



THE CITIZENS FOUNDATION



Impact Evaluation:

Empowering Community Women
through Skills Training & Micro-
Enterprise at TCF Schools



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Executive Summary

The Citizens Foundation's (TCF) Skills Training Programme contributes to women's social and economic empowerment by helping them gain technical skills, in order to enable them to generate a source of livelihood. The vocation is tailoring, and the four-month training course is in Fashion Design. After certification, graduates can contribute to their household's income by working from home or as apprentices at TCF's vocational centers.

The main objective of the study was to assess the utilization of skills of trainee graduates. The study focused on motivation to enroll in the programme and the training's impact on socio-economic indicators such as income, assets, household decision-making and confidence level. Graduates were also asked to give feedback on the course. Additionally, the study presents management models followed locally and internationally.

The assessment was carried out during May-Aug 2022. Following are some major findings of the impact evaluation study:

Key Achievements

Training

- On average trainees assigned a score of 8.3 out of 10 (NPS scoring) to the training experience, indicating the training was well executed vis a vis curriculum and resources.
- Mostly young single women enroll in the programme with the hope that learning a new skill will help improve their standard of living.
- 34% of the respondents are using their skills by starting their own home-based stitching business while 9% work on paid client orders.
- 83% of the graduates stated that they would like to work with TCF as apprentices.

Income

- 43% of the respondents are self-employed, indicating a positive impact on income generation.
- The programme has resulted in significant cost savings for the graduates as 69% reported that they are using their skills to stitch clothes for themselves and their families.
- On average, the graduates who are currently earning reported that their earnings from craft more than doubled after the training.

Empowerment

- 57% of the graduates had the freedom to spend their incomes as per choice.
- 68% of the graduates reported contributing to household expenses such as groceries.
- Improvement in self-confidence was amongst the top three perceived social benefits, accounting for 27% of the responses (after improvements in technical skills).

Major Recommendations

- Expanding the curriculum to include trainings on financial & digital literacy, entrepreneurship and business management by partnering with private skills training institutes.
- Extending support for market linkages through common interest groups, exhibitions and buyer-seller meet-ups.
- Promoting self-employment as it is convenient for community women to work from home.
- Adding new skills training courses for young girls such as tie and dye, fabric painting etc.
- Resolving operational issues at the Mianwali center and increasing focus on skills that the trainees find challenging across all centers-adda work and men's clothes.

INTRODUCTION & BACKGROUND





Introduction and Background

1.2. Lessons from Skills Development Programmes around the Globe

Women in many developing countries are suffering from low levels of social and economic empowerment due to insufficient investment in human capital and greater barriers in accessing labor markets. However, in the last few decades, developing countries have witnessed a huge increase in vocational programmes that have typically focused on community women to aid them in gaining economic and social independence. These interventions have mainly aimed at skills development as a way to improve rural employability, productivity and income-earning opportunities.

In 2013, Population Council's Egypt office with funds from the United States Agency for International Development (USAID) launched a similar intervention programme for marginalized women in rural Egypt named *Neqdar Nesharek* (NN) (meaning, "we can participate")¹. The NN programme was designed to be implemented in 30 villages in Upper Egypt. A key aspect of the programme was that along with providing business skills and vocational training it also included life skills, legal rights and civic education. The programme partnered up with local training institutes and businesses to provide a wide variety of training options such as accessory making, sewing, hairdressing, livestock raising, dairy-product making, perfume making, cleaning supplies production, mobile phone repair, computer hardware and software training, first aid/paramedic skills and dessert/food catering services. Furthermore, beneficiaries seeking employment were helped in applying for employment opportunities. The programme staff also made sure that all beneficiaries possessed formal identification as it is a prerequisite in applying for loans, formalizing businesses and finding employment. The programme staff also assisted the beneficiaries in opening their personal saving accounts at local post offices and banks. An impact evaluation of the programme was carried using difference-in-difference and propensity score matching. The evaluation revealed that the programme increased the likelihood of the beneficiaries in engaging in income-generating activities, largely driven by increase in self-employment. However, social indicators such as say in household decision making and gender equality were not affected. The lack of impact on social indicators was attributed to limited emphasis of the programme on gender roles and dynamics.

In 2010, a similar programme was held in India where the effects of participating in and completing a vocational education programme in stitching and tailoring was examined. The programme was designed and implemented by two non-governmental organizations (NGOs); Pratham and Social Awareness Through Youth Action (SATYA)². The intervention targeted community women from low-income households between the ages of 18-39 with at least primary education residing in North and South Shahdara regions in New Dehli. All selected participants were required to deposit INR 50 per month for continuing in the programme with a vouch from the NGOs that those women who stayed through the entire duration of the programme would be repaid INR 350. The participants also received a certificate on the completion of the programme. These features offered a unique aspect to the programme and were introduced by the two implementing NGOs to increase commitment and encourage regular attendance. An impact evaluation was conducted to assess the labor market outcomes of the training by comparing the pre-intervention data with two rounds of post-intervention data at 6- and 8-month intervals. After 6 months of the programme, the treatment group compared to the control group experienced an increase in the probability of gaining employment by more than 5%.

¹ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_575930.pdf

² https://www.researchgate.net/publication/260322940_Learning_and_Earning_Evidence_from_a_Randomized_Evaluation_in_India



6% more likely to find employment, and on average work 2 additional hours and earn twice as much after the training.

1.3. Skills Training Programmes in Pakistan

It is widely recognized in academia and in the policy sphere in Pakistan that economic independence is vital for women empowerment. Government along with many international development organizations and local non-government organizations is conducting skills development training programmes for women especially in rural areas to create opportunities for livelihood generation.

1.3.1. Government Initiatives

Kamyab Jawan Programme was initiated by the government to provide loans and high-end skills training to Pakistani youth. Under its youth entrepreneurship scheme (YES), PKR 100 billion worth of loans were aimed to be disbursed by partnering with 21 local banks³. Kamyab Jawan Skills Scholarship Programme (Hunarmand Pakistan) with a budget of PKR 10 billion was launched to establish 100 high-tech skill development institutes across the country. National Vocational and Technical Training Commission (NAVTTTC), under the Kamyab Jawan programme, has created a CPEC-specific job portal where the profiles of those trained through Kamyab Jawan are published for CPEC employers.

Pakistan Skills Development Fund has created Uraan programme to focus on the involvement of rural community women in economic activities. A notable project under this programme is Skills for Market Linkages (SFML). The project's objectives include 1) Provision of demand-driven training to rural women in the garment sector, 2) Trainings on core technical skills, business skills, and project work, 3) Establish market linkages with product buyers, 4) Provision of micro-finance for establishing new businesses, and 5) Train in business skills to empower women to become entrepreneurs⁴. The training generated some remarkable outcomes such as 70% of the graduates entered the sustainability phase, 2,100+ orders were completed by trainees in the 6-months market linkages period and an average of PKR 6,000 per month was earned by the graduates joining from zero income base. Foodpanda Home Chefs Programme was also launched under URAAN. It provided entrepreneurship training to female home chefs and assisted them in joining Foodpanda 'Ghar Ka Khana' platform. As part of the programme, 50 home-based chefs completed 2,900 orders within the first 2 months post-training, earning an average income each of PKR 16,000 per month.

A similar programme was organized by Punjab Rural Support Programme where women in PRSP's community organizations across Punjab were given trainings in crafts such as tie and dye, fabric painting, glass painting, beautician course, stitching etc⁵. In July 2014, an external impact evaluation of the programme was conducted with a sample of 410 women in Faisalabad. The beneficiaries were asked to rank the areas and skills that improved as a result of the skill development training programme on a scale of 1 to 5. The areas included reduction in expenditure, self-reliance, confidence building, decision making, income generation, working efficiency and learning ability. Reduction in expenditure and self-reliance were the top two categories with mean scores of 3.75 and 3.54 respectively. Suggestions for improvement were also listed by the beneficiaries. 96 percent of the respondents identified "opportunities for employment" as the area that required further attention.

³ <https://nation.com.pk/2021/07/02/kamyab-jawan-empowering-the-youth-of-pakistan/>

⁴ https://www.psd.org.pk/programme_focus/uraan/

⁵ https://www.academia.edu/7961141/Impact_Assessment_of_Skill_Development_Trainings_Rendered_by_Punjab_Rural_Support_Programme_for_Empowering_Rural_Women



Hence, without the support for market linkages and employment opportunities skills development programmes do not meet their objectives.

1.3.2. Private Sector Initiatives

Oxfam leads many vocational training programmes in Pakistan. Its ‘Empowering small producers especially women in the dairy sector’ project in Muzaffargarh district aimed to improve livelihood opportunities for women in the dairy sector⁶. Project activities included the establishment of one enterprise and ten collection centers. Ten community groups were formed as part of the project to provide training on milk production, animal health and the dairy market. An impact evaluation of the programme found evidence of positive impact on knowledge of milk production and improved adoption of animal techniques such as vaccination and deworming. There was evidence of positive impact on women empowerment as well especially along indicators such as self-confidence, personal autonomy, independent income and power in markets. However, no evidence of change was established for improvement in women’s household decision making power, control over assets within the household and reduction in violence against women. No positive evidence was found for improvement in quality and quantity of milk, market conditions and income and wealth. A major recommendation put forward in the evaluation report was to explore if there are any other constraints that are faced by the milk producers apart from limited knowledge as the programme activities did not result in a positive impact on quantity and quality of production. Moreover, it was strongly suggested to consider including an evaluation framework in the project design for such interventions.

Kaarvan Crafts Foundation in partnership with the British Asian Trust executed a Women Economic Empowerment (WEE) programme from January 2018 till June 2020⁷. The project delivered skills enhancement and product development trainings for 1650 women across seven districts of Pakistan. An endline survey was conducted after the completion of the programme to assess the change in outcome indicators. A positive impact was observed across all indicators such as earnings, savings, decision making capacity and access to market. A key aspect included in the WEE programme was the focus on both demand and supply issues. Along with technical and business skills training, it focused on market linkages of the beneficiaries as well.

Muslim Aid partnered with SWRFN Charity to implement a skill development project named ‘Promoting Gender Equality through Skill Development,’ which aimed to raise the socio-economic status of marginalized females through marketable skill training in Tarnol⁸. It focused on three aspects 1) Training in market-oriented vocational skills, 2) Market linkages development through a value chain approach, 3) Provision of sustainable livelihoods through business plans & marketing strategies. To improve business linkages and marketing strategies, a common interest (CIG) group was created. CIG consisted of community members, including male counterparts, who encouraged and supported the females of their community by providing linkages to external stakeholders. The graduates of the programme also received certificate from Social Welfare Department on the completion of the programme to help them gain employment.

⁶ <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/580463/er-womens-empowerment-pakistan-effectiveness-review-260315-mgmt-response-en.pdf;jsessionid=94E94016098F4E2144F3EB6F52EEF1BA?sequence=14>

⁷ <https://kaarvan.com.pk/wp-content/uploads/2022/02/WEE-Impact-Report-2018-2020-min.pdf>

⁸ <https://www.muslimaid.org.pk/skill-development-centre/>



Association for Humanitarian Development’s (AHD) has formed Women Enterprise Groups for Gardening and Backyard Poultry Rearing for women with below \$60 household income⁹. AHD facilitates these women in the business startup process and market linkages to help them create a permanent livelihood. Since 2007-2008, AHD has supported more than 7,600 families in kitchen gardening trainings and kitchen gardening seeds in rural areas of Badin, Sujawal, Thatta, Hyderabad and Tando M. Khan districts.

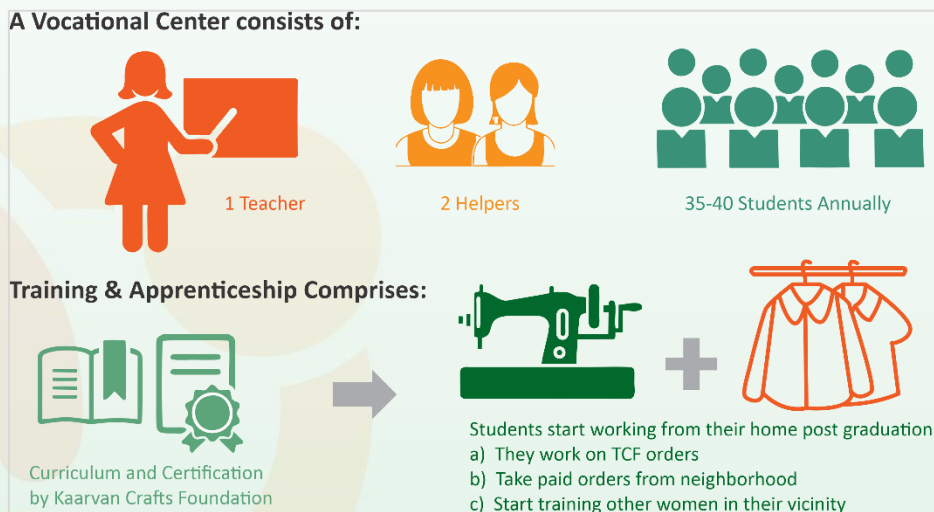
1.4. TCF Skills Training Programme

TCF’s initiatives led by the Community Development Unit (CDU) includes adult literacy classes, provision of clean drinking water and vocational skills training for the community around its schools. CDU has been implementing a vocational training project entitled ‘**Empowering Community Women through Skills Training & Micro-Enterprise at TCF Schools**’ through a grant received from The Trafigura Foundation. The project focuses on providing an opportunity for women around TCF schools to attain technical skills and earn a livelihood to support their family income. The long-term outcome of the project is to alleviate poverty and benefit the community by economic empowerment of girls as they generate income through micro-enterprise.

The project aims to teach women tailoring, embroidery and entrepreneurship skills so they are enabled to earn from home or as apprentices at the vocational centers. The project is currently implemented in 14 districts across Azad Jammu Kashmir, Khyber Pakhtunkhwa, Punjab, and Sindh. The duration of the project is 4 years; from 1st of July 2018 to 30th of June 2022.

The learning process of a trainee who enrolls in the 4-month programme begins at a Vocational Center, where a teacher along with two helpers, trains 35-40 apprentices during the year. The curriculum of the programme includes 6 modules that are further divided in lessons. The modules include cutting and stitching, dress designing, adda works, embroidery, machines and repair and products. Upon completion of the training, graduated apprentices are awarded with certificates, which are endorsed by Kaarvan Crafts Foundation. Thereafter, graduated apprentices start creating livelihood and generating additional income by working on TCF uniform orders, local orders of their community, and by further training other women in their vicinity.

Figure 1: Programme Summary



⁹ <http://www.ahdpak.org/programme-women-empowerment.php>



1.5. Objectives of the Impact Evaluation

The main objective of this study is to assess the utilization of skills of women graduates who had enrolled in TCF's Vocational Programme. The study primarily focused on graduated trainees' motivation to enroll in the programme and the training's impact on the graduates' socio-economic indicators such as income, assets, say in household decision-making and confidence level. Furthermore, graduates were also asked to give feedback on the course; components that worked and those that need further improvement.

The *Objectives* of the study were as follows:

- Assess the utilization of skills of the Graduates who are/aren't Apprentices
- Analyze the income generation of the Graduates through skills training
- Recognize the long-term impact of skills training on Household income
- Understand the long-term impact of skills training on Empowerment of Women
- Illustrate the findings via case studies and presentation

METHODOLOGY

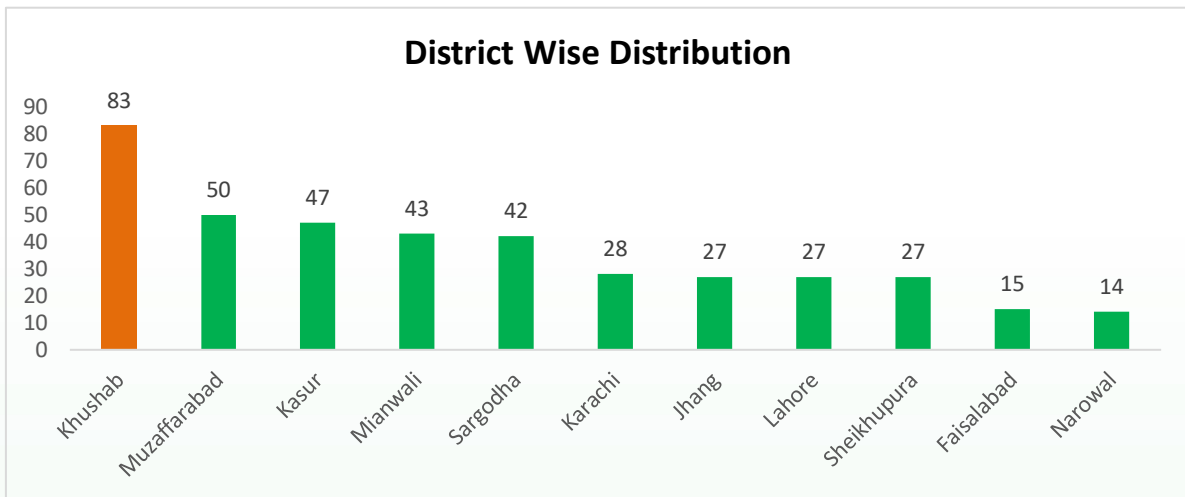


2. Methodology

2.1. Sampling & Data Collection

The Citizen’s Foundation has certified 2500+ community women since 2016, and nearly 1400 women during the project period 2018 – 2022. Typical Case Purposive sampling was used to identify beneficiaries for the quantitative surveys. The sample size for quantitative surveys totaled to 400+. The sample represents 95% confidence interval with a 4.6% margin of error. Teachers in the 11 training centers were asked to invite and persuade former trainees to provide insights regarding the programme and its impact. Due to unavailability of the trainees, probability sampling could not be practiced. However, it was ensured that a mix of three categories could be obtained: current apprentices, former apprentices and non-apprentices. District-wise distribution of the surveys is displayed in the figure 2 below. It should be noted that the two centers in Khushab were clubbed for better visualization.

Figure 2: District Wise Distribution



Experienced enumerators with proficiency in local languages were deployed to conduct the surveys. They were trained by Akademos’ consultants on the objectives of the evaluation and regarding research protocols. It was ensured that at least one female enumerator shall be present in each center to help beneficiaries feel comfortable. A training manual with detailed instructions was also shared with the enumerators. Data was collected digitally through KoboCollect application, and each survey was verified by Akademos’ team by applying relevant checks and by listening to each recording.

For in-depth interviews, Critical Case Sampling was conducted to identify 2 women per center, totaling to 24 beneficiaries. Whilst critical cases cannot be used in making statistical generalizations, they are useful for obtaining qualitative insights that can help make logical generalizations.

Beneficiaries for in-depth interviews were sifted after they had appeared for the quantitative survey. In-depth interviews were conducted by trained Akademos’ consultants, while each interview was recorded and subsequently transcribed.



2.2. Limitations

- As the study did not follow an experimental research design, correlations can be inferred but causality cannot be established.
- Probability sampling could not be practiced because of the unavailability of beneficiaries. Some beneficiaries had married and moved to other areas while others were not allowed by their family members to get surveyed. There was no incentive for the beneficiaries to appear to the center for surveys, hence many were not interested in showing up. To tackle these issues and to ensure useful insights are obtained, purposive sampling was used. Moreover, owing to their relationship with the teacher, invitations for the surveys were communicated by the teachers to ensure a higher turnout.
- Some beneficiaries were hesitant in sharing their views as they thought that they might not get TCF work orders if they shared their honest opinions. To counter this, enumerators and teachers were instructed to explicitly inform the participants beforehand that the evaluation was being carried out by a third party and that their identity would be kept confidential.
- The Covid-19 Pandemic has disrupted people's standard of living across the globe. Therefore, it is hard to distinguish the impact of the training, especially on economic indicators, from the consequences occurred due to Covid-19.
- Some participants did not remember their CNIC and phone number, making it difficult to match them in the original database. Other demographic indicators such as name, age, education level and number of household members were compared to identify an accurate match.

DATA ANALYSIS & INTERPRETATION





3. Data Analysis and Interpretation

A PowerBi dashboard has been developed to present survey data responses and can be accessed using this [link](#).

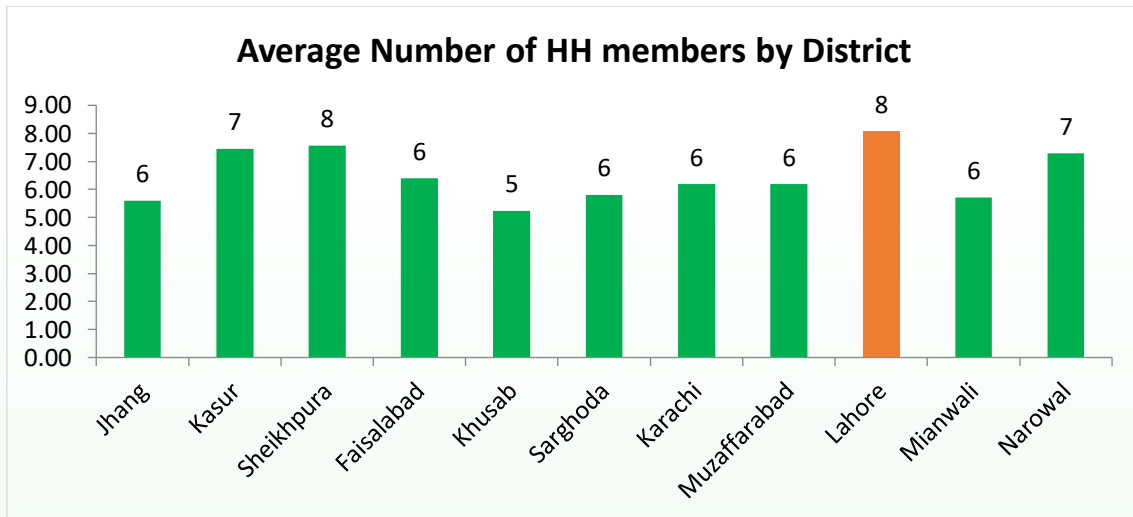
Profile of a Typical Trainee

Beneficiaries of the training programme were asked questions related to demographics to help determine the profile of a typical trainee.

Household Size

The number of household members on average stood at 6 persons. However, there was variation across the 11 districts. Lahore had the highest average number of household members (8.07) and Khushab had the lowest (5). The figure 3 below demonstrates the average number of household members by district.

Figure 3: Average Number of HH members



Head of Household

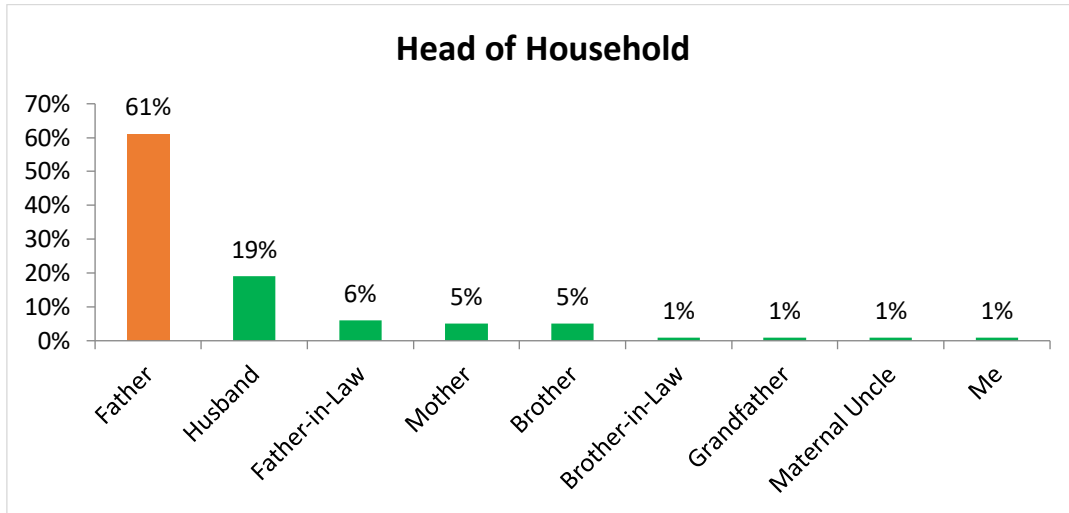
As presented in figure 4 below, 94% head of households were males and only 6% were females. A total of 1% of the participants in the survey reported to be the heads of their household. A further analysis revealed that among the 94% male head of households, 61% were fathers and 19% were husbands.

Table 1: Head of Household

Head of Household	Respondents (%) Sample size: 403
Father	61%
Husband	19%
Father-in-law	6%
Mother	5%

Head of Household	Respondents (%) Sample size: 403
Brother	5%
Brother-in-law	1%
Grandfather	1%
Maternal uncle	1%
Me	1%

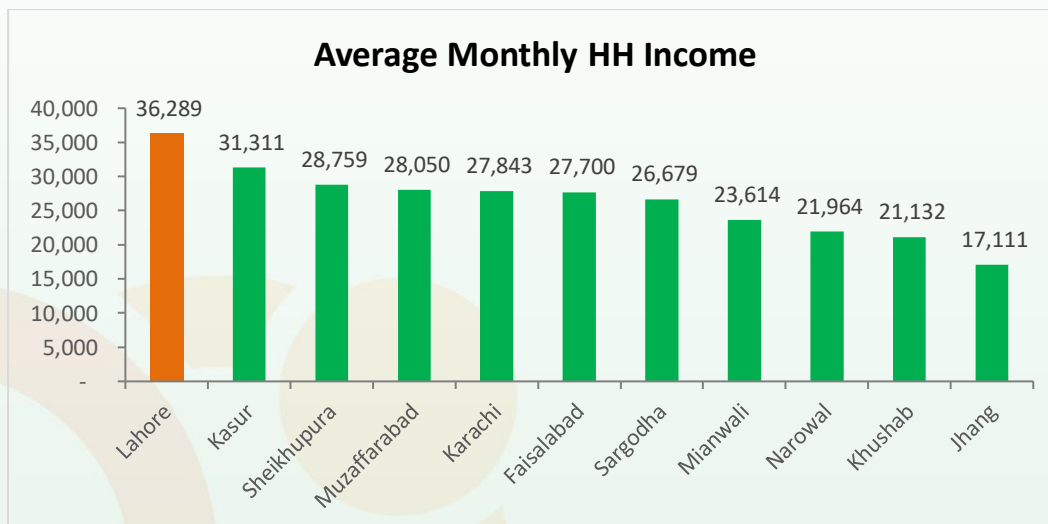
Figure 4: Head of Household



Average Monthly Household Income

The average monthly household income of the respondents was PKR 26, 017. District-wise analysis shows that average income was highest in Lahore and lowest in Jhang. According to Pakistan Bureau of Statistics the average household income in Pakistan is PKR 41,000¹⁰. There is great disparity amongst rural and urban average; PKR 53,010 and PKR 34,520 respectively. The average household income of the respondents falls even below the rural average, indicating that most graduates belong to low-income households.

Figure 5: Average Monthly Household Income



Marital Status

Among the respondents, 69% were single and 30% were married. There were no widowed or divorced trainees. Figure 6 below shows the marital status of the trainees surveyed. The 123 married

¹⁰ https://www.pbs.gov.pk/sites/default/files//pslm/publications/hies2018-19/TABLE_11.pdf

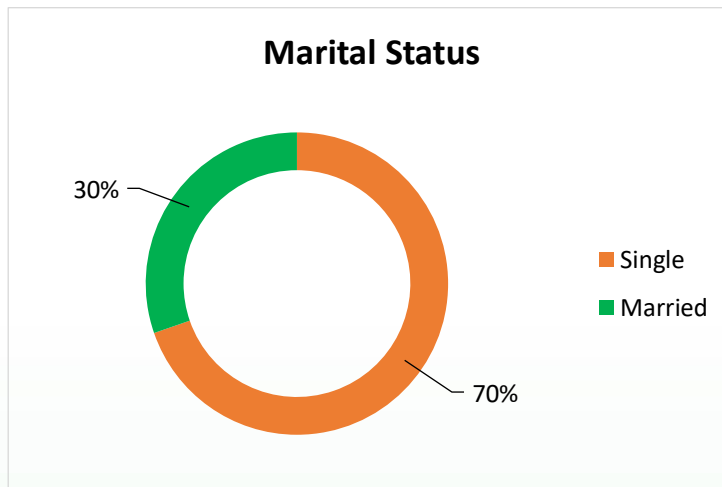


beneficiaries in the sample were further asked about their number of children. On average, there were 2 children per household. Jhang had the highest number of children per household (3) while Karachi, Muzaffarabad, Lahore and Mianwali had the lowest number (1).

Table 2: Marital Status

Marital Status	Respondents (%)	Sample size=403
Single	69%	
Married	30%	
Divorced	0%	
Widowed	0%	

Figure 6: Marital Status



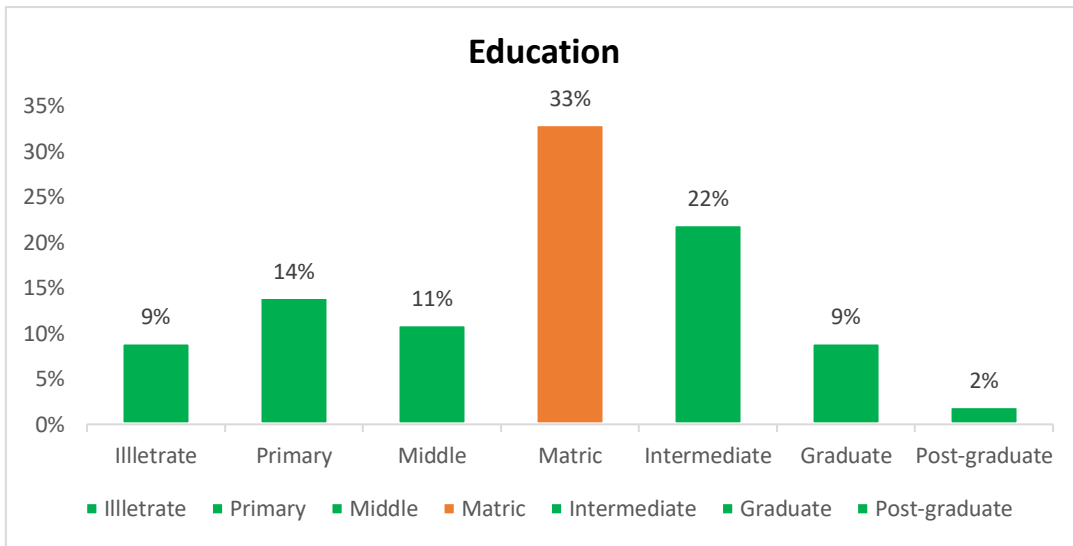
Education Level

Trainees were interviewed about their education level, revealing that most trainees had completed matriculation (33%). Furthermore, 22% of the beneficiaries had completed intermediate and 9% were college graduates. The survey also revealed that 9% of respondents had received no formal education as shown in figure 7.

Table 3: Education Level

Education Level	Respondents (%)	Sample size: 403
Illiterate	9%	
Madrasa	0%	
Primary	14%	
Middle	11%	
Matric	33%	
Intermediate	22%	
Graduate	9%	
Post-graduate	2%	

Figure 7: Education Level



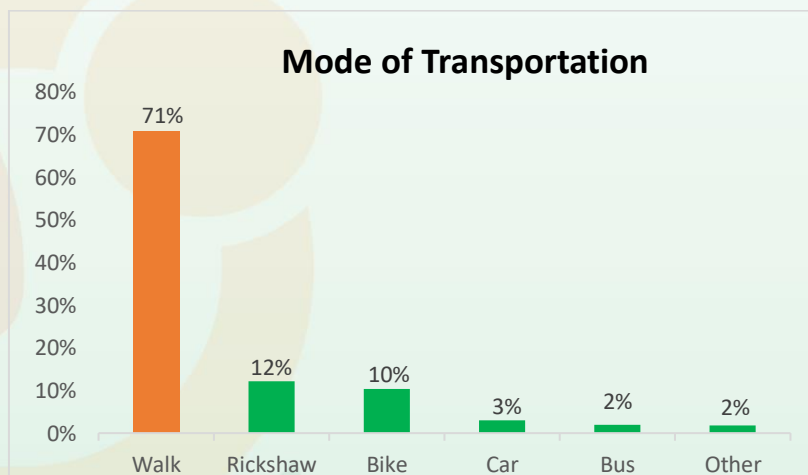
Mode of Transport to Reach Training Center

The most frequently used mode of transport for commuting to the TCF training center across the 11 districts was walking (71%), followed by rickshaw (12%) and motorbike (10%). On average, it took the trainees 26 minutes to reach the center. Interestingly, Muzaffarabad was an outlier with 71 minutes average commute time. On exploring this further during data verification, it was revealed that most trainees in the Muzaffarabad center come from nearby villages with more than half of them walking to the center. Details about mode of transportation are shown in figure 8.

Table 4: Mode of Transportation

Transportation to reach training center	Respondents (%) Sample size=403
Walk	71%
Rickshaw	12%
Bike	10%
Car	3%
Bus	2%
Other	2%

Figure 8: Mode of Transportation





Profile Summary of a Trainee

It can be deduced from the demographic indicators above that a typical trainee for the TCF Skills Training Programme has the following profile:

Table 5: Typical Profile of a Trainee

Number of Household Members	6
Head of Household	Father
Average Monthly HH Income	PKR 26,017
Marital Status	Single
Education Level	Matric
Average Time Taken to Reach Training Center	26 minutes
Mode of Transportation	Walk

3.1. Motivation for Enrolment

As gathered through the qualitative in-depth interviews, most beneficiaries especially those who are unmarried, **joined the training to learn a new skill**. Designing and stitching clothes is largely considered an essential skill for unmarried women in the Pakistani society. By learning stitching they are expected to help save family's money spent on getting clothes stitched from the market while also improving their marriage prospects. The married beneficiaries were mostly the ones who reported to join the training due to financial need and to contribute to their household income. A wide majority of the beneficiaries reported owning a sewing machine before enrolling for the training programme, another driver for them to learn the skill. Most graduates stated in the in-depth interviews that they heard about the TCF programme through neighbors, the teacher or their children who were enrolled at TCF informed them.

3.2. Skills Utilization

Trainees were asked to give an indication of how they utilized the skills they were able to learn through the TCF training programme. Figure 9 illustrates the summary of the responses received.

69% of the trainees used the skills they learned to stitch and make clothes for their families. This percentage did not vary much when cross tabulated with marital status.

34% of the trainees reported to have started their own home-based stitching business. A noticeable 69% of these trainees were unmarried. Surprisingly, 25% of the respondents who had started their own business also employed workers.

9% of the respondents chose to work on paid orders from customers. An appreciable 74% of these beneficiaries hailed from Muzaffarabad and an equivalent 74% of these respondents reported their marital status as single.

7% of the beneficiaries were currently working as TCF apprentices with 58% and 27% of these respondents belonging to Muzaffarabad and Mianwali respectively.

12% of the beneficiaries did not utilize their skills in any way. The highest percentage of these respondents were from Khushab (33%). Furthermore, a discernible 77% of these respondents were single.

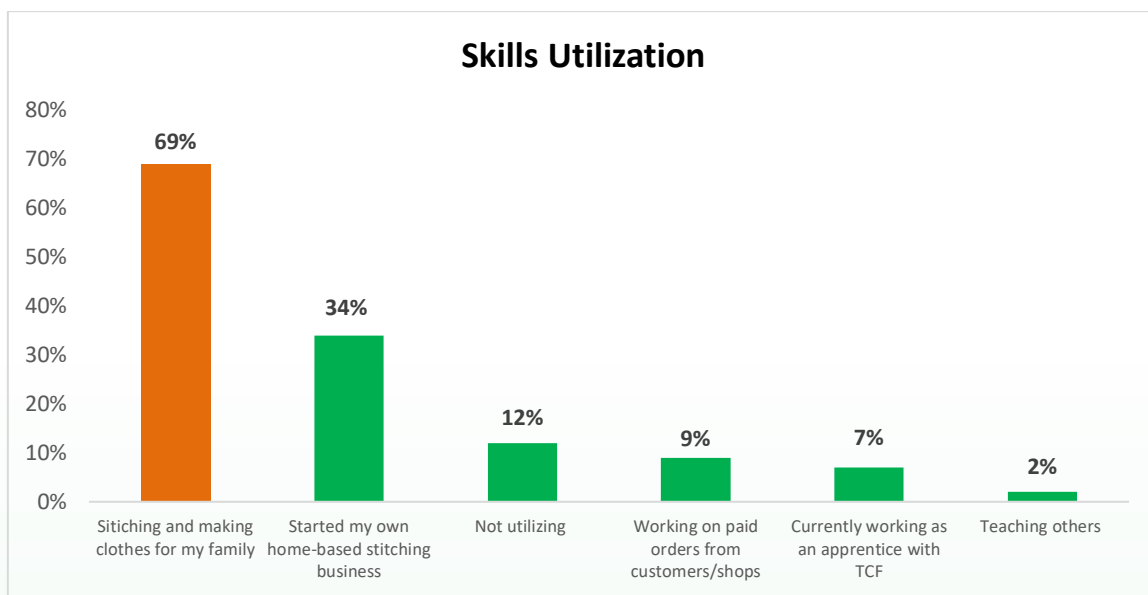


Finally, 2% of respondents utilized their learned skills by teaching others.

Table 6: Skills Utilization

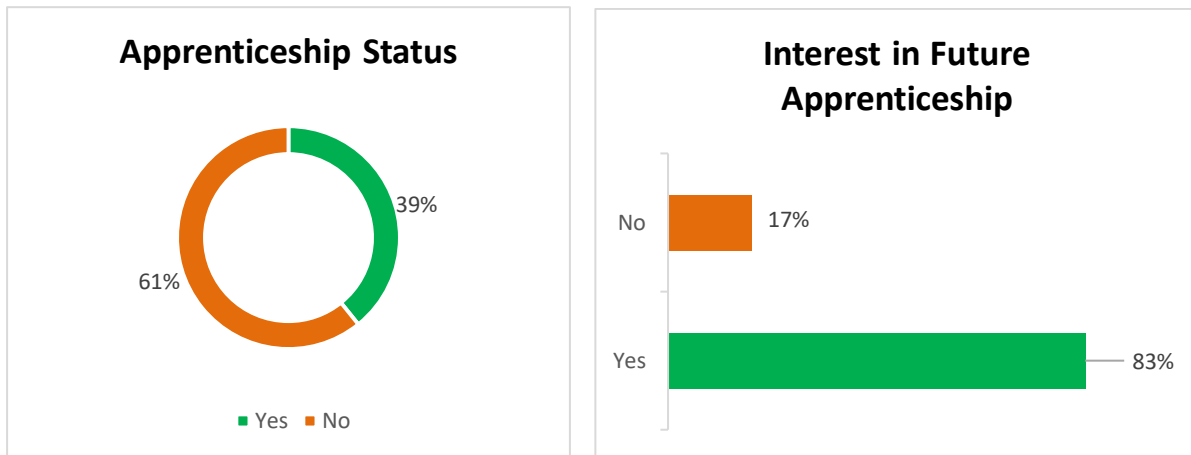
Utilization of Learned Skills	Respondents (%)	Sample size=403
Stitching and making clothes for my family	69%	
Started my own home-based stitching business	34%	
Not utilizing	12%	
Working on paid orders from customers/shops	9%	
Currently working as an apprentice with TCF	7%	
Teaching others	2%	

Figure 9: Skills Utilization



Trainees were further asked if they had worked as apprentices with TCF in the past. 39% of the trainees responded in the affirmative with the highest number (17%) hailing from Khushab. When asked if they would like to work as an apprentice for TCF in the future, 83% of the respondents responded positively. However, amongst the 17% who responded in the negative, a high percentage (42%) had already worked with TCF in the past. This may be a reason for TCF to look into how the apprenticeship experience and value can be improved.

Figure 10: Past TCF Apprenticeship



3.3. Impact on Income & Savings

3.3.1. Change in Income

Trainees were asked to detail the impact of the training on their income and savings. They were asked to give estimates of their income from craft and non-craft sources, before and after the trainings. Interestingly, the average increase in craft income was significantly higher than non-craft sources. Overall, 48% of the trainees experienced an increase in their total income. A significant 23% of these respondents hailed from Muzaffarabad. On average, total change in craft income amounted to 158% as displayed in figure 12.

A cross-tabulation of income with skills utilization revealed that 71% of trainees who started their own business reported an increase in income. Similarly, 91% of trainees working on paid orders also reported an increase.

47% reported seeing no change in their income. A significant factor for this percentage is that 64% of these respondents were utilizing the skills they learned to stitch clothes for their families. Furthermore, a noticeable 31% of these respondents were from district Khushab.

Finally, 5% of respondents reported a decrease in their income and 25% of these respondents were from Karachi, which might be indicative of the effect of rising costs in Karachi. Figure 11 below depicts the impact of the course on the graduates' incomes.

Table 7: Impact on Income

Impact On Income	Respondents (%) Sample size=403
Income has increased	48%
Income has not changed	47%
Income has decreased	5%



Figure 11: Impact on Income

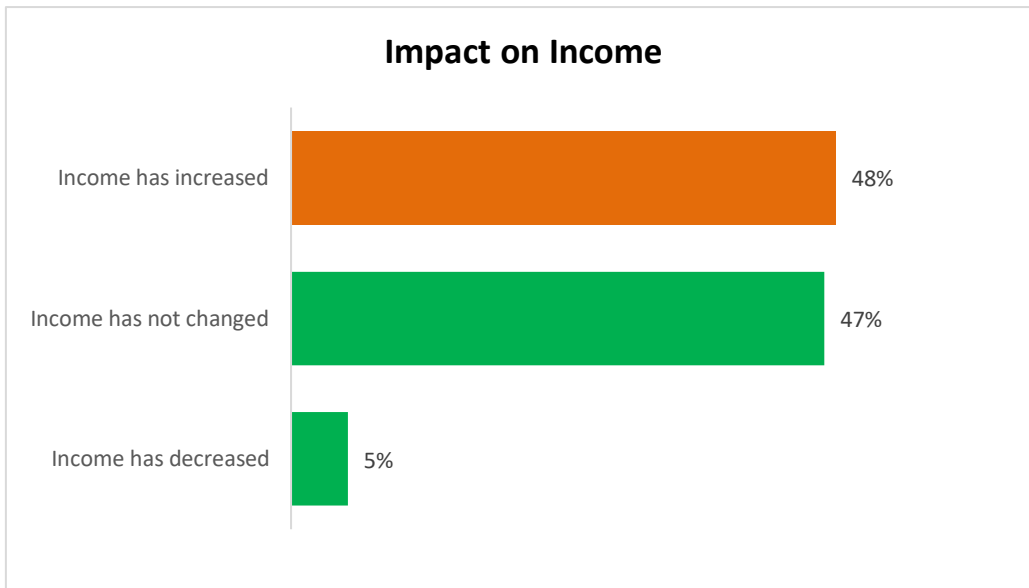
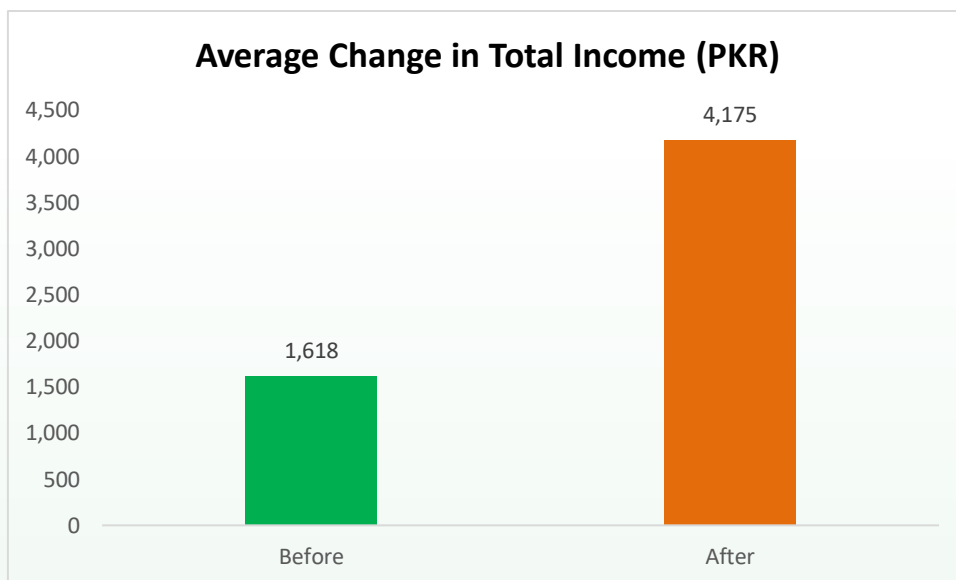


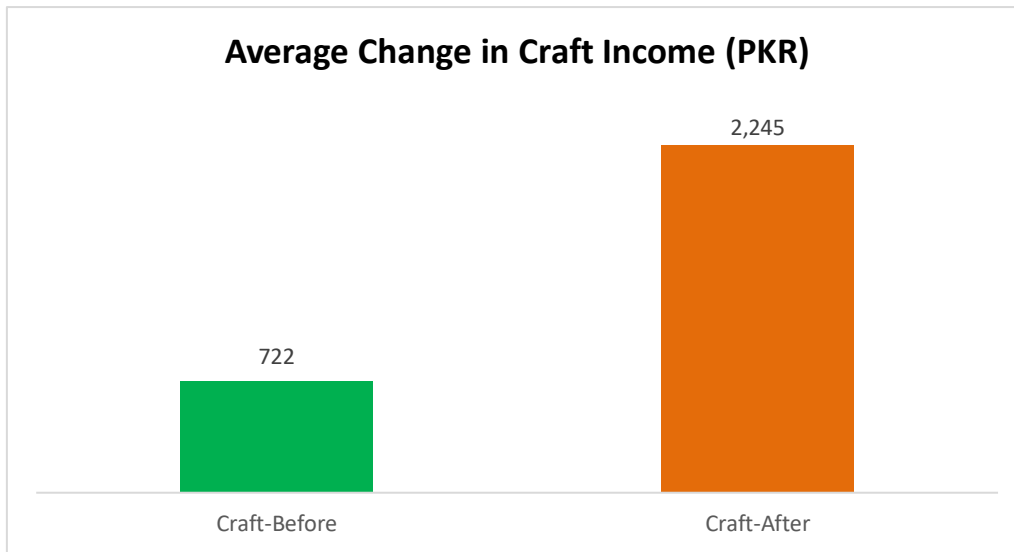
Figure 12: Average Change in Total Income



The graduates reported a 210% increase in their average craft income after receiving the training. This change was noticeable in trainees from Lahore and Sheikhpura where the change was 9 times and 20 times respectively. On average, women who knew basics of stitching earned PKR 722 before the training by utilizing this skill. Their income increased to PKR 2245 after receiving the training. This coincides with the fact that most women mentioned in the in-depth interviews that they were not employed before the training. Furthermore, trainees educated beyond the matric level (class 10) showed a consistent increase past the overall 211% mark while those with a post-graduate education level reported a 325% change in average income.



Figure 13: Average Change in Craft Income



3.3.2. Economic Independence

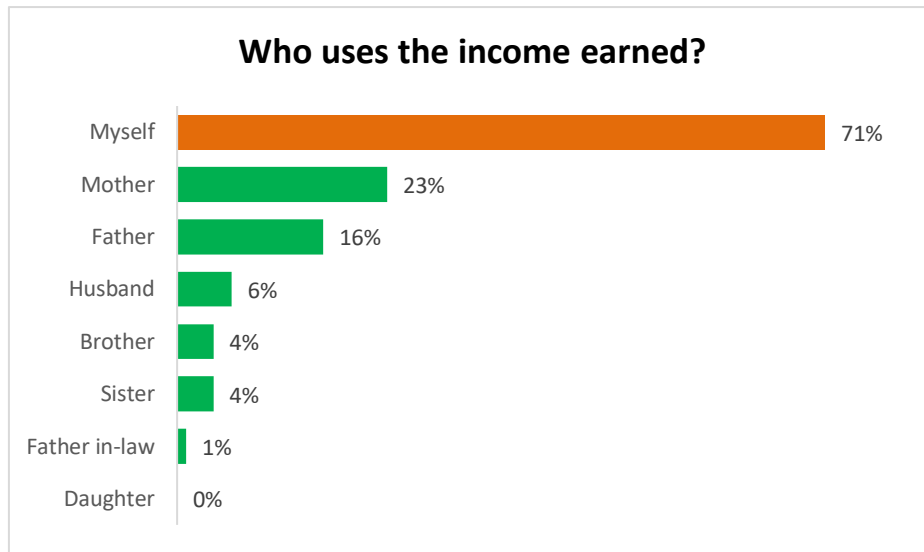
Trainees were also questioned about who uses the income they earn as shown in figure 14. 71% spent it themselves, 23% and 16% reported that their mother and father spent this money and 6% answered by stating that their husbands used this income. An observable feature of the trainees who answered “mother” and/or “father” is that all of them were unmarried. Only 20% of the married trainees stated that their husbands spent their income. It is to be noted that this was a multi-select question, where respondents could choose more than one option.

Table 8: Personal Income Used by

Who uses the income earned?	Respondents (%)	Sample size=221
Myself	71%	
Mother	23%	
Father	16%	
Husband	6%	
Brother	4%	
Sister	4%	
Father in-law	1%	
Daughter	0%	



Figure 14: Income Used By



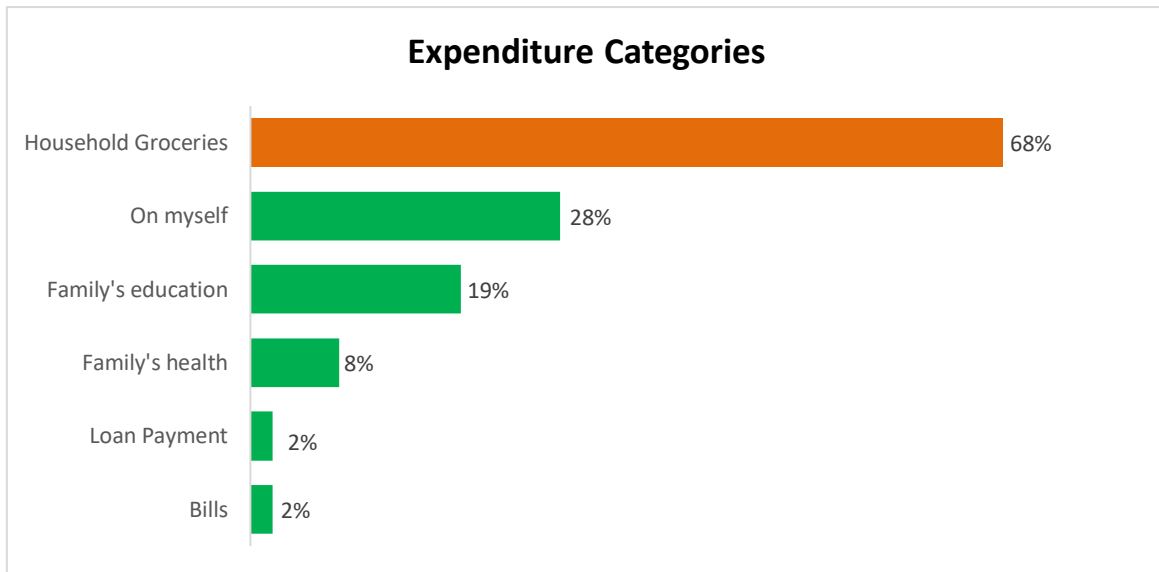
Trainees were also asked to report where the money they earned was spent (multi-select). Most notably 68% of respondents answered with household groceries, 28% spent it on themselves and 19% spent it on family education, 8% on family health, 2% on loan repayment and finally 2% on bills (figure 15). Naturally, 58% of respondents who answered “Family’s education” were married, a number that was significantly higher than any other category in the question. During the in-depth interviews as well, most graduates stated that they used their earnings to contribute to household expenses. Trainees who spent it on themselves mentioned it alongside household expenditure; none of the graduates solely spent their income on themselves.

Table 9: Expenditure Categories

Expenditure Categories	Respondents (%) Sample size=221
Household Groceries	68%
On myself	28%
Family's education	19%
Family's health	8%
Loan Payment	2%
Bills	2%



Figure 15: Expenditure Categories



Respondents were similarly quizzed on their independence with regards to their personal income. 85% of respondents answered in the affirmative and 15% said they did not have this independence. For the latter, more than half of the respondents highlighted their parents as primary users of their income and 100% of these respondents claimed that their income was only spent on household groceries.

3.3.3. Impact on Savings

Overall, 83% of the graduates reported no change in their savings. Noticeably, 54% of these graduates were using their learned skills by stitching clothes for their family.

12% mentioned that their savings had increased. 30% of these individuals had started their own businesses, 10% were working on paid orders and 12% were currently working with TCF as apprentices.

Finally, 5% mentioned a decrease in their savings and a remarkable 37% of these respondents were from Kasur. Impact on savings is summarized in figure 16.

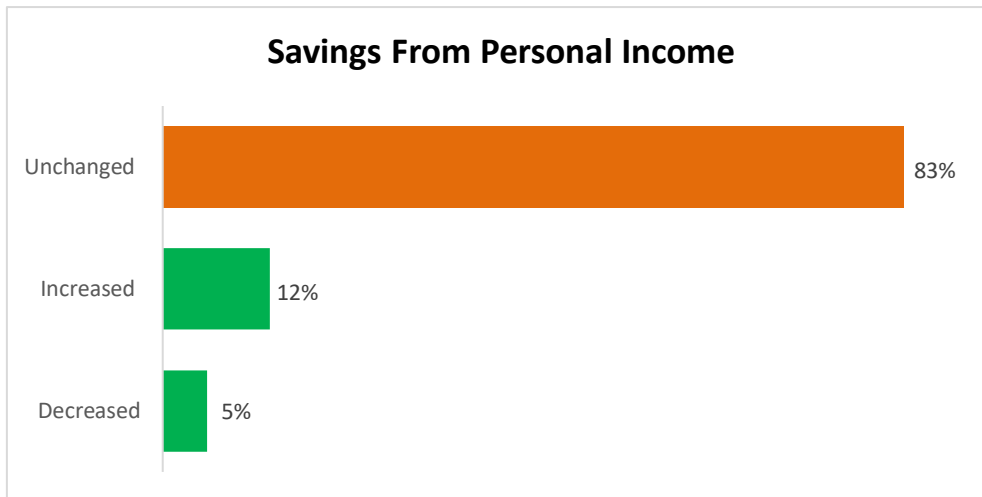
The percentage increase in savings on average is a minimal 23%. On average, the savings increased from PKR 319 before the training to PKR 390 after the training.

Table 10: Savings from Personal Income

Savings From Personal Income	Respondents (%) Sample size=403
Unchanged	83%
Increased	12%
Decreased	5%



Figure 16: Savings from Personal Income



3.4. Impact on Social Indicators

Respondents were assessed on the social impact of the training on their lives. These questions included asking respondents about the benefits of the course, the effect of the training on their decision-making ability and about their ability to access basic social amenities such as healthcare and education.

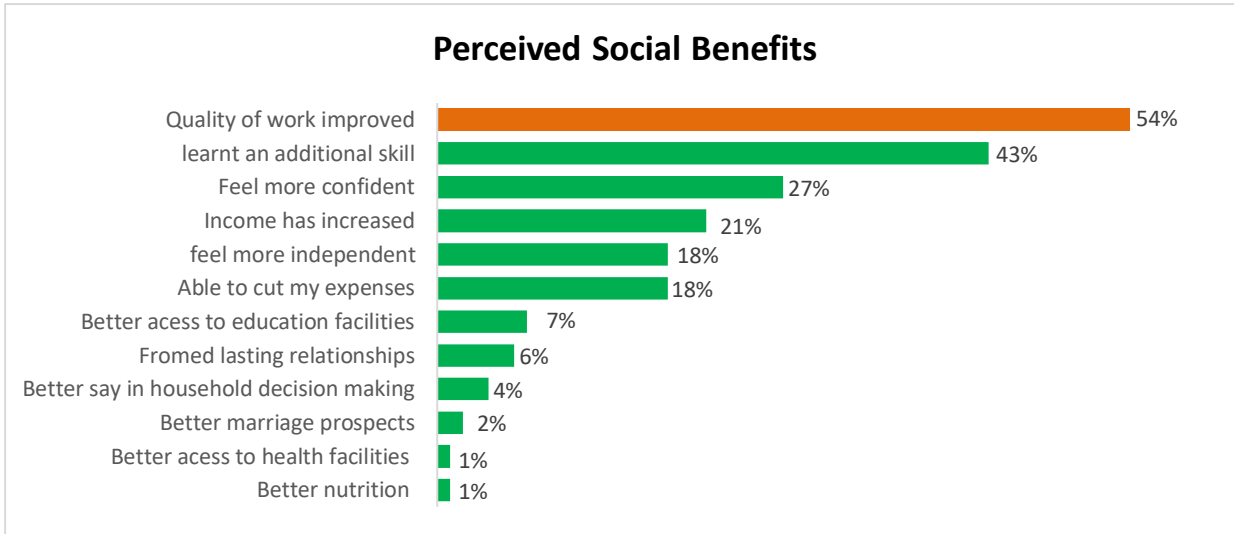
When asked to comment on how the course benefited them, the top three responses were improvement in quality of work (54%), learning a new skill (43%) and feeling more confident (27%) as shown in figure 17. It is to be noted that this multi-select question was unaided and was asked to gather the responses that were on the top of the minds of the trainees. While only 4% of the graduates chose “better say in household decision-making” in this unaided question, 72% claimed an improvement in decision-making when asked separately. During the in-depth interviews, most women expressed that they felt more confident in expressing their opinions more freely after the training and that their opinion was now more valued by their family.

Table 11: Perceived Social Benefits

Perceived Social Benefits	Respondents (%) Sample size=403
Quality of work improved	54%
Learnt an additional skill	43%
Feel more confident	27%
Income has increased	21%
feel more independent	18%
Able to cut my expenses	18%
Better access to education facilities	7%
Formed lasting relationships	6%
Better say in household decision making	4%
Better marriage prospects	2%
Better access to health facilities	1%
Better nutrition	1%



Figure 17: Perceived Social Benefits

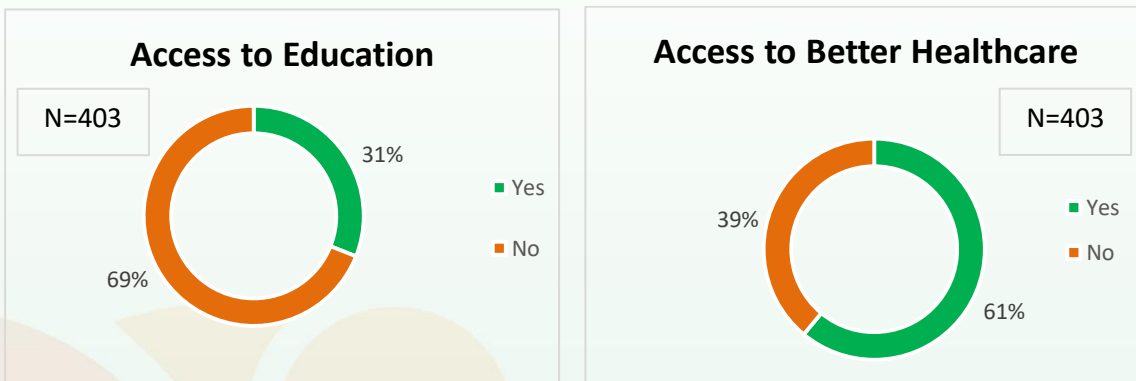


3.4.1. Access to Health & Education Facilities

Respondents were additionally quizzed on their ability to enroll dependents in educational institutions with the income they earned. 31% of respondents stated that they had enrolled their siblings or off springs. Out of these, 36% had started their own home-based businesses.

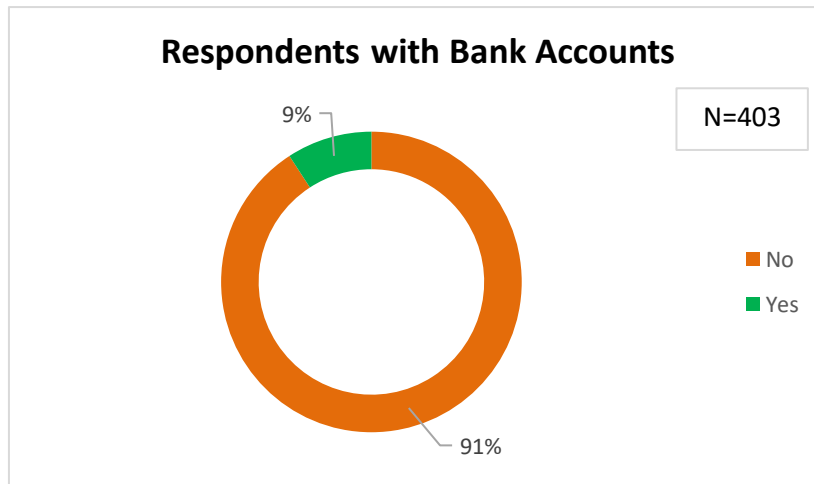
Meanwhile, 61% responded that they had accessed better healthcare with the income they earned. This signifies that the women were able to access better healthcare in comparison to education, because it is a rather short-term commitment to be able to improve healthcare.

Figure 18: Access to Education & Healthcare



3.4.2. Access to Banking

Respondents were then questioned regarding their access to a bank account. 91% reported not having a bank account. 9% mentioned having one as shown in figure 19 and this number is seen to increase with the education level: at intermediate level 11% report having a bank account, at graduate level 31% had a bank account and at postgraduate level 60% had a bank account. When questioned on what instant payment system respondents use, 94% relayed using no instant payment system and 5% used Jazz Cash. As with bank account access we see the use of Jazz Cash increase with education level.



3.5. Change in Assets

Respondents were asked questions about the assets they own and what effect, if any, the training had on their ability to acquire additional assets.

Respondents were first asked to describe what sort of sewing machine they own. 83% of respondents relayed that they owned a simple machine while 7% of the respondents owned a motor machine. Interestingly, of those who owned a motor machine, most hailed from Muzaffarabad (33%).

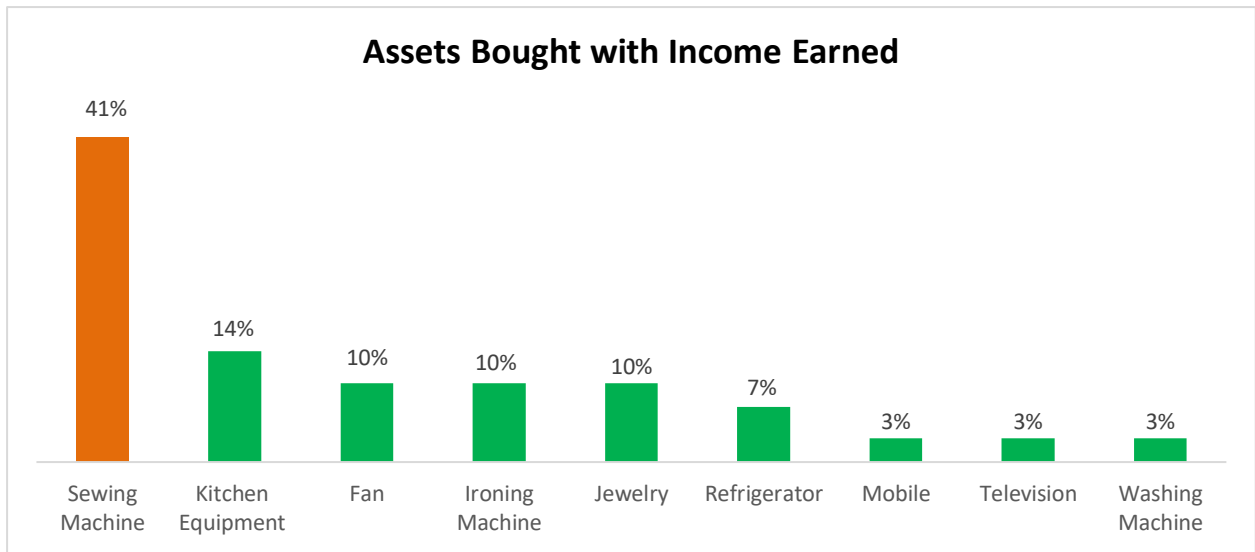
Respondents were also asked if they had bought any assets with the income earned. A mere 10% responded in affirmative. 41% had bought a sewing machine and 14% had bought kitchen equipment. Notably, 80% of these respondents had stated that their income had increased as a result of the training.

Table 12: Assets Bought with Earned Income

Assets Bought with Income Earned	Respondents (%)	Sample size=40
Sewing Machine	41%	
Kitchen Equipment	14%	
Fan	10%	
Ironing Machine	10%	
Jewelry	10%	
Refrigerator	7%	
Mobile	3%	
Television	3%	
Washing Machine	3%	



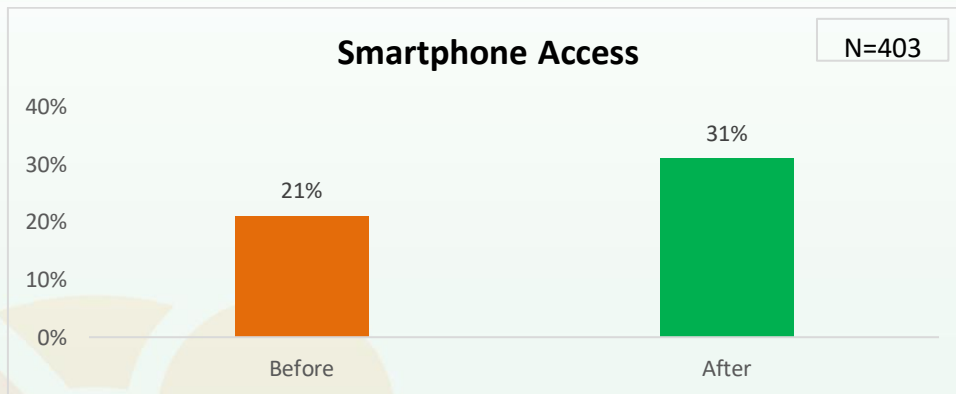
Figure 20: Assets Bought with Earned Income



3.6. Access to Smartphone and Social Media

Respondents were similarly quizzed on whether the training improved their access to a smart phone. 21% of respondents relayed having access to a smart phone before the training and this number climbed to 33% after the training (figure 21). A significant proportion (42%) of the women currently working as TCF apprentices had access to a smartphone after the training. The low access to smartphones was explained by trainees during the in-depth interviews as most did not either have access to one or used their male family member’s when needed.

Figure 21: Smartphone Access

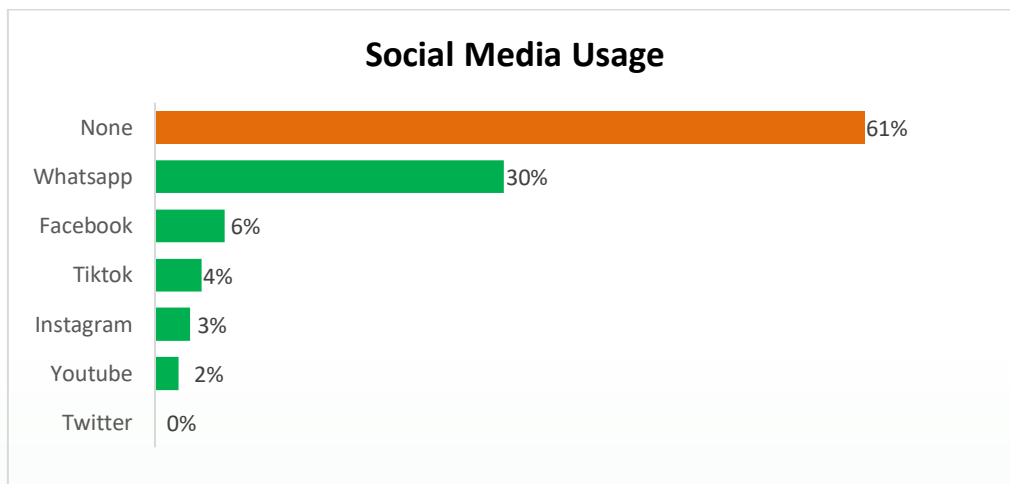


Furthermore, respondents were also asked to communicate which social media platforms they used often. 61% of respondents mentioned as using none of the popular platforms. There was a noticeable trend between education and social media usage, graduates with higher education level had usage of WhatsApp. A similar but less pronounced rise is also seen for other platforms. Interestingly, married women had greater access to social media platforms compared to single women.



Social Media Usage	Respondents (%) Sample size=345
None	61%
WhatsApp	30%
Facebook	6%
TikTok	4%
Instagram	3%
YouTube	2%
Twitter	0%

Figure 22: Social Media Usage



3.7. Course Evaluation

Trainees were asked to give a personal evaluation of their training experience. They were asked a series of questions which ranged from a numerical score of the training to how effective they found specific elements of the training.

Trainees were initially asked to rate the training on a scale of 1-10 with 10 representing the highest score and 1 the lowest.

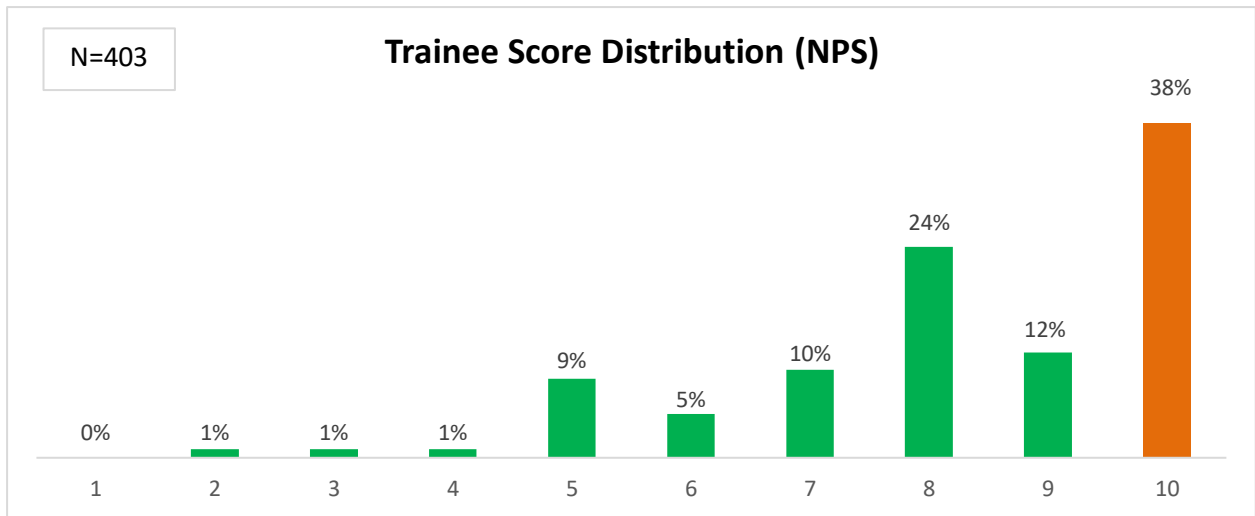
8.3 was the average overall rating given to the training by the respondents.

75% of the graduates gave a score between 8-10 and over half of these respondents had reported an increase in their income after the training.

12% of the graduates gave a score of 5 and below. Interestingly, most of these respondents were from Mianwali, Lahore and Khushab's Alam Foundation campus. The score distribution is displayed in figure 23.



Figure 23: Trainee Score Distribution



3.7.1. Skills Evaluation

Respondents were then asked to assess themselves and comment on the improvement in their skills after the training on a scale ranging from “strongly disagree” to “strongly agree”. The skills assessment is summarized in figure 24.

Regarding their adda skills 54% of the graduates either elected strongly agree or agree, 16% were neutral and 31% chose strongly disagree or disagree. Interestingly, none of the centers stood out when results were filtered for respondents who disagreed. Hence, it can be concluded that adda work was one of the skills considered somewhat difficult across the 11 centers.

When graduates were asked about improvement in their stitching skills, 93% either strongly agreed or agreed, 2% were neutral and 6% strongly disagreed or disagreed. Among those who strongly disagreed 95% were from Mianwali.

With regards to improvements in cutting skills, 90% selected either of the two agree categories, 3% were neutral and 7% strongly disagreed or disagreed. Similar to the trend observed in stitching skills, 88% of those who had strongly disagreed were from Mianwali.

47% of the respondents who chose ‘strongly agreed’ for stitching and cutting skills gave the training an overall score of 10. Hence, it can be concluded that for more than half of the trainees, learning more than basic stitching and cutting was important.

With regards improvements in stitching of women's and children's clothes, 83% strongly agreed or agreed, 5% were neutral, and 6% strongly disagreed or disagreed. Once again in the strongly disagreed category most respondents were from Mianwali.

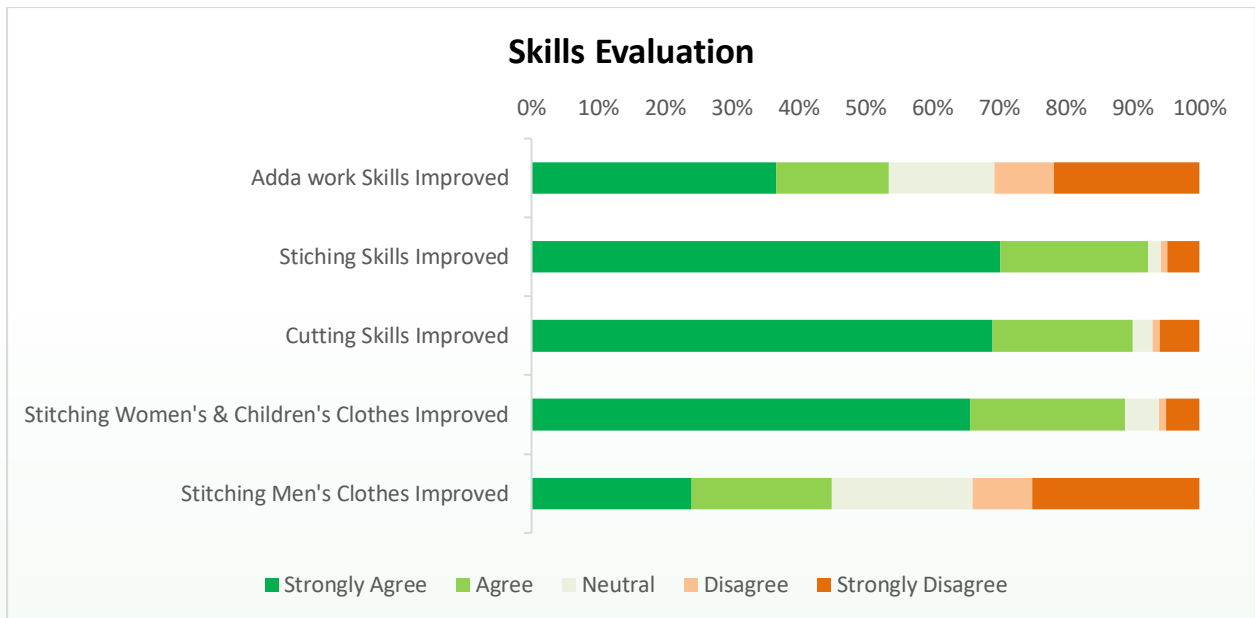
In the matter of improvements in stitching men's clothes, 45% strongly agreed or agreed, 21% were neutral, and 34% strongly disagreed or disagreed. This was the only category where a high percentage of respondents disagreed with an improvement in their skill.



Table 14: Skills Evaluation

Skills	Sample size=403	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adda work Skills Improved		37%	17%	16%	9%	22%
Stiching Skills Improved		73%	23%	2%	1%	5%
Cutting Skills Improved		69%	21%	3%	1%	6%
Stiching Women's & Children's Clothes Improved		65%	23%	5%	1%	5%
Stiching Men's Clothes Improved		24%	21%	21%	9%	25%

Figure 24: Skills Evaluation



3.7.2. Lesson Evaluation

Trainees were then asked to provide feedback on the course modules and lessons. When asked which lesson they enjoyed the most, information about cutting and machine parts was selected by the highest proportion of graduates (22%). Interestingly, when asked which lesson the respondents struggled with the most, the popular choice remained information about cutting and machine parts (21%). A notable aspect of these results is that for most lessons there was an overlap of respondents in the two questions. This highlights that even though the respondents found the particular lesson challenging they also enjoyed it. Top 5 lessons that the graduates enjoyed and struggled with are displayed in figures 25 and 26.



Figure 25: Lessons Enjoyed

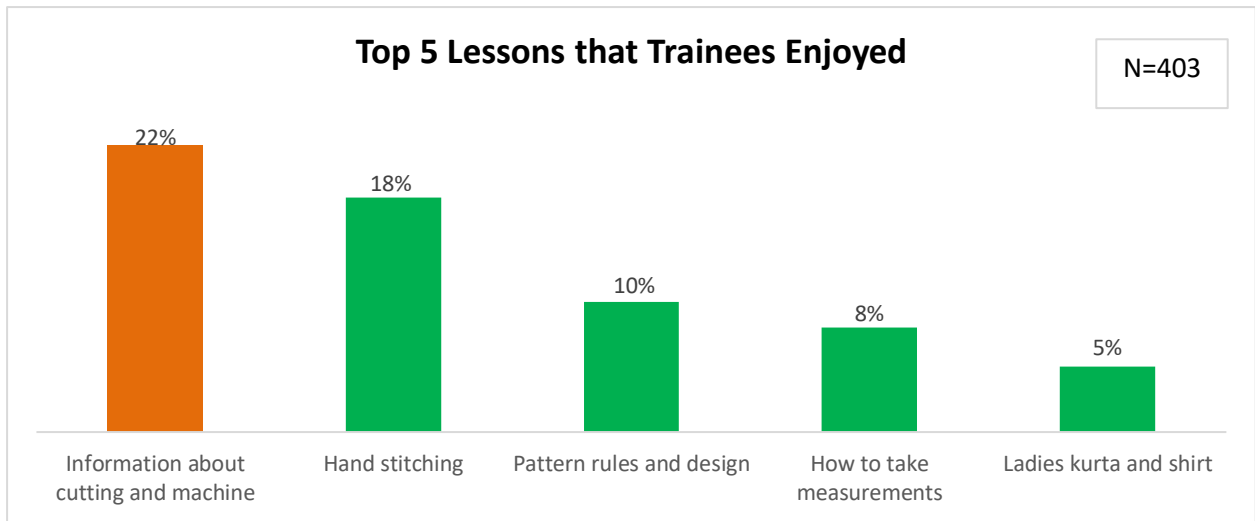


Figure 26: Lessons Struggled With

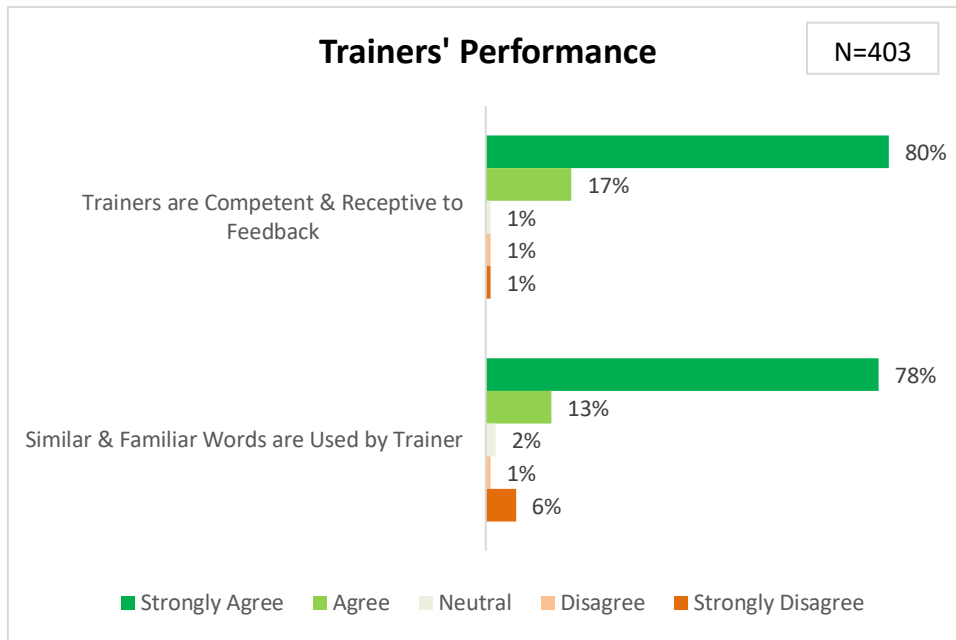


3.7.3. Trainers' Performance

Feedback was taken from trainees regarding performance of their trainers. When asked whether their trainers were competent and receptive to feedback, 97% (80+17) agreed while 2% disagreed. Similarly, when asked if the trainers had used simple and familiar words in their training 91% agreed (78+13), and 7% disagreed. For both these questions those who said they strongly disagreed with the trainer's performance were largely from Mianwali. More than half of the respondents who disagreed in the case of the first prompt were from Mianwali and 67% in the case of the second question. It was gathered through the in-depth interviews that trainees in Mianwali felt that relatively more time was spent on easy lessons than on the difficult ones.



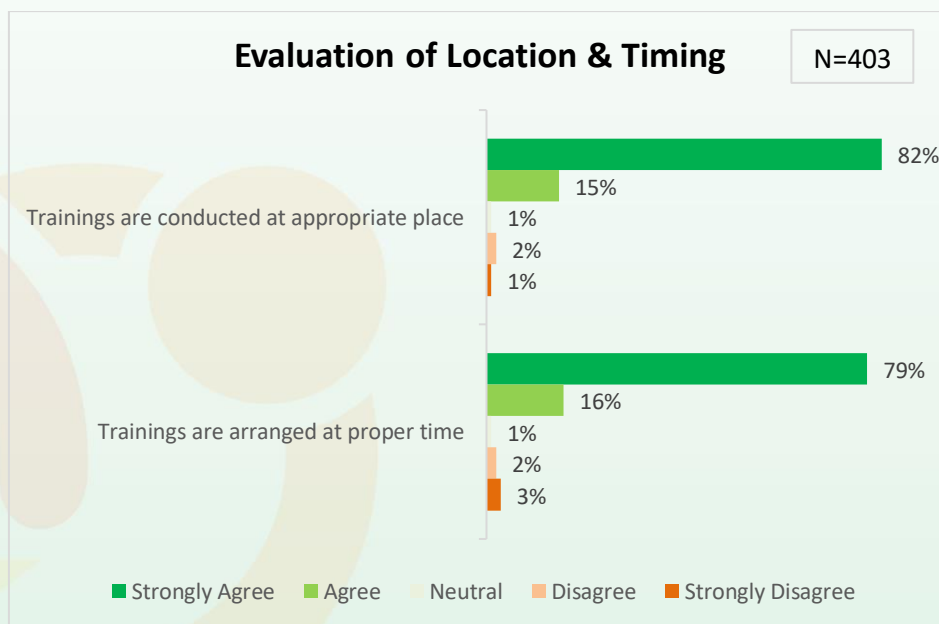
Figure 27: Trainers' Performance



3.7.4. Evaluation of Location and Timing

Trainees were also asked about the logistical aspects of the training. When asked if the training was conducted at an appropriate place, 97% agreed while 3% disagreed. Similarly, when asked about the appropriateness of the timings of the trainings, 95% agreed while 5% disagreed. Once again, respondents from Mianwali were largely the ones who strongly disagreed with the appropriateness of both the location and timings of the training. 67% of the respondents who strongly disagreed with the location were from Mianwali and this figure became 90% when it came to the timings. It was gathered through the in-depth interviews that trainees in Mianwali felt that relatively more time was spent on easy lessons than on the difficult ones.

Figure 28: Evaluation of Location & Time





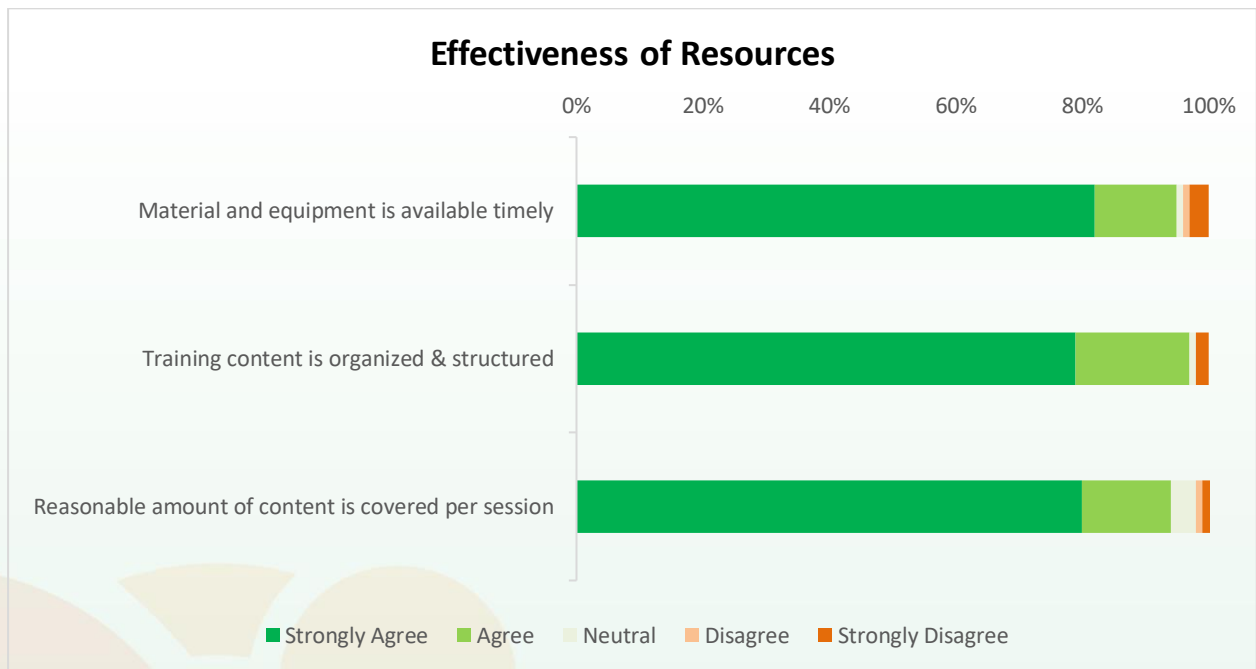
3.7.5. Effectiveness of Resources

Trainees were then asked to comment on the efficacy of the material and equipment provided at the training center. 95% agreed whereas 5% disagreed. Regarding the training material being well organized and structured, 97% agreed, 1% were neutral while 2% disagreed. When asked if a reasonable amount of content was covered in each session 94% strongly agreed and 3% disagreed. As with previous questions, a recurring hallmark of these questions was that those who strongly disagreed in each of these questions were largely from Mianwali.

Figure 29: Effectiveness of Resources

Respondents (%)	Sample size=403	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Material and equipment is available timely		82%	13%	1%	1%	3%
Training content is organized & structured		79%	18%	1%	0%	2%
Reasonable amount of content is covered per session		80%	14%	4%	1%	2%

Figure 30: Effectiveness of Resources

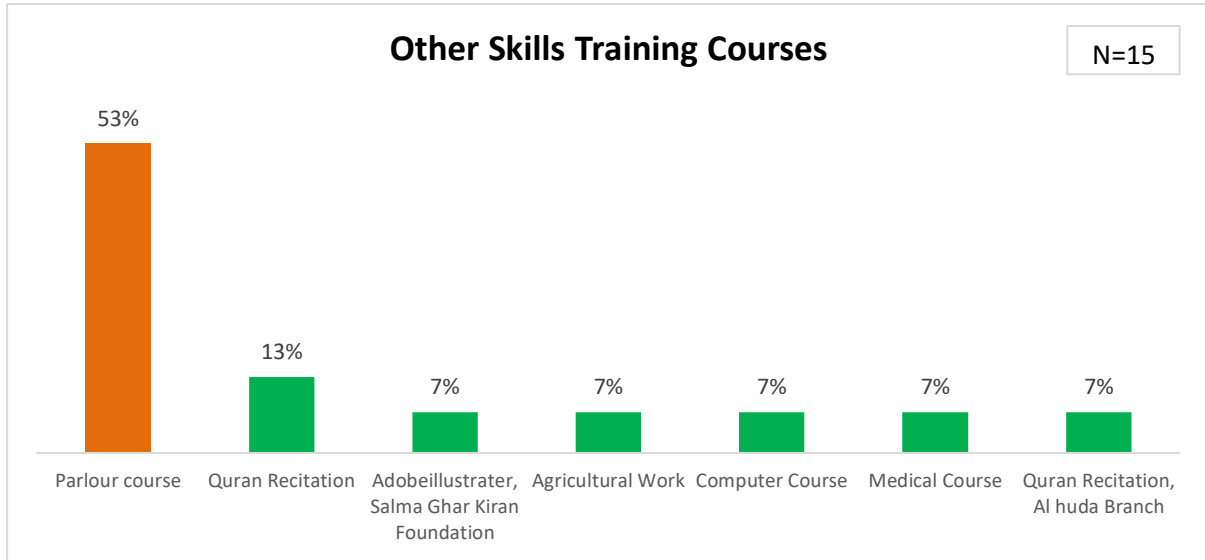


3.8. Other Skills Training Courses

Respondents were finally asked if they were taking any other skill-based training courses. Only 4% answered affirmatively. 53% of these respondents relayed taking a parlor (beauty) course and 13% mentioned taking a course in Quran recitation.



Figure 31: Other Skills Training Courses



FINDINGS & LESSONS LEARNED





4. Findings and Lessons Learned

Programmatic Lessons

Redesigning curriculum to include skills that will increase beneficiaries' market reach

While apprenticeship is a great opportunity for the graduates to practice their skills and to get a taste of the market work, it is not a sustainable source of income. The programme should however extend interventions directed at women who desire to take upon these craft skills professionally to earn an income. Advanced courses pertaining to soft skills such as financial literacy, digital literacy, business management and entrepreneurship among others can be included in the training curriculum. These skills would help the beneficiaries in finding clients, managing their business and would provide access to new markets through conventional and digital means. These changes will normalize new and more flexible ways of working that would address barriers that most of these women face in working outside the home, including concerns about safety, mobility and balancing work and household responsibilities.

Facilitating market linkages

Research from global skills development programmes shows that without the support for market linkages, skills development programmes have limited impact on employment and income generation. Skills trainings can help the beneficiaries in learning a new skill and in cutting personal expenses. However, if a component of market linkages is not included in the programme design, it will not lead to significant improvement in earning livelihoods. This is also evident from the fact that amongst the beneficiaries who are currently working with TCF, 77% experienced an increase in income. On average, their total income increased from PKR 1,077 to PKR 9,250. 83% of the graduates stated that they would like to work as apprentices for TCF in the future. Support for market linkages could be in the form of organizing common interest groups, exhibitions and buyer-seller meet-ups. TCF can provide this support for a brief period till a fraction of the participants become self-sufficient in organizing these themselves.

Encouraging self-employment

The data shows that 34% of the respondents started their own home-based businesses while 9% worked on paid orders for clients. 74% of these women experienced an increase in their income. It is relatively more convenient for community women to be self-employed at their homes rather than go out for jobs. Hence, TCF should encourage self-employment amongst graduates by hiring some of these motivated self-employed women as ambassadors to promote the programme and to help other graduates by sharing their experiences.

Women's economic empowerment leads to spillover effects at home

61% of the respondents reported that the income from utilizing the skills learnt through the programme improved their household's access to formal healthcare. 31% stated they used their incomes to enroll their siblings or children in school. This shows that providing greater earning opportunities to community women indirectly leads to positive impact on their household's overall standard of living.



Adding new skills training courses

Many respondents especially the younger ones mentioned that they would be interested in enrolling in new courses. TCF can introduce courses on tie and dye, fabric painting, glass painting and the like for those who are eager to learn new skills. These hard skills would help them produce value-added products for niche markets.

Maintaining ties with the graduates

TCF can act as a source of guidance for those graduates that are keen to secure a source of income. The teachers or the administration may continue to be in-touch with them even after they graduate; following up on how they are utilizing their skills and if they need any support or guidance.

Operational Lessons

Addressing issues at the Mianwali center

The Mianwali center was rated low on almost all aspects of the training. None of the respondents from Mianwali selected “strongly agree” when questioned about skills improvement, competence of trainers and availability of resources. On the other hand, most respondents who selected “strongly disagree” were from Mianwali. Through the in-depth interviews it was gathered that the trainees in Mianwali felt that more time was spent on simple lessons and less on the challenging ones. Issues at Mianwali center should be further investigated and resolved before the next batch enrolls. Khushab’s Jahuarabad campus and Muzaffarabad center can be used as models as most respondents in these centers were satisfied with the facilities.

Greater focus on adda work and men’s clothes

22% of the respondents “strongly disagreed” when they were asked if their skills in adda work have improved after the training. Similarly, 25% of the respondents “strongly disagreed” when questioned about improvement in stitching men’s clothes. Thus, it should be communicated to the instructors to spend more time on developing these skills during the course. More practice sessions for these skills can be added in the lesson plan as well.

CASE STUDIES





5. Case Studies

Mohini Kheemraj (Karachi)

20-year-old Mohini Kheemraj hails from Karachi where she lives in a joint family with her paternal uncles and their families. Her father is a factory worker while her mother has been working as a cleaning supervisor at The Citizens Foundation for the past 15 years. Mohini provides home tuitions to children and works part-time as a henna artist. Despite three of the family members being employed, their family finds it hard to make ends meet. Water shortages and rising electricity bills have further worsened their standard of living.

Due to the fluctuation in income from tuitions and henna orders, Mohini had been looking for a stable source of income. Tutoring requests mostly come in during exams season while henna orders arrive around the time of Eid or weddings. Her mother heard about the TCF skills training programme at the center and encouraged Mohini to enroll. With education up till intermediate only, Mohini saw it as a unique opportunity to learn a new employable skill. The course helped Mohini improve her stitching skills and contribute to the household's limited income.

After graduating from the programme, Mohini immediately got employed as a helper in the same programme. Every day at 7 AM Mohini, takes the 30-minute bus ride to the center with her mother and returns home around 2 PM. In the evening she works on paid stitching orders that she occasionally receives from neighbors and relatives. Mohini currently does not own a sewing machine; thus, she borrows it from her aunt to fulfil these orders. She charges PKR 300-400 per order. Mohini tries her best to complete the order within a day so she can return the machine timely.

Mohini now earns a total of PKR 10,000 per month; PKR 6000 from tuitions and henna orders, and PKR 4000 as a TCF helper. With this new source of income, Mohini is able to share some of her parents' burden. She uses her income to pay for household groceries and daily expenses. Mohini also helps in paying off some of her sister's school fees who is currently studying in the 9th grade at TCF. Mohini is hopeful for a bright future and wishes to continue working for TCF. She believes that the skills training programme has significantly boosted her self-confidence and has given her the ability to make independent decisions.

“In the future, I hope to be promoted from the post of helper to a higher position. I believe in the past 9 months working as a helper has provided me with the necessary skills and the experience required.”





Ayesha Anwar (Khushab)

Ayesha is a resident of Khushab district and is currently in her second year of college. She lives in a small 2-bedroom house with her parents and two siblings. Her father works as a driver and is the sole breadwinner of the family. Ayesha and her family find it extremely hard to meet daily household expenses with her father's limited income. Their house comprises of a few assets and does not include basic appliances such as fridge and washing machine. As the eldest child, Ayesha always felt the need to support her family and share some of her father's burden. She heard about the TCF Skills Training Programme from her neighbor and enrolled right away. She thought the training would be an excellent opportunity for her to earn a living by making use of the sewing machine lying idle at her house.

Ayesha's father encouraged her to enroll in the programme and hired a rickshaw driver to provide her pick and drop from the center. She truly enjoyed the training programme especially the lesson on simple hand stitches. After graduating from the programme, Ayesha joined TCF as an apprentice and worked on uniform orders. She was able to earn PKR 15,000 by working as an apprentice and wishes to continue her apprenticeship. She used the income earned to further her education by enrolling in a government college. She also spent some of her earnings on her mother's medical expenses. Ayesha also stitches clothes for herself and her family members and believes that it results in significant cost savings.

She is extremely satisfied with her experience and wants TCF to start a computer training course in the future. Ayesha hopes to be able to proficiently operate a computer so she can get a white-collared job once she graduates from college. Ayesha feels that the training has significantly boosted her self-confidence and that the family members respect her more as well.

"The training has uplifted my self-confidence; I think the way I express myself and communicate with others has improved a lot."

21-year-old young Ayesha has proven that perseverance and the urge to improve oneself can help achieve the unthinkable. TCF Skills training programme has given Ayesha the hope to dream about a brighter future for her herself and her family.

ANNEX





Annex

In-person Survey Questionnaire

The questionnaire was translated in Urdu for field

Introduction

Asalam-o-Alikum. This survey is being conducted by The Citizens Foundation. The aim of the survey is to assess the impact of the skills training programme on the socio-economic well-being of the beneficiaries and to gather suggestions for further improvement. Your participation in the interview is voluntary and any information shared shall be kept confidential.

Section 1: Biodata

- 1) Name of Enumerator
- 2) Name of Female Beneficiary
- 3) Name of Father/Husband
- 4) Marital Status
 - a. Single
 - b. Married
 - c. Divorced
 - d. Widowed
- 5) [if Q4= “Married”] How many children do you have?
- 6) CNIC/ B-form
- 7) Phone Number
- 8) Education Level
 - a. Unliterate
 - b. Primary
 - c. Middle
 - d. Matric
 - e. Madrasa
 - f. Intermediate
 - g. Graduate
 - h. Post-graduate
 - i. Other. Please specify
- 9) Number of Household Members
(*Members that share a kitchen or cook food together*)
- 10) Who is the head of your household?
 - a. Me
 - b. Father
 - c. Mother
 - d. Brother
 - e. Sister
 - f. Husband
 - g. Son
 - h. Daughter
 - i. Father in-law
 - j. Mother in-law
 - k. Other. Please specify

Section 2: Economic Empowerment



- 1) How are you utilizing the skills acquired through the course? (Tick all that apply)
 - a. Not utilizing
 - b. Currently working as an apprentice with TCF
 - c. Working on paid orders from customers/shops
 - d. Started my own home-based stitching business
 - e. Stitching and making clothes for my family
 - f. Teaching others
 - g. Other. Please specify
- 2) Did you work as an apprentice with TCF in the past?
 - a. Yes
 - b. No
- 3) [if Q1=1 “Currently working as an apprentice with TCF”] Would you like to work as an apprentice with TCF in the future?
 - a. Yes
 - b. No
- 4) [If Q1= “Working on orders from customers/shops” and/or “Started my own home-based stitching business”] How many orders do you complete in a month? (Numeric text)
- 5) [if Q1= “Started my own home-based stitching business”] Do you employ any workers?
 - a. Yes
 - b. No
- 6) [if Q5= “Yes”] Do you outsource any work?
- 7) What is your monthly income from craft(stitching)? (Numeric text)
- 8) What was your total monthly personal income before the training? (craft + external)
- 9) What is your total monthly personal income after the training? (craft + external)
- 10) Do you think your personal income has changed after the training?
 - a. It has decreased
 - b. It is the same
 - c. It has increased
- 11) How much did you save monthly from your personal income before the training? (Numeric text) eg: amount invested in committee(s)
- 12) How much do you save from your personal income now? (Numeric text)
- 13) Who spends the income you earn? (Tick all that apply)
 - a. Me
 - b. Father
 - c. Mother
 - d. Brother
 - e. Sister
 - f. Husband
 - g. Son
 - h. Daughter
 - i. Father in-law
 - j. Mother in-law
 - k. Other. Please specify



- 14) Can you spend your personal income yourself independently?
- Yes
 - No
- 15) [if Q14= “Yes”] What do you spend it mostly on?
- Daily household groceries/needs
 - Bills
 - Children’s or siblings’ education
 - Family’s health
 - On myself
 - Loan repayment
 - Other. Please specify
- 16) What was your household’s total monthly income before the training? (Numeric text)
- 17) Make a list of household members including you who are currently earning? (Relation, age, work status, income)

Section 3: Social Indicators

- 1) How did the course benefit you? (Tick all that apply)
- The quality of my work improved
 - My income has increased
 - I was able to cut my expenses
 - I feel more confident
 - I feel more independent
 - I formed lasting relationships with like-minded women during the training
 - Learnt an additional skill
 - Better marriage prospects
 - Better say in household decision making
 - Better nutrition
 - Better access to health facilities
 - Better access to education facilities for children/siblings
 - Other. Please specify
- 2) Has your say in household decision-making improved at home after the training?
- It has decreased
 - It has remained the same
 - It has increased
- 3) Were you able to enroll your siblings or children in school/college with the income earned through the skills acquired during the course?
- Yes
 - No
- 4) Were you able to better access health facilities after the training?
- Yes
 - No
- 5) Do you have a bank account?
- Yes
 - No



- 6) Do you use any mobile/instant payment accounts?
 - a. Jazz cash
 - b. Easypaisa
 - c. Other. Please specify
 - d. None

Section 4: Assets

- 1) Which machine do you have at home?
 - a. Simple machine
 - b. Motor machine
 - c. Juki
 - d. None
- 2) Did you buy any household asset with the income earned through the skills learned from the course?
 - a. Yes
 - b. No
- 3) [if Q2= "Yes"] What did you buy?
 - a. Refrigerator
 - b. Jewelry
 - c. Television
 - d. Motor vehicle
 - e. Sewing machine
 - f. Other. Please specify
- 4) Were any household assets purchased on your name before the training?
 - a. Yes
 - b. No
- 5) Were any household assets purchased on your name after the training?
 - a. Yes
 - b. No
- 6) [if Q5= "Yes"] Please list the asset(s)
- 7) Did you have access to a smart phone before the training?
 - a. Yes
 - b. No
- 8) [if Q7= "No"] Do you have access to a smart phone now?
 - a. Yes
 - b. No
- 9) [if Q7 or Q8 = "Yes"] Which social media applications do you use?
 - a. Facebook
 - b. Twitter
 - c. Instagram
 - d. Tiktok
 - e. None
- 10) [if Q7 or Q8 = "Yes"] Have you ever sold or tried to sell anything online?
 - a. Yes



b. No

11) Do you know of anyone in friends/relatives that sells online?

- a. Yes
- b. No

Section 5: Training Experience

- 1) How beneficial did you find the training? Please rank on a scale ranging from 0 to 10, with zero indicating not beneficial at all.
- 2) Please indicate your opinion regarding the following statements.

Skills	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My cutting skills have improved after the training					
My stitching skills have improved after the training					
My skills in stitching women's and children's clothes improved after the training					
My skills in stitching men's clothes improved after the training					
My skills in adda work have improved after the training					

- 3) Which course module did you enjoy the most? [drop-down]
 - a. Information about cutting and machine
 - b. Pattern rules and design
 - c. How to take measurements
 - d. Simple stitches
 - e. Hand stitching
 - f. Piping



- g. Button and hook
 - h. Designing on paper
 - i. Stitching of shalwar/trouser
 - j. Hand embroidery
 - k. Ladies kurta and shirt
 - l. A-line frock and angrakha
 - l. Men's shirt/waistcoat
 - m. Neck designs
 - n. Children's clothes
 - o. Patch work
 - p. Illustrations
- 4) Which course module did you struggle with the most? [drop-down]
- a. Information about cutting and machine
 - b. Pattern rules and design
 - c. How to take measurements
 - d. Simple stitches
 - e. Hand stitching
 - f. Piping
 - g. Button and hook
 - h. Designing on paper
 - i. Stitching of shalwar/trouser
 - j. Hand embroidery
 - k. Ladies kurta and shirt
 - l. A-line frock and angrakha
 - l. Men's shirt/waistcoat
 - m. Neck designs
 - n. Children's clothes
 - o. Patch work
 - p. Illustrations
- 5) How far is the training center from your home? (In minutes)
- 6) How did you travel from your home to the training center?
- a. Walk
 - b. Bike
 - c. Rickshaw
 - d. Car
 - e. Taxi
 - f. Bus
 - g. Other. Please specify
- 7) Please rank the following aspects of the course.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Simple and familiar words are used by the trainers					
Reasonable amount of content is covered per session					



Trainings are conducted at appropriate place					
Trainings are arranged at proper time					
Trainers are competent and receptive to feedback					
Training material is well organized and arranged in a logical sequence					
Needed material and equipment is available for trainees					

- 8) Are you taking any other skills training course(s)?
 a. Yes
 b. No
- 9) [if Q8= “Yes”] Please list name and institute.

In-depth Interview Guide

Introduction

Asalam-o-Alaikum. This interview is being conducted by The Citizens Foundation. The aim of the interview is to assess the impact of the skills training programme on the socio-economic well-being of the beneficiaries and to gather suggestions for further improvement. Your participation in the interview is voluntary and any information shared shall be kept confidential.

The Interview shall commence with the interviewer asking the interviewee to tell about their *life story*. The interviewer shall navigate through the conversation to understand her **context, aspirations, struggles and perseverance**.

The following aspects shall be touched upon, however more focus shall be derived from her personal story.

Section 1: Context & Aspirations prior to joining the Training

- How did trainee find out about the classes? Occupation prior to training?
- How far does the trainee live from the training center, and how did she commute to the center; what kind of transport vehicles does the family have?
- What is trainee’s education level? Did she already have a sewing machine at home prior to course? Did she have any prior experience of attending skills training courses?



- d) What was trainee's motivation to enroll/ desired outcome, and who in the family supported her to join? Was apprenticeship/earnings opportunity after training an incentive?
- e) Was there any financial need due to which the trainee enrolled?
 - i. What was the financial position of the family; size of HH by age groups (for dependency ratio), earning members, occupation, literacy level of HH head
 - ii. Ask about ownership of house (rent/personal), Type of house (kacha/brick)
 - iii. Number of rooms in the house, access to water & sanitation
 - iv. HH Assets: washing machine, sewing machine, TV, fridge (use BISP guide)
- f) If there wasn't really a financial need,
 - i. Does anyone in the family have their own business, ask about type, number of shops/branches, number of employees; link it to entrepreneurship

Section 2: Training Experience: Struggles, Perseverance, Successes

- a) How did the training help:
 - i. Knowledge, skills, practice, quality of work
 - ii. Change in occupation / Any impact on earnings/income?
 - What is trainee's income spent on: Access to education, health, loan repayment, personal expenses? Any assets bought?
 - iii. Any cost saving after the training? How?
 - iv. Changes in self-confidence; any demonstrated evidence of this?
 - v. Any perceived change in relationship with household members and say in the household? Demonstrated evidence?
 - vi. New friendships made, personal and social networks?
 - vii. Change in access to internet/social media for design ideas/selling?
- b) Did trainee join the apprenticeship programme? Why or why not?
 - i. What was the apprenticeship experience like?
 - ii. What were earnings used for?
- c) Any advice for training modules; which were the best/most useful, which ones did she struggle with, which ones did she think were not useful?
- d) Any other overall advice?



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