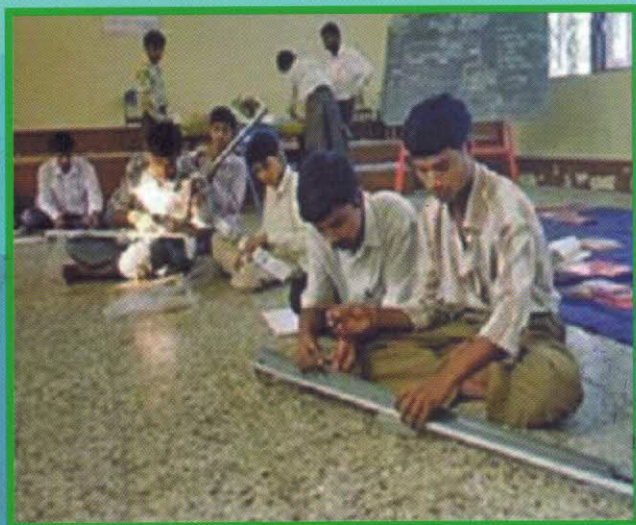




Impact Evaluation Study on

Expansion of Training Programme on Electrical and House wiring in 41, Electronics in 55 and Air-conditioning & Refrigeration in 55 of the remaining Districts (3rd Revised)



Carried out by
Evaluation Sector
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Impact Evaluation of Expansion of Training Programme on Electrical and House Wiring in 41, Electronics in 55 and Air-conditioning & Refrigeration in 55 of the remaining Districts (3rd Revised)

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Executive Summary

Development of youth resulting in national growth has been evident in a number of southeast Asian countries. This has inspired the Government of Bangladesh (GoB) to take initiative to expand training programme for youths on Electrical and House Wiring, Electronics and Airconditioning & Refrigeration across the country. This initiative will also contribute to materialize the election manifesto of the current government to have at least one person employed per family in the country. Under the Ministry of Youth & Sports, Department of Youth Development worked as the executing agency for the project.

Chapter one describes the project background, objectives of the project, project locations, duration, target participants and budget. It also covers the changes in project targets, timeframe and budgets during project revisions. Moreover, it covers the objectives of the impact evaluation, study indicators, study methodologies including data collection methods, tools and sampling of the respondents.

The project was implemented from 2005-2011 though the original project period was from 1st July 2005 to 30th June 2007, the project was approved on 3rd May 2006 with an estimated cost of Tk. 2497.88 lakh targeting 24,160 trainees. Due to delay of project approval, the project was started one year later from the date of approval. It took another 6 months for recruitment of project personnel and procurement of furniture, training equipment and materials and hiring training centers. Under these circumstances, the Development Project Proforma (DPP) was revised thrice throughout its implementation period. Subsequently project target was increased to 34,980 trainees with an increase in the budget to Tk. 4,280 lakh resulting to increase in cost per trainee by 18%.

To assess the impact of the project IMED engaged PMID to conduct a study. Both quantitative and qualitative methods were followed for data collection which includes: review secondary documents, face to face interview of the trainees (1,147 samples), interview household members of trainees who stay abroad (73), key informant interview (63 persons), workshop, SWOT analysis, and case stories (3). The interviewee (1,147) represented all three trades and all five sessions. Majority of the respondents were male (98.3%).

Chapter two includes analysis and findings. The major areas covered are profile of the respondents, project performance, justification for revision, appropriateness of project concept and design, project impact including creation of employment and poverty reduction, and case stories, an SWOT analysis.

Overall, the implementation status of the project found satisfactory –93% budget was spent and 98% target of trainees was achieved. However at the initial stage, the project performance was not satisfactory. The project employed 360 personnel in total of which only 8.3% were female.

The project was revised thrice. Almost 71% budget was increased in 3rd revision compared to the budget of 1st revision. Most increase took place in the line item 'Pay and Allowance' (159 %). 71% of the project budget was increased from the original budget, while 45% of the target trainees were increased. As a result the cost per trainee was increased significantly (18%) which was Tk. 10,339 in the original plan while it was Tk. 12,236 at the end.

The project appropriately targeted the participants for the courses. Majority of the respondents (80%) were poor before they attended the training. Trainees included unemployed person, students, and the persons already engaged in the trades. The project also found responsive to the practical needs - educational qualification was reduced to class VIII for electrical and house wiring trade while for other trades it was SSC.

The training centres covered a wide range of areas. About half of the respondents were residing more than 5 kilometers away from the training centers before joining the courses. To save time and money about 12% respondents had to arrange their accommodation close to the training centres.

The training curriculum was very detailed and covered a wide range of issues related to the trade. Considering the nature of the training, the course put emphasis on skill development. Hence 80% time was allocated for practical sessions. While developing the training curriculum, reference documents were consulted and a workshop was held at central level but systematic training needs assessment was not done for developing training curriculum.

A large portion of the respondents were not satisfied with the supply of training equipment during their course. The equipment was not modern too, it was reported.

During the survey, 73 trainees all male were identified who have been working abroad. Majority of the trainees (61.6 %) who went abroad are currently living in the Middle East. Only 16.4 % of the trainees who went abroad were engaged in the job related to the trades before attending the course which is at present 67%.

The occupational status indicates that the training programme contributed to reduce unemployment situation among the youths. 19.6% of the respondents remain unemployed now which was 47.8% before attending the training course. The reduction rate is 60%. It has been seen that 79.6% trainees were poor before training whereas at present this is reduced to 51.2%.

Majority of the respondents (87.4%) mentioned that they had gained confidence from receiving the training course. The other major benefits were: fewer mistakes than before (53.9 %), increased work efficiency (36.4%) and getting employment offer from other employers (28.1%).

Chapter three describes conclusion and recommendations derived from the study. This study evidenced that the training courses significantly contributed to the reduction of unemployment in the country and thus helped poverty reduction. Hence the training course should be mainstreamed and continued. The concept and design of the training courses were mostly appropriate. The addition of two extra subjects (life-skill development and communicative English) raised the profile of the course. It was observed that these courses build confidence at large among the trainees. However systematic training needs assessment is expected for updating the curriculum and makes it more pragmatic and effective.

Delay in approving project has a great impact on overall performance of a project and increase unit cost. In this case the cost per trainee increased by 18 %. Because of delay the cost for 'Pay and Allowances' has been increased 176 %. It also causes imbalance cost ratio in project components. It is recommended that if the approval process is delayed, a new date (not earlier than the date of approval) to be set for implementation of the project without reducing project duration, if the target is fixed.

Industrial attachment should be made mandatory in the courses. If appropriate industry is not available in the town, the trainees may be sent to other town. In such case financial support need to be provided.

Hazardous conditions prevailed while conducting practical exercises. Modern equipment need to be used in the courses to cope with market. Additionally there is urgent need to arrange safety equipment for the trainees during practical sessions with hazardous equipment. The session on health and safety need to be more comprehensive. Authority may be delegated to the local level to procure accessories and minor equipments. It is recommended that Department of Youth Development decentralizes the loan approval process. Loan from other banks may be promoted side by side.