lowest percentages were observed in the province of Sindh where 48% to 70% of the beneficiaries reported an improvement of trainings on their work related activities. Apart from Sindh, at least 84% of the respondents from the other 3 provinces said that their work abilities have improved (See Annexure, A3-b).

There is a highly significant relationship between training and the quality of work. This shows that the training has improved their professional ability, they have been able to complete more work in less time, in a better way. The quality of work has also improved. These could be efficiency and productivity gains. In **Exhibit – 26** 96% and 93% Women beneficiaries of the TVT and development training respectively claimed that their professional abilities improved after the trainings. Similar trends were also observed through other questions asked, leading to more work in less time, the volume of work increasing and the quality of work improving.

It is evident from the below mentioned values that there is a highly significant impact of training on organized work, work becoming easier, gaining control over work and the reduction in the cost of work. Overall, more than 78% of the male and female beneficiaries stated that their aforementioned abilities have improved. The incidence of improvement is relatively higher in KP and Balochistan as compared to Punjab and Sindh (See Annexure A3-b)

Similarly, **Exhibit – 26** also shows that training programs had a significant impact on the employability and profitability of both men and women. A large amount of asset transfers were livestock based and development training provided larger gains for female beneficiaries. Overall more women found employment as a result of the training program than men. The data suggests that the technical and vocational trainings were able to improve the livelihoods of a higher percentage of beneficiaries than the development trainings.

**Exhibit - 26**  
**Impact of Trainings on Work, Employability and Work (In Percentage)**

	Beneficiaries of Vocational & Skill Training		Beneficiaries of Development Training	
	Male	Female	Male	Female
Professional ability has improved <sup>NS</sup>	94	96	84	93
Do more work in less time*	94	92	83	91
Work more than before*	92	95	79	89
The quality of work has improved*	92	96	79	93
Work has become easier*	92	96	84	94
Do work in a more organized way than before*	92	95	80	94
Gained control over work*	89	95	79	92
The cost of work has decreased*	91	93	78	92
Got employed*	88	91	74	82
Profits have increased*	89	89	78	86
Losses have reduced*	90	90	78	87
Learned how to develop a budget*	88	82	78	71

\* = Significant difference" NS = Insignificant

There is also a significant relationship among training and learning about business and one's bargaining ability (**Exhibit – 27**). After receiving training, people had increased knowledge of business techniques and the power of bargaining. In general men benefited from trainings pertaining to financial numeracy, business and bargaining as more men are involved in trade and business—even the products made by women are also sold by a male member of the household in the open market.

Overall, TVTs produced better results in spreading business related awareness among the beneficiaries. Province wise data suggests that higher percentage of household beneficiaries affirmed improvement in their business acumen in KP, Balochistan and Punjab than in Sindh (See Annexure, A3-b). Training programs are designed and executed with the aim to improve the social and financial standing of the most vulnerable by improving their employment opportunities.

**Exhibit - 27**  
**Learning about Business and Bargaining (In Percentage)**

	Beneficiaries of Vocational & Skill Training		Beneficiaries of Development Training	
	Male	Female	Male	Female
<b>Perform basic calculations better than before*</b>	91	92	79	79
<b>Maintain records better than before*</b>	91	91	80	84
<b>Learned how to set the price of the produced goods*</b>	91	90	79	83
<b>Learned how to bargain*</b>	92	89	84	90

\* = Significant difference"      NS = Insignificant

An understanding of markets, how they work, and how to access them remains low among female beneficiaries as compared to male beneficiaries (**Exhibit – 28**). This is likely a result of a lack of exposure as women in rural Pakistan have limited engagement with markets. Selling and purchasing of goods is seen as the responsibility of the male members of the family. This suggests that future programs should include visits of female beneficiaries to markets to increase related exposure. Improvement of knowledge related to markets was cited by all of the provinces; however, a relatively higher percentage of them belonged to KP, Balochistan and Punjab (See Annexure, A3-b).

**Exhibit - 28**  
**Knowledge about Markets (In Percentage)**

	Beneficiaries of Vocational & Skill Training		Beneficiaries of Development Training	
	Male	Female	Male	Female
<b>Gained more knowledge regarding the markets*</b>	92	75	85	73
<b>The communication with the markets has increased*</b>	92	73	83	77

\* = Significant difference"      NS = Insignificant

**Exhibit – 29** shows that there is a significant relationship between livestock and crops and their requisite training. Regarding livestock and crops, as expected, development trainings posed a larger impact on the beneficiaries. People, who are given livestock or agriculture related assets, require development trainings rather than technical vocational trainings. Further, in each of the categories mentioned in **Exhibit – 29**, higher percentages of beneficiaries reported gaining knowledge regarding livestock and crops from KP and Balochistan (See Annexure, A3-b).

**Exhibit - 29**  
**Knowledge about Livestock and Crops (In Percentage)**

	Beneficiaries of Vocational & Skill Training		Beneficiaries of Development Training	
	Male	Female	Male	Female
<b>Learned how to take care of livestock*</b>	87	78	92	94
<b>Able to detect diseases in livestock*</b>	87	75	95	91
<b>Have learned how to cure illnesses or hire someone to cure illnesses of livestock*</b>	87	76	94	86
<b>Have learned how to take care of the crops*</b>	88	65	90	77
<b>Have learned how to detect diseases that may affect crops beforehand*</b>	87	64	90	73
<b>Have learned how to use the sprays that are used on the fields*</b>	88	61	90	67

\* = Significant difference" NS = Insignificant

Additionally, **Exhibit – 30** shows that although there is an overall increase in account openings and savings, this was largely done by male beneficiaries. Women's earnings are also managed and used by men; therefore more training on a woman's right to financial resources and assets should be considered for future trainings.

**Exhibit – 30**  
**Knowledge about Opening of a Bank Account and Saving (In Percentage)**

	Beneficiaries of Vocational & Skill Training		Beneficiaries of Development Training	
	Male	Female	Male	Female
<b>Savings*</b>	87	70	77	57
<b>Account Opening*</b>	88	71	77	60

\* = Significant difference" NS = Insignificant

Training programs are designed and executed with the aim to improve the social and financial standing of the most vulnerable by enhancing their employment opportunities. The data collated in **Exhibit – 31 to 34** sheds light on the improvement that the trainings have caused in the livelihoods of the beneficiaries and their households.

Trainings have also impacted the livelihoods of the beneficiaries and their households. **Exhibit – 31** presents the impact of the training program on the incomes of the trainees and their households. On average the monthly income of the trainees increased by 43.5% whereas, the household income of the trainees increased by almost 38%.

Technical, vocational trainings posed a more significant impact on the trainings than development trainings. Nearly a quarter of the total beneficiary households were able to revamp and repair their houses. The most significant change in the incomes of the beneficiaries was observed in KP and Punjab while the houses of Balochistan and Sindh

benefited the most in terms of renovation. The impact of the training program is evident due to the fact that 54% of the beneficiaries are so pleased with the change in their lives that they are willing to pay from their own pockets to receive further and advanced trainings (see Annexure A3-m)

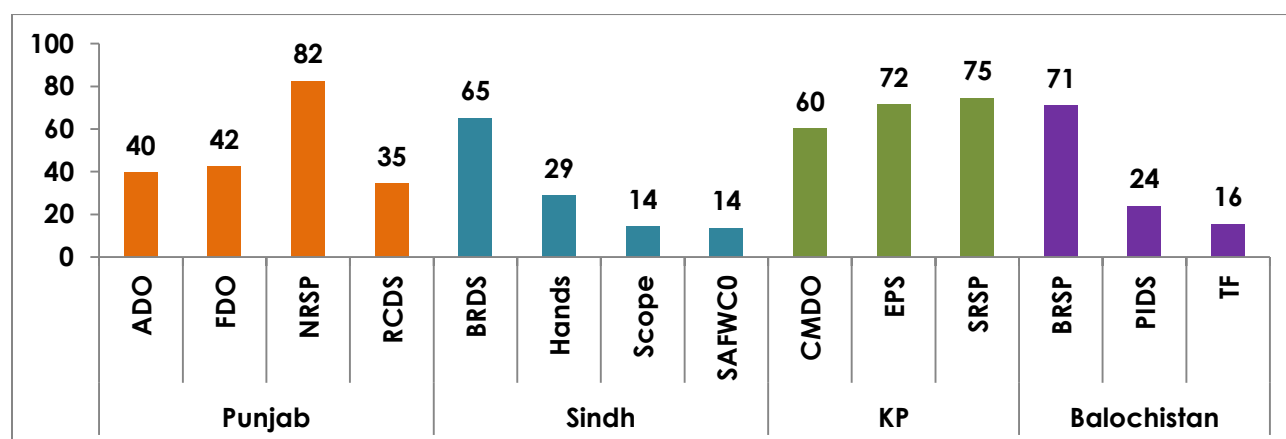
The survey data suggests that the training program was able to instigate a significant change in the lives of poor households. Overall, technical vocational trainings improved the income generation of the beneficiaries more than the development trainings. A large number of asset transfer beneficiaries were provided livestock, which does not provide an immediate return. Therefore, beneficiaries of TVTs stated a higher increase in their monthly incomes due to trainings.

**Exhibit – 31**  
**Impact of Trainings on Income of Beneficiary Households**

	Beneficiaries of Vocational & Skill Training	Beneficiaries of Development Training
Monthly income before training (Mean)	4342	5809
percentage increase in monthly income after training	52%	35%
percentage increase in monthly household income after training	43%	33%
Renovation done in the house in the last five years	28%	22%
Additional construction work done in the house in the last five years	24%	33%

**Exhibit 32** presents the percentage increase in monthly income of household beneficiaries according to their respective POs. The beneficiaries belonging to SCOPE and SAFWCO witnessed the lowest increase in monthly income whereas those belonging to SRSP and NRSP had the highest increase.

**Exhibit 32**  
**Percentage Increase in Monthly Income of Training Beneficiaries by PO**



Additionally there is a significant relationship between the type of training and change in family income. While overall training has had a positive and significant impact, the table shows that there is a slight difference in increased income depending on the type of training— approximately 84% increase in those that received the technical vocational training and a 73% increase in those that received the development training (See Annexure A3-l)

The increase in the monthly income was more than 60% in 27% of the technical vocational skill training beneficiaries and 16% of the development training beneficiaries (see Annexure A3-l). As mentioned before, TVT provide higher return in the short run and, therefore, higher increase in income was reported by the TVT beneficiaries than the development training beneficiaries.

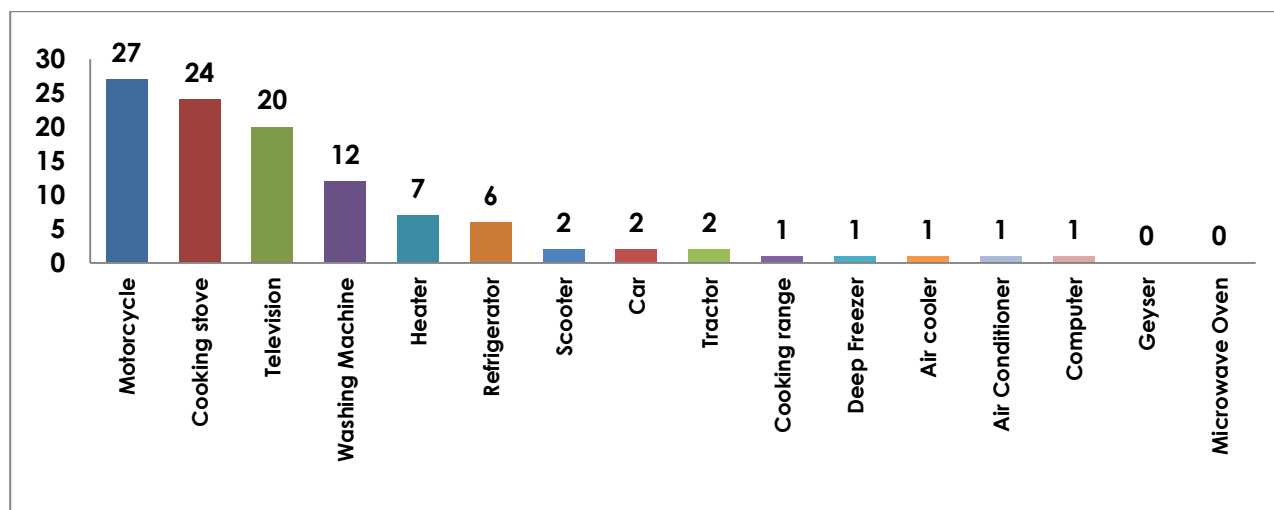
Owning assets does not come easily in the rural areas of Pakistan. It is very rare to find a rural household that has all basic assets that are required to live a comfortable life. **Exhibit – 34 (a)** and **Exhibit 34 – (b)** depict the list of assets that the beneficiary households purchased in the last 5 years. The implication of this is that the increased personal and household incomes triggered by the training program played a major role in the increment of the asset ownership of the trainees and their respective households.

Motorcycles, cooking stoves and TVs are some of the major assets that were purchased during the last 5 years by the beneficiaries. The purchase of the cooking stoves was mainly done by the beneficiaries of Balochistan as it can be used as a heater in the harsh winters of the province whereas, motorcycles and TVs were mainly purchased by beneficiaries of Punjab and Sindh. Significant variation exists across provinces in assets that were purchased in last 5 years by beneficiary households. This is because different assets are required in different areas. One example of this is the demand of heaters in Balochistan; the harsh winters have almost made heaters an absolute necessity (See Annexure, A3-d).

Data, when compiled as per the poverty status of the beneficiary households, suggests that cooking stoves (14%) and televisions (13%) are the only durable assets that are owned by a significant amount of poor households. The non-poor households mainly own assets that include, motorcycle (27%), cooking stove (24%), television (20%), washing machine (12%), heater (7%) and refrigerator (6%) (See Annexure A3-e). Although, variation exists in the ownership of livestock among poor and non-poor households but goat, cow, chicken and sheep are owned by both (See Annexure, A3-g).



**Exhibit – 34a**  
**Assets Purchased by Beneficiary Households in the Last 5 Years (In Percentage)**



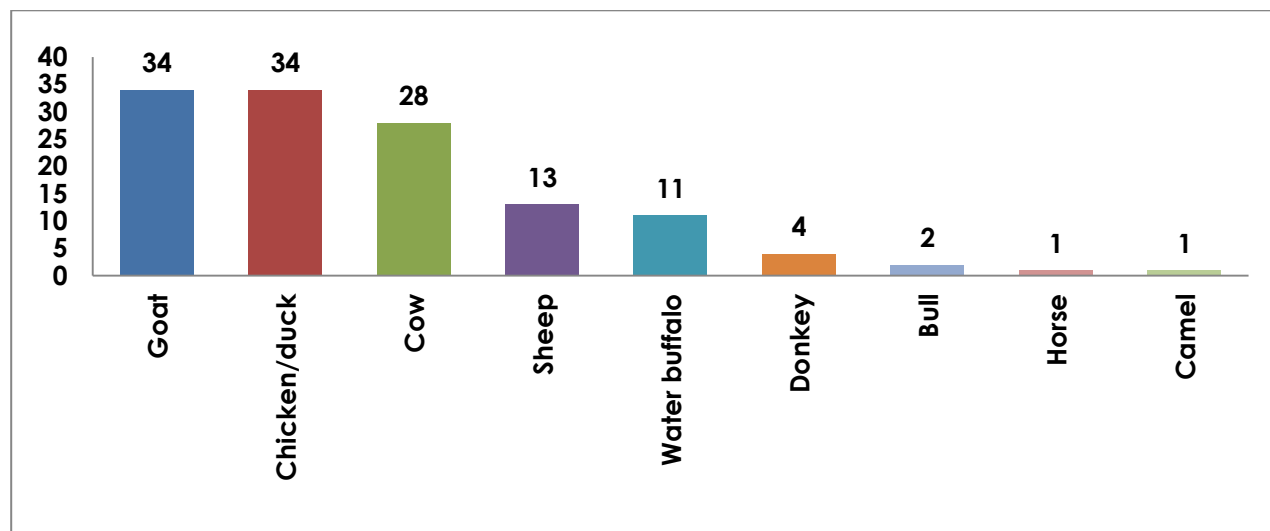
**Exhibit – 34 b**  
**Assets Purchased by Beneficiary Households in the Last 5 Years by Type of Training (In Percentage)**

	Beneficiaries of Vocational & Skill Training	Beneficiaries of Development Training
Motorcycles	26	29
Cooking stoves	26	20
Televisions	23	15
Washing Machines	16	7
Heaters	9	5
Refrigerators	7	4
Scooters	2	1
Cars	2	3
Tractors	3	2
Cooking Ranges	1	1
Deep Freezers	1	1
Air Coolers	0	1
Air Conditioners	0	1
Computers	1	1
Geysers	0	1
Microwave Ovens	0	1

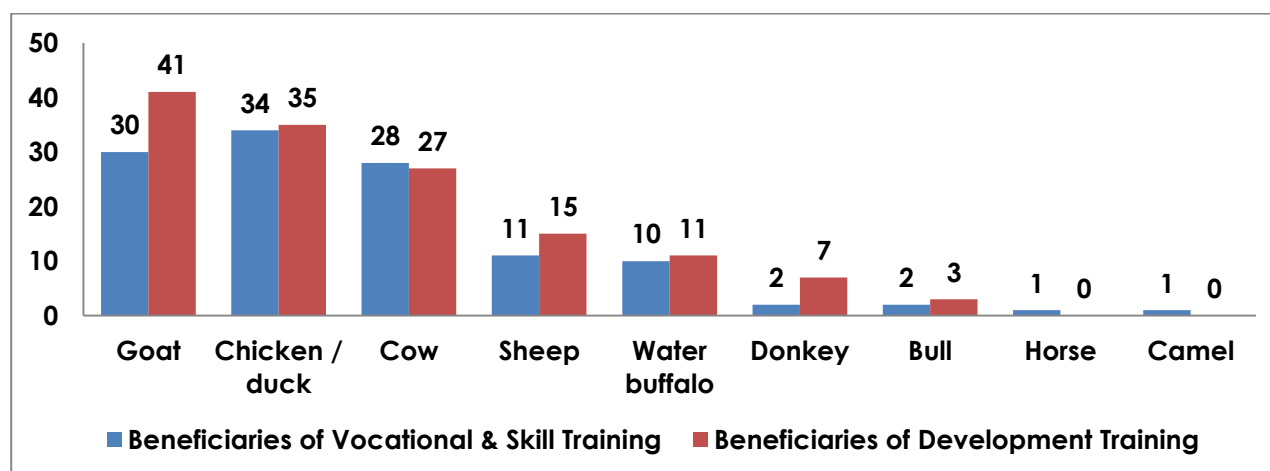
**Exhibit – 35 (a)** and **Exhibit – 35 (b)** show that a significant amount of people reported the purchase of livestock in the last 5 years which shows an increase in their buying power. The increased income helped the beneficiaries in purchasing livestock as well. Goats, chicken and cows are the major livestock that were purchased by the beneficiary households in

the last 5 years. The highest amount of livestock was purchased by the beneficiaries residing in Balochistan as it is a major source of livelihood there (See Annexure, A3-g).

**Exhibit – 35 (a)**  
**Livestock Purchased by Beneficiary Households in Last 5 Years (In Percentage)**



**Exhibit – 35 (b)**  
**Livestock Purchased by Beneficiary Households in Last 5 Years by Type of Training (In Percentage)**





## 3

## FINDINGS - EVALUATION

The findings discussed in this chapter are based on both quantitative and qualitative data. The quantitative data has been collated from the household and CO survey whereas FGDs were used to collect qualitative data. The FGDs also helped in understanding the program structure, functioning, administration, and to ensure transparency in the selection of beneficiaries, community participation and problems that occurred during project implementation. The section has been divided as per the key indicators of the program objectives i.e.

- Inclusion of all Individuals
- Program Relevance
- Program Impact
- POs/training Institutes' Relation with Beneficiaries
- Program Effectiveness,
- Program Sustainability

### 3.1 Inclusion of Minorities, Women and Disabled People

The main purpose behind moving to LEED was to include all members of the society in the social programs irrespective of religion, cast, sex and disabilities. Consequently, the larger objectives of the program would have been jeopardized if this component of the LEED program would not have been followed.

During the FGDs the participants of the community organizations pressed on the fact that the new development model has been built in a way that it cannot overlook or exclude these groups from the social interventions. The selection of the program beneficiaries under the new model is done on similar criterion: beneficiaries are selected based on their poverty ratings, which excludes the possibility of exclusion of any particular religion, ethnicity, sex or disability.



*Under PPAF-III, some women were provided refrigerators. A woman shown above uses it to make kulfi (ice cream) at home. She now runs her own shop and sells homemade ice cream in Rehri Goth.*



The formation of Women Organizations (WOs) has made the participation of women in the social sphere unstoppable. There may still be a few hurdles in the most backward regions of the country but it is imperative to mention that the status, visibility and acceptance of women have, in general, increased with the help of WOs and the trainings provided to them. Women beneficiaries are more aware about their rights and, most importantly, almost all of the participants stated an increase in the number of parents who have started to send their daughters to school after the training program. Nonetheless, more efforts are required in this domain and hopefully new interventions will cover further ground in empowering women.

Another important aspect of the COs is that it comprises residents of the community. Therefore, it provides effective inclusion of the minority communities wherever they are present. Furthermore, COs have a direct and indirect role to play in the formation of the VOs and LSOs respectively. Thus, the system itself ensures the inclusion of minorities in the TTOs. As per the responses of the participants, in the areas where minorities are present, a lot of beneficiaries belonging to the minority groups were selected for both development and technical and vocational trainings.

Similarly, handicapped people were also given due attention under the skill training programs. Keeping their disability into account adequate asset and trainings were provided to them with the help of which they have significantly improved their lives. For example, beneficiaries who had disabilities pertaining to leg were provided skill training in stitching or were helped in setting up a shop through asset transfers. In a few places, the participant also mentioned that hermaphrodites<sup>12</sup> were also provided earning opportunities with the help of asset transfer and trainings.

### **3.2 Relationship of POs and Training Institutes with Program Beneficiaries**

While surveying the POs and the training institutes, the relationship of the institutes with beneficiaries who had passed the training program was probed. Both POs and training institutes affirmed that they maintain a healthy relationship with their program beneficiaries. Although the extent of relationship of training institutes and POs with program beneficiaries varies but there was a visible demarcation in the nature of their association. POs, visibly, were more connected with the beneficiaries of COs whereas training institutes had a stronger relationship with the TVT graduates. This finding is not surprising because POs hardly interact with the TVT beneficiaries directly. Their connection with them is through TTOs who select them and training institutes who train them. On the other hand, the community management and social mobilization trainings were mostly imparted by in-house trainers of the POs, which is why they were more connected with the members of COs.

On the other hand, communication with the TVT beneficiaries was maintained by the training institutes. Well established training institutes were found to have a more formal and stronger relationship with its trained beneficiaries. These institutes have maintained their own linkages with relevant industries and based on their requests they refer their

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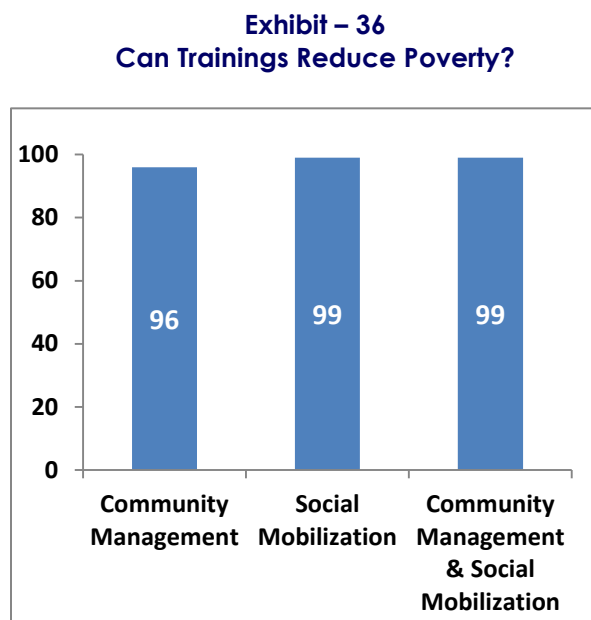
<sup>12</sup> people born with intersex

graduated students to them. Trainers belonging to various training institutes said that many students have maintained a one-on-one relationship with them even after having graduated from the training program. Students keep them updated regarding their employability and most interestingly, some of them communicate with their trainers to solve problems that they face on their jobs.

### 3.3 Program Relevance

The findings of the survey compliment the project objectives in a wide range of parameters. The relevance of training programs was different for COs as opposed to household beneficiaries. Since TTOs have become the custodians of the project under LEEP, it had become necessary to increase their management and mobilization skills. On the other hand, technical vocational training program was relevant in its bid to reduce poverty of the program beneficiaries. The previous chapter extensively highlights the data pertaining to the aforementioned program objectives as opposed to the relevance of the program.

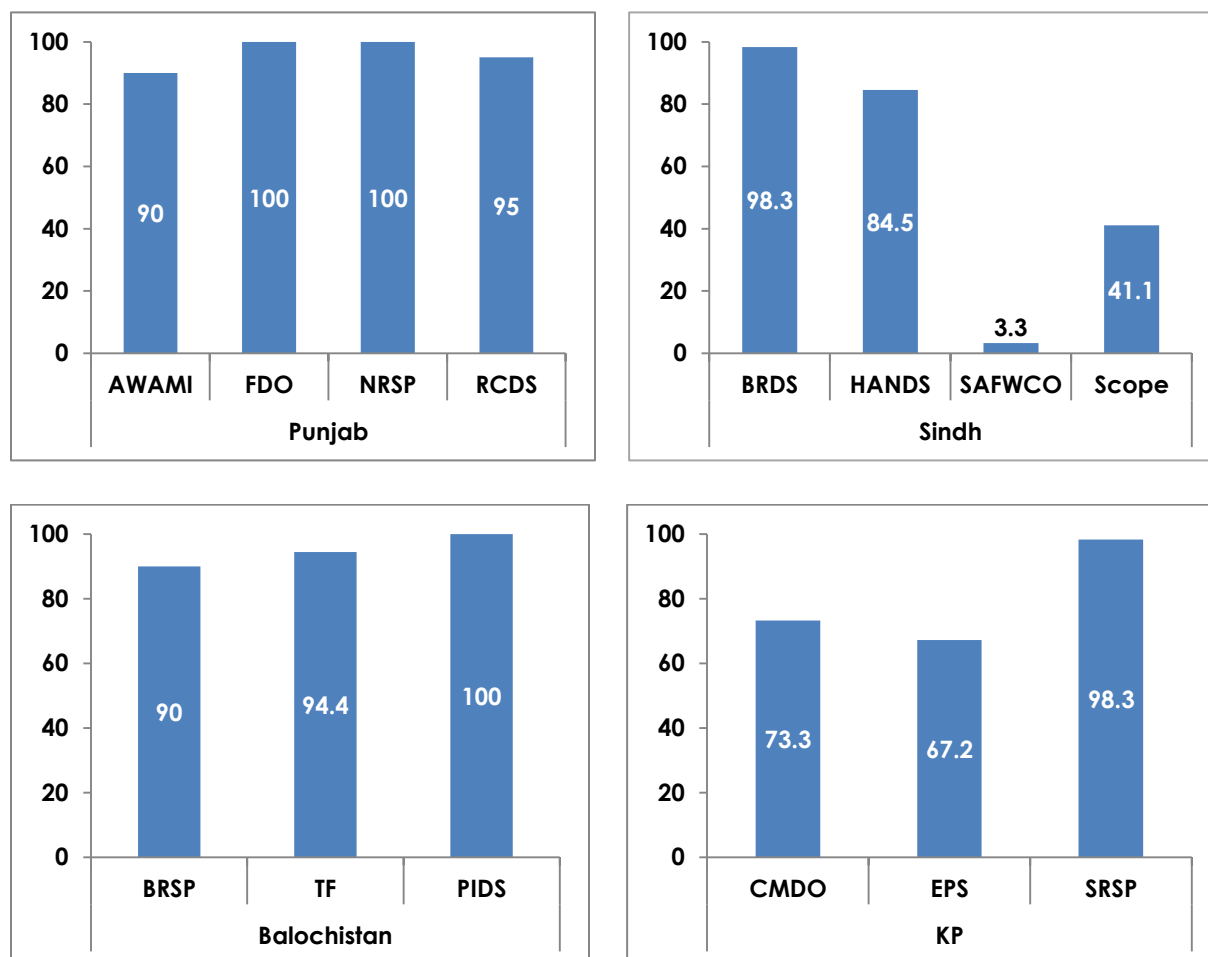
**Exhibit – 36** stresses on the relevance of the program in which an overwhelming majority of the respondents claimed that trainings can reduce poverty.



The findings of the survey support the desired project objective of ensuring relevant trainings:

- Overall, at least 80% of respondents claim that the knowledge and skills that they attained during the training program are being used by them in their professional lives (**Exhibit - 37**).
- The technical vocational training program was relevant in its bid to reduce poverty of the program beneficiaries.
- TTOs were the custodians of the project under LEEP, making it necessary and relevant to increase their management and mobilization skills.
- PO-wise data suggests that the, majority of other beneficiaries were effectively utilizing skills that they received through trainings (Table 28).

**Exhibit 37**  
**Utilization of Attained Skills in Personal Life (In Percentages)**



## Selection of Members for Community Organizations:

The program interventions started with the selection of community members for training programs, which were followed by asset transfer efforts. The community members were selected both through election and mutual consensus. In this process, the PO also played a role and helped identify the community members.

## Relevance of Program Interventions with Community Development Needs:

The problems that were identified during the formative phase of the project were approached with four types of assistance programs or interventions. The interventions were as follows:

- Training programs for technical skill development
- Training programs for management of community organizations
- Provision of goods or asset transfers to the trainees and communities
- Assistance in job placement and linkages development



### **a) Identification of Skill Development Trainees**

In general, the major source of identification of trainees was through the poverty ratings of the community members calculated with the help of PSC. However, other methods were also used for this purpose. As the first step, the PO follow a diverse range of processes to identify potential trainees for skills development. These were tailored to suit the local context. For example with ADO in Punjab, LSOs circulated the training assessment forms and trainees were selected. NRSP used the BISP data for asset transfer and trainee selection purposes which was dovetailed by the use of poverty scorecards.

In Balochistan, all of the POs used poverty scorecards, FGDs and social mobilization techniques for needs and trainee identification. In Sindh, the POs used standard poverty scorecard baseline surveys at the individual and HH levels. SCOPE used radio communication to advertise the training program amongst the target communities whereas, BRDS used need assessments as well as livelihood assessment plans. In KP, all the partner organizations used poverty scorecards and FGDs for training need assessments and the selection of trainees. The main source of empirical evidence for community ownership of the process were the resolutions passed by the local community organization in which they suggested the most suitable candidates for specified training programs and skills.

During interviews, it was noted that the competencies of the potential trainees were measured so that trainings would be provided to people who could utilize those skills effectively. However, as per the rural development approach, the communities had the final verdict on the needs assessment and subsequently, choosing the potential trainees.

## Key Training Interventions by Partner Organizations:

During interviews with POs, the following key and relevant interventions were reported:

**Exhibit – 38**  
**Training by Partner Organizations in Punjab**

#	Partner Organizations	Training Institutes Hired	Types of Trainings Provided
1	ADO	Sanatkar, LICCS Institute of Technology and the Professional Institute	Enterprise development (livestock), and record keeping.
2	FDO	ECI, ENGRO Dairy Hub, TUSDEC, Shah Farms, Livestock Department, Agriculture Department, Food & Sciences department, NHA, Mughees Textiles, Vetdeco, and VTI	Social mobilization, development training (asset transfer), disaster management, enterprise development, technical training, stitching, and computers.
3	NRSP	PDO, Cholistan College, Sanatkar, and UK Driving School.	Institution building, TVTs, There were many short training, just for one day.
4	RCDS	Descon Training Institute, VTI, The Professional Institute, GC University, THQ, Star Farms, IRM, and Motorway Police.	Enterprise development, community mobilization, community managerial skills training, accounts, marketing, social mobilization, institutional development, mobile repairing, electrician, adda work, industrial garments, tractor mechanic, and beautician.

**Exhibit – 39**  
**Training by Partner Organizations in Balochistan**

#	Partner Organizations	Training Institutes Hired	Types of Trainings Provided
1	TF	Star Farm, ECI and AHAN	Finance, community management skills training, and social mobilization. The bulk of the trainings were for agriculture, particularly food processing. TF hasn't completed all of its Technical trainings, which were run through EDT trainers, trained from ECI Quetta.
2	PIDS	TTC (technical training institute), private consultants and EDT trainers that were trained from ECI Quetta.	Community management skills training and social mobilization, jelly making, ketchup making, community management, livelihood management skills training, and education. The bulk of the trainings were for agriculture, particularly food processing.
3	BRSP	N-IRM, CASVAB, Animal Sciences Institute, NERC, AHAN, Faisalabad Agricultural University, Agricultural Research Institute and EDT trainers that were trained from ECI Quetta.	Community management skills, social mobilization, food processing, livelihood management skills training, and financial management. The bulk of the trainings were for agricultural, particularly food processing.

## Impact Assessment of Communities and Skills Training Programs

TF, PIDS and BRSP have not completed all of its technical vocational trainings. There is a severe shortage of technical and vocational centers in Balochistan, which has limited their outreach in the province.

**Exhibit – 40**  
**Training by Partner Organizations in Sindh**

#	Partner Organizations	Training Institutes Hired	Types of Trainings Provided
1	HANDS	Memon Industrial and Technical Institute, Aman Tech, VTI, VTC and Sead Pakistan.	Enterprise development, social mobilization, enterprise development, and gender.
2	BRDS	ECI, IRM, AHD, and the Livestock Department	Social mobilization, electrician, livestock, and tyre repair.
3	SCOPE	IRM and AHD.	Motor cycle mechanic, mobile repairing, dress designing and poverty management.
4	SAFWCO	ECI, IRM, RTI, Sindh Agricultural University and AHD.	Disaster risk reduction, social mobilization, training of trainers, civic rights, health, education, project implementation, community management, mobile repairing, and electrician.

**Exhibit – 41**  
**Training by Partner Organizations in Khyber Pakhtunkhwa**

#	Partner Organizations	Training Institutes Hired	Types of Trainings Provided
1	EPS	PSTTC Swat, ECI and IRM.	Record keeping, community management, financial management, social mobilization and CO formation, vocational training, enterprise development, community management, financial management, record keeping, and health and hygiene sessions.
2	SRSP	IRM, ECI, PSTTC, IIVC, Khyber Technical College, Future Development Technical College, Government Line Departments, and UMID Technical Training Center.	CO formation, record keeping, book keeping, and CMST trainings
3	CMDO	Bravo Institute of Technology and Vocational Skills Training.	Record keeping, community management, and financial management.

## Key Training Interventions by Training Institute and Master Trainers:

For the purposes of triangulation and comprehensive stocktaking, the evaluation team asked for the list of trainings provided to the trainees by the training institution. These training institutions were engaged to do skill trainings that were not available in-house from the POs, as well as to assist in organizing job placements for trainees.

The following is a snapshot of the key training interventions:

**Exhibit – 42**  
**Training Institutions Interventions**

#	Province	Key Training Interventions
1	Punjab	<ul style="list-style-type: none"> <li>Short courses: computer and office applications, autoCAD, dress making, motorcycle mechanic, motor winding, and agricultural field trainings (less than six months).</li> <li>Long courses: computer applications, dress making, motorcycle machine, electrical appliance, UPS repairing, and agricultural field training.</li> <li>Welding</li> <li>Driving courses (short term, 30 days)</li> <li>Rala work, adda work, beautician, dress making, and dress designing.</li> <li>Sewing and stitching (short term, 30 days)</li> </ul>
2	Balochistan	<ul style="list-style-type: none"> <li>The bulk of the trainings were for agricultural training, particularly food processing, ketchup making,</li> <li>Most of the Balochistan POs haven't completed all of their technical trainings, which were run through EDT trainers, trained from ECI Quetta. There is a severe shortage of Technical and Vocational Centers in Balochistan, which has limited their outreach in the province.</li> </ul>
3	Sindh	<ul style="list-style-type: none"> <li>Motor bike repair, auto mechanic, general machine, industrial machine, CNG kit installation, refrigerator, mobile phone repairing, and industrial electrician.</li> <li>Welding, plumber, carpenter, motorcycle mechanic, and electrical appliance.</li> <li>Tailoring, motor winding, driving, dress designing, and building electrician.</li> </ul>
4	KP	<ul style="list-style-type: none"> <li>Computer software, computer hardware, computer networking, electrician, welding, heavy machinery, motor bike, auto mechanic, general machine, industrial machine, CNG kit installation, refrigerator, mobile phone repairing, industrial electrician, mesons and tiles fitting etc.</li> </ul>

## b) Training of Community Organizations

Training of community organizations was found to be of relevance to recipients. However, post-training, participants started to expect more training sessions on other skills sets. This was a result of understanding the links between relevant skill sets and market demand and to upgrade their skill sets for income diversification.

In Punjab, most of the members in the community organization were females and a diverse range of training sessions were organized for community members including poverty alleviation, social mobilization, livestock, saving and community management. In Balochistan, most of the members in the community organization were males. The training session here also comprised of social mobilization, livestock, saving, enterprise development and community management. In Sindh, most of the members in the community organization were females and students in some communities. They benefited from training sessions on poverty alleviation, social mobilization, livestock, saving, business development, disaster risk management, livelihoods and community management training. KP trainees were also trained in the same skill sets, and most participants here were male.

### c) Provision of Goods / Asset Transfers to the Trainees and Communities

The logical next step of the successful training program was to transfer assets to the communities and individuals so that they could use the assets according to their income diversification and poverty eradication needs.

In Punjab, POs helped people in the form of donkey carts, hens, cows, goats, stitching machines, general stores, cash and floor machines. However, RCDS was reported to have helped more COs in relation to the other POs. In Balochistan, respondents reported the transfer of cash, cattle, agricultural equipment, general stores, puncture shops, motorcycle mechanic, welding, and stitching machines. In Sindh, the POs helped the community and individuals with hand pumps, donkey carts, hens, cows, goats, stitching machines, general stores, and cash. In KP, toolkits for electricians, plumbers, and masons were provided while some received honey boxes, cows, goats, veterinary medicines and different shops such as tailoring, general stores and veterinary stores. In KP as per Sindh, some community members complained that they had not received any help however, they were small in number.

The results were triangulated with FGDs and the results were as follows:

**Exhibit – 43**  
**Assets Transferred**

#	Province	Assets Transferred
1	Punjab	Cattle, solid canal ( <i>khala</i> ), tube wells, small bridges, ( <i>pulliyaan</i> ), biogas, shops, small roads, hand pumps, food relief, school dispensaries, school construction services, stitching machines, barber shops, loans, wash rooms, school walls, cash, and cattle.
2	Balochistan	Livestock, a small dam, agricultural equipment requisite training, livestock, road and drain pavements, water reservoirs, dispensaries, street lights, and cash (PKR 3.5 million).
3	Sindh	Water tanks, roads, livelihood trainings, donkey carts, fishing nets, sewerage systems, water supply schemes, up-gradation of schools, food relief, school dispensary, solar lights, hand pumps, cattle (however, they claimed that most of the cattle were died), stewing machines, and cash to start a business.
4	KP	Water supply schemes, street pavements, water reservoirs, vocational centers, hand pumps, irrigation channels, link roads, and water pumps. One of the groups however, said that they had not received any infrastructural help from PPAF.

### d) Assistance in job placement and linkages development

Having provided training, the PO staff reported that as per the vocational and development trainings, students were helped in developing linkages and the LSOs helped with finding employers for trainees. An effective new development was the *nokri ya karobar* center. The *Ustad-Shagird* model was also experimented with, which allowed trainees to work where they were provided training. Furthermore, training provider institutes were requested to provide linkages for the students in finding jobs. In some cases, LSOs had community investment funds to spend on trainees, specifically on those who wanted to start their own business. In Balochistan however, training was reported to have been provided with no support in job hunting.

#### Areas for improvement:

The content of the implemented training program was relevant for a large majority. However, there was a population that did not find the trainings useful as they did not feel they were able to use their new skills in their professional lives. Three reasons were cited: 1) Training is not relevant to recipient's profession. 2) Training programs did not create linkages with relevant stakeholders and allow for recipients to apply their skills in the real world. 3) Training did not provide skills relevant to the market and did not increase employment opportunities.

Additionally, the process of problem identification started with community meetings and was complemented by poverty scorecards—which provides empirical evidence to supplement statements made in community meetings. In many instances qualitative data collection tools such as FGDs were also used for community need assessments. An interview with the staff of the POs suggests that the community problems and development needs and gaps which were identified are as follows:

- Lack of employment and business opportunities
- Lack of skills and business acumen
- Lack of knowledge about health and hygiene
- Lack of business linkages and access to finance
- Lack of capacity in management of agriculture and small scale manufacturing enterprises
- Lack of understanding about sustainable livelihoods and how to diversify sources of income
- Lack of understanding about how to create a collective approach for businesses
- Need to build specific employable skills such as the use of machinery, electrician work, livestock management and water resource management

### 3.4 Program Effectiveness

Program effectiveness relates to the level by which the activities of a program produce the desired effect. The survey findings in this regard are satisfying as evident in the previous chapters. The skill enhancement program was successful in bringing a significant change in the lives of the households and community organizations. The impact of the program in terms of program effectiveness can be indirectly gauged from the results mentioned in the previous chapter, whereas a more direct impact of the program can be assessed from the exhibits below.

*On average, more than 90% of the survey respondents gave a positive response in line with the program objectives.*

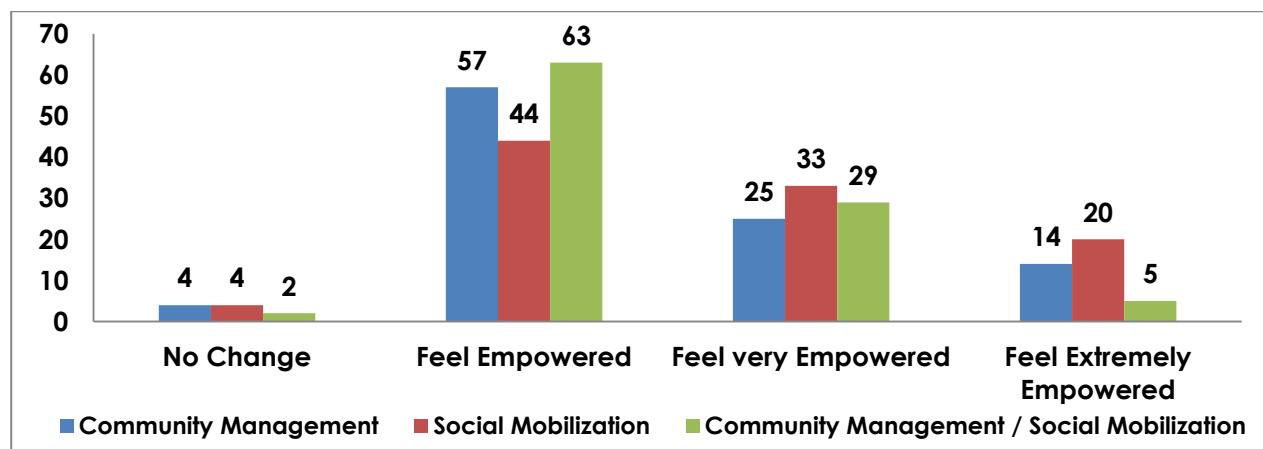
#### **The definition of Empowerment as articulated by the community:**

Community empowerment refers to a number of community training attributes that have instilled self-belief in the lives of the community members. The biggest impact in this regard was the new found confidence to speak among the community members. During the interviews many women claimed that, "There was a time when we could not even speak in front of women but now here we are giving interviews and discussing problems of the community with both male and female interviewers". The trainings provided gave the male members of the community the confidence to speak about/discuss their problems was a sentiment that was shared. Another important aspect of community empowerment is their relationship building with private and government organizations. Most of the CO members claimed that they have developed their own linkages with other social organizations with the help of which they remain active. One of the surveyed areas showed the survey team an RO plant that they had developed worth almost PKR 10 million with the help of a private firm.

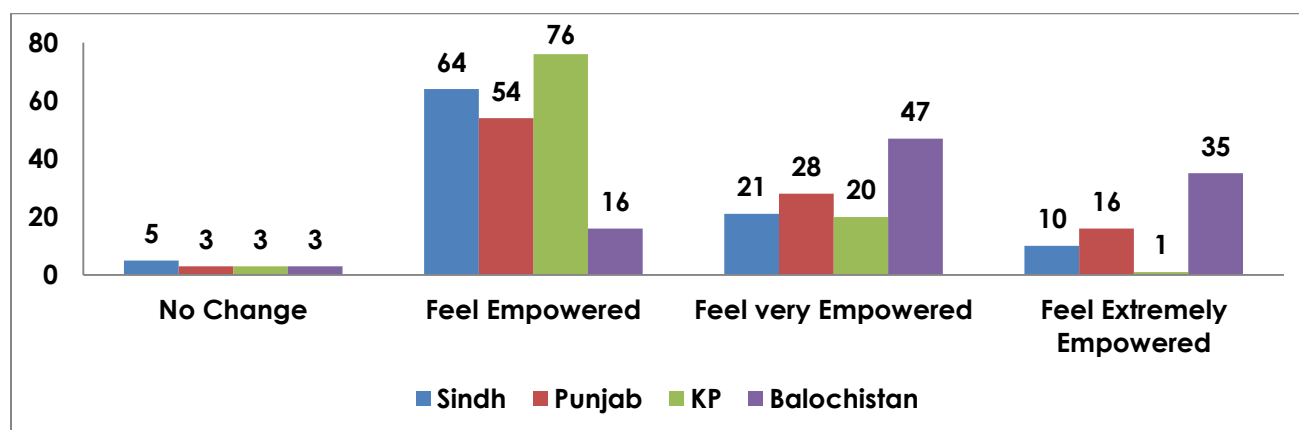
**Exhibit – 44 (a)** and **Exhibit – 44 (b)** reflect an increase in the knowledge and awareness pertaining to relevant issues with, an overwhelming majority claiming that they feel more empowered than before. Community members are also more aware of their rights. The trainings helped them understand the importance of social cohesion as they started to understand that their problems are better solved through a collective effort. The level of empowerment is significantly higher with "Social Mobilization" training as compared to "Community Management" training. Province-wise comparison of COs empowerment revealed that the level of empowerment of COs is highest in Balochistan as compared to other provinces (Exhibit-39(b)).



**Exhibit – 44 (a)**  
**Impact of Training on Community Empowerment (In Percentages)**

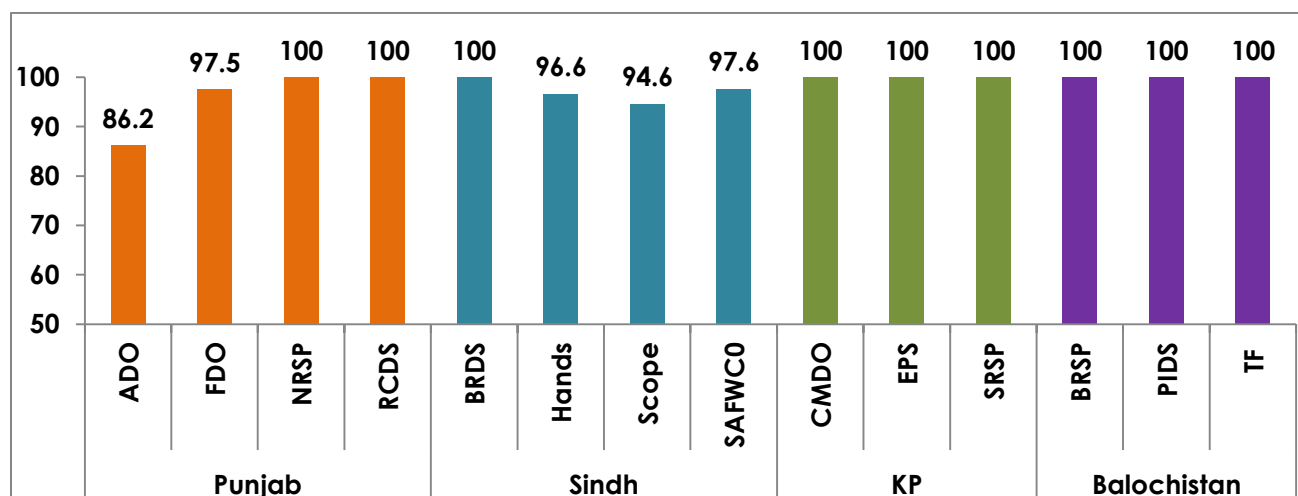


**Exhibit – 44 (b)**  
**Impact of Training on Community Empowerment across Provinces (In Percentages)**



Household beneficiaries in general were satisfied with their CO. Overall more than 95% of the household beneficiaries of all POs had a positive view of their respective CO. Satisfied beneficiaries were of the belief that with the formation of COs there was an effect on the motivation of society as a whole. There is a belief that issues will now be taken to relevant authorities to ensure progress within the community. Concrete steps have been taken in order to ameliorate the livelihoods of people: infrastructural development, social mobilization, and awareness campaigns for education, health and human and women rights are some of the notable contributions. More than 97% of household beneficiaries belonging to both, poor and non-poor households confirmed their satisfaction with their COs (See **Exhibit – 45** and Annexure, A3-c).

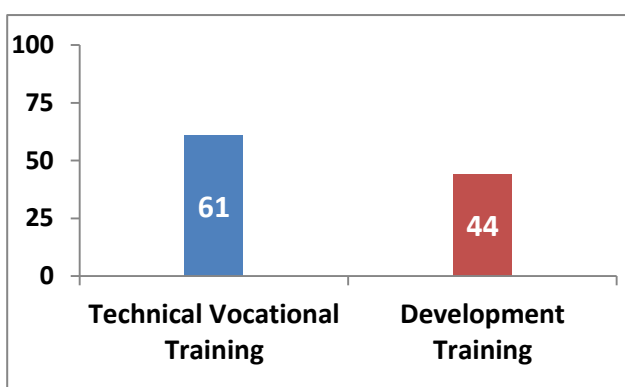
**Exhibit – 45**  
**Satisfaction with the Performance of Community Organization (In Percentages)**



Another example of the effectiveness of the program comes from the responses of the TVT beneficiaries (**Exhibit – 46**). More than half of the surveyed beneficiaries of the technical vocational training program said that they would be willing to pay to receive more advanced training; a strong indication of the program being effectual in reducing poverty. Respondents believe that more advanced training will further stabilize their living standards.

Additionally, important information regarding the impact of the training was extracted from the qualitative survey:

**Exhibit – 46**  
**Willingness to Pay for Advanced Trainings (In Percentages)**



## 1. To what extent has the program encouraged the beneficiaries to take part in the program implementation?

PPAF III has been largely carried out through the rural development approach as pioneered by Dr. Akhtar Hameed Khan and Shoaib Sultan Khan. This is a participatory and community development approach which emphasizes on the need for community empowerment through their active and central role in project planning and implementation. This approach makes local communities 'partners of development' rather than mere beneficiaries of development efforts.

Accordingly, the evaluation of key project interventions show that in all the project activities, the local communities were involved in the following activities:

- Identification of community organization members.
- Identification of skills needed for poverty eradication and increase in incomes.

- Identification of recipients of trainings and asset transfers.
- Development of local institutional capacity to manage small-scale development projects.
- Review of the implementation of the project activities through monthly meetings.

In the previous chapter the community development and training needs were discussed and the scope of training and asset transfer activities were provided. Community involvement in development activities can be seen as per the following examples; these are extracted from interviews with POs, FGDs with COs, and opinions survey conducted by the evaluation team:

- **Behavior change:** Business development understanding and health related behavior has changed. For example, people started washing their hands before meals and stopped defecation in uncontained areas, for health and hygiene purposes.
- **Applied training:** 70-80% of trainees utilized their trainings to increase their incomes.
- **Economic participation and inclusion:** There has been increased cooperation among members of the local councils. Women have started playing an active part in community life and decision-making processes. Traditionally, it has not been easy for women to get a job outside the village, especially after they have married due to household obligations. However, women who received beautician and stitching training, had an increase in income level and started contributing more to household expenditures.

Additionally, post training there was a greater sense of civic responsibility and participation in communal affairs. In some places, asset transfers have been initiated for the disabled and for those unable to work, which has supported them in earning more than they used to.

- **Quality of life:** With an increase in income and general skill levels; the incidences of gender-based violence has decreased, more children are going to school, and people have more assets to diversify their livelihoods. Many state that the project had an overall positive effect on poverty reduction. Many respondents also stated an improvement in the environment due to improvements in water and sanitation and an increase in general awareness levels of the population.
- **Linkages development:** This program has also increased access to information and local markets. People now have marketable skills and services through which they earn more. With value chain trainings on different production processes, people are more acquainted with business development and how to work as part of a team.
- **Local community infrastructure:** There has been an improvement of local community infrastructure: dispensaries, roads, hand pumps, and schools; the local community infrastructure endowment has improved. However, the feedback from Balochistan was not positive, with respondents wanting more financial assistance to build good quality infrastructure.

### 3.5 Program Impact

There were multiple effects of the training program through the project life. A major impact was noticed in the lives of the women and youth who reported to have increased economic participation, a more active community life, better prospects for their children's

education, and better health and hygiene practices. The following have been summarized from the evaluations:

### **Impact of Social Mobilization Training:**

The social mobilization training has been quoted as one of the most significant agents of change. These sessions helped establish local institutions such as COs which are the foundations of the community-based approach to development. During focus group discussions and interviews with COs, community members stated that they were well aware of their collective responsibility and the need for joint collaborative decision making, gender equality, basic human rights, CNIC utilization, birth and marriage certificate utilization, small scale development planning, immunization for their children and the principles of good hygiene. However, in many cases members said that they were not trained in disaster management techniques, which should be provided to them through other programs.

### **Impact of Development and Vocational Training:**

The second most significant agent of change was development and vocational skills training. The data collected through interviews and FGDs shows the tremendous impact on trainees, specifically on their professional abilities, business strategies, market awareness and on dairy farming practices. With regards to dairy farming training sessions, there was demand for this training but not all potential participants were able to participate. Therefore, dairy and livestock training was provided to a very small portion of the community, especially in Punjab and Sindh.

### **Impact on Social Development:**

The program had an enormous impact on social development. Almost every respondent claimed that owing to the interventions of the project, there has been an increased tendency amongst parents to send their children to school. There had also been an improvement in water and sanitation education and in health and hygiene practices. In another instance, the respondents discussed the provision of roads and bridges as a facilitating factor which helped improve access to schools and healthcare institutions such as dispensaries.

### **Impact of Economic Wellbeing and Businesses:**

The respondents both in FGDs and surveys specifically mentioned that there has been an increase in income and economic wellbeing. Since the project invested in skills improvement, it improved prospects of sustainable livelihoods, and created business linkages. The result of this was business expansion, which translated into a better standard of living.

### **Better Community Life:**

The project had a significant impact on improving community life. There was improved ability to plan and execute projects as a collective communal enterprise which created a sense of ownership of natural resources, water storage infrastructure and other related community infrastructure. The communities narrated examples of better conflict

management after exposure visits and pertinent training session on the topic. These training sessions gave rise to a sense of empowerment amongst the community.

### **Impact on Empowerment:**

With an increase in income and skill endowment levels, the participation of women and youth in economic activities created a sense of empowerment amongst the community. The majority of people in all four provinces representing the COs have had the feeling of being empowered or very empowered.

## **3.6 Program Sustainability**

For this evaluation, sustainability was defined as short, medium and longer term change in resource mobilization, behaviors and capacities of the target population. Sustainability was embedded into the conceptualization stage of the program and took two main forms. Firstly, the whole community development approach revolved around local institutional building and strengthening. The assumption is that any help from outside the community will not be sustained therefore local communities must develop their own structures for continuation of development interventions. Secondly, based on this assumption, interventions are designed to build local capacity and an exit strategy is in process right from the start of the project. The following is an evaluation of the sustainability question:

- **Acquainting the beneficiaries with an exit strategy:** respondents state that there was local community awareness that these projects were temporary. Accordingly, there was an emphasis on building local institutional structures and resource mobilization strategies so that local organizations would be able to survive without external support.
- **Local institutional structures:** for participatory development, project execution, and sustainability, COs were built through the social mobilization process. These local institutions are linked with LSOs, which work at the UC level. All training programs and additional development interventions, such as capacity building and awareness raising activities, are conducted by and for the COs. This helped make the project sustainable since the local population started managing their own records, savings, investments, development planning and assumed the function of linkages development. There have been many instances of the COs setting up their own offices as well.
- **Linkages development:** a concerted effort was made to link the COs with CSOs, government departments and private sector firms. This was part of an effectiveness building strategy as well as a longer-term resource mobilization strategy for local organizations. Different organizations attained different levels of sustainability. In Punjab for example, such linkages both for business and resource mobilization are working. In Balochistan and Sindh, further professional capacity building is still needed. There were instances in which respondents mentioned that they did not have enough time to make long-term linkages.
- **Local development and investment plans:** in many instances, the COs actually developed their own local development and investment plans. These are elementary indicators of progressive communities which may survive and sustain themselves on a medium to longer-term basis. However, it is too early to predict which COs will survive and self-sustain on a longer-term basis i.e. a 10-12 year time horizon.

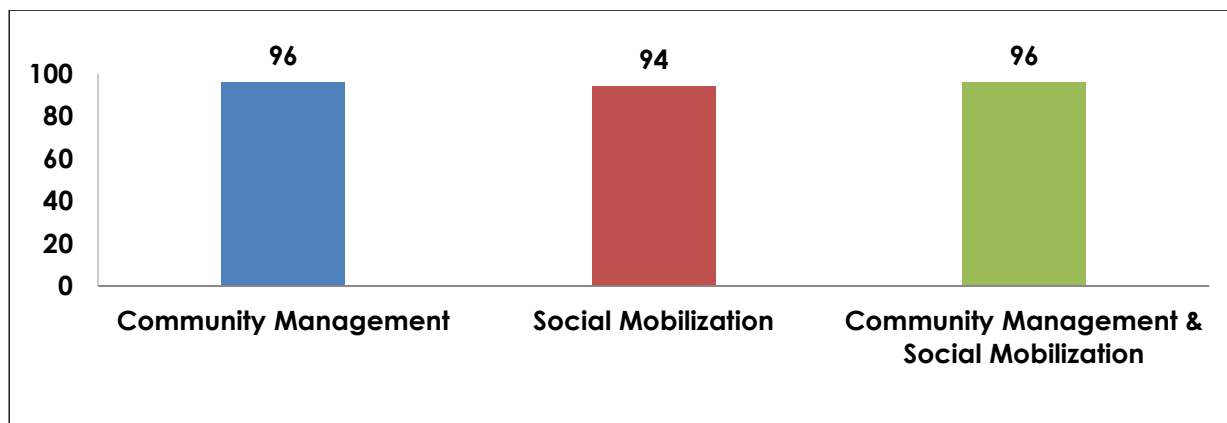
- **Effect of improvement in capability, assets:** training was reported to be very helpful in improving and fine tuning technical skills. Through trainings, trainees got jobs and increased the asset levels of both COs and themselves. In some cases, the COs provided loans to local small entrepreneurs for further business development. However, there were instances of trainings not being very effective, and COs were still struggling with managing their own savings and investment plans.
- **Longer terms effects on behaviours:** through interviews with POs and COs it was noted that different training programs had different long-term effects. For example, technical trainings will have longer terms effects. Similarly, some health related interventions have fundamentally changed the behaviour of people—for example, hand washing. People have learned to manage themselves better for greater efficiency in their personal and professional lives. These effects are longer term and possibly sustainable, past project completion.

### An Example of Success in Project Sustainability

A key finding regarding the sustainability of the project came from the CO survey. **Exhibit – 47** presents one of the major successes of the training program. Almost 95% of the COs opined that they would be able to survive and run on their own without the help of their POs in the future. PPAF's and its PO's sincere efforts in devolving the power to the grassroots level while increasing awareness of issues that stymie their progress bore fruitful results.

The members of the community were motivated and guided to solve their issues. A lot of COs claimed to have developed linkages with other private and public institutions, other than their PO (See Annexure A2-b); this shows the competency of the COs and the training program. All of the COs were extremely grateful to the POs and the training programs. They said that they could not have reached this level without the help of this program. A negligible amount of provincial variation exists in the data presented in Exhibit 5 as in all of the surveyed provinces, the majority of the community institutions affirmed that they will not be stalled in case their POs decide to stop supporting them (See Annexure, A2-b).

**Exhibit – 47**  
**VO/CO Sustainability without the Help of PPAF and its POs (In Percentage)**



Mentioned below are additional findings pertaining to project evaluation and are based on the survey and the interaction of the team members with the POs, trainings institutes, VO, COs and household beneficiaries:

- **POs used various methods to complete Needs Assessments:** the PPAF POs were required to conduct development need assessments. The POs used poverty score cards, FGDs and in some instances Benazir Income Support Programme (BISP) data to identify eligible trainees.
- **Participatory approach to project design and implementation has led to increased ownership of community infrastructure and assets:** a key finding is that the process of project design and implementation were participatory and this has helped communities to plan and execute projects. Most of the COs show more ownership of the community infrastructure and assets.
- **Effective utilization of the social mobilization and community development approach:** this project has used social mobilization and community development as an approach in imparting training, asset transfers and local institution building exercises.
- **Increased awareness regarding social cohesion:** due to the intervention approach adopted by LEEP, people at the grass root level have understood the importance of fighting for their issues in a collective manner. During an interview a CO member said that it use to take government offices weeks before solving basic issues such as a fault in electricity transmission lines but ever since they have started visiting relevant offices in groups, their voices have become more meaningful.
- **POs facilitate CO linkage development with various stakeholders:** the POs motivate and facilitate their respective COs to develop linkages with other Cos, training institutes, the government, private sector and CSOs.
- **Training programs, asset transfers and job placements affected individual and community empowerment:** based on the needs of the community, relevant training programs were conducted, with the communities resultantly showing a greater sense of empowerment.
- **Development and investment plan implementation have resulted in more efficient record keeping practices:** many CSOs have developed their development and investment plans, which helped them with better record keeping practices.
- **The middle man greatly compromises the livelihoods of trainees:** many COs and HHs reported that the middle man, who is the intermediary between the producer and the consumers market, extracts a large chunk of profit from the production value chain. This is the main barrier to increasing income levels to their intrinsic potential.
- **Traditional mindsets towards women still exist, but are being curtailed through the project:** in areas where the project was being implemented, the mobility of women was still restricted owing to traditional practices, beliefs and cultural norms, women's participation was limited, even though there were early signs of change.
  - Females faced restrictions on leaving the house and going to markets.
  - A lot of males didn't approve of women working for money.



- Marriages led to husbands putting restrictions on the mobility of women beneficiaries.

### Report Card - Skill Training Program's Assessment

**Relevance:** The project interventions were relevant to the program design and community needs for poverty eradication. Key aspects of these interventions were job placement and linkages development. This proved to be the most important contribution in the use of skills to increase and diversify the beneficiaries' sources of income.

**Effectiveness:** The effectiveness of the project in terms of community involvement and community livelihoods has been impressive owing to the participatory community development approach. Some of the intended and unintended consequences of enhanced skills such as increase in incomes and the improvement in individual and community life are visible.

**Impact:** The project has had a significant impact on income levels. Trainees felt that they had grown professionally and that people cultivated a sense of empowerment. Willingness to pay for further training is higher amongst the people who have financially gained from the project, or have seen their income levels increase.

**Sustainability:** It was part of the development and exit strategy which worked well in some instances, while in others it needed more time and effort. Longer term sustainability comes with a change in culture and wider levels of acceptance of social and economic openness and growth. Local institutions are the mainstay of sustainability. If COs stay useful, effective, and efficient, many aspects of such training programs will stay and survive.



## 4

## RECOMMENDATIONS

The recommendation suggested in this section are based on the literature review, survey findings and the interaction of the team members with POs, trainings institutes, VOs, COs and household beneficiaries.

- **Strengthen the capacity building of technical and vocational institutes:** strengthen the capacity of existing private sector technical training institutes to enhance the marketability of their students in the national and international market. These upgrading of these institutes should be supported (services, infrastructure and facilities) so that they are able to meet a certain standard through which they have an opportunity to gain accreditations from internationally renowned technical and vocational training institutes. Additionally, building linkages of these institutes with the industries in the national and international market would be beneficial for economic growth in the country.
- **Advance training should be given in the same subject as basic training:** most trainees have expressed interest and support for receiving advanced training in the same subject as the basic training and they are willing to pay for it as they see the economic benefit of this expenditure.
- **Trainings should be provided as per the roles and responsibilities of the members of the community organizations to avoid sunk cost:** another drawback was the selection criterion of the trainees as some of them did not fit in the role that they were provided trainings on. For example, a President of a CO who was trained in the field of proposal making was not involved in the process of making proposals after he was trained.
- **More focus is needed for providing training on development of new products with traditional skills:** skills training programs have led to a positive impact on beneficiaries' income and on their status in family and society. It has been seen that developing new products or improving the products of traditional skills can be a short cut to increasing incomes and building value chains among men and women.
- **Provide skill trainings to female HBW's who do not have advanced skills leading to low marketability of their products:** a majority of HBW's are engaged in skills and trades which they have learned or inherited from their family or are involved in an activity which is laborious but not technical. This is because these women have limited exposure and training due to which the products and trades they are involved in are either of low quality or have low marketability. There is a need for these women to be given vocational training so they can move towards value added skills and trade which will enhance their income and provide them with a more economically balanced vocation.

- **Trainings should be provided in new and unique trades:** some trades such as beautician training and stitching have become saturated due to which beneficiaries have trouble finding relevant jobs. This posed a negative impact on the training program as some beneficiaries were unable to cash in on their skills and or utilize them, resultantly, they have forgotten some of their training as they have not had an opportunity to apply it to a real life situation. Areas for further training which respondents recommended are stated below:

Sectors	Area of Training
<b>Agriculture</b>	Aquaculture, livestock management
<b>Electric and Electronics</b>	Mobile, UPS repairs, generator repairs, Peter engine repairs, solar panel repair
<b>Trade and Business Development</b>	Salespersons, receptionists
<b>Automobiles</b>	Motor bike and car mechanics
<b>Light Engineering</b>	Steel fixer, marble and plumber
<b>Computers and Information Technology</b>	Diploma in graphic designing and online services
<b>Cottage Industry</b>	Embroidery, dress designing, handicrafts, laundry
<b>Health</b>	Nutritionist, vaccination, midwifery (safe delivery)
<b>Community development and management</b>	Development and business plans for enterprises, financial management, taxes
<b>In-house Food Processing</b>	Ketchup, jams

- **Financial literacy should be increased in the rural areas:** a lot of the skilled workers, especially those who learned stitching, were providing their services for a very minimal fee. A basic financial literacy course shall be made a part of the TVT programs irrespective of the trade. Financial literacy will also help in curtailing the negative impact posed by the 'middle men' on the livelihoods of the people.
- **Duration of trainings must be commensurate to its content:** respondents from both household and community organization state that the duration of some of the trainings was inadequate. Some training programs were desired to be of longer duration for COs. In addition, people want new and upgraded skills for which trainings of a longer duration will be required.
- **Focus further on the inclusion of women and marginalized groups:** while women and marginalized groups were included in the training, further consideration needs to be given to the fact that women in rural Pakistan have limited access to the marketplace. Raising levels of awareness around how to access the marketplace and developing ways to link them with private sector partners that are considered safe and culturally acceptable, would allow for both more financial gain and more independence for women.

- **Involve male and elderly women members from the family to introduce programs to women in backward areas:** more efforts are required to enhance female participation such as planning exposure visits for them to the markets and financial institution. Although women have benefited from this program but in order to increase the effectiveness of similar programs in the future more steps need to be taken. In difficult areas where access to women is restricted, involve a male or an elderly woman relative of the female beneficiary at the initial stage to facilitate the induction of women in a program. The support of a male or older women relative gives the women beneficiaries confidence and acceptance within the community.
- **Transportation services should be provided through social enterprise schemes to women beneficiaries:** provision of transport will not only aid in income generation of beneficiaries but will also help women at large in resolving transportation issues.
- **The community development approach must continue for training programs:** making the community itself a stakeholder in developmental work has produced positive gains and this partnership should be further strengthened. The local institutions are the mainstay of sustainability. If COs stay useful, effective and efficient, many aspects of such training programs will sustain themselves and flourish. Monitoring and evaluation must be utilized to capture intended and unintended consequences.
- **Promote development of linkages:** in order to make TTOs effective and sustainable, linkages development and direct marketing of community enterprises to consumers must be further promoted.
- **Development of micro-entrepreneurs:** a slight shift in the focus of livelihood programs is required where more investment is required in developing micro-entrepreneurs in the rural areas. This cannot be solely done by providing them with the skill to produce goods. Linkages of micro-entrepreneurs with bigger markets in urban areas will have to be developed. Furthermore, small scale expos can also be arranged on regular intervals in the nearby cities of the rural areas.
- **More investment is required in Balochistan on enhancement in community infrastructure:** during the survey, Balochistan appeared to be the most behind in terms of community infrastructure. More investment in this regard is required in Balochistan.
- **More patience and time is required for achieving sustainability:** long lasting impacts will take time to mark their footprints in the social sphere under the training programs. longer-term sustainability comes through cultural changes and wider levels of acceptance for social and economic openness and growth. More time is needed to accurately gauge the outcomes and impacts of project interventions.
- **Improve the assessment of training programs in future by introducing the concept of control and non-control groups:** this may be based on experimental design in which groups of people are divided into control and non-control groups so progress can be measured against those who have received training and those who have not.





# ANNEXURES



## Annexure 1: List of Literature Reviewed

List of Literature Reviewed
Ali, K., & Roy, A. K. (2014). <i>Effects of Livestock Asset Transfer on the Resilience of the Landless: A case Study of NETZ Livestock Project in Bangladesh.</i>
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CEDEFOP. (2011). <i>The Benefits of Vocational Education and Training.</i> Publications Office of the European Union.
Das, N., & Shams, R. (2011). <i>Asset Transfer Programme for the Ultra Poor: A Randomized Control Trial Evaluation.</i> BRAC.
Jameel, A. L. (September, 2015). <i>Building Stable Livelihoods for the Ultra Poor.</i> Poverty Action Lab.
Kazmi, S. W. (2007). Vocational Education and Skills Development: A Case of Pakistan. <i>SAARC Journal of Human Resource Development</i> .
Kemal. (2005). Skill Development in Pakistan. <i>The Pakistan Development Review.</i>
NAVTC. (2015). <i>Pakistan National Vocational Qualification Framework (NVQF).</i> National Vocational and Technical Training Commission (NAVTC).
Pakistan, A. C. (July, 2011). <i>User/Beneficiary Assessment Survey: Third Pakistan Poverty Alleviation Fund (PPAF-III).</i> PPAF.
PPAF. (2013). <i>Annual Report 2013.</i> PPAF.
Roy, S., Ara, J., Agnes, & Das, N. (2013). <i>Asset Transfers and Intrahousehold Dynamics: Evidence from BRAC's 'Targeting the Ultra Poor' Program in Bangladesh.</i>
Sulaiman, M. (2009). <i>Assessing Impact of Asset Transfer on Children's Education: A Case of BRAC's Ultra Poor Programme in Bangladesh.</i> United Nations Educational, Scientific and Cultural Organization.
UNESCO, I. (2009). <i>Technical and Vocational Education in Pakistan at Secondary Level.</i> Ministry of Education Government of Pakistan.
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## Annexure 2: Community Organizations

## A2-a : Gender-Wise Impact of Trainings of COs

Province	Community Management			Social Mobilization			Community Management/Social Mobilization		
	Gender			Gender			Gender		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
SINDH	27.4	5.7	23.2	38.3	4.1	29.3	44.0	95.0	54.7
PUNJAB	13.0	81.8	26.5	23.8	94.6	42.5	0.0	0.0	0.0
KPK	33.8	12.5	29.6	0.5	1.4	0.7	53.3	5.0	43.2
BALUCHISTAN	25.8	0.0	20.7	37.4	0.0	27.5	2.7	0.0	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## A2-b: Impact of Trainings of COs

		SINDH	PUNJAB	KP	BALUCHISTAN	Total
Do you think poverty can be reduced with these trainings?		96	95	98	99	97
Do you feel empowered after having received trainings	No Change	5	3	3	3	4
	Feel Empowered	64	53	75	16	53
	Feel Very Empowered	21	28	21	47	28
	Feel Extremely Empowered	10	16	1	35	15
Do you think your CO will be able to survive on its own without the help of PPAF and its POs?		93	92	99	99	95
Trainings made you capable to start a basic project and build a small project on your own		97	93	93	100	96
Trainings improved the quality of book keeping of your COs		98	93	97	100	97
CO has been able to maintain relationship with other government institutions		96	93	97	99	96
CO has developed linkages with private institutions		98	93	97	98	96
CO has been able to develop linkages with the market		95	96	96	97	96

## Impact Assessment of Communities and Skills Training Programs

		SINDH	PUNJAB	KP	BALOCHISTAN	Total
The trainings increased the financial assets of CO		95	96	97	97	96
The trainings increased the basic assets of CO		89	92	94	98	93
Increased savings helped COs to provide loans to community members after receiving the trainings		67	71	81	98	78
Using the skills gained during the trainings in professional life		58	96	80	95	81
If NO why	They do not apply on my Profession	22	0	6	0	16
	Do not get chance to apply	2	44	0	0	4
	The received skills are inadequate	0	56	0	0	3
	Others	76	0	94	100	77

### A2-c: Impact of Trainings of COs

	SINDH	PUNJAB	KP	BALOCHISTAN
Professional ability has improved	95	98	99	98
Do more work in less time	97	99	99	95
Work more than before	94	99	99	94
The quality of work has improved	86	99	99	92
Work has become easier	94	99	99	92
Do work in a more organized way than before	94	95	99	92
Gained control over work	93	97	99	93
Learned how to develop a budget	90	95	99	89
Perform basic calculations better than before	86	98	99	90
Maintain records better than before	86	96	99	89
Gained more knowledge regarding the markets	95	84	99	86
The communication with the markets has increased	96	84	99	84
Have learned to build a house that can keep us safe during an unforeseen disaster	77	51	83	73
Learned how to make decisions on a community level and in a collective manner	97	97	100	100

## Impact Assessment of Communities and Skills Training Programs

	SINDH	PUNJAB	KP	BALUCHISTAN
Became aware about the basic human rights and how to follow them	95	97	99	99
Became informed about gender equality and how to implement it	95	74	96	100
Became aware about the importance of the CNIC and have started following it	99	99	100	100
Became aware about the importance of the marriage certificate and started following it	98	98	99	100
Became aware about the importance of birth registration and started following it	99	100	99	100
Learned the importance of collective efforts and sense of responsibility, and have started following it	99	94	100	100
Learned how to organize community meetings	99	79	100	100
Learned how to plan and organize before starting any work	98	98	99	100
Know how to create development plans for the village	96	77	98	100
Know how to maintain records of a meeting	98	77	99	100
Communication with the other organizations that work on rural development has increased	95	84	98	99
Learned how to develop plans for natural catastrophes	91	70	75	94
Learned how to deal with natural catastrophes	91	71	77	95
Started immunizing children against polio	99	100	99	99
Started immunizing children against other basic diseases	99	100	99	99
Started following the principles of good hygiene.	99	99	99	99

### A2-d Family Participation and Further Training (In Percentage)

Type of Training	Community Management	Social Mobilization	Community Management/ Social Mobilization
Will you give permission to the women of your household to participate in such community organizations*	91	86	89
Have you motivated any of your household members to become a member of such organizations*	93	86	90
Have you observed any negative impact of such trainings in your household/enviro?*	11	10	11
Will you be willing to pay to receive more training*	60	42	53

## Annexure 3: Household

## A3-a: Po-Wise Poverty Ratings of Household Beneficiary

Province	PO Name	Poverty Rating		
		Poor	Non-poor	Total
Sindh	BRDS	85	15	100
	Hands	41	59	100
	Scope	52.6	47.4	100
	SAFWC0	47.6	52.4	100
Punjab	FDO	42.5	57.5	100
	ADO	35	65	100
	RCDS	70	30	100
	NRSP	71.8	28.2	100
KP	SRSP	92.5	7.5	100
	EPS	57.9	42.1	100
	CMDO	70	30	100
Balochistan	PIDS	17.5	82.5	100
	BRSP	26.8	73.2	100
	TF	30	70	100

## A3-b: Impact of Trainings on the Ability of Beneficiary Households

	SINDH	PUNJAB	KP	BALUCHISTAN
Professional ability has improved	70	97	100	100
Do more work in less time	65	96	100	100
Work more than before	61	97	100	95
The quality of work has improved	57	99	100	100
Work has become easier	64	99	100	100
Do work in a more organized way than before	58	98	100	100
Gained control over work	50	98	100	99
The cost of work has decreased	56	95	100	99
Got employed	47	90	100	97
Profits have increased	57	90	100	100
Losses have reduced	55	90	100	100
Learned how to develop a budget	48	84	98	99
Perform basic calculations better than before	56	93	98	100

## Impact Assessment of Communities and Skills Training Programs

	SINDH	PUNJAB	KP	BALUCHISTAN
Maintain records better than before	59	93	98	100
Learned how to set the price of the produced goods	62	89	98	99
Learned how to bargain	64	95	99	99
Gained more knowledge regarding the markets	61	86	98	99
The communication with the markets has increased	59	87	98	98
Have learned to build a house that can keep us safe during an unforeseen disaster	56	51	100	87
Learned how to take care of livestock	72	86	100	100
We are able to detect diseases in livestock	78	83	100	100
Have learned how to cure illnesses or hire someone to cure illnesses of livestock	72	84	100	99
Have learned how to take care of the fields	66	72	100	99
We have learned how to detect diseases that may affect fields beforehand	61	73	100	98
Have learned how to use the sprays that are used on the fields	57	72	100	99
Savings Increased	57	71	100	88
Opened Bank Accounts	57	73	100	88

### A3-c: Household Satisfaction with COs

	Poor	Non-poor	Total
I am satisfied with the overall performance of that organization	98.6	97.3	97.9

### A3-d: Assets Purchased by Beneficiary Households in the Last 5 Years (In Percentage)

	SINDH	PUNJAB	KP	BALUCHISTAN	Total
Agriculture Land	21	21	16	73	31
Motorcycle	20	14	3	36	18
Cooking stove	1	0	3	61	14
Television	18	19	1	0	11
Heater	0	1	0	31	7
Washing Machine	4	6	8	1	5
Refrigerator	4	4	0	0	2
Deep Freezer	1	1	0	0	1
Scooter	0	1	0	2	1
Car	1	0	0	6	1
Tractor	1	0	0	3	1
Computer	3	0	0	0	1

## A3-e: Household Assets

Assets Owned	Poor	Non-poor	Total
Cooking stove	13.6	34.6	23.5
Television	12.6	28.5	20.1
Motorcycle	0.7	57.0	27.3
Refrigerator	0.7	11.8	5.9
Heater	3.1	12.2	7.4
Washing Machine	7.5	17.9	12.4
Cooking range	0.0	1.9	0.9
Geyser	0.0	0.8	0.4
Microwave Oven	0.0	0.4	0.2
Deep Freezer	0.3	1.5	0.9
Scooter	0.0	3.4	1.6
Air cooler	0.0	1.1	0.5
Car	0.0	4.9	2.3
Air Conditioner	0.0	1.5	0.7
Tractor	0.0	4.9	2.3
Computer	0.3	1.5	0.9

## A3-f: Livestock Purchased by Beneficiary Households in Last 5 years According to Poverty Ratings

	Poor	Non-poor	Total
Bull	2	3	2
Sheep	13	13	13
Donkey	2	7	4
Water buffalo	9	12	11
Goat	31	38	34
Horse	0	2	1
Cow	29	26	28
Chicken/duck	28	41	34
Camel	0	2	1

## A3-g: Livestock Purchased by Beneficiary Households in Last 5 Years (In Percentage)

	Sindh	Punjab	KP	Balochistan	Total
Chicken/duck	12	27	13	73	30
Cow	28	38	10	7	22
Goat	30	31	2	56	30
Water buffalo	18	13	2	5	10
Donkey	6	3	1	6	4
Camel	1	0	1	1	1
Sheep	9	7	0	34	12
Bull	3	1	0	3	2
Horse	1	1	0	1	1



**A3-h: Poverty Rating**

	Poor	Non-poor	Total
Vocational & Skill Training	60	62	61
Development Training	41	38	40
Total	100	100	100

**A3-i: Household Characteristics of beneficiary Households**

		Vocational & Skill Training	Development Training	Total
Family size		9	9	9
Household members of age 18 and above		4	4	4
Number of household members that are studying		2	2	2
Number of earning members in a household?		2	2	2
Total monthly income of the beneficiary		7554	7297	7453
Total monthly income of the household		13618	12073	13007
Number of rooms per household		2	2	2
Percentage of households with mental or physical disabilities		13	8	11
Type of Bathroom	Dry Pit	33	49	39
	Flush System	45	30	39
	Do not have a Bathroom	23	22	22

**A3-j: Impact of Training on Income According to Types of Trainings**

	SINDH	PUNJAB	KP	BALOCHISTAN	Total
How much did you use to earn before having received the trainings	4993	2400	6525	6578	4922
By what percentage has your monthly income increased after the trainings	30	50	69	37	45
By what percentage has your household income increased after the trainings	27	38	62	31	39
Have you done any renovation in your house in the last five years?	26	17	16	44	25
Have you done any additional construction in your house in the last five years?	31	26	7	46	28
Will you be willing to pay to receive more training	43	40	97	46	54

## Impact Assessment of Communities and Skills Training Programs

### A3-k: Impact of Training on Income According to Poverty Ratings

	Poor	Non-poor	Total
How much did you use to earn before having received the trainings	4538	5350	4922
By what percentage has your monthly income increased after the trainings	52%	38%	45%
By what percentage has your household income increased after the trainings	45%	33%	39%

### A3-l Training and Change in Monthly Family Income (In Percentage)

Type of training	Change in monthly family income		
	No Change	Up to 60%	More than 60%
Vocational & Skill Training	16	57	27
Development Training	27	57	16
Total	20	56	24

### A3-m Family Participation and Further Training (In Percentage)

Type of Training	Community Management	Social Mobilization	Community Management/ Social Mobilization
Will you give permission to the women of your household to participate in such community organizations*	91	86	89
Have you motivated any of your household members to become a member of such organizations*	93	86	90
Have you observed any negative impact of such trainings in your household/enviroment?*	11	10	11
Will you be willing to pay to receive more training*	60	42	53

## Annexure 4: Selected Partner Organizations by Trainings

Province	POs	PO Staff Members	Training-wise breakdown of CO's / Individual	# of CO's	# of member / CO	Total CO / Community Members	# of VO / PO for FGD	# of Institute / PO	# of resource person (Master Trainer) / PO
Balochistan	TF	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
	BRSP	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
	PIDS	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
KP	CMDO	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			

## Impact Assessment of Communities and Skills Training Programs

Province	POs	PO Staff Members	Training-wise breakdown of CO's / Individual	# of CO's	# of member / CO	Total CO / Community Members	# of VO / PO for FGD	# of Institute / PO	# of resource person (Master Trainer) / PO
	EPS	4	Development Training Program (n = 20)				1 = Mix		
			Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male	2	4
			Social Mobilization Trainings (n = 15)				1 =		
			Vocational & Skill Trainings (n = 20)				Female		
			Development Training Program (n = 20)	40 HH	-	40 HH	1 = Mix		
	SRSP	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male	2	4
			Social Mobilization Trainings (n = 15)				1 =		
			Vocational & Skill Trainings (n = 20)				Female		
			Development Training Program (n = 20)	40 HH	-	40 HH	1 = Mix		
Punjab	FDO	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male	2	4
			Social Mobilization Trainings (n = 15)				1 =		
			Vocational & Skill Trainings (n = 20)				Female		
			Development Training Program (n = 20)	40 HH	-	40 HH	1 = Mix		
	RCDS	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male	2	4
			Social Mobilization Trainings (n = 15)				1 =		
			Vocational & Skill Trainings (n = 20)				Female		
			Development Training Program (n = 20)	40 HH	-	40 HH	1 = Mix		

## Impact Assessment of Communities and Skills Training Programs

Province	POs	PO Staff Members	Training-wise breakdown of CO's / Individual	# of CO's	# of member / CO	Total CO / Community Members	# of VO / PO for FGD	# of Institute / PO	# of resource person (Master Trainer) / PO
	ADO	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
	NRSP	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
Sindh	SCOPE	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
	BRDS	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4
			Social Mobilization Trainings (n = 15)						
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH			
			Development Training Program (n = 20)						
	HANDS	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male	2	4

## Impact Assessment of Communities and Skills Training Programs

Province	POs	PO Staff Members	Training-wise breakdown of CO's / Individual	# of CO's	# of member / CO	Total CO / Community Members	# of VO / PO for FGD	# of Institute / PO	# of resource person (Master Trainer) / PO	
			Social Mobilization Trainings (n = 15)	40 HH	-	40 HH	1 = Female 1 = Mix			
			Vocational & Skill Trainings (n = 20)							
			Development Training Program (n = 20)							
	SAFWCO	4	Community Managerial Trainings (n = 15)	30 CO's	2	60 CO members	3 VO's 1 = Male 1 = Female 1 = Mix	2	4	
			Social Mobilization Trainings (n = 15)							
			Vocational & Skill Trainings (n = 20)	40 HH	-	40 HH				
			Development Training Program (n = 20)							
4	14	56	-	-	-	840 CO Members (Office Bearers) 560 HH (Development & Vocational)	42 VO's	28 Institute	56 Resource Persons (Master trainers)	

## Annexure 5: Partner Organizations Questionnaire

1. INSTRUMENT FOR PARTNER ORGANIZATIONS (POs)			
Name of PO			
PO's Address		Name of Respondent	
Department		Designation	
Email		Phone No.	
Name of Interviewer		Date	
<b>Introduction</b> If you allow me, I will first like to introduce me and my team.  My name is _____ and he is partner _____. We work in AASA Consulting. As you might know that nowadays we are working on the impact assessment of the trainings that were imparted during PPAF-III. For this purpose, we have selected 14 Partner Organizations of PPAF and you are one of them.  For this purpose, we will like to ask a few questions regarding the trainings that were imparted by you under PPAF-III.			
<b>A. CHIEF EXECUTIVE OFFICER/ SENIOR PROGRAMME OFFICER</b>			
1A.1 When was your organization established? Month _____ Year _____			
1A.2 For how many years have you been working in this organization? Years _____			
1A.3 When did your organization become an implementing partner of PPAF? Month _____ Year _____			
1A.4 Can you please tell me what the overall objective of PPAF-III program was?			
<b>1A.5 Please provide me a copy of the "Scope of Work" that was a part of the PPAF-III contract that was signed between you and PPAF?</b>			
1A.6 Who were the key personnel on important positions in your organization who worked under PPAF-III project Note: Obtain the names and designations of all those people.			
Designation		Name	
Designation		Name	
Designation		Name	
1A.7 Which districts and UCs of Pakistan did your organization works in as a partner of PPAF during PPAF-III? Districts _____ Union Councils _____  Note: Obtain complete information according to VO/COs data sheet			



## Impact Assessment of Communities and Skills Training Programs

1A.8 How many _____ do you have in those union councils? Female VOs_____ Male VOs_____ COs_____ LSOs_____	
<b>Note: Obtain complete information according to VOs/COs data sheet</b>	
1A.9 How many staff members from your organization were trained by PPAF for the implementation of PAF-III? Number # _____	
1A.10 Under PPAF-III, how many people were trained by your organization or were sent to an independent training institute? Number # _____	
1A.11 Did you seek help from any training institute for training your COs/VOs? 1.Yes 2.No	
1A.12 If yes, please mention their names?	
<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>
1A.13 Does your organization have a training unit of your own? 1.Yes 2.No	
1A.14 If yes, in which areas do you give in-house trainings?	
<b>1.</b>	<b>2.</b>
<b>3.</b>	<b>4.</b>
<b>5.</b>	<b>6.</b>
1A.15 How many Master Trainers does your organization have of your own? Or those people who are involved in trainings? Note: Please take the details of the Master Trainers?	
<b>1.</b>	<b>2.</b>
<b>3.</b>	<b>4.</b>
<b>5.</b>	<b>6.</b>
1A.16 Do you think that the trainings provided to the community during PPAF-III have produced a change in their quality of life? 1 Yes 2 No	
1A.17 If yes, how?	
1A.18 If no why?	
1A.19 Do you think more training is required in order to increase the quality of life of people? 1.Yes 2.No	
1A.20 If yes then in what areas and what kind of trainings are required?	
<b>1.</b>	<b>2.</b>
<b>3.</b>	<b>4.</b>
<b>5.</b>	<b>6.</b>

B. Programme Manager	
1B.1 For how many years have you been working in this organization? Years _____	
1B.2 What is the level of your education?	
1B.3 Can you please tell me, what was the overall objective of the PPAF-III program?	
1B.4 What were your responsibilities regarding the implementation of PPAF-III?	
1B.5 On what topics did your organization give in-house trainings under PPAF-III? And on what topics did your organization hire a training institute for trainings? <b>(Note: Obtain the training record according to the training sheet)</b>	
In – House	Training Organization
1.	1.
2.	2.
3.	3.
4.	4.
<b>Note: Obtain the training contents of the above mentioned trainings.</b>	
1B.6 Was the need for community's training assessed by your organization? 1.Yes 2.No	
1B.7 If yes, how?	
1B.8 Were the compiled training materials/manuals prepared according to the needs of the community? 1.Yes 2.No	
1B.9 Were the basic needs of the community assessed prior to the trainings? 1.Yes 2.No	
1B.10 If yes, how were the basic needs of the community assessed and what were they?	
1B.11 Were the basic weaknesses of the community assessed prior to the trainings? 1.Yes 2.No	

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1B.12 If yes, what were the basic weaknesses that existed in the community?
1B.13 Was any community member helped/supported by your organization after the trainings? Like helping them in finding a job or starting a business etc.    1.Yes   2.No
1B.14 If yes, what kinds of assistance were provided?
1B.15 Is your organization in contact with the community members that you trained? 1.Yes   2.No
1B.16 If yes, please explain how the contact is maintained?
1B.17 In your opinion, did the trainings bring a change in the community?   1.Yes   2.No
1B.18 If yes, please explain.
1B.19 If no, why?
1B.20 Did the quality of life change? <span style="float: right;">1.Yes   2.No</span>
1B.21 If yes, please explain.
1B.22 If no, why?
1B.23 Did poverty decrease? <span style="float: right;">1.Yes   2.No</span>
1B.24 If yes, please explain.

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1B.25 If no, why?	
1B.26 Do you think that the community needs more trainings? <span style="float: right;">1.Yes 2.No</span>	
1B.27 If yes, on what topics or areas?	
1.	2.
3.	4.
5.	6.
7.	8.
1B.28 Do you think that your COs/VOs/WOs will be able to survive without your help? 1.Yes 2.No	
1B.29 If yes, how?	
1B.30 If no, why?	
1B.31 In your opinion, have the given trainings caused an impact on the community? 1.Yes 2.No	
1B.32 If yes, explain?	
1B.33 If no, why?	
<b>C. FIELD SUPERVISORY / MONITOR (PPAF – III)</b>	
1C.1 Your name _____	
1C.2 The level of your education _____	
1C.3 Since when are you working in this organization? Month _____ Year _____	

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1C.4 Under what capacity did you work during project implementation of PPAF-III? _____
1C.5 What were your basic responsibilities during project implementation of PPAF-III?
1C.6 Are you in contact with the people that were trained by your organization? 1.Yes 2.No
1C.7 If yes, how is the contact maintained with them?
1C.8 In your opinion, were the people who were trained by your organization satisfied with the quality of trainings that you gave? 1.Yes 2.No
1C.9 If no, then what expectations do you think the community had from the community trainings?
1C.10 In your opinion, have the received trainings brought a change in the community? 1.Yes 2.No
1C.11 If yes, explain.
1C.12 If no, why?
1C.13 Is there a change in the quality of life? 1.Yes 2.No
1C.14 If yes, explain.
1C.15 If no, why?
1C.16 Has poverty decreased? 1.Yes 2.No
1C.17 If yes, explain.
1C.18 If no, why?

## Impact Assessment of Communities and Skills Training Programs

1C.19 Do you think that the community needs more training? <span style="float: right;">1.Yes 2.No</span>	
1C.20 If yes, on what topics or in which areas?	
1.	2.
3.	4.
5.	6.
1C.21 Do you think your Cos/Vos/Wos will be able to survive without your help? <span style="float: right;">1.Yes 2.No</span>	
1C.22 If no, why?	
1C.23 In your opinion, have the given trainings caused an impact on the community? 1.Yes 2.No	
1C.24 If yes, please explain.	
1C.25 If no, why?	
1C.26 How did your organization choose the trainees for the training projects of PPAF-III?	
1C.27 Were there different conditions for entering the training programs? 1.Yes 2.No	
1C.28 If yes, what were those conditions on the basis of which participation in the training projects was allowed?	
1C.29 Did your organization go through a written agreement with the trainees who joined your organization? <span style="float: right;">1.Yes 2.No</span>	
1C.30 If yes, please obtain a copy of the written agreement.	
D. MASTER TRAINER-PPAF III	
1D.1 Your name _____ Education _____	
1D.2 Since when are you working in this organization? Years _____	

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1D.3 How many years of experience do you have in giving trainings? Years _____		
1D.4 In what topics do you specialize for giving trainings?		
.1 _____ .2 _____ .3 _____		
1D.5 On what topics did you train under PPAF-III?		
.1 _____ .2 _____ .3 _____		
1D.6 How many people did you train under PPAF-III? Number _____		
1D.7 Do you know how to devise training content? 1.Yes 2.No		
1D.8 Do you think that the training content and material used during PPAF-III is capable to bring a positive change? 1.Yes 2.No		
1D.9 If not, where is the room for improvement in it?		
1D.10 In your opinion, when people are trained on a certain topic, what percentage of it is applied in their practical life? _____%		
1D.11 If it is not applied completely, what are the reasons for it?		
1D.12 With respect to the topics on which you trained people during PPAF-III, the trainings that you provided will bring a change in which of the following in your opinion?		
<b>Changes</b>	<b>1 Yes, 2 No, 3 Don't Know, 4 Not Applicable</b>	<b>Reasons for no change</b>
<b>Development &amp; Vocational Training</b>		
1. Professional ability has improved		
2. Started working more in less time		
3. Work more than before		
4. The quality of work has improved		
5. Work has become easier.		
6. Have started working in a more organized manner		
7. Have gained control over work		
8. The cost of work has decreased.		



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9. Got employed.		
10. Profits have increased.		
11. Losses have reduced.		
12. Learned how to develop a budget.		
13. Perform basic calculations better than before.		
14. Maintain records better than before.		
15. Learned how to set the price of the produced goods.		
16. Learned how to bargain.		
17. Gained more knowledge regarding the markets.		
18. The communication with the markets has increased.		
19. Have learned to build house that can protect us from natural disasters		
20. Have learned how to take care of natural disasters		
21. Learned the ability to detect diseases in livestock		
22. Have learned how to cure illnesses or hire someone to cure illnesses of livestock		
23. Have learned how to take care of the fields		
24. We have learned how to detect diseases that may affect fields beforehand.		
25. Have learned how to use the sprays that are used on the fields.		
<b>Changes</b>	<b>1 Yes, 2 No, 3 Don't Know, 4 Not Applicable</b>	<b>Reasons for no change</b>
<b>Social Mobilization</b>		
1. Learned how to make decisions on a community level and in a collective manner		
2. Became aware about the basic human rights and how to follow them.		
3. Became informed about gender equality and how to implement it.		
4. Became aware about the importance of the CNIC and have started following it.		
5. Became aware about the importance of the marriage certificate and started following it.		
6. Became aware about the importance of birth registration and started following it.		
7. Learned the importance of collective efforts and sense of responsibility, and have started following it.		

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8. Learned how to organize community meetings.		
9. Learned how to plan and organize before starting any work.		
10. Know how to create development plans for the village.		
2. Know how to maintain records of a meeting.		
3. Communication with the other organizations that work on rural development has increased.		
4. Learned how to develop plans for natural catastrophes.		
5. Learned how to deal with natural catastrophes.		
6. Have started immunizing children against polio		
16. Have started immunizing children against other basic diseases		
17. Have started following the principles of health hygiene		

## Annexure 6: Questionnaires for Training Institute

2. QUESTIONNAIRES FOR TRAINING INSTITUTE				
Name of Training Institute				
Name of Respondent		Designation & Department		
Union Council		District		
Province		Phone No.		
Address				
Name of Interviewer		Date		
<p><b>Introduction</b>            My name is _____. We work at AASA Consulting. Our firm does research work on the socio-economic conditions of the country.</p> <p>Nowadays, we are analyzing the socio-economic changes that come due to trainings. In this regard, we want to get some information from you on the trainings that you imparted to the community members of _____ during 2010 and 2013 under PPAF-III. (Add PO's Name)</p> <p>We hope you will cooperate with us.</p>				
2.1. When was your institute established? Month _____ Year _____				
2.2. Type of Organization				
<input type="checkbox"/> Private		<input type="checkbox"/> Trust	Trust's Name	
<input type="checkbox"/> Semi government		<input type="checkbox"/> Government	<input type="checkbox"/> NGO	
Name of the NGO				
Note: Take information on the training courses of the institute.				
I. Short certificate courses				
#	Course Name	Duration (in days)	Conditions	Fees / Participant
1.				
2.				
3.				
4.				
5.				

## Impact Assessment of Communities and Skills Training Programs

II. Certificate Course				
#	Course Name	Duration (in days)	Conditions	Fees / Participant
1.				
2.				
3.				
4.				
5.				

III. Diploma Course				
#	Course Name	Duration (in days)	Conditions	Fees / Participant
1.				
2.				
3.				
4.				
5.				

IV. Degree Course				
#	Course Name	Duration (in days)	Conditions	Fees / Participant
1.				
2.				
3.				
4.				
5.				

2.3. How many people of \_\_\_\_\_ organization did you train during 2010 and 2013  
(Name of PO)  
 Number # \_\_\_\_\_

2.4. Under PPAF-III, who did your organization train and on what topics?

## Impact Assessment of Communities and Skills Training Programs

#	Training Topics	Number
1		
2		
3		
4		
5		
6		
7		
8		
9		

**Note:** Obtain information on all those trainings that training institute gave to COs/VOs during PPAF-III

2.5. Do you think that the people of your area needed these trainings? 1. Yes 2. No.

2.6. If no, why?

2.7. Do majority of the people become capable of doing their own business or getting a job after the trainings? 1. Yes 2. No.

2.8. If no, why?

2.9. Do most of the people work in their own area? 1. Yes 2. No.

2.10. If no, where do people migrate for getting jobs?

2.11. Does your organization help these people in getting them jobs? 1. Yes 2. No.

2.12. Out of them, is anyone getting more advanced trainings on their own expense? 1. Yes 2. No.

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2.13.If Yes, What percent of those people are getting more advanced trainings? ____%
2.14.Have these training programs improved the financial conditions of people? 1. Yes 2. No.
2.15.If yes, how?
2.16.If no, why?
2.17.Has the basic infrastructure of the area improved due to these training programs? 1. Yes 2. No.
2.18.If yes, how?
2.19.If no, why?
2.20.Is there an improvement in people's access to basic necessities due to these programs? (E.g. School, dispensary, hospital, transport, etc.). 1. Yes 2. No.
2.21.If yes, how did the access of people to basic necessities improve?
2.22.If no, why?
2.23.Has the community mobilization among people increased due to these programs? (E.g. working together, helping each other etc.) 1. Yes 2. No.
2.24.If yes, how?
2.25.If no, why?

### Annexure 7: Community Questionnaire– Direct Beneficiaries (Community Members)

3. COMMUNITY ORGANIZATION QUESTIONNAIRE			
Name of CO		Province	
Type of CO	<input type="checkbox"/> Community Management <input type="checkbox"/> Social Mobilization		
Gender		Education	
District		Union Council	
Respondent's Name		Designation & Department	
Address			
Name of Interviewer		Date	
<p><b>Introduction:</b>            My name is _____. I work at AASA Consulting. Our firm does research work on the socio-economic environment of the country. At the moment, we are conducting a research in order to analyze the changes that have occurred in the financial, economic and social areas of Pakistan in the last four years.</p> <p>In this regard, we want to get some information from you, which will take 30 minutes of your time.</p> <p>We are hopeful that you will give us your precious time and information and by doing so you will play an important role in the overall progress of the project.</p>			
4.1 What is the name of your CO?			
4.2 When was your CO formed? Month _____ Year _____			
4.3 Why was this CO made or for which organization was it made for?			
4.4 Your CO comprises of how many households? Number # _____			
4.5 How many male members does your CO have? Number # _____			
4.6 How many female members does your CO have? Number # _____			



4.7 Which members of your community received different type of aids under PPAF-III?

#	Types of Aids	Name of community members
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

4.8 Which members of your community were trained under PPAF-III?

#	Name of community members	Training Topic
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

4.9 Please mention the Names of Office bearers of your CO?

#	Name	Designation

## Impact Assessment of Communities and Skills Training Programs

4.10 What type of trainings were provided to the office bearers of your community under PPAF-III?

#	Designation	Training Topic	Year of receiving training	Duration	How many other people were trained?	Who provided the trainings 1.Partner Organization 2. Institute 3. On Job Training	Name of the Training Institute
1							
2							
3							
4							
5							

<b>Note: Out of the above mentioned trainings, get information on the last received trainings</b>	
4.11 How did you come to know about these trainings?	
4.12 How were you chosen for this training?	
4.13 How empowered do you feel in the matters of life after having received these trainings? <b>(If not applicable, move on to question No. 4.14)</b>	
<b>Question</b>	<b>Explain</b>
1. No Change	
2. Feel Empowered	
3. Feel Very Empowered	
4. Feel extremely empowered	
4.14 After having received the trainings, what aspects of the environment do you take care of? <b>(If not applicable, move to the question No. 4.15)</b>	
1	
2	
3	
4.15 Were you told anything about gender equality in these trainings? <b>(If not applicable, move to the question No. 4.16)</b>	
4.16 Do you think poverty can be reduced with the help of these trainings? 1. Yes 2. No <b>(If not applicable, move to the question No. 4.19)</b>	
4.17 If yes, how?	
4.18 If no, why?	
4.19 Which institutions, organizations and people did you get a chance to develop relations with after having received the trainings?	

## Impact Assessment of Communities and Skills Training Programs

(If not applicable, move to the question No. 4.20)	
4.20	Will your VO/CO be able to survive on its own given what it has learned from the trainings provided by PPAF? 1. Yes 2. NO (If not applicable, move to the question No. 4.22)
4.21	If no, why?
4.22	Have the trainings made you capable to start a basic project and build a school on your own? 1. Yes 2.No (If not applicable, move to the question No. 4.24)
4.23	If no, why?
4.24	Have the trainings improved the quality of your CO/VO's book keeping? 1.Yes 2. NO (If not applicable, move to the question No. 4.26)
4.25	If no why?
4.26	Has your CO been able to maintain relationship with other government institutions in your environ? 1.Yes 2. NO (If not applicable, move to the question No. 4.28)
4.27	If no, why?
4.28	Has your VO developed linkages with private institutions? 1. Yes 2. NO (If not applicable, move to the question No. 4.30)
4.29	If no, why?
4.30	Has your VO/CO been able to develop linkages with the market? 1. Yes 2. NO (If not applicable, move to the question No. 4.32)
4.31	If no why?
4.32	Did the trainings help your CO/VO in increasing your financial assets? 1. Yes 2. NO (If not applicable, move to the question No. 4.34)
4.33	If no why?

4.34 Did the trainings help your CO/VO in increasing your other basic assets? 1.Yes 2. NO <b>(If not applicable, move to the question No. 4.36)</b>		
4.35 If no why?		
4.36 Was your VO/CO able to provide loans to the community members by learning how to save after receiving the trainings? 1. Yes 2. NO <b>(If not applicable, move to the question No. 4.38)</b>		
4.37 If no why?		
4.38 Are you using the skills that you gained during the trainings in your professional life today? 1. Yes 2. NO		
4.39 If no why?		
<b>Reasons</b>	<b>1. Yes 2. NO</b>	
They do not apply on my profession		
They do not apply on my profession		
The received skills are inadequate		
Others, specify		
Others, specify		
4.40 If yes, what impact did the trainings have on your professional skills?		
<b>Changes</b>	<b>1. Yes 2. NO 3 Don't know 4 Not Applicable</b>	<b>Reasons for no change?</b>
<b>Development &amp; Vocational Training</b>		
1. Professional ability has improved.		
2. Do more work in less time.		
3. Work more than before.		
4. The quality of work has improved.		
5. Work has become easier.		
6. Do work in a more organized way than before.		
7. Gained control over work.		
8. The cost of work has decreased.		
9. Got employed.		
10. Profits have increased.		
11. Losses have reduced.		
12. Learned how to develop a budget.		
13. Perform basic calculations better than before.		
14. Maintain records better than before.		
15. Learned how to set the price of the produced goods.		

## Impact Assessment of Communities and Skills Training Programs

16. Learned how to bargain.		
17. Gained more knowledge regarding the markets.		
18. The communication with the markets has increased.		
19. Have learned to build a house that can keep us safe during an unforeseen disaster		
20. Learned how to take care of livestock		
21. We are able to detect diseases in livestock		
22. Have learned how to cure illnesses or hire someone to cure illnesses of livestock		
23. Have learned how to take care of the fields		
24. We have learned how to detect diseases that may affect fields beforehand.		
25. Have learned how to use the sprays that are used on the fields.		
26.		
27.		
<b>Social Mobilization</b>		
1. Learned how to make decisions on a community level and in a collective manner		
2. Became aware about the basic human rights and how to follow them.		
3. Became informed about gender equality and how to implement it		
4. Became aware about the importance of the CNIC and have started following it.		
5. Became aware about the importance of the marriage certificate and started following it.		
6. Became aware about the importance of birth registration and started following it.		
7. Learned the importance of collective efforts and sense of responsibility, and have started following it.		
8. Learned how to organize community meetings.		
9. Learned how to plan and organize before starting any work.		
10. Know how to create development plans for the village.		
11. Know how to maintain records of a meeting.		
12. Communication with the other organizations that work on rural development has increased		
13. Learned how to develop plans for natural catastrophes.		
14. Learned how to deal with natural catastrophes.		
15. Started immunizing children against polio.		
16. Started immunizing children against other basic diseases.		
17. Started following the principles of good hygiene.		

18.		
19.		



## Annexure 8: Household Questioner

4. HOUSEHOLD QUESTIONNAIRE			
Province		District	
Union Council			
Address			
Type of Training	<input type="checkbox"/> Vocational & Skills Training <input type="checkbox"/> Development Training		
Name of Interviewer		Date	
For Official Use	PO Name:		
<b>Introduction:</b>  My name is _____. I work in AASA Consulting. Our firm does research on the socio-economic conditions of the country. Currently, we are conducting a research on the economic, social and cultural changes that have come in the last four years.  In this regard, we want to get some information from you on which we will need 30 minutes of your time.  We hope you will give us your precious time and information. If you allow, I will like to start your interview.			
5.1 Your Name		5.2 Age	
5.3 Sex		5.4 Marital Status	
5.5 Education		5.6 Occupation	
5.7 How many people live in your household whose foods, drinks, income and expenses are common? Number # _____			
5.8 How many of them are under the age of 18? Number # _____			
5.9 How many persons of your household are studying at the moment? Number # _____			
5.10 How many earning members are there in your household? Number # _____			
5.11 What is your total monthly income? PKR _____			
5.12 What is the total monthly income of your household? PKR _____			

## Impact Assessment of Communities and Skills Training Programs

5.13 Is there anyone with mental or physical disabilities in your household? 1 Yes 2 No

5.14 If yes, how many? Number # \_\_\_\_\_

5.15 What is the maximum level of education of the head of the household?

1. Never attended school

2. From Montessori to fifth grade

3. 6th grade to 8th grade

4. 9th grade to 10th grade

5. 11th grade to 12th grade

6. 13th grade or higher

5.16 How many rooms are there in your household including bedrooms and living rooms?  
Number # \_\_\_\_ **(Store, bathroom, and kitchen should not be included)**

5.17 What kind of bathroom is present in the household?

a. Dry pit latrine

b. Flush system that is connected to the drainage system, or open-drain output

c. Do not have a bathroom

5.18 Are any of the items listed below present in your house? 1 Yes 2 No

House Hold Assets	1 Yes 2 No	House Hold Assets	1 Yes 2 No	House Hold Assets	1 Yes 2 No
Car		Deep Freezer		Refrigerator	
Motorcycle		Television		Cooking range	
Air Conditioner		Scooter		Geyser	
Tractor		Washing Machine		Microwave Oven	
Cooking stove		Air cooler		Heater	

5.19 Do any of the household members own any of the listed livestock? 1 Yes 2 No

livestock	1 Yes 2 No	livestock	1 Yes 2 No	livestock	1 Yes 2 No
Cow		Water buffalo		Bull/Bull	
Chicken/duck		Goat		Sheep	
Camel		Horse		Donkey	

5.20 How much arable agricultural land is owned by the people of the household?  
Area

--	--	--

a. Merla

b. Canal

c. Acre

d. Square

**2 Do not have arable land.**

5.21 Are you a member of any social organization/?

1. Yes 2.No

5.22 If yes, what is the name of that organization? _____					
5.23 When did you become a member of that Organization? Month _____ Year _____					
5.24 Are you satisfied with the overall performance of that organization? 1. Yes 2.No					
5.25 If no, why?					
5.26 Did you buy any of the following in the last five years? 1. Yes 2.No					
<b>House Hold Assets</b>	<b>1 Yes 2 No</b>	<b>House Hold Assets</b>	<b>1 Yes 2 No</b>	<b>House Hold Assets</b>	<b>1 Yes 2 No</b>
Car		Deep Freezer		Refrigerator	
Motorcycle		Television		Cooking range	
Air Conditioner		Scooter		Geyser	
Tractor		Washing Machine		Microwave Oven	
Cooking stove		Air cooler		Heater	
<b>livestock</b>	<b>1 Yes 2 No</b>	<b>livestock</b>	<b>1 Yes 2 No</b>	<b>livestock</b>	<b>1 Yes 2 No</b>
Cow		Water buffalo		Bull/Bull	
Chicken/duck		Goat		Sheep	
Camel		Horse		Donkey	
5.27 Have you done any renovation in your house in the last five years? 1. Yes 2.No					
5.28 If yes, of what kind of renovation have you done?					
5.29 Have you done any additional construction in your house in the last five years? 1.Yes 2.No					
5.30 If yes, what additional construction have you done?					
5.31 How many of those marriages have marriage contract? Number # _____					
5.32 Out of those, how many have a marriage certificate? Number # _____					
5.33 How many children were born in your household in last five years? Number # _____					
5.34 How many of those children have birth registration certificate? Number # _____					
5.35 How many of those children have been immunized against polio virus? Number # _____					
5.36 How many of those children have been immunized against other basic viruses? Number # _____					
5.37 Do all members of the household over the age of 18 years have a CNIC? 1.Yes 2.No					

5.38 What type of trainings did you get during 2010 and 2013 under PPAF-III?

#	Designation	Training Topic	Year of receiving training	Duration	How many other people were trained?	Who provided the trainings 1.Partner Organization 2. Institute 3. On Job Training	Name of the Training Institute
1							
2							
3							
4							
5							

5.9 What did you use to do before receiving these trainings?		
5.10 How much did you use to earn before having received the trainings? PKR _____		
5.11 By what percentage has your monthly income increased after the trainings? ____%		
5.12 By what percentage has your household income increased after the trainings? ____%		
5.13 What change has the trainings caused in the lives of your household members. Meaning, what are the things that you do now which you could not do before?		
5.14 Will you be willing to pay to receive more training? 1.Yes 2.No		
5.15 What changes have the trainings produced in your professional life		
<b>Changes</b>	<b>1 Yes, 2 No, 3 Don't know, 4 Not applicable</b>	<b>Reasons for no change?</b>
<b>Development &amp; Vocational Training</b>		
1 Professional ability has improved.		
2 Do more work in less time.		
3 Work more than before.		
4 The quality of work has improved.		
5 Work has become easier.		
6 Do work in a more organized way than before.		
7 Gained control over work.		
8 The cost of work has decreased.		
9 Got employed.		
10 Profits have increased.		
11 Losses have reduced.		
12 Learned how to develop a budget.		
13 Perform basic calculations better than before.		
14 Maintain records better than before.		
15 Learned how to set the price of the produced goods.		
16 Learned how to bargain.		
17 Gained more knowledge regarding the markets.		

## Impact Assessment of Communities and Skills Training Programs

18	The communication with the markets has increased.		
19	Have learned to build a house that can keep us safe during an unforeseen disaster		
20	Learned how to take care of livestock		
21	We are able to detect diseases in livestock		
22	Have learned how to cure illnesses or hire someone to cure illnesses of livestock		
23	Have learned how to take care of the fields		
24	We have learned how to detect diseases that may affect fields beforehand.		
25	Have learned how to use the sprays that are used on the fields.		
26			
27			
<b>Social Mobilization</b>			
1	Learned how to make decisions on a community level and in a collective manner		
2	Became aware about the basic human rights and how to follow them.		
3	Became informed about gender equality and how to implement it		
4	Became aware about the importance of the CNIC and have started following it.		
5	Became aware about the importance of the marriage certificate and started following it.		
6	Became aware about the importance of birth registration and started following it.		
7	Learned the importance of collective efforts and sense of responsibility, and have started following it.		
8	Learned how to organize community meetings.		
9	Learned how to plan and organize before starting any work.		
10	Know how to create development plans for the village.		
11	Know how to maintain records of a meeting.		
12	Communication with the other organizations that work on rural development has increased		
13	Learned how to develop plans for natural catastrophes.		
14	Learned how to deal with natural catastrophes.		
15	Started immunizing children against polio.		
16	Started immunizing children against other basic diseases.		

## Impact Assessment of Communities and Skills Training Programs

17	Started following the principles of good hygiene.		
18			
19			
5.16	Will you give permission to the women of your household to participate in such community organizations? 1 Yes 2 No		
5.17	Have you motivated any of your household members to become a member of such organizations? 1 Yes 2 No		
5.18	Have you observed any negative impact of such trainings in your household/environ? 1 Yes 2 No		
5.19	If yes, please specify the negative impacts.		



## Annexure 9: Focus Group Checklist– with VO, WO

5. Focus Group Checklist– with VO, WO																																																																																			
Location/Venue:				Date:																																																																															
District				Union Council																																																																															
Gender:	M	F	Mix	No of Participants:																																																																															
Duration:				Moderator:																																																																															
Rapporteurs 1:				Rapporteurs 2:																																																																															
<p><b>Introduction:</b></p> <p>My name is _____. I work at AASA Consulting. Our firm does research on the socio-economic conditions of Pakistan. Currently, we are conducting a research on the financial, economic and social changes that have occurred in the last four years.</p> <p>I am grateful to all of you for coming here. We are going to have a discussion on the above mentioned areas. This discussion will last for about 90 minutes. You are all encouraged to express your views freely. Your views are of immense importance to us.</p> <p>Note: All questions of the discussion must be based on PPAF-III</p> <table border="1"> <thead> <tr> <th>#</th> <th>Name</th> <th>Age</th> <th>Education</th> <th>Occupation</th> <th>Signature / Thumb Print</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						#	Name	Age	Education	Occupation	Signature / Thumb Print	1						2						3						4						5						6						7						8						9						10						11						12					
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## Impact Assessment of Communities and Skills Training Programs

6.1	Your VO comprises of how many people?	Number # _____
6.2	How many Cos are present in your VO?	Number # _____
6.3	How many Cos are there in your union council?	Number # _____
6.4	Why was your WO/VO formed?	
6.5	What did you benefit from forming a VO/WO?	
6.6	Which other organizations does your VO/WO work for other than _____ <small>(Mention the name of PO)</small>	
6.7	For which developing projects did your VO/WO receive aid from PPAF under PPAF-III during 2010 and 2013?	
6.8	How many people were financially helped by your VO for establishing their own businesses during 2010 to 2013 under PPAF-III? Number # _____	
6.9	How many members of your VO/WO received skilled trainings? Number # _____	
6.10	How many members of your VO/WO receive trainings during 2010 and 2013 under PPAF-III? Number # _____	
6.11	What changes (improvements) have occurred in your area due to PPAF-III in your area?	
6.12	What are the reasons of the positive changes?	
6.13	Has people's financial conditions improved due to PPAF-III in the last four years? 1. Yes 2. No	
6.14	If yes, how?	

6.15	If no, why?
6.16	Has the basic infrastructure of your area improved due to PPAF-III? (roads, bridges, sewers etc) 1. Yes 2. No
6.17	If yes, how?
6.18	If no, why?
6.19	Has people's access to basic necessities improved due to PPAF-III? (school, dispensary, hospital, transport etc.)
6.20	If yes, how?
6.21	If no why?
6.22	Has social cohesions among people increased due to PPAF-III? (working in a collective manner, helping each other etc.) 1. Yes 2. No
6.23	If yes, how?
6.24	Does your VO/WO require more training programs? 1. Yes 2. No
6.25	If yes, which training programs do they require?
6.26	If no, why?