

Project Evaluation  
**“Labour Community  
Organizations  
Project - 2013-2018”**

Submitted to  
**Labour Education  
Foundation**



Submitted by  
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**Labor  
Community  
Organizations  
LCOs**



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First, I would like to thank the LEF management team for trusting me with this assignment. Labour and human rights are subjects that I am most passionate about. I am grateful to have this creative opportunity to review the application of the concept in the context of the project review of LCOs, which has increased my professional exposure.

There are many who have supported my work during the assignment. I want to thank each and every one of them, starting with the sincere, dedicated and experienced LEF team in Lahore which includes Mr. Khalid Mahmood, Ms. Shahnaz Iqbal and Ms. Nosheen Amjad. During the entire course of this assignment I was impressed by their willingness to positively critique their own work; to see them listening and learning, and because of their ability to think 'outside the box'.

Finally, I would also like to acknowledge my most valuable resource, i.e., the social mobilizers team lead by Ms. Urooj, project activists, LCOs management, teachers, members and beneficiaries of this project, without their time and input, it would not have been possible to complete this assignment on time.

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**b) ABBREVIATIONS AND ACRONYMS**

<b>CBTW</b>	Capacity Building Training Workshop
<b>CSO</b>	Civil Society Organization
<b>FGD</b>	Focus Group Discussion
<b>HBW</b>	Home-Based Worker
<b>IDI</b>	In-Depth Interview
<b>INGO</b>	International Non-Government Organization
<b>LCOs</b>	Labor Community Organizations
<b>LEF</b>	Labour Education Foundation Pakistan
<b>LFA</b>	Logical Framework Analysis
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MPA</b>	Member Provincial Assembly
<b>MNA</b>	Member National Assembly
<b>NGO</b>	Non-Governmental Organization
<b>NOC</b>	No Objection Certificate
<b>TMO</b>	Tehsil Municipal Officer
<b>TOT</b>	Training of Trainers
<b>ALCs</b>	Adult Learning Centers
<b>STU</b>	Swedish Teachers Union
<b>PLGA</b>	Punjab Local Government Act

### c) EXECUTIVE SUMMARY

This document presents the findings of the independent 'end of project' evaluation of the final two phases of the labour Community Organizations (LCOs) Project (2013-15 and 2016-18) implemented by the labour Education Foundation (LEF) Pakistan with financial support from the **Forum Syd /Swedish Trade Union (STU)**. The project was completed in **December 2018** with another extension for the closing phase until December 2019. In accordance with the Evaluation ToR, the project's design and performance were assessed in terms of impact, relevance, effectiveness, efficiency, sustainability, and progress-to-impact, to meet accountability requirements and to promote learning, feedback, and knowledge-sharing. The Development Assistance Committee (DAC) principles recommended by the OECD were used as a framework for this evaluation.

**Evaluation Methodology:** Carried out during July-September 2019 by an independent consultant, the evaluation consisted of i) a desk review of relevant documentation; ii) assessment of project design, iii) field assessments of all project areas in Lahore and Sheikhpura Districts iv) consultation and discussions with relevant stakeholders; and v) analysis and development of evidence-based findings and recommendations. A mixed-methods approach was utilized to gather information and formulate lines of inquiry. Quantitative and qualitative tools were developed, an orientation with enumerators was held and the tools were tested in Lahore, then translated and implemented. More than 12 field visits were made; 09 LCOs and 09 skills centers<sup>1</sup> were assessed and 08 interviews were held for this evaluation. Quantitative data was collected from two representative samples including a community survey of 220 respondents from 09 LCOs and 116 students and graduates of the 09 Skill Centers.

**Project Objectives and Design:** In summary, the evaluation has found that the three project objectives have been successfully met. The objectives were in line with the capacities of LEF and with the needs identified in the proposal. The project design was responsive and transparent, with the LCOs' management, members and activists involved in and consulted in the process. Approximately 78% of beneficiaries interviewed during the evaluation indicated that they had been consulted during the planning for 2015-18. This was greatly appreciated. As a result, the project priorities were closely aligned with those of the LCO members and skill centers.

**Impact:** The LCO members have benefitted in numerous ways from membership: they have better information about their human rights; participating communities are better organized and are capable of acting on identified issues, either by engaging with the responsible departments or by utilizing their own skills and capacities. Members have enhanced their marketable skills and gained employment or have established enterprises. Although there is a very tiny number of transgender members (only in one LCO), they are also benefitting from their LCO membership. There is now a clear emergence of rights-driven LCOs in the project areas and an established coalition of partners and stakeholders who endorse and support the LCOs.

**Relevance:** The project objectives were met, as were the outputs and outcomes. The desired results were achieved as noted throughout this report. The LEF ensured that the project goals and indicators were relevant to LCO members' needs, by consulting with LCO and community members during the planning stages. As a result, the project is directly relevant to the social, political, environmental and structural issues that have led to community members and workers being ignored and/or marginalized by Government Departments.

**Effectiveness:** The project was cost-effective (i.e. budgeted vs. actual costs) on all three project components with four percent over-spending overall (08% for program, 01% for field activities and social mobilization, and 04% for cost of the skills centers, salaries, rents, utilities and administration). The short extra budget was funded by the STU from additional resources to conclude the project by 2019. The project achieved or overachieved its deliverables with agreed quality and on time, and provided additional interventions. The membership target (500 members per LCO) was achieved by 07 LCOs, with 02 LCOs very close to reaching the target (471 and 421 members), while one has 321 members. A total of 545 study circles were held in 6 years of the project (360 in phase 1, and 185 session in 2<sup>nd</sup> phase of assessment)

The Linkage building with potential stakeholders (i.e. public departments, CSOs, political representatives, local Government) was highly effective. The number of issues resolved and the facilities and infrastructure maintained and installed is evidence of effective relationship (Chapter III and Annex 10). The project established 28 Skill Centers during the two phases (13 between 2013 and 2015 and 15 between 2016 and 2018) against the target of 24 Centers (09 and 15, respectively). 630 students (506 girls, 124 boys and 02 transgender persons) were

<sup>1</sup> The year wise establishment of the centers is given in the annexure.

trained through 28 skills courses. Of these, some have found employment and few have established their own enterprises. The LCOs' many accomplishments are described in Chapter III and in Annex 10.

**Efficiency:** The project achieved or over-achieved its deliverables with agreed quality and time. It also provided additional interventions including support to 24 LCOs, financial support to additional skill centers, provision of computers, conducting business trainings, extra support for sustainability and some additional honoraria and compensations to the field staff for sessions, rallies and camps.

**Sustainability:** The LCOs are potentially sustainable, by virtue of (i) the engagement of local activists and community members as decision makers and (ii) the number of linkages established and reputation gained in the community through infrastructure development. The LCO model is sustainable by virtue of (i) its emphasis on institutionalization (i.e. LCOs and Skill Centers), (ii) its ability to leverage organizational strength, presence, goodwill, outreach and strong and effective linkages with partners (iii) long lasting knowledge of local community members and activists and (iv) low-unit cost i.e. cost sharing and self-help model. The Skills Centers, however, are not sustainable without the project's financial support only until some revenue generation activities. The LCOs have minimal likelihood of financial sustainability, in part because most of them find it difficult to collect and manage the fees they are supposed to receive.

**Gender Mainstreaming & Inclusiveness:** The project worked with men, women, transgender persons, male and female youth, workers (both employed and home-based), housewives and disabled persons. All participated in all project activities without any conflict, discussing mutual issues with the aim of finding common solutions. LEF has a gender policy which is visible at implementation level. LCOs may also have guidelines to mainstream gender in their local activities. LCO members of often-conflicting religious communities engaged in dialogues aimed at "accepting diversity". The LCO project directly addressed inclusiveness (e.g. the inclusion of Muslim and Christian community members) in the LCOs and indirectly with "accepting diversity" message to youth and community members.

**Monitoring and Evaluation:** An internal M&E system was in place, with social mobilisers responsible for data collection. The LEF team developed field visit reports, monthly progress report, LCOs specific reports, and orientation-session as well as utilizing ~~two~~ customized monitoring tools developed and provided by the donor (Bird's Eye Views and Sample report). The regular annual progress reporting, project application with real facts and figures, monthly meeting reports, social mobilisers reports about the performance of LCOs and evaluation of each completion phase kept the project informed and up to date.

**Knowledge Sharing:** The LEF newsletter was one of the major sources of information for the workers and stakeholders. It was considered the most effective approach, contributing to achieving the project's objectives and overall mission. The reporting of different issues also informed the broader audience to promote the rights agenda. The website was another source of information, where LEF posted about the events but the level of information was very limited. However, the non-literate community members could not access or comment on the project information. No experience, knowledge sharing or interactive portal (e.g. messenger or Facebook) was made available to LCO trainers and activists to discuss their issues, share best practices, or referral to productive linkages.

**Summary of Recommendations:** The evaluation found that no structural changes to the program are needed. A number of recommendations are made for strengthening the LCO registration process, operations and management capacities. Examples include SOPs, improved LCO documentation, donor reporting and planning. Communication should be enhanced, with attention to the use of social media. Community empowerment can be strengthened, with study circles and additional members being exposed to stakeholders so that LCO management remains transparent and effective. Institutional strengthening should be achieved through inter-LCO linkages and local skills mapping. A mega event should be arranged with all previous stakeholders, to celebrate the success of the LCO project. The Skills Centers should be 're-versioned' as Knowledge Hubs and a Sustainability and Exit Strategy should be developed.

***See Chapter IV for a full discussion and details of all recommendations***

## CHAPTER I – PROGRAM CONTEXT AND NEED

### 1. BACKGROUND

The Constitution of Pakistan (1973) provides for fundamental rights, which include freedom of speech, freedom of information, freedom of religion, freedom of association, freedom of assembly etc. but the reality is that the citizens are far from realizing, demanding and enjoying these fundamental rights. In 2008, the devolution of power from a heavily centralized federal government to the provinces under the 18<sup>th</sup> Amendment of the Constitution of Pakistan, stood as potentially significant positive steps in the process of reinforcing democratization in the country and in empowering provincial governments.

Pakistan lags behind many other countries of South Asia in a number of ways. A major scourge is illiteracy amongst children and adults. It can be concluded without any doubt that the primary cause of illiteracy is poverty. Secondly, lack of awareness of the significance of education makes many people disinterested. These circumstances are a result of, amongst other reasons, the patriarchal structures and feudal attitudes which keep control over resources and deprive women, the poor, minorities and other sections of society from being able to access them. This situation has specific consequences for the participation of women and girls in activities related to organizing them. Lack of interest on the part of government is a major obstruction in the propagation of human and workers' rights. The government spends less money on education than many other developing countries. The small number and low 'visibility' of civil and trade organizations and the subsequent lack of knowledge of workers' rights is one underlying reason for their very poor wage and employment conditions. The majority of employed people in the country are employed in the informal sector<sup>2</sup> and lack even the bare minimum legal protection and institutional representation. , and therefore, require concerted efforts to seek progressive governance reforms.

As is the case in most countries in the global South, labourers in Pakistan have been facing multiple problems ranging from joblessness, social insecurity, poverty, illiteracy, disunity, lack of awareness of rights, a dearth of trade unions and unstable political situations: as a result, exploitation by employers is common. For the majority of women, these problems are exacerbated by a strong patriarchal social structure that opposes women's participation in paid work outside the home. The problems multiplied with the setting in the era of privatization witnessed by almost the entire world in the late 1990s. These issues reached their peak in Pakistan in early 2000s<sup>3</sup> when private and public sector trade unions were banned in large state institutions, and labour laws were amended to the benefit of the employers to the extent that factory inspections by Labour Department officials were prohibited.

According to the World Bank,<sup>4</sup> Pakistan's urbanization is 'messy and hidden': Messy from low-density sprawl and hidden as cities grow beyond administrative boundaries to include 'ruralopolises', which are densely populated rural areas and outskirts not officially designated as cities. Ruralopolises today are estimated to make up to 60 percent of urban Pakistan. Such urbanization, without an accompanying shift in economic patterns, does not bode well. The increasing issues (i.e. water and sanitation, poor housing and infrastructure, harassment on local transport systems and workplaces, health and hygiene, child and protection, education and literacy, women's empowerment and youth leadership) of urban outskirts are the biggest challenges faced by the policymakers.

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<sup>2</sup> 71 percent according to the Pakistan Employment Trends Report 2018. This figure does not include workers engaged in the agricultural sector.

<sup>3</sup> Under the General Musharraf regime, 2001 to 2008.

<sup>4</sup> Sources:

- Background paper for World Bank (2014) Pakistan Urban Sector Assessment: Leveraging the Growth Dividend.
- The National Socio-Economic Registry (NSER), based on the Benazir Income Support Programme's (BISP) Poverty Score Survey (PSS) conducted in 2010, reveals that around 80 percent of the 27 million households surveyed belong to nuclear families.
- <https://www.worldbank.org/en/news/feature/2015/12/09/leveraging-urbanization-for-prosperity-and-livability>



## 2. PROJECT INTRODUCTION

### a) The Concept of LCOs

LEF designed the Labour Community Organization (LCO) to function as an entity that “engages municipal services providers at the district and metropolitan government tiers” and thereby “provide a platform for working people to engage state institutions”. Home-based workers, the self-employed and employees are all eligible to join an LCO. The motivation was to engage community members “at the community level instead of the traditional factory/institution level”. The LCO is also meant to be a platform in which rights, including labour rights, could be discussed in a safe environment.

The LEF’s objective is to empower communities by developing the LCOs, solving their respective area’s issues through unity and approaching and putting pressure on relevant departments on self-help basis. It is also pushing for raising awareness on social, economic and political issues by increasing membership, providing equal opportunities in decision making and accessing employment productive resources, removing gender imbalances and developing linkages between communities and utility agencies concerned. Having required contacts and environment and the achievements secured during the one-year pilot project, it was assumed that the approach would work.

The initial basis of the LCOs project was the success of the ALCs<sup>5</sup> project. The Swedish Teachers’ Union (STU) as the **Forum Syd** financed the pilot phase of the project in 2009. The promising and fruit-bearing results helped the donor to extend the project for the next three-years (2010-2012) and the successful completion and evaluation results of the first phase, the donor extended the funding for two more phases i.e. 2013-2015 and 2016-2018.

The **goal** of the LCO project was to inform and educate the community members about citizens’ political, economic and social rights and to enable them to claim the same without any discrimination. As per the project objectives and indicators (Annex 01) it is self-explanatory that the project required a holistic framework from the identification of issues and beneficiaries to institutionalization, with required inputs to organize, make aware and enhance the capacities of workers to recognize their status, demand justice and live a peaceful life with the requisite rights and liberty. The workers were also to enter the political arena by starting to contest local body polls. One of the key outputs of the project was to strengthen 10 existing LCOs in Lahore and its suburbs and peri-urban areas, with specific objectives to:

ORGANIZE	STRENGTHEN	EMPOWER
Organize and sensitize the labourers to strive for their social, economic and political rights through providing information and relevant training in areas where LCOs are established.	Strengthen LCOs through expanding membership and developing linkages with civil society and government institutions.	Develop three skill centers in areas of LCOs to provide training to labourers to enhance their skills for saving and generating income.

### b) Project Areas Profile

The project was implemented in 10 union councils of Lahore and Sheikhpura Districts of Punjab, Pakistan. The workers in Lahore and Sheikhpura Districts are concentrated in localities close to industrial areas. The localities are devoid of even basic civic amenities like health and education facilities, supply of clean water and drainage and sewerage. Unaware of their economic, social and political rights and unable to claim the same, being unorganized and not part of any trade union, organization or other association, residents have been facing multiple problems resulting in their leading difficult lives. The project beneficiaries included youth (boys and girls aged 18 to 70), transgender people, members of religious minorities, industrial workers, activists, religious and political leaders, other community members and institutions and other bodies that have an interest or stake in the outcome of the project.

### c) Implementation Arrangements

**Project Funding Agency:** *Lärarförbundet*, the Swedish Teachers’ Union (STU), is Sweden’s largest professional trade union for every category of teacher, study and careers advisors, school heads and student teachers. STU works to protect its members’ trade union rights in areas such as pay, working hours and the working

<sup>5</sup> Adult Literacy Centers (ALCs)

environment, and to take part in negotiations with the employer. STU represent over 230,000 teachers and school heads in schools, preschools and leisure-time centers. STU is affiliated with the Swedish Confederation of Professional Employees, and Education International. STU began its cooperation with LEF in 1995 and has conducted different projects for working children, adult literacy and awareness raising.

**Project Implementing Agency:** Labour Education Foundation (LEF) is a non-government organization having national level presence in Pakistan. LEF is known for organizing and building the capacities of trade unions, encouraging women's participation (especially from the informal sector), highlighting health and environmental issues, emphasizing networking with other initiatives and movements, raising consciousness regarding political, legal, social and economic rights, and linking peace, gender equality and development with human rights by using an integrated participatory approach. LEF was honored with the Silver Rose Award in 2011 by SOLIDAR, a European network of 52 NGOs active in over 90 countries to advance social justice.

### 3. EVALUATION OBJECTIVES, APPROACH & METHODOLOGY

#### a) Purpose and Objectives of the Evaluation

The assignment was to assess and evaluate the last two phases (2013-2018)<sup>6</sup> with a special focus on its design, implementation of innovative methods, and overall progress with emphasis on results and achievements. The purpose of the evaluation was to assess the extent to which the project achieved its main purpose i.e. empower working communities, increase their awareness of their rights and enable them to claim citizens' political, economic and social rights, as well as to remove disparities. This involved examining the extent to which the project: i) helped in promoting the organizational culture in project areas; ii) coordinated with relevant professionals, groups and stakeholders to promote labour compliance and resolve social issues; iii) yielded direct outcomes that are being utilized, or could expect to be used in the near future and (iv), to stimulate and support formation and organizational culture within a policy framework that fosters a vibrant supportive local innovative ecosystem. Guided by the Terms of References<sup>7</sup> given by LEF, the evaluation had three objectives:

- Assess project performance in terms of relevance, effectiveness, efficiency, sustainability of benefits, and progress to impact
- Identify key learning to feed into the design and implementation of forthcoming projects phases
- Develop findings, lessons, and recommendations that could be used to enhance the design of new projects.

#### b) Evaluation Model and Methodology

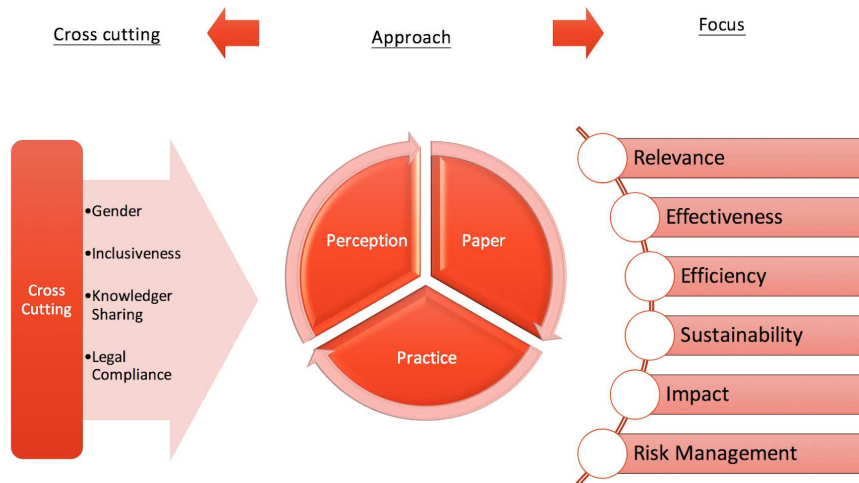
The end-of-project evaluation used DAC principles recommended by OECD for evaluating development projects with some customized perceptions by the evaluator based on his own development sector experience. The consultant used a participatory approach whereby key stakeholders and beneficiaries were informed and consulted throughout the process. This was to ensure a robust approach, together with envisaged sources of data that could be expected to provide evidence of achieved results and impacts. Both qualitative and quantitative approaches were used in gathering data, with the aim of developing insights into fundamental strengths and shortfalls as a basis for crystallizing the findings and extracting relevant lessons for the LCOs project and recommending learning and operational improvements for LEF management.

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<sup>6</sup> Project 'lifespan details here

<sup>7</sup> Evaluations Terms of References is attached as **Annex 02**

**c) The 3-P Approach**



Cross Cutting	3-P Approach		Main Focus
The gender, inclusiveness, participation and information sharing during the project would be an important component to be considered as a cross cutting theme of the project, which not only shows out of the box thinking at the planning and designing stages but will also highlight the structure of the project under specific circumstances.	<b>Paper</b> assessment' essentially refers to the document review, where the purpose is to find out how the project's overall objectives are enshrined in various project documents i.e. proposal, LFA, Indicators and work plan.	<b>Perception</b> assessment is about finding management, staff and beneficiaries' perceptions about the project results/outcomes and how those perceptions were translated into practice.	<b>Practice</b> assessment results from an evidence-based, in-depth review of the degree to which project interventions have been put into practice. How it is understood by the senior management, how it is practiced by the project staff and demonstrated at the beneficiary level.
			The central focus of the evaluation would be relevance, effectiveness, efficiency, sustainability and impact assessment. A list of questions under each category will be refined to obtain the necessary information. The list of questions provided and concerns shared by the organization will also be considered as starting points for the collection of information.

**d) Data Collection**

The expected outcomes and the extent to which their achievement depended on the delivery of project outcomes were assessed by looking at the project's causal pathways. The data was collected using multiple means, as shown below:

Category	Qualitative	Quantitative
<b>Primary</b>	<ul style="list-style-type: none"> <li>Semi structured interviews &amp; consultations with beneficiary groups.</li> <li>In depth interviews with the LCOs' management and members, duty bearers, representatives' stakeholders and relevant project staff.</li> </ul>	<ul style="list-style-type: none"> <li>Structured questionnaires to assess the performance of LCOs, collect the perceptions of the beneficiaries with evidence of capacities and project sustainability.</li> </ul>
<b>Secondary</b>	<ul style="list-style-type: none"> <li>Project Documents (proposal, reviews, monitoring/evaluation/progress reports, minutes, workplans, , relevant to LCOs)</li> <li>Data and statistical reports</li> <li>Financial Documents</li> </ul>	<ul style="list-style-type: none"> <li>A quick assessment to evaluate the effectiveness and efficacy of Skill Centers through students and graduates.</li> </ul>

**I. Quantitative Data Collection**

Two survey tools (for community beneficiaries and skill center graduates) were designed, shared and discussed with the project team for their approval. The tools were tested with project beneficiaries (in Lahore) prior to finalization and translated into Urdu for the actual survey. A survey plan was developed and shared with the Project Team in advance to ensure the availability of respondents and enable monitoring of the field work. A team of enumerators (02 male and 01 female) were oriented to administer the survey tool in their respective councils. The respondents were selected by ensuring the participation of all sexes, members, categories and age-groups with complete geographical coverage of LCOs. The sample of the surveys was as follows:

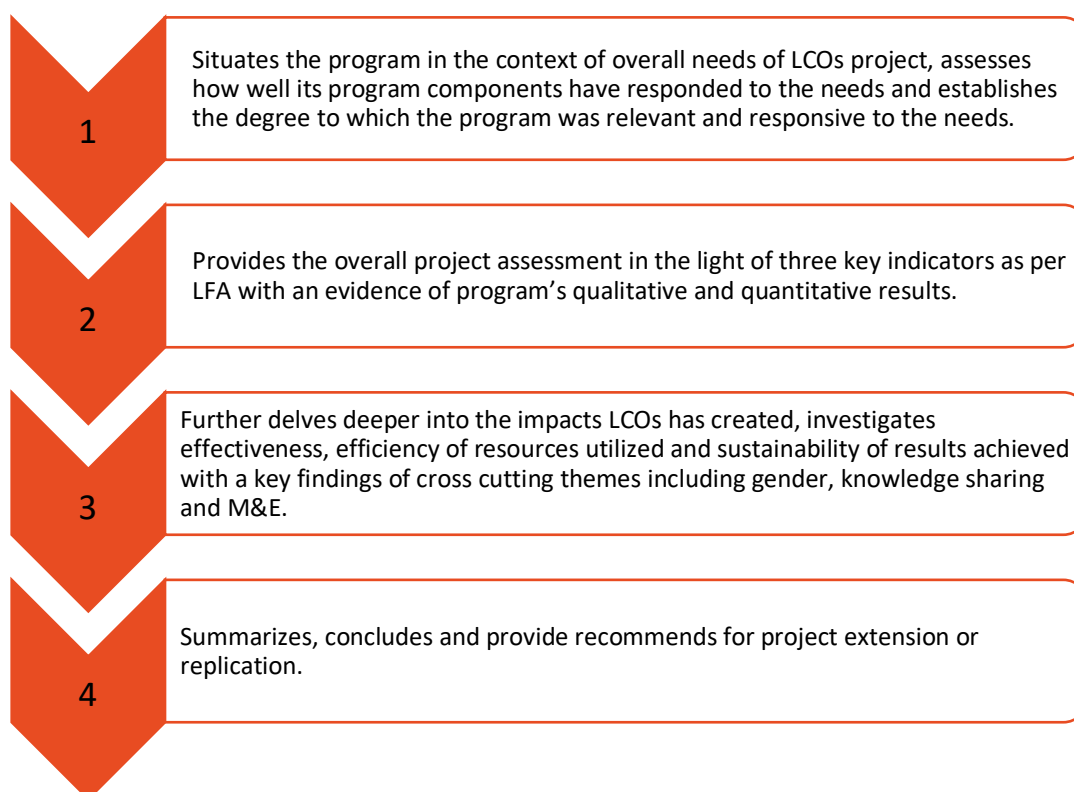
Beneficiaries Survey of LCO Members <sup>8</sup>	Survey of Skill Centers
<ul style="list-style-type: none"> <li>● 09 LCOs selected for the survey (08 Active and 01 Sustained)</li> <li>● Sex disaggregated sample 220 respondents of 08 LCOs (50%Male 49%Female &amp; 01%Transgender)</li> <li>● Religious sample 52% Muslim and 48% Christian</li> </ul>	<ul style="list-style-type: none"> <li>● 09 Skill Centers (03 Active, 02 Active on self-help basis and 04 Closed)</li> <li>● Sex disaggregated sample 116 (35% Boys 65% Girls)</li> <li>● Religious representation 37% Muslim and 62% Christian</li> </ul>

## II. Qualitative Data Collection

- Conducted a desk study and **literature review** of key project documentation.<sup>9</sup> The review helped in the development of tools (for FGDs and IDIs) and guiding questions for qualitative assessments.
- 18 FGDs (09 each with LCOs' management and Skill Centers management) held with beneficiaries.
- A one-day **mini-workshop** was held in the LEF office in Lahore, with project directors, coordinator and field staff to get the initial information, mandate and expected outcome of the project with evidence and examples, prior to visiting the core beneficiaries.
- Field visits and **group discussions**<sup>10</sup> were held with LCOs, Skill Center management, direct observations and meetings with LCOs management, activists, workers and members directly or indirectly involved in the project's results and/or providing future dissemination channels.
- **Interviews with Associated Institutions / Stakeholders**<sup>11</sup>: Members of the stakeholder institutions and influential people were interviewed to cross check the information collected from the surveys, FGDs and documentary information during the desk review and the mini workshop.

### e) **Data Analysis and Presentation of Findings**

The accuracy of the quantitative data analysis was analyzed by using SPSS software to systematically analyze, code, cross-reference, and comment. Qualitative data was analyzed with a clear trace back to the evidence underpinning the findings. The presentation of findings in the report is as follows:



<sup>8</sup> Community and Skill Survey Instrument is attached as **Annex 03 in URDU**

<sup>9</sup> List of documents reviewed is attached as **Annex 04**

<sup>10</sup> List of LCOs interviewed and list of FGD participants is attached as **Annex 05**.

<sup>11</sup> List of persons met and interviewed is attached as **Annex 06**.

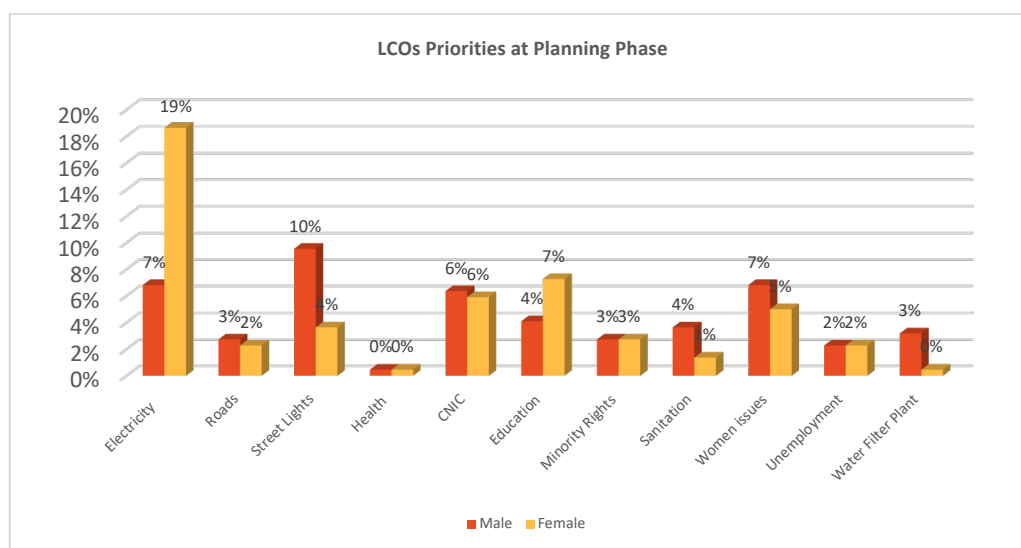
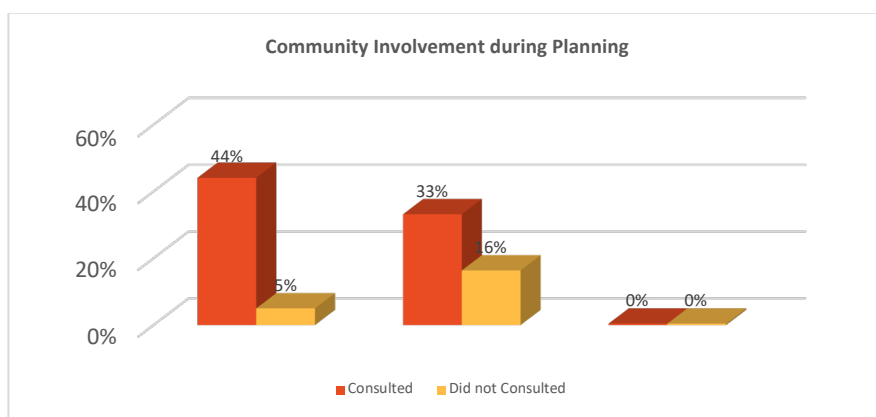
## CHAPTER II – PROJECT ASSESSMENT

### 1. PROJECT DESIGN

As mentioned above the project was conceived to address identified labour sector gaps - including the lack of information, lack of organizational skills, labour compliance and knowledge sharing practices. Issues of inclusiveness, financial dependency, lack of management skills and competencies, employment trends and wage-compensation standards compelled LEF to make its contribution to the situation. The first phase of the project (2010-2012) was evaluated by an external evaluator and the last two intervals (2013-15 and 2016-18) were based on the recommendations and findings of the first-phase assessment. Since LEF was already working in these districts no structured assessment or survey was held to seek the community perceptions; instead, an informal consultation process was conducted with workers, leaders and activists.

### 2. PLANNING

According to the project team the relevant stakeholders (including LCOs' management, members and activists) were involved and consulted for information sharing and by seeking their participation in project design of these two phases. The survey showed that approximately 78% of respondents were consulted through informal meetings during the planning phase. The priorities identified by the LCO members during the planning are quite close to the work done by the LCOs with complete satisfaction by the respondents.



Feedback from the community and mobilizers was also made part of the planning process e.g. LCOs' registration, enterprise training and provision of computers was not included in the initial phases of the project but based on the demand these components were added in the next phase (2016) . Phasing out the LCOs upon sustainability was another addition in this phase. Internal planning of the project at the LEF Board of Governor level was a continuous part of the project planning. The donor was also kept informed about the project activities through email and skype meetings. They also visited the LCOs in project areas and provided their inputs, which were also made part of the project: e.g. sessions on gender and environment were increased on the basis of their visits and report.

### **3. INSTITUTIONAL FRAMEWORK AND STAFFING**

The project's institutional networks were well placed within the province and community organizational structures. For example, the project was led by an experienced Project Director under the supervision of a project coordinator and three social mobilizers (2 male and 1 female). The local decision-making structures at the LCOs' level was led by the concerned leadership of each selected LCO. The selection of mobilizers, activists and teachers from the local communities proved an effective strategy in terms of mobilizing the surrounding communities and creating a sense of responsibility.

### **4. CAPACITY & LINKAGE BUILDING**

The LCOs project has a robust 360 degree capacity building plan for almost all the segment of the LCOs including LCO management, community members, youth, workers, irrespective of their gender, sexual orientation and religious affiliation. The capacity building workshops included the institutional strengthening of LCOs for operations and maintenance of the organization; empowerment of the community through awareness and advocacy of rights, and youth leadership, adult literacy and skill enhancement through the skills centers. The FGDs and community survey's respondents indicated that all segments of the community were equally benefitted with the project interventions.

### **5. MONITORING AND EVALUATION**

An internal M&E system was in place. The LEF team developed field visit reports, monthly progress report, LCO-specific reports and orientation session forms. The Project also used two monitoring tools developed by the donor (Bird Eye Views methodology and sample reporting format).

## CHAPTER III – ASSESSMENT OF RESULTS

### 1. ASSESSMENT OF RESULTS ACHIEVED (AS PER LFA)<sup>12</sup>

The last phases of the LCOs Project (2013 - 2018) were implemented with the overall objectives of:

1. **Organizing and sensitizing the labourers to strive for their social, economic and political rights through providing information and relevant training in areas where LCOs are established.**
2. **Strengthening LCOs through expanding membership and developing linkages**
3. **Developing three centers in areas of LCOs to provide trainings to labourers to enhance their skills for saving and generating income.**

The overall objective was built on three interlinked objectives with allied expected results under each.

Organize	Strengthen	Institutionalize
To provide a platform to the community members to unite, inform and advocate for their rights.	To create an enabling environment through linkages to full fill their socio-economic needs	To enhance the members' skills and capacities through Skill Centers

#### a) Organization of LCOs<sup>13</sup>

The main target groups of the project was to form 10 labour Community Organizations: of these 05 should be registered with the respective Provincial Government Departments. The objective was over-achieved by identifying 20 LCOs, where 10 were finalized and 10 rejected due to various administrative reasons. Out of 10 finalized LCOs 09 are active, 02 is sustained. Seven (07) out of 10 are also registered with the relevant authorities. Having 500 members in each LCO was another milestone under this target, where 07 LCOs reached the target, 02 are very close (471 & 421), while one is still struggling, with 321 members. The total membership of the 10 LCOs is 4,875 with a balance of 53% male, 36% female and only 02 member from the transgender community. Since half of the LCOs are from Christian communities and half from Muslim communities, the ratio of religion is almost balanced<sup>14</sup>.

It was noticed during the meeting with project staff that a few LCOs had been terminated and replaced with new ones, due to low participation, lack of motivation and unwilling to include women members in the organization. The LEF has its own gender and harassment strategy, sessions on harassment were arranged but the harassment policy with its protocols was not implemented at any of the LCOs.

#### a) Strengthening of LCOs<sup>15</sup>

Two day capacity building trainings focused exclusively on LCO formation and organization were arranged quarterly. The LCOs' management and members were informed about the registration of their organizations with additional information on labour rights, gender, social issues, political situation, the Ombudsman, family planning, the population department, and environmental issues.

Participation in Rights Movements & Advocacy Campaigns: National and international days were a significant venue for the LCOs and members to become informed about and involved in global movements. The events were organized by local CSOs, public departments and institutions. LCO representatives and members from outreach areas participated in 73 events including rallies, walks, advocacy campaigns, health promotions and camps.

<sup>12</sup> An achievement rating Scale is given as **Annex 07**

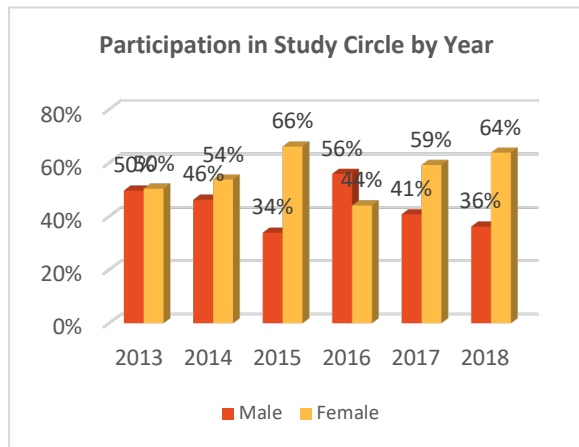
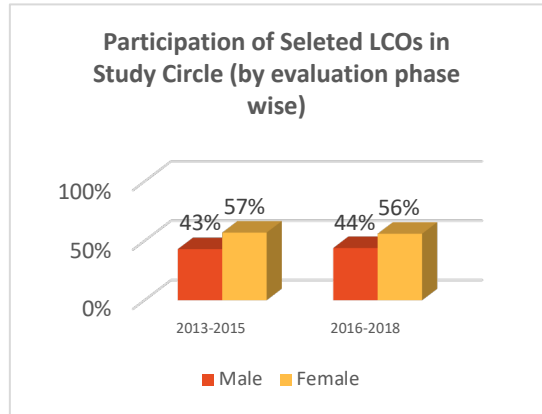
<sup>13</sup> LFA Target 1: Organize and sensitize the labourers to strive for their social, economic and political rights through providing information and relevant training in areas where LCOs are established.

<sup>14</sup> The detailed statistics about LCOs are given in as **Annex 08**

<sup>15</sup> LFA Target 2: Strengthen LCOs through expanding membership and developing linkages

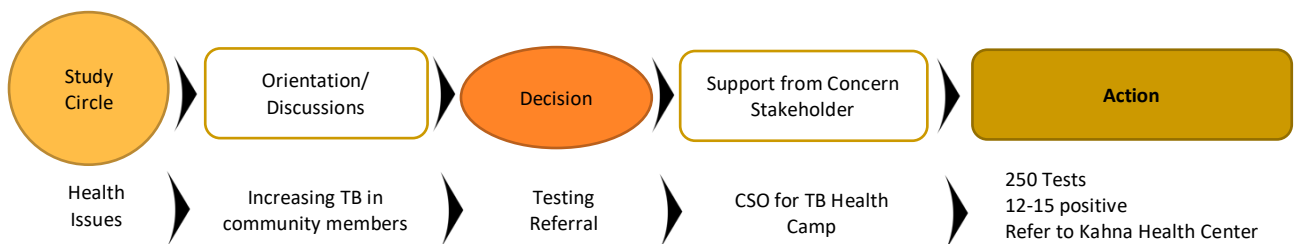
*This participation was a win-win situation (according to interviewed respondents for both LCO and CSO members: the stakeholder institutions and LCOs want participation in awareness sessions and the CSOs need participants for a successful event with the maximum number of community members.*

**Awareness Raising through Study Circles:** Informing and organizing community members around labour/human rights, community issues and personal development came under the second target which was satisfactorily achieved. A group of LCO members were to participate in a bi-monthly event organized in their community to discuss previously identified issues and find a solution through consultation. A total of 545 study circle<sup>16</sup> were arranged against the target of 540. These sessions were arranged on a monthly basis (120x3=360) in the first phase where the number was reduced to bi-monthly sessions (60x3=180) by each LCO in the second phase of the evaluation. A total of 13,000 members should have participated in these study circles where the results were slightly higher than the target. In each phase approx. 6-7 thousand members participated in these sessions, where the last phase (2015-18) participation was 12% more than the estimated figure.



Approximately 95% of the survey respondents attended the Study Circles (45% male, 49% female and 1% transgender) with female members more interested in these sessions as they were conducted in their own communities, so that mobility, time and resources did not cause problems for them. Both male and female members equally participated in discussion, planning and decision-making process of study circles.

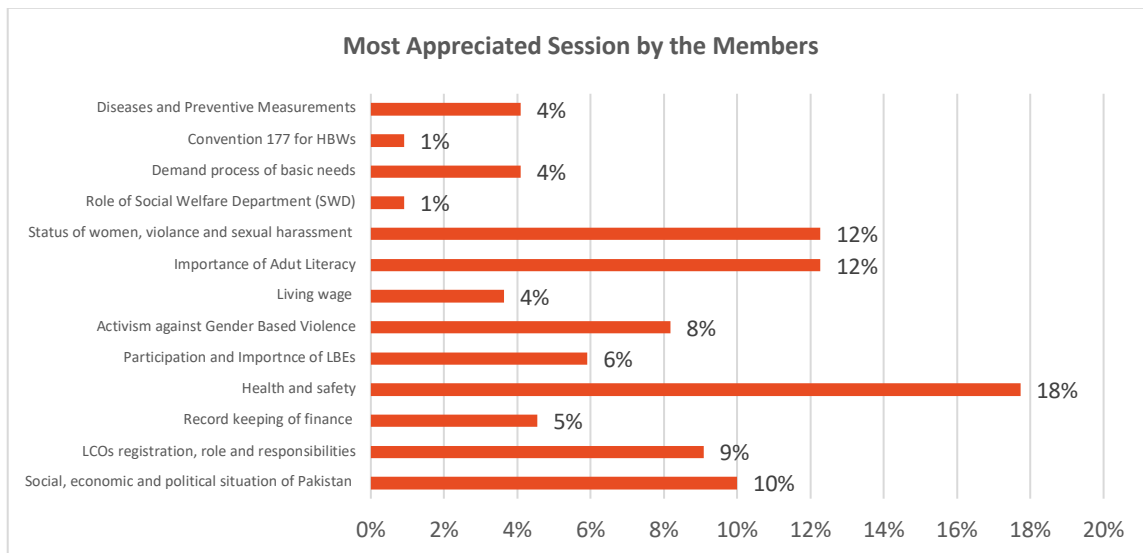
*The project did not share a standard protocol for the conduct of Study Circles (e.g. before, during and post session tips) but the following flow process was adopted by the LCOs' management and members (as mentioned during the FGDs).*



*The survey respondents found the Study Circle a real benefit for the entire community: in particular, the provision of information about safeguarding health, hygiene, rights, information and laws for the protection of women, domestic violence, and tips for adult literacy were extremely useful. The figure below indicates:*

<sup>16</sup> A list of study circles and categories of subjects discussed is attached as **Annex 09**.

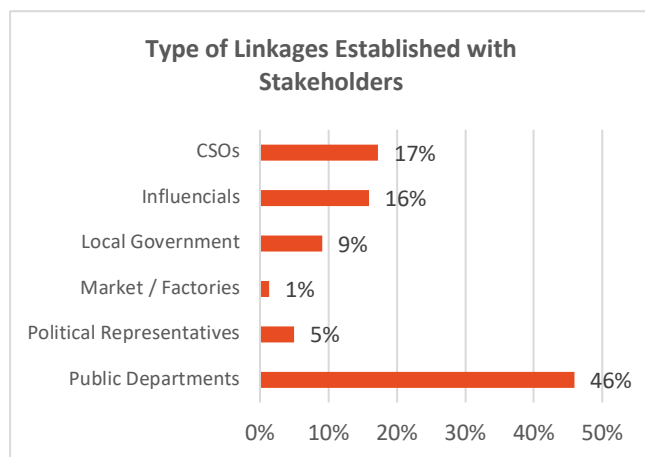




**Issues Resolution and Infrastructure Development<sup>17</sup>:** The study circles resulted in to concrete decisions for the improvement of infrastructure/facilities, support and resolution of community issues, LCO management and members used their influence to get the following categories of issues resolved:

Awareness Raising	Infrastructure	Environment
Campaigns on: Adult literacy, children's education, legal documentation (CNIC and voter education), gender-based violence	Installation of street lights, water supply, water filtration plant, electricity supply, electricity poles, gas connections, sewerage system, road maintenance - bridge on the drain?	Plantation, reduction in smoke emissions from factories

**Linkage Building with Potential Stakeholders:** It was not possible to solve the identified issues without establishing smooth working relations with the relevant Government Departments. Hundreds of meetings were held with stakeholders to establish 100+ connections with public departments (46%), CSOs (17%), community influential persons (16%), political representatives (5%) and local government (9%). This level of engagement can be rated as highly satisfactory performance under this target. The number of issues resolved, facilities and infrastructure maintained and installed is an evidence of effective relationships between LCOs and relevant organization/institutions.



*Despite having all these excellent linkages, there was still a gap in information sharing. The LCOs, even LEF management do not have a comprehensive data base (of these institutions with level and type of support) to be available to LCOs to save their time, effort and resources in finding similar support. The Local Govt. has announced Village and Neighborhood Councils under the PLGA, an orientation on the Local Government Act in which the LCOs could play an important role under the said councils: this, could be another important link between the LCOs and the local government system to respond to the communities' basic needs*

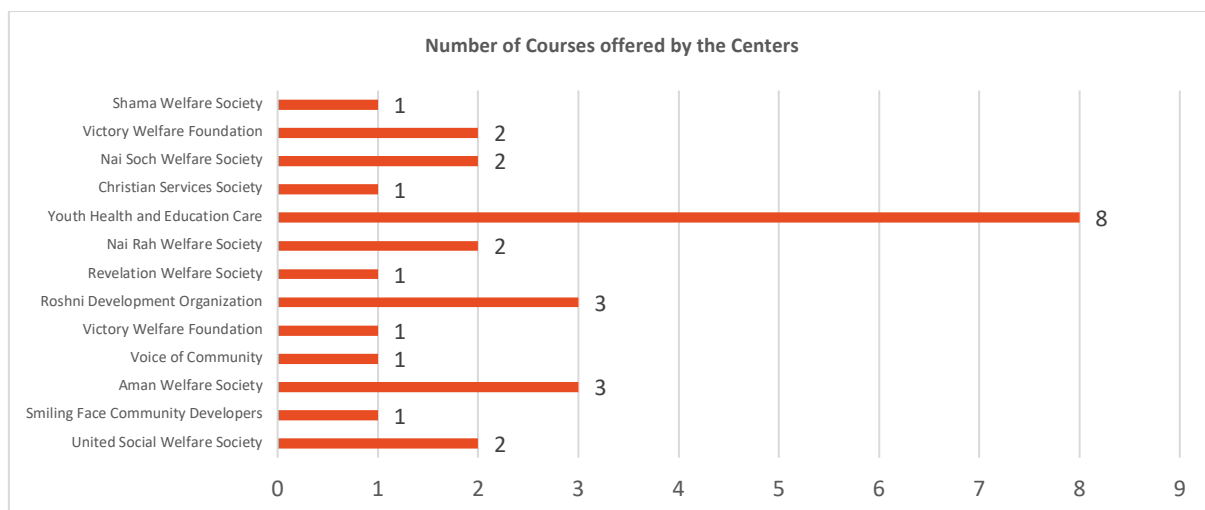
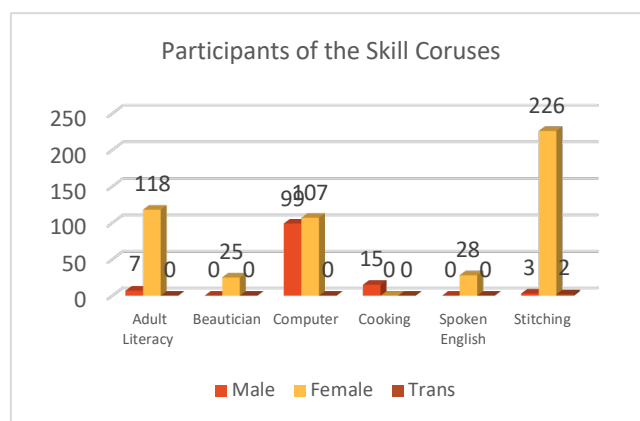
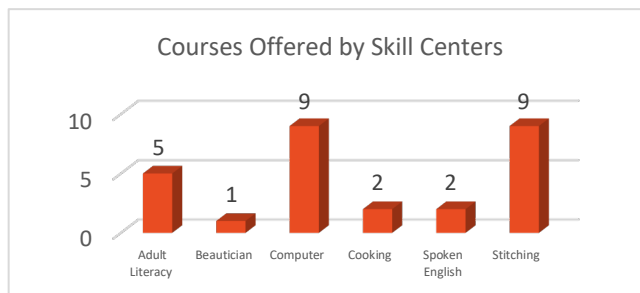
<sup>17</sup> The Golden Stories of LCOs for infrastructure development and installation can be found in **Annex 10**

**b) Institutionalization of Skills Centers<sup>18</sup>**

The Punjab Youth Policy (2012) is vocal about “Adolescence and Youth Health Rights” and “Career Development”. It explicitly talks about the need to “Create awareness on high risk behaviors such as HIV/AIDS and STIs” Building youth for the future is high on the present government’s agenda and supporting LOCs is directly contributing to provincial priorities. *The LCOs project contained several elements of youth developmental including awareness about human rights, better basic service delivery and improved health, as well as skill enhancement for poverty reduction. These unique features of the project are directly connected with the youth development strategy strategic objectives.*

The project target is over-achieved with efficient use of resources. A total of **28** skill centers<sup>19</sup> were established during the two phases (**13** in first evaluation phase against the target of **09** and **15** in second phase as per the target). Approx. **630** students (**124** boys, **506** girls and **02** transgenders) were trained through **28** skill courses in **06** years with an average enrollment of 23 students in a course.

*As each center is to be supported for a year as per original but few of the center performed extremely well to support for a year or more. The Youth Health and Education Care was one of the oldest performer center who was consistent in enrollment and supported 06 consecutive years where Revelation Welfare Society, Christian Services Society and Voice of Community were also showed success in retaining student in each batch. The 03 new Centers (Voice of Community, Smiling Faces and United Welfare), are still active as it is their first round with complete support) and offering courses. The majority of the centers are dormant due to no financial support except two (02) of previous phase (Aman Welfare and Nai Rah) who are sustained on a self-help basis with minor financial support from the project.*



*All community members were equally benefitted from these centers based without any discrimination or favoritism based on the type of skills offered by the Center and their own availability.*

Computer was the most-often demand skill identified by the community members for both boys and girls. Stitching is the most relevant and welcome course (arranged by 08 skill centers) for girls due to the local culture

<sup>18</sup> LFA Target 3: Develop three centers in areas of LCOs to provide trainings to labourers to enhance their skills for saving and generating income.

<sup>19</sup> Details about the centers, courses and students is attached as **Annex 11**

and constraints on (i.e. girls' mobility, awareness about education, gender reproductive roles and using skills for saving money rather than income generation).

*The Centers were initially designed as stitching units only to prepare the community girls save and generate income for their families. The computer component was added on community's demand. The courses were designed and implemented by the Center teacher, based on his/her own expertise, exposure and resources. The frequency of computer courses was very low and there was an insufficient number of computers (4-6 only), which were shifted from center to center upon completion of one course.*

*The stitching center in Aman Welfare Society is doing extremely well due to having an experienced and trained teacher (Ms. Asia,) but the quality of the stitching center under United Welfare Society is extremely low and only meets the minimum market standards. Similarly, the computer teacher in Nishter Colony (Smiling Faces Community Developers) was found to be comparatively better than the one in the Center under the Revelation, Nai Rah or Roshni Foundations. A standard course with minimum qualifying criteria would have been better for students, teachers and the project itself to maintain the TEVT standards.*

*The previous and new trainers never had a chance of sharing their experience, best practices and options for the center sustainability after the phase out. It would have been more effective to use the experiences of the Aman Foundation, Nai Rah and Roshni Welfare as model cases for sustainability.*

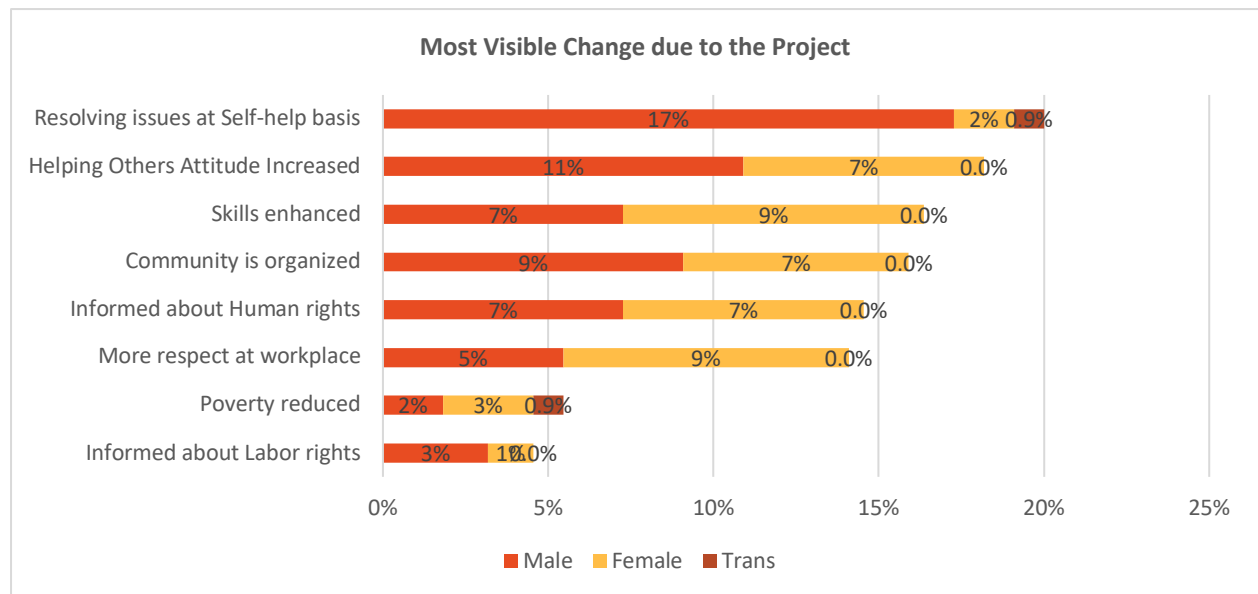
**Job Placement and Market Linkages:** *Some of the LCOs established good linkages with the market e.g. the stitching center of Aman Welfare Society, which is performing extremely well under the entrepreneurial thinking of the teacher (a member of the LCO senior management), who has not only established linkages with prominent vendors for orders but has trained her students well enough to meet market standards. Similarly, the Victory Welfare Organization has established good linkages with the textile industry and placed a group of women on a handsome monthly salary. The United Welfare Society also helped a few young boys to seek employment in nearby factories.*

- *121 beneficiaries (84 girls and 37 boys) were referred to the Don Bosco Institute in 2016 for learning different skills of dress making, electrician, hair cutting and beautician. 25 beneficiaries were also provided with relevant kits by this institution with an aims to start their own businesses. 20 women were sent in Step Institute of Art, Design and Management for learning skills of graphic designing and beautician. Two girls have started earning approximately Rs. 8,000/month by making hand bags, two girls are generating income by stitching and embroidery skills around Rs.12,000/month and one male have gone Dubai for earning after learning graphic designing skills.*
- *Facilitation provided by the LCO through briefing and motivating, a group of women opened their shops in Model Bazar, (which was initiated by the government in 2011 to facilitate women. Initially women were hesitant but over the last three years women have opened shops there).*
- *One outcome of the project activities is the start of economic independence and empowerment of girls. 24 girls are earning from 2-10 thousand rupees on monthly basis by stitching clothes and 27 girls are saving income by stitching clothes for themselves and for their family members. A girl is doing work for a boutique and is earning around rupees 20 thousand monthly.*
- *LCO (Aman Welfare Society) was able to establish its stitching centre on self-help basis. LEF facilitated that LCO in getting donation of 10 sewing machines by using its links. 20 girls learnt stitching skills and now are earning rupees 3500 monthly on average by stitching shirts and doing embroidery work for a nearby factory.*
- *Three women, facilitated for getting loans from Daman Support Programme for starting small businesses (clothe, general store, concrete roof sheets) are now earning around PKR 13,000-15,000 monthly.*
- *An increase in income and saving is providing opportunities to women to improve the quality of their lives and of their families. For example, one woman is saving money through committee system (a group of people contribute money to a common pool on a monthly basis for an agreed period of time and every month one member takes the total amount) to purchase her house and another woman is part of the committee system to save money to buy a motor bike for her family. One woman is getting medical treatment for her daughter which was not possible earlier when she was not working. Some women decided to get life insurance policies, providing school education to their children and paying monthly house rent through their income.*
- *Three out of nine boys sent for hair cutting training from the Don Bosco Institute have opened their own hair salons and are earning monthly PKR 20-22 thousand.*
- *Some non-traditional inputs were also provided to male and female e.g. A group of boys completed cooking classes in (Shadiwal, Sabzazar), spoken English classes were arranged for a female group. Miss Rubaika was hired by a call center and is earning a reasonable amount.*

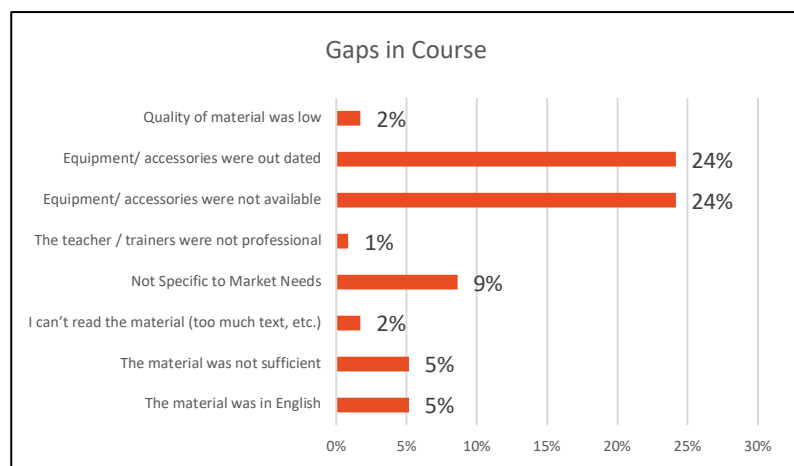
## 2. RELEVANCE

*The project goal was stated as: "The structures, skills and capacities of existing 10 LCOs in Lahore and Sheikhpura districts are enhanced further to promote and ensure the rights of workers, especially women, through information dissemination, organizing, developing linkages and improving access to service delivery*

institutions”. During the evaluation community members were asked to advise one most impactful change in the community, where the rated skill enhancement on the top (16%), unity and organization (17%), increased respect in the society (16%), and coordination between community members (14%):



According to the skills center survey, students found the courses useful and appreciated the opportunities provided for income-generation they also provided some ideas for improvement, including the provision of good equipment and accessories (e.g. printers and scanners for the computer course, catalogs, designs and training material for stitching units) for better practice and aligning the content with market needs. They rated the quality and quantity of the course materials as low.



The overall design of the project was consistent and integrated, with all three components supporting each other toward the achievement of overall results. Rights realization among the duty bearers would consequently result in increased resource allocation leading to improvement in Pakistan.

The following are some interventions and inputs suggested by the LCOs during the field survey, if the project is to be continued

Sr.	LCOs	Identified Needs
1	Victory Welfare Foundation	<ul style="list-style-type: none"> <li>Govt. school for boys and girls, the nearest school right now is approx.1.5 kilometer away.</li> <li>Frequency &amp; quality (level of advancement) of capacity building sessions should be increased.</li> <li>More session with LCO should be held for their working and sustainability.</li> <li>Skill centers is a very important and useful intervention, each LCO should have their own skill center.</li> </ul>
2	United Social Welfare Society	<ul style="list-style-type: none"> <li>Financial support should be provided for skill center.</li> </ul>
3	Roshni Development Organization	<ul style="list-style-type: none"> <li>Safe Drinking Water and health facilities should be arranged in the community.</li> </ul>
4	Revelation Welfare Society	<ul style="list-style-type: none"> <li>Youth and child focus interventions should be introduced.</li> <li>School for boys and girls should be initiated, no PEF school is available in the community.</li> </ul>
5	Nai Rah Welfare Society	<ul style="list-style-type: none"> <li>Sessions on establishing and dealing with linkages should be conducted, it is the most important intervention for the LCOs.</li> </ul>
6	Smiling Face Community Developers	<ul style="list-style-type: none"> <li>Skill center should continue for both boys and girls. Special courses should be introduced for female members.</li> </ul>

7	Youth Health and Education Care	<ul style="list-style-type: none"> <li>• Adult literacy should be enhanced.</li> <li>• Skill training center should be re-initiated for both boys and girls with a change mechanism.</li> <li>• Business and enterprise training should be added.</li> <li>• Job placement and internships should be introduced thru these centers</li> <li>• LCOs organizational capacity should be increased.</li> </ul>
8	Aman Welfare Society	<ul style="list-style-type: none"> <li>• Health center or dispensary should be introduced</li> <li>• Harassment session and cell for gender based violence in the community should be introduced.</li> </ul>
9	Voice of Community	<ul style="list-style-type: none"> <li>• Skill centers should be enhanced with modern machinery</li> <li>• Computer center for boys should be started</li> <li>• Linkages with vendors and market for products (under skill center) should be initiated.</li> </ul>

### 3. EFFICIENCY

#### a) Efficiency of the Project

Efficiency refers to the use of resources in achieving target outputs on time with well-designed use of human resources (staff, management) without any waste. All three components of the project were analyzed<sup>20</sup> for cost efficiency on the basis of budgeted versus actual costs incurred.

In general, the project done well with a slight over budgeting of 04%. The program component of the budget faced an 08% deficit, while the field related activities and mobilization was 01% over-budget. component 3 which was mostly spent on the centers, salaries, rent and utilities, was over-spent by 04%, while the administrative segment of the budget was approximately 04% short. The short extra budget was funded by the STU from additional resources to conclude the project by 2019. The project was completed with a slightly higher cost than the estimated budget without any compromise on quality.

“The cost-effectiveness of this project cannot be doubted ... in fact, we feel that we have contributed more in terms of time, effort and resources than we have received ... but ... no regrets ... we treated it as an investment to learn more about this sector and concept ... it is now paying us dividends.”

Khalid Mahmood, Director, LEF

*The project not only achieved or overachieved its deliverables with agreed quality and on time, but it was able to provide additional interventions including support of 20 LCOs, financial support to additional centers, provision of computers, conducting business trainings, extra support for sustainability and some additional honoraria and compensations to the field staff for sessions, rallies and health camps.*

*Bridging the resources of different projects supplements with each other through effective apportionment of fixed cost of the organization which divides and distributes organizational costs over different project reduces the chances of overloading a single project. This cost sharing is for mutual benefits of all projects being implemented by LEF including LCOs project.*

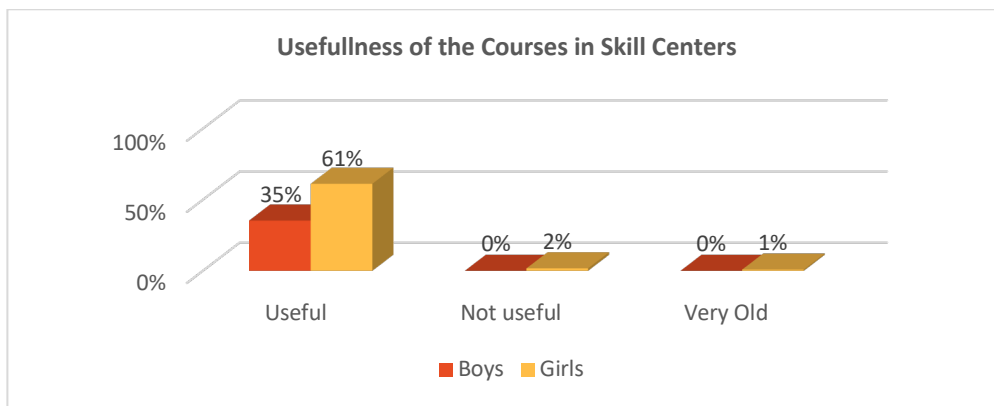
#### b) Efficiency in LCOs

*Apart from watchful control over the programme budget, the cost efficiency resulted because of some in-built design elements, including hiring mobilizers and activists (including the renown and leadership of Mr. Fazil Bhatti, Mr. Karamat Jacob and Mr. Bin Yameen. The center teachers were hired from the same community, which saved time and resources: this not only expedited the mobilization process but reduced the project overheads. The LCOs mobilized their local human and departmental resources to resolve community based issues (i.e. through the Study Circles), finding employment opportunities and market linkages are a few examples of efficiency and effectiveness at LCOs level.*

#### c) Efficiency in Skill Centers

The skill center was rated as one of the most effective and productive inputs of the project. The community youth, both men and women, not only enhanced their skills and competencies through these centers but they also linked up with suitable employers and economic opportunities for better livelihood.

<sup>20</sup> The Budget Analysis is attached as Annex 12

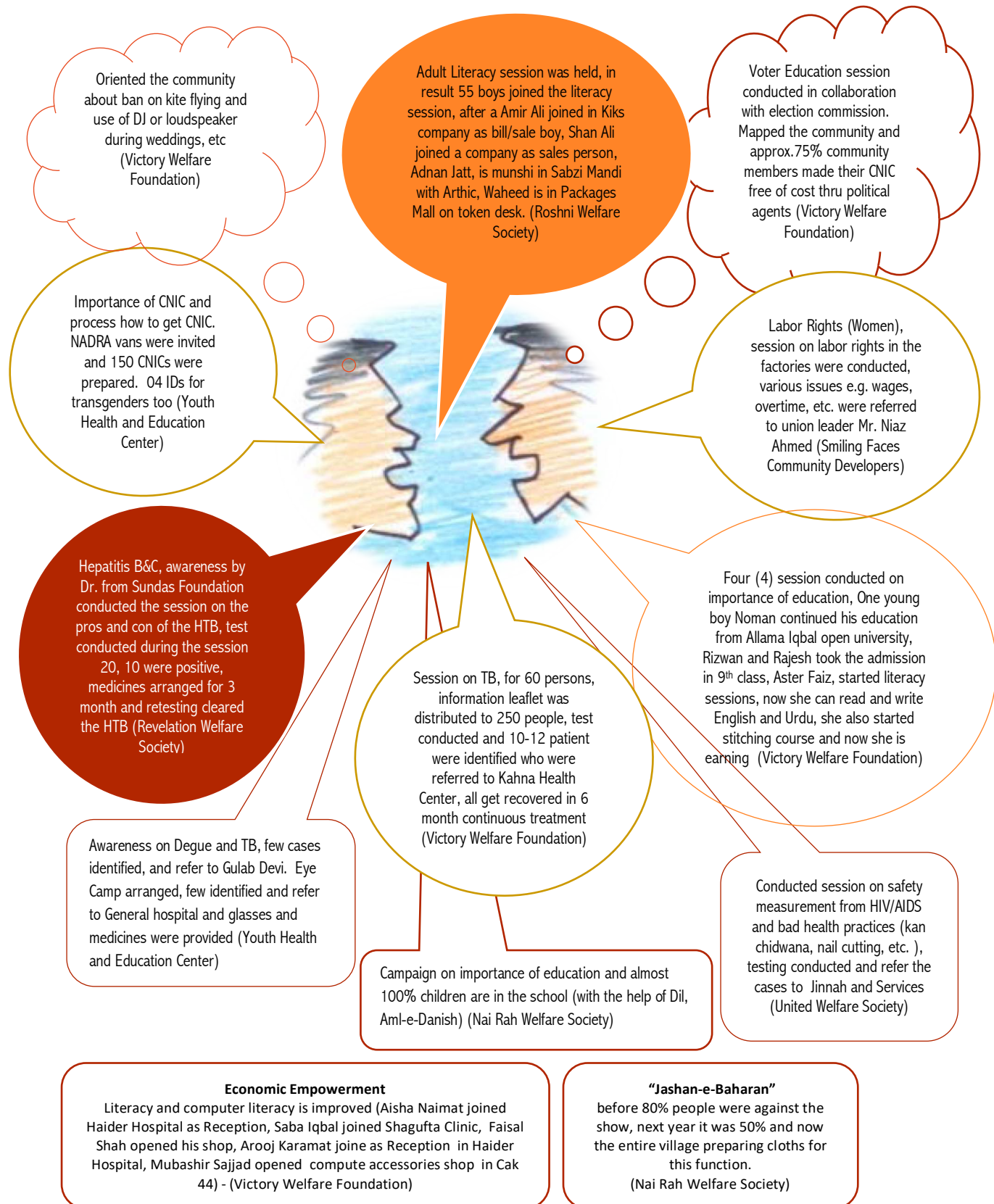


*Although some previous centers are closed, they tried to be efficient at their level by introducing non-traditional courses i.e. cooking, welding, hair salon, adult literacy, etc. from their own resources. A proper mentoring and motivation by the mobilizers could have help in sustaining such efforts of LCOs.*

## 1. EFFECTIVENESS

### a) Icing on The Cake - Effectiveness of LCOs Strengthening Intervention<sup>21</sup>

The awareness sessions through study circles, capacity building events and participating in events by CSOs and Government Departments, have built the capacity of community members (through LCOs) to take appropriate actions on community related issues. Some of these achievements are highlighted below.



<sup>21</sup> The Golden Stories of LCOs under various themes is attached as Annex 10

**b) From Rags To Riches - Effectiveness of Skill Centers<sup>22</sup>**

A total of **28** Centers were established during the last six years (against the mandate of 09+15 in the respective phases). The Centers trained 630 students (male and female youth aged 15 to 30) boys and girls) through **28** courses. Some of the centers performed extremely well. They not only designed and conducted demand-driven courses for the concerned community members (boys, girls and adult members) but they went beyond their role and arranged some non-traditional courses from their own resources. Some prominent examples of efficacy of the Centers are given below:



<sup>22</sup> The Golden Stories of LCOs under various themes is attached as **Annex 10**

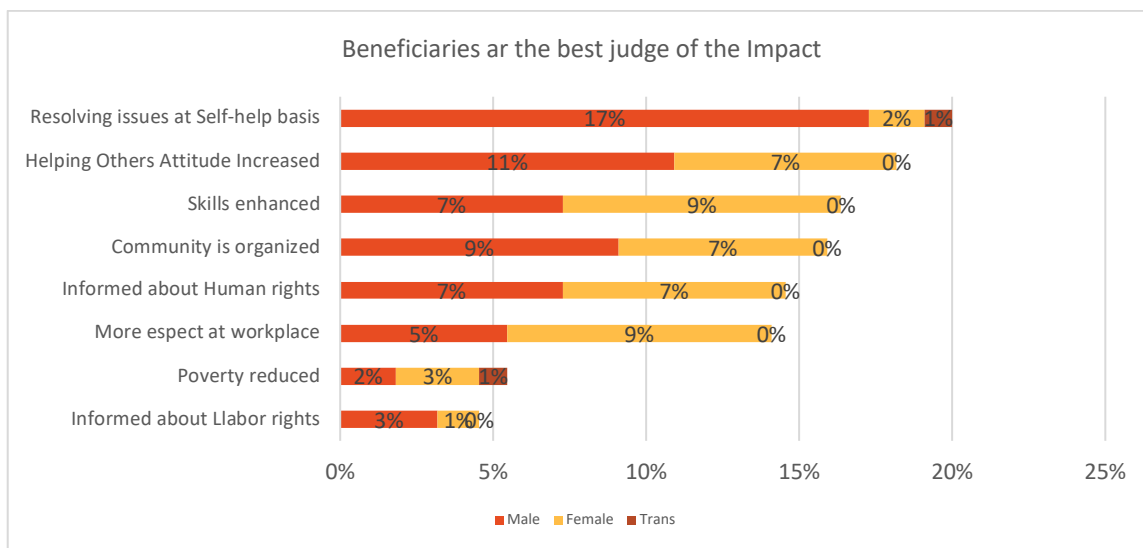


## 2. Impact on Beneficiaries




There is now a clear emergence of a rights-driven LCOs in the project areas marked by:

- **Need**, well established now, identification and prioritization skills improved.
- **Idea**, that basic needs is the fundamental human right
- **Practice**, set of activities ALL focused on ensuring basic needs and rights
- **Coalition**, of partners, advocates and stakeholders who endorse the idea and practice
- **Success**, of a discussion that converts the idea into a reality, which is relevant to needs.









The LCOs and beneficiaries provided specific examples of how the LCOs’ activities and skill enhancement courses have benefited them. They Survey respondents noted: information about Human rights (15%) increased, Community is quite organized (16%), skills enhanced (16%), and the attitude of helping the community has significantly increased (18%). The highest level of benefit noted (20%) was that and the most community is more able to relying on their skills, abilities and capacities to resolve their own issues (20%) on a self-help basis. Although there is a very tiny number of transgenders (only in one LCO) but they are also enjoying their status as LCO member.



### c) Bolt from the Blue (Impact on Beneficiaries)<sup>23</sup>

<b>LCOs</b>		<ul style="list-style-type: none"> <li>• Labour Community Organizations (LCOs) were formed to organize the workers and provide them a platform to unite, get informed and raise their issues regarding their children, their work life, their family and social issues. The LCOs is recognized as a platform in the community as once-stop-shop for their various solutions.</li> </ul>
<b>Male</b>		<ul style="list-style-type: none"> <li>• The male members of the society are the closest to the LCOs due to the culture and mobility, They are informed about their rights, laws and right to demand for their basic needs through participating in study circles, events, capacity building trainings and peer education through informal gatherings in LCO meetings.</li> </ul>
<b>Female</b>		<ul style="list-style-type: none"> <li>• This was the first time for the women and female youth female to attend awareness session for their health, education and livelihood. Female are more empowered than man due to the fact that they were not that mobile and informed as their male counter parts. They are participating in the majority of the LCOs events and they also participating in other CSOs functions in their community.</li> <li>• Women are more empowered in decision making than before e.g. Hanifa enrolled her daughter back in the school after attending session). Women are integral part of the LCOs, at least two females are senior members of each LCOs’ governing body.</li> </ul>

<sup>23</sup> The Golden Stories of LCOs under various themes is attached as Annex 10

<p><b>Boys</b></p>		<ul style="list-style-type: none"> <li>• The two transgender persons in the (United Welfare) have benefitted.</li> <li>• Boys of the community has triple effect on their life's e.g. they are informed about their health and better use of time, they are into literacy center for informal education, attending computer courses for better livelihood, establishing their own enterprises not only for their own economic stability but helping others in income generation and skill development.</li> </ul>
<p><b>Girls</b></p>		<ul style="list-style-type: none"> <li>• The study circles and skill center impact the girls more than anyone else. Due to the culture, girls are not allowed to attend school or skill centers but having centers near their homes was as golden opportunity to learning, earning and socialization purpose.</li> </ul>
<p><b>Children</b></p>		<ul style="list-style-type: none"> <li>• One of the biggest impacts and support of LCOs project was to putting the street and brick kiln children back in the school. The behavior of parents of working children was significantly changed and visible by enrolling their children in the school, which is again a support to national and provincial child protection and primary enrolment agenda.</li> </ul>
<p><b>Community</b></p>		<ul style="list-style-type: none"> <li>• Community in general empowered thru informed members (male and female) with increased civilization and sense of responsibility. Communication in the community is improved, the extremism is reduced, cooperation is increased. The Muslim and Christian community members are sitting together to discuss their community issues.</li> <li>• The LCOs project has improved inter-community co-operation done the ethnic cleansing by having Christian/Muslim boys/girls attending same skill center. It is a great example of accepting diversity and interfaith harmony.</li> <li>• The community infrastructure is improved by talking to rights and duty bearers or on self-help basis, which is another venue of cooperation and unity in the community. The improved linkages with concerned government departments have improved the status of concerned communities.</li> <li>• A variety of community members including doctors, lawyers, engineers, lady health workers, teachers (including those from state-run schools) Christian and Muslim, religious leaders (pastors, mullahs) and students were also taken along with other likeminded people for community development.</li> </ul>
<p><b>Partners</b></p>		<ul style="list-style-type: none"> <li>• The establishment of linkages has helped the COs and departments to fulfill their development agendas thru these LCOs. The availability of efficient field volunteers, organized community and informed and trained human resource is a great advantage to the department and partner organizations.</li> <li>• The LCOs and members, workers are continuously informed about the laws and its compliance, which is ultimately supporting the national agenda and support in compliance to Labor department of Punjab.</li> </ul>
<p><b>LEF</b></p>		<ul style="list-style-type: none"> <li>• The LCOs project was a combination of various activities with full of challenges which increased the sector knowledge of LEF and enhanced capacity of the staff, mobilizers and activists for the implementation of similar projects.</li> <li>• LCOs project has helped establish LEF as a veritable r sector expert in Pakistan.</li> <li>• LEF staff, including project coordinator and assistant coordinators' deeper interaction with end beneficiaries has increased their personal experiences.</li> </ul>
<p><b>Equality</b></p>		<ul style="list-style-type: none"> <li>• The implementation of LCOs project free of favoritism, biasness or discrimination at all level.</li> <li>• Men&amp;women&amp;transgenders, boys&amp;girls, muslim&amp;christian, youth&amp;elder citizen, workers&amp;officers, housewives&amp;working ladies, physical&amp;disable persons, poor&amp;welloff, etc. participated in all project activities without any conflict.</li> </ul>
<p><b>Inter Faith Harmony</b></p>		<ul style="list-style-type: none"> <li>• The Christian communities in Lahore has recently faced a major issue of interfaith and harmony. The LCOs project very smartly responded to the issues by having LCOs and skill centers with multi-cultural, faith and religion with an indirect "accepting diversity" message to youth.</li> <li>• Skill enhancement courses were also offered for the general community without any label on the course. Both Muslims and Christians participated in courses as teachers or students without any bias.</li> </ul>

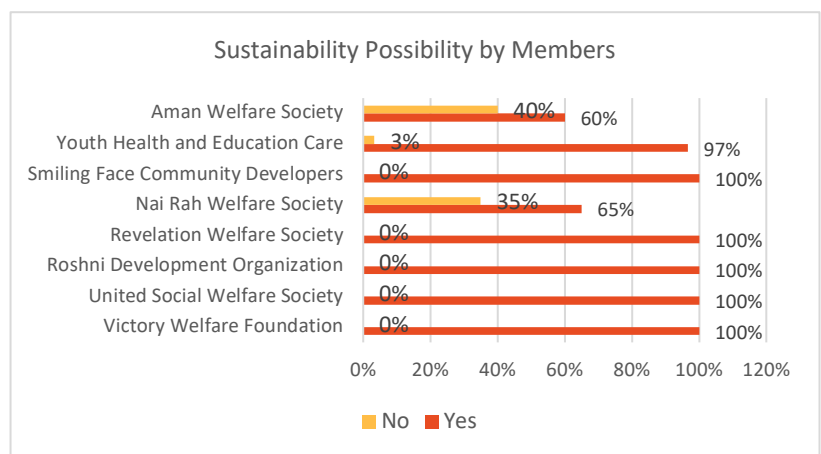
### 3. Sustainability

#### d) LCOs Sustainability

The project formed, strengthened and capacitated unions LCOs to work independently for the protection of their rights and to, raising united voices for their basic needs. Engagement of local activists and community members as LCO decision makers of the LCOs was seen as an input which could retain the forum alive. The number of linkages established and reputation gained in the community through infrastructure development will also help the LCOs to continue to function them to live long. Sustainability of the model is about the intent behind the intervention, the elements of project design, usefulness of outputs, and use of resources. On all these counts, LCOs as a development model is sustainable because of its .

- Emphasis on institutionalization (i.e. LCOs and Skill Centers)
- Leveraging organizational strength, presence, goodwill, out-reach and local knowledge of partners (strong linkage building with partners)
- Long lasting knowledge products (local community members and activists)
- Low unit cost (cost sharing and self-help model)

In response to a survey question, members showed complete satisfaction on the sustainability of the LCOs with confidence in the management setup. *It was quite surprising and noticed by the evaluator that the members of three performing and effective LCOs (Aman Welfare, Nai Rah and Youth Health) are a little uncomfortable with the management (or their dominant or sole enterprising style). If the project is replicated, this issue can be made part of the sustainability agenda for the survival of LCOs.*



*Sustainability was discussed during the group discussion with LEF management, staff and LCOs management this revealed that more clear documentation and activities would be useful for the exit strategy e.g. an action, resource and sustainability planning exercise with LCOs about sustainability phase.*

#### e) Skill Centers Sustainability

*As rated by the members and students during survey Skill Centers were the best inputs by the project. The Centers has to phase out at a certain age and time but unfortunately, soon the financial support (rent, salary and equipment) is removed, the centers have collapsed. This clearly shows that the centers were established to run with that support not to sustain without their support. A concrete input should have been provided from time to time to make these centers self sustainable.*

*An experience sharing with Sustained LCOs will also be source of encourage e.g. Skill center is being run in Khuda-Ki-Basti where LEF only provides salary for skill teacher and running cost of the center is being contributed by the LCO. The support not only enhances cost effectiveness but also creates ownership of project’s intervention in community.*

#### f) LCOs Financial Sustainability

*The element of financial sustainability exists but at a very minimal level. The members of LCOs also contribute a membership (Rs. 10 to 100) for the functioning of their LCOs but almost all of them facing difficulties in management, disbursement and re-collection of this amount. This component can be strengthened with specific activities and other means of funding e.g. provision of services, trading, better use of centers, etc.*

*Sometime only mentoring and technical support for fund raising do the all e.g. at the phasing out Nai Rah Welfare Society in Khuda Ki Basti and Omang Welfare Societies, were trained enough to increase the memberships (up to 300-500) and introduce new intervention to educate their workers, activities for civic facilities, providing relief, extending their links with social safety nets, etc*

The lack of skills for the management of collected amount could be another reason of members trust. The majority of the LCOs don't have bank accounts or statement of expenses for the members. One of the LCO member keeps the collected money privately. The project should provide training on management to build members confidence.

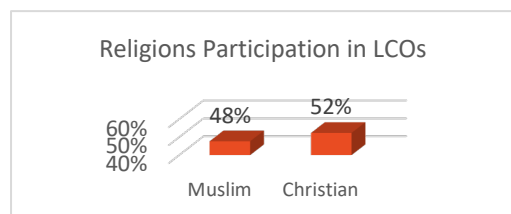
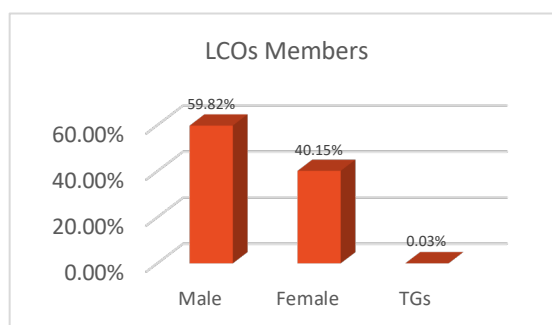
There was no exit meeting, training or workshop found with any of the sustained LCOs. A meeting with all the LCOs would be extremely beneficial to help them in planning and strategizing their future actions, before the project comes to an end.

#### 4. FINDINGS BY CROSS CUTTING THEMES

##### g) Gender and Inclusiveness<sup>24</sup>

All segments of the LCOs including men, women, transgender boys, girls, workers, housewives, disabled persons, participated in all project activities without any conflict: they met groups to talking about mutual issues with the aim of uniting on a solution.

Communities who had religious clashes are working, helping and living together: this is another example of diversity.



The Christian communities in Lahore have recently faced a major issue of interfaith harmony. The LCOs project very smartly responded the issues by having LCOs and skill centers with multi-cultural, faith and religion with an indirect "accepting diversity" message to communities especially youth.

##### h) Monitoring and Evaluation

LEF had the overall responsibility for systematically collecting data that supports progress towards meeting project indicators of success. An internal informal M&E system was in place. The key resource for the data collection were social mobilizers who were responsible for compiling information. The LEF team developed field visit reports, monthly progress report, LCOs specific reports, orientation session forms, etc. A staff level issue (at field level) was also noticed by the management which was rectified by the senior management and another layer of monitoring at field level was added. Project also used two customized monitoring tools developed and provided by the donor (Bird Eye Views and sample reporting format).

The regular annual progress reporting, project application with real facts and figures, monthly meeting reports, social mobilizers reports about the performance of LCOs and evaluation of each completion phase (except the 2013-16) kept the project informed and up to date. LEF has recently added a program development unit in their Lahore office. The unit may also look after the M&E component of all the projects, which will be useful for the remaining period of the project.

Monitoring of the financial system was part of these meetings, in which decisions were made regarding financial modifications e.g. discussions on improvement of financial reports, quality of invoices for expenses were discussed with field mobilizers, during field visits. Additional subsidies to a few LCOs, purchase of computers, etc. was part of financial monitoring.

<sup>24</sup> The Golden Gender Stories of LCOs are listed in Annex 10

**i) Knowledge Sharing**

LEF newsletter was one of the major sources of information to the workers and stakeholders, which was considered the most effective approach contributing not only to achieve the project objectives but also its overall mission. The reporting of different issues also informed the broader audience to promote the rights agenda. The newsletter was printed and distributed to members during study circles, while the website was available to public. The project has to highlight at least 6 community issues in newsletter on annually basis by the project. As an achievement, newsletter was regularly printed on monthly basis with highlighted issues of LOCs. *The website was another source of information, where LEF kept on posting about the events and issues thru newsletter. The LEF Facebook is also used for raising awareness about various issues, rallies, campaigns etc.*

*There was no experience or knowledge sharing, interactive portal (messenger, Facebook, etc.), available for LCOs, trainers or members to discuss their issues, share best practices, or referrals to productive linkages. There was no event arranged with skill-center teachers (current or previous) to share the best practices and options for the center sustainability after the closure of the project. The experiences of the Aman Foundation, Nai Rah and Roshni Welfare LCOs can be used as model cases for sustainability, if utilized.*

## CHAPTER IV – RECOMMENDATIONS

In future, not much structural change is required in the program except for some inputs, including:

### j) Organization of LCOs

- Registration: The LCOs' registration is the key activity of the project, a step by step instruction with contact and information should be prepared for LCOs guidance, help, a uniform process and updates.
- Operation: An LOC-SOP (in the form of manual including standard documentation on the formation of LCOs, their operations, pros and cons and sustainability tips) should be available to LCOs at the start of the project.

### k) Strengthening

- LCOs Managing Capacities:
  - While onboarding LCOs an assessment should be held to design a customized input for each LCOs starting from organization development, linkage building, community empowerment, mapping, assessments, strategic planning exercises, etc.
  - LCOs capacity with respect to reporting, using social media, word processing and commuting, printing, communication should be enhanced. This can be done without any additional funds, the center teacher hired for skill center can be used to design courses for LCOs manager too on weekends.
  - A training on financial management would be helpful to LCOs to manage their funds and resources.
- Community Empowerment
  - Study circles should be more structured with a process cycle (as given above with documentation), they should know the steps from orientation to action to improve or sustain the effectiveness of the study circles.
  - Each achievement should be celebrated on a monthly or quarterly basis for community encouragement and individual efforts to promote leadership should be recognized.
  - A standard format with quantitative and qualitative data with a follow-up note should be introduced to the LCOs, which will help them connected with the issue and concerned stakeholders.
  - More members, other than the management, should also be exposed to the stakeholders to avoid monopoly and hijacking of the LCOs (which is evident in a few LCOs).

### l) Institutionalize

- Internal Linkages:
  - Inter LCO linkages should be establishes (e.g. Mr. Iftikhar Shahid can conduct session on legal rights, child protection, Muslim family laws, Christian laws, and support to girls and women at the provincial level through government Departments). Link with Mr. Binyamin for stitching material and links with the cotton and fabric industry for orders and raw material. Mr. Mukhtar Jatt can be consulted for land related issues, Mr. Sheereen Khan of Nai Rah Welfare Society can be used as sample and model for others. An LCO exposure and experience sharing workshop can also be very useful for individual working.
  - The intercommunity linkages e.g. mainstreaming transgender with their community *gurus* and TG program in the province (e.g. PVTC, HomeNet, etc.).
  - Local skills and capacities (existing skills of the community elders, beautician, teaching in NFE, etc.) can be mapped for the sustainability of the skills Centers.
- External Linkages
  - A mega event with all the previous stakeholders (CSOs, institutions, public organizations) can be arranged prior to the start of the next phase, to thank them for their professional contributions in the closing phase and the expected support in the upcoming phase, would be effective.
- Skill Center as a Knowledge Hub:
  - *Qualified Resource*: The trainer and teachers can be trained through a short course from an institution or a professional to have at least a minimum teaching standards and curriculum

- applied in the center. Each center should have a second tier resource for sustainability, less monopoly and no interruption in the course.
- *Standard Courses*: A standard course outline (designed on concerned market need) with quizzes, tests and feedback should be introduced to have a uniform and quality pass outs from centers
  - *LCO library*: LCOs may have books, photos, case studies, infrastructure details and digital soft copies of the reports.
  - *Communication*: information, including information about Study Circle, coming events, pictures of the damaged/broken infrastructure for discussion and solution, pictures of newly installed infrastructure for LCOs' achievement and celebration and be used through webpages, Facebook and WhatsApp.
  - *Learn & Earn*: Linkages of Centers with CSOs, organizations for labour work (for stitching, computer, packing, etc.) for learning and earning purposes, for male, female and transgender persons.
  - *Teach a friend*: MoU with pass-out students to teach a student of the same community for the sustainability of the Center.
  - *Peer Education*: groups of senior students can arrange classes (of literacy, computer, stitching, etc.) at the Center to help junior and peers.
  - *Career Planning and Development*: The teachers and senior LCO members can be guided through career planning, development and management, and the processes required to help and train the youth and adult community members for a growing professional life.
  - *Job Placement*: A Job Placement and internship program can be introduced and key events by the members should be highlighted and utilized as, e.g., Asia in Ahmed Town, Karamat in Youhanabad are doing for the (male and female) youth.
- Sustainability and Exit Strategy:
    - Building the capacities of LCOs by developing a Strategic plan with indicators for Activists and Leaders.
    - LCOs can have a variety of revenue generation activities through services including: memberships, fees from students, commission on job placement or earnings from small projects including food outlets at skill centers, links with ladies' and gents' tailor shops, links with beauty parlors for extended services and services at home, repair & maintenance (plumbing, electrician, house maid, paint and polish, etc.). Similarly, the Center can also work as a community center for raw materials shop, ladies' shop, supplies and groceries books, photocopy and gifts in the spare time of center staff
    - A comprehensive training on mapping sustainability should be arranged prior to phasing out the project.