

**Islamic Republic of Pakistan**  
**Ministry of Commerce, Textile Wing**

**Islamic Republic of Pakistan**  
**Project for Skills Development and**  
**Market Diversification of the**  
**Garment Industry (Phase III)**

**Completion Report**

**December 2022**

**Japan International Cooperation Agency (JICA)**  
**Asia Engineering Consultant Co., Ltd.**  
**NGO Think Locally Act Globally**

PT
JR
22-002



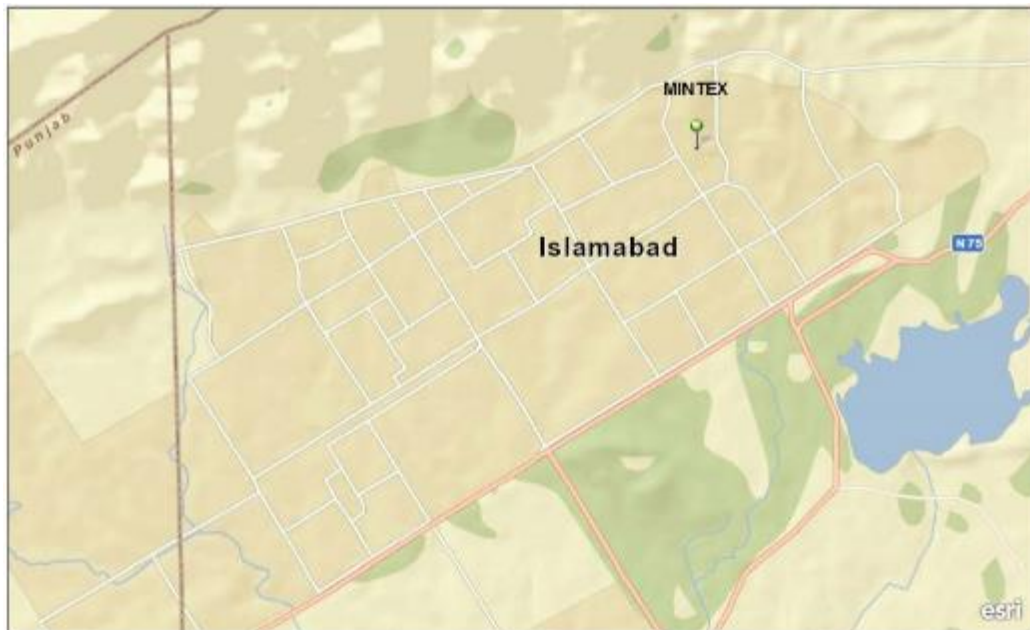
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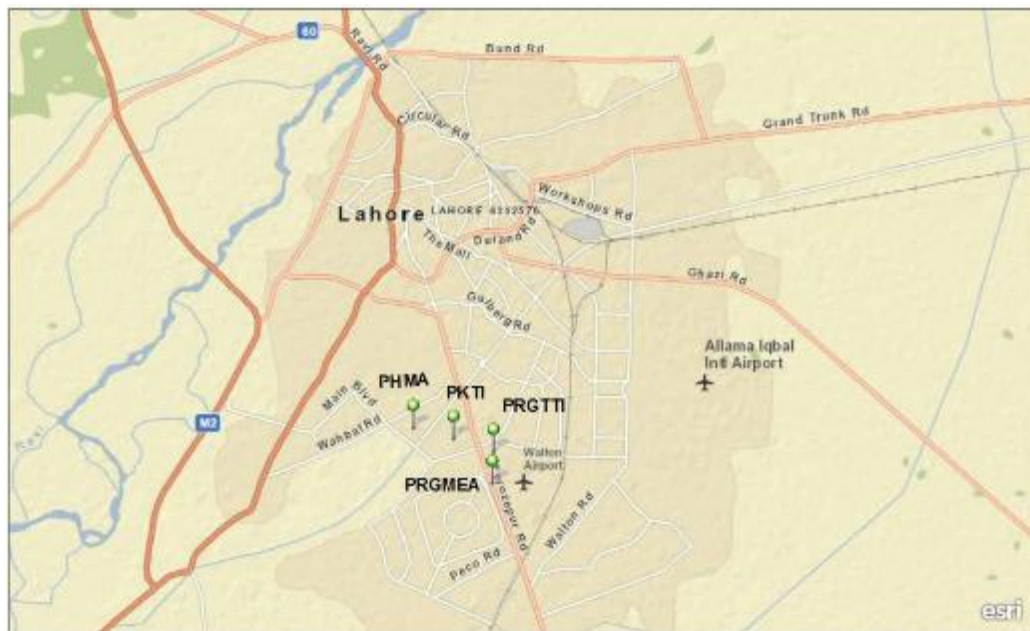
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## Project Site Map



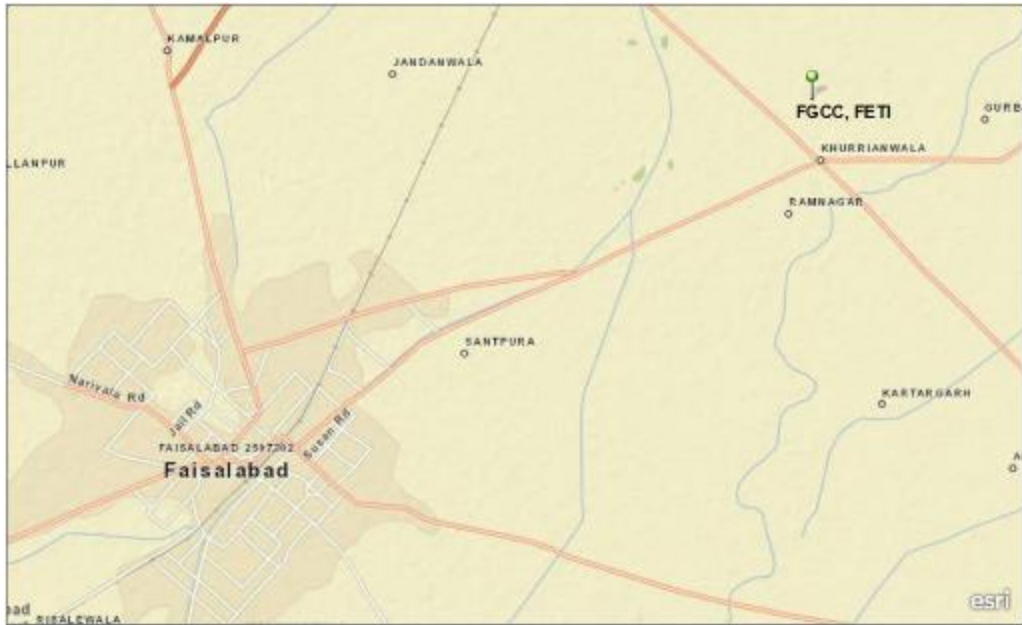
Sources: Esri, MapmyIndia, DeLorme, METI/NASA | Map assembled by Corey LaMar | Esri, HERE, Garmin, NGA, USGS  
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## Islamabad



Sources: Esri, MapmyIndia, DeLorme, METI/NASA | Map assembled by Corey LaMar | Esri, HERE, Garmin, NGA, USGS  
<https://fedi.maps.arcgis.com/home/webmap/print.html>

## Lahore



Sources: Esri, Mapbox/India, DeLorme, MEIT, NASA | Map assembled by Corey LeMer | Esri, HERE, Garmin, NGA, USGS  
<https://beta.maps.arcgis.com/home/webmap/print.html>

## Faisalabad

## Abbreviations

5S	1. Sort 2. Set in Order 3. Shine 4. Standardize 5. Sustain (maintain the discipline to continue with the process)
APBUMA	All Pakistan Bedsheets & Upholstery Manufactures Association
APTMA	All Pakistan Textile Mills Association
AQL	Acceptance Quality Limit
ASEAN	Association of South - East Asian Nations
AWARD	Association for Women's Awareness and Rural Development
BSCI	Business Social Compliance Initiative
CBMs	Common Basic Modules
C/P	Counterpart
CAD	Computer Aided Design
CBT	Competency-based Training
FETI	Female Exclusive Training Institute
FGC	Faisalabad Garment City
FGCC	Faisalabad Garment City Company
FOB	Free on Board
FTA	Free Trade Agreement
FW	Fashion World
FWCCI	Faisalabad Women Chamber of Commerce and Industry
GGP	Grant Assistance for Grass-Roots Human Security Projects
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IE	Industrial Engineering
IEC	Information, education, and Communication
ILO	International Labour Organization
ISO	International Organization for Standardization
JCC	Joint Coordinating Committee
LDC	Least Developed Countries
LEF	Labour Education Foundation
MD	Merchandising
MINTEX	Ministry of Textile Industry
MOU	Memorandum of Understanding
NAVTTTC	National Vocational & Technical Training Commission
NTU	National Textile University
OBM	Original Brand Manufacturing
ODA	Official Development Assistance
ODM	Original Design Manufacturing
OEM	Original Equipment Manufacturing
OJT	On-the-Job Training
PDCA	Plan-Do-Check-Act
PDM	Project Design Matrix
PHMA	Pakistan Hosiery Manufacturers & Exporters Association
PKTI	Pakistan Knitwear Training Institute
PO	Plan of Operation
PPP	Public and Private Partnership
PRGMEA	Pakistan Readymade Garments Manufacturers & Exporters Association
PRGTTI	Pakistan Readymade Garments Technical Training Institute



PSDA	Punjab Skills Development Authority
PSDF	Punjab Skills Development Fund
PSDMD	The Project for Skills Development and Market Diversification
PTEA	Pakistan Textile Exporters Association
QA	Quality Assurance
QC	Quality Control
R&D	Research and Development
R/D	Record of Discussion
RDA	Research, Development and Advisory
SCs	Specialized Courses
SME	Small and Medium-sized Enterprise
SPA	Specialty store retailer of Private label Apparel
TDAP	Trade Development Authority of Pakistan
TEVTA	Technical Education & Vocational Training Authority
TFM	Taskforce for Marketing
TFW	Taskforce for Women Empowerment
TOT	Training of Trainers
TPM	Total Productive Maintenance
TWG	Technical Working Group
UNIDO	United Nations Industrial Development Organization
WBS	Work Breakdown Structure
WDD	Women Development Department
WG	Working Group

# Chapter 1 Overview of the Project

# **Chapter 1 Overview of the Project**

## **1.1 Background and Purpose of the Project**

### **1.1.1 Background of the Project**

Pakistan is the fourth largest producer and third largest consumer of cotton in the world. The textile sector has long been an important industry supporting Pakistan's economy, accounting for 10% of the GDP and contributing 57% to the total exports.

The textile sector is the largest sector in Pakistan, accounting for some 40% of employment in the manufacturing industry. The scale of each company varies as some companies have a vertically integrated production process from spinning and dyeing to weaving while others are only involved in sewing. In particular, some leading company groups have established a vertically integrated production process from raw cotton to final product.

However, since downstream sub-sectors are not fully developed with the necessary skills, low technology and low value export goods are mainly produced, such as cotton yarn, cotton cloth, towels and nightwear. As such, they are greatly affected by changes of international market prices. The improvement of production technologies is, therefore, an urgent task to add value to Pakistan's textile products. While the export performance of the textile sector has recorded moderate growth, its full potential has not been achieved, especially in regard to garments.

Furthermore, there are strong expectations of female workers regarding the production of value-added products in view of their better dexterity than male workers. However, compared to other Asian countries, such as Bangladesh, Pakistan's female labour force is not yet sufficiently developed and productivity improvement by improving the skills of female workers is a high-priority issue.

The Ministry of Textile Industry (hereinafter referred to as MINTEX), therefore, made a request to the Government of Japan (hereinafter referred to as GOJ) in 2014 for the provision of technical support to contribute to making skilled human resources more available to help convert plain products into value-added products and to increase the value per unit and ultimately the export volume. JICA conducted a detailed planning survey in June and July 2015 and agreed with the Government of Pakistan for a technical cooperation project titled "Project for Skill Development and Market Diversification (hereinafter referred to as the Project) of the Garment Industry". The Record of Discussions (hereinafter referred to as R/D) was signed in February 2016. The three training institutes of cooperation target are 1. Pakistan Knitwear Training Institute (hereinafter referred to as PKTI), 2. Pakistan Readymade Garments Technology Training Institute (hereinafter

referred to as PRGTTI), both located in Lahore, and 3. Female Exclusive Training Institute (FETI) located in Faisalabad. PKTI is managed by industrial association called Pakistan Hosiery Manufacturers & Exporters Association (hereinafter referred to as PHMA) and PRGTTI is managed by Pakistan Readymade Garment Manufacturers & Exporters Association (hereinafter referred to as PRGMEA). But training curriculum of each institute is not fully corresponding to market needs and also the deterioration of equipment is another issue. On the other hand, FETI is specialized for female workers of apparel industry and is managed under Faisalabad Garment City Company which is under MINTEX. Since it is a new institute, it had been a task to organize the system and facilities at the start of the Project. The Project targets these three institutes to develop human resource for the expansion of apparel industry through planning trainings that corresponds to industrial needs by JICA Experts and equipment procurement.

### **1.1.2 Purpose of the Project**

The purpose of the Project is to implement the planned activities based on the R/D. To achieve the goal of the Project, it will be necessary for the Project team to achieve the following four outputs, taking the Overall Goal into consideration.

#### **Project Title:**

**The Project for Skill Development and Market Diversification (PSDMD) of the Garment Industry**

#### **Overall Goal:**

**Human resource is developed for increasing production of high value-added textile products in Pakistan.**

#### **Project Purpose:**

**Human resource is developed for market expansion of Pakistani garment industry.**

Table 1 Outputs of the Project

Output 1	Training plan is formulated to fulfill needs of garment industry
Output 2	Management capacity of Pakistan Knitwear Training Institute (PKTI) and Pakistan Readymade Garments Technical Training Institute (PRGTTI) is strengthened.
Output 3	Training system of Female Exclusive Training Institute (FETI) is developed.
Output 4	Public and Private Partnership is enforced for market expansion of garment products and women employment promotion.

### **1.1.3 Work Schedule**

The Project is designed to be completed in 73 months and is divided into three phases as follows.

- Phase 1: May 2016 to April 2018 (24 months)
- Phase 2: October 2018 to February 2022 (41 months)
- Phase 3: April 2022 to December 2022 (9 months)

Based on the activities during Phase I and the project progress report of Phase II (February 2022), this report focuses on the activities during March-April 2022, after the end of Phase II and during the Phase III contract period (April 2022 - December 2022). The work during the Phase III was conducted as per the monitoring sheet in Table 2 and by the members listed in Table 3. For the period after the end of the Phase II and before the start of the Phase III (March-April 2022), activities were continued with the help of local project staffs.

# Table 2 Project Monitoring Sheet (Ver. 11.0)

Project Monitoring Sheet II															Version 11.0 Dated July 31st, 2022																	
Project Title: The Project for Skills Development and Market Diversification (PSDMD) of Garment Industry															Monitoring																	
Inputs	Plan	2016				2017				2018				2019				2020				2021				2022				Remarks	Issue	Solution
		II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV				
Expert																																
• Chief Advisor/Garments Industry Human Resource Development/Production Engineering (1)	Plan	[Gantt Chart]																												Due to personal changes, activities were conducted until the 2nd phase.	No Issue	-
• Chief Advisor/Garments Industry Human Resource Development/Women Economic Empowerment	Plan	[Gantt Chart]																												Due to personal changes, only activities after the 3rd phase.	No Issue	-
• Assistant Chief Advisor/Training Management/Industry Linkage	Plan	[Gantt Chart]																												-	No Issue	-
• Production Engineering (2) (Stitching Techniques)	Plan	[Gantt Chart]																												-	No Issue	-
• Total Production Maintenance/Machinery Planning	Plan	[Gantt Chart]																												-	No Issue	-
• Market Analysis	Plan	[Gantt Chart]																												No plan of activities in Pakistan from Oct 2020	No Issue	-
• Women Economic Empowerment	Plan	[Gantt Chart]																												Due to personal changes, activities were conducted until the 2nd phase.	No Issue	-
• Training Management/Assistant Women Economic Empowerment/Coordinator 1	Plan	[Gantt Chart]																												-	No Issue	-
• Apparel Planning	Plan	[Gantt Chart]																												-	No Issue	-
• Equipment Procurement and Installment Support/ Assistant Market Analysis/Coordinator 2	Plan	[Gantt Chart]																												No plan of activities in Pakistan from Oct 2020	No Issue	-
Equipment																																
In PKTI	Plan	[Gantt Chart]																												-	No Issue	-
In PRGTTI	Plan	[Gantt Chart]																												-	No Issue	-
In FETI	Plan	[Gantt Chart]																												-	No Issue	-
Training in Japan																																
Training in Japan	Plan	[Gantt Chart]																												-	No Issue	-
Activities																																
Sub-Activities																																
Responsible Organization		Japan		Pakistan		Achievements				Issue & Countermeasures																						
Output 1:																																
1.1 To conduct needs survey on human resource demand from garment industry.	Plan	[Gantt Chart]																												PHMA, PRGMEA, FGCC, JICA team	Completed	-
1.2 To conduct trend analysis on international garment industries.	Plan	[Gantt Chart]																												JICA team	Completed	-
1.3 To conduct social and gender survey in target training sites.	Plan	[Gantt Chart]																												PKTI, PRGTTI, FETI, JICA team	Completed	-
1.4 To formulate training plan for the target training institutes based on Activities from 1-1 to 1-3.	Plan	[Gantt Chart]																												PKTI, PRGTTI, FETI, JICA team	Completed	-
1.5 To formulate equipment plan for the target training institutes.	Plan	[Gantt Chart]																												PKTI, PRGTTI, FETI, JICA team	Completed	-
Output 2:																																
2.1 To procure and install necessary training equipment for PKTI and PRGTTI.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Completed	-
2.2 To analyze existing curriculum, syllabus and training materials of PKTI and PRGTTI.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Completed	-
2.3 To revise existing curriculum, syllabus and training materials of PKTI and PRGTTI based on needs and needs from garment industry.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Completed	-
2.4 To conduct TOT on technical skills and teaching methods for trainers of PKTI and PRGTTI.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Completed	-
2.5 To conduct model courses based on Activity 2-4.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Ongoing	-
2.6 To evaluate the model courses and apply the result to training plan.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Ongoing	-
2.7 To improve training contents continuously by repeating activities from 2-2 to 2-6.	Plan	[Gantt Chart]																												PKTI, PRGTTI, JICA team	Ongoing	-
2.8 To conduct short-term training outside of factory management for middle and line managers in garment industry.	Plan	[Gantt Chart]																												PKTI, PRGTTI, PHMA, PRGMEA, JICA team	Completed	-
2.9 To support training institutions in their trainees' employment in the apparel industry and entrepreneurship, mainly targeting on female trainees.	Plan	[Gantt Chart]																												PKTI, PRGTTI, PHMA, PRGMEA, JICA team	Ongoing	-
2.10 To assess and improve their achievements and to disseminate the results to stakeholders and the public through publishing reports for gaining recognition to PKTI, PRGTTI trainees, and their business development.	Plan	[Gantt Chart]																												PKTI, PRGTTI, PHMA, PRGMEA, JICA team	Ongoing	-
Output 3:																																
3.1 To procure and install necessary training equipment for FETI based on Activity 1-5.	Plan	[Gantt Chart]																												FETI, JICA team	Completed	-
3.2 To develop curriculum, syllabus and training materials of FETI by applying Output 2 based on needs and needs from garment industry.	Plan	[Gantt Chart]																												FETI, JICA team	Completed	-
3.3 To conduct TOT on technical skills and teaching methods for newly hired trainers.	Plan	[Gantt Chart]																												FETI, JICA team	Ongoing	-
3.4 To conduct OJT on school management including job placement services.	Plan	[Gantt Chart]																												FETI, JICA team	Completed	-
3.5 To promote recruitment of woman trainees.	Plan	[Gantt Chart]																												FETI, JICA team	Completed	-
3.6 To conduct model courses based on Activity 3-3.	Plan	[Gantt Chart]																												FETI, JICA team	Ongoing	-
3.7 To evaluate the model courses.	Plan	[Gantt Chart]																												FETI, JICA team	Ongoing	-
3.8 To support training institutions in their trainees' employment in the apparel industry and entrepreneurship through strengthening cooperation with industry, academia linkage, collaboration with communities, awareness-raising activities.	Plan	[Gantt Chart]																												FETI, JICA team	Ongoing	-
3.9 To assess and improve their achievements and to disseminate the results to stakeholders and the public through publishing reports for gaining recognition to FETI and trainees, and for facilitating business development.	Plan	[Gantt Chart]																												FETI, JICA team	Ongoing	-
Output 4:																																
4.1 Two kinds of Public and Private Partnership Taskforces are endorsed for market expansion of garment products and women employment promotion.	Plan	[Gantt Chart]																												TFM, TFW, JICA team	Completed	-
4.2 To conduct market survey and competitor analysis such as China, India and Bangladesh by the Taskforce for Marketing.	Plan	[Gantt Chart]																												TFM, JICA team	Completed	-
4.3 To conduct seminars to share the findings with stakeholders of each Taskforce.	Plan	[Gantt Chart]																												TFM, TFW, JICA team	Completed	-
4.4 To make strategy and action plan for market expansion of garment products and women employment promotion.	Plan	[Gantt Chart]																												TFM, TFW, JICA team	Completed	-
Duration / Phasing																																
Plan	1st Phase														2nd Phase																	
Actual	[Gantt Chart]														[Gantt Chart]																	
Monitoring Plan																																
Plan	[Gantt Chart]																												Remarks	Issue	Solution	
Actual	[Gantt Chart]																															
Monitoring																																
Joint Coordinating Committee	Plan	[Gantt Chart]																												6th JCC is planned to be held in September, 2022.	-	-
Technical Working Group	Plan	[Gantt Chart]																												6th TWG was held 3rd June, 2022.	-	-
Submission of Monitoring Sheet	Plan	[Gantt Chart]																												-	-	-
Joint Monitoring	Plan	[Gantt Chart]																												Joint Monitoring was held in May and June, 2022.	-	-
Post Monitoring	Plan	[Gantt Chart]																												No plan yet	-	-
Actual	[Gantt Chart]																															
Reports/Documents																																
Work Plan	Plan	[Gantt Chart]																												-	-	-
Project Progress Report/ Project Completion Report	Plan	[Gantt Chart]																												-	-	-
Actual	[Gantt Chart]																															
Public Relations																																
Plan	[Gantt Chart]																												No plan	-	-	
Actual	[Gantt Chart]																												No plan	-	-	
Actual	[Gantt Chart]																															

Note: ■ Scheduled period  
■ Period for actual on-site activity  
■ Period for actual domestic activity

Table 3 Work Schedule in Phase III

Name Position	Class	Number of travel	2022												Days MM	
			Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Pakistan	Japan			
			Total													
Megumi Fujita	2	Plan			Scheduled as 6/19-7/8			Scheduled as 9/15-10/10						45	1.50	
Chief Advisor/Garments Industry Human Resource Development/Women Economic Empowerment		Actual			6/19 7/8			9/7 25 10/1						45	1.50	
Michio Kojima	2	Plan		Scheduled as 5/13-6/8				Scheduled as 9/31-9/30						55	1.83	
Assistant Chief Advisor/Training Management/Industry Linkage		Actual		5/13 27 6/8				9/4 28 10/1						55	1.83	
Yoshiaki Kitamura	2	Plan		45				50						95	3.17	
Production Engineering 1(1) /Slicing Techniques	2	Modified		Scheduled as 5/14-6/5	Scheduled as 6/19-7/8			Scheduled as 9/26-10/9						95	3.17	
		Actual		5/13 22 6/5 6/16 7/8			9/20 42 10/21						84	2.80		
Yasuomi Mori	3	Plan		Scheduled as 5/13-6/15				Scheduled as 9/20-9/30						46	1.53	
Production Engineering 1(2)/Production Engineering 2/Total Production Maintenance/Machinery Planning		Actual		5/13 35 6/16 6/17 6/27				9/3 9/11 9/14 10/8					46	1.53		
Naomi Tada	6	Plan		Scheduled as 5/13-6/15				Scheduled as 8/22-9/30						60	2.00	
Training Management/Assistant Women Economic Empowerment/Coordinator		Actual		5/17 30 6/15 6/16 6/27				8/26 30 9/25 9/15 10/15					60	2.00		
Sadako Tei	4	Plan		Scheduled as 5/13-6/21				40						80	2.67	
Apparel Planning		Actual		5/13 40 6/21 6/22 6/27				8/26 40 9/30 10/4 10/15					80	2.67		
												Plan	381			
Total amount of work in Pakistan												Actual	370			
												Plan	12.70			
												Actual	12.33			

2. In Japan			2022												Days MM	
氏名 担当業務	Class	Number of travel	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Pakistan	Japan			
Megumi Fujita	2	Plan	1			7	6		2				16			
Chief Advisor/Garments Industry Human Resource Development/Women Economic Empowerment		Actual	4/11		7/12,13,20,22,27,28	8/3,8,17,18,23,25							14			
Michio Kojima	2	Plan	5			6	6		6	10			33			
Assistant Chief Advisor/Training Management/Industry Linkage		Actual	4/7, 11-13, 20		7/14,20,22,27,28	8/8,15,19,29,30,31			10/4,6,11,31				21			
Yoshiaki Kitamura	2	Plan	2			5	5		2				14			
Production Engineering 1(1)/Slicing Techniques		Actual	4/14,22		7/14,19,20,27,28	8/22-26							12			
Yasuomi Mori	3	Plan	2			3	2		2				9			
Production Engineering 1(2)/Production Engineering 2/Total Production Maintenance/		Actual	4/28,29		7/7, 14,21	8/10, 20			10/17, 18				9			
Naomi Tada	6	Plan	5			5	5			5			20			
Training Management/Assistant Women Economic Empowerment/Coordinator		Actual			7/7,8,24,22,27,28	8/8,9,15,22,24			10/18,19,20,26,28				16			
Sadako Tei	4	Plan	3			3	2		2				10			
Apparel Planning		Actual	4/6, 14,22		7/7, 14,21	8/10, 20			10/18, 19				10			
												Plan	102			
Total amount of work in Japan												Actual	82			
												Plan	483			
												Actual	452			
												MM	17.80			
												MM	16.43			

Legend:  
 Plan  
 Plan (As self payed)  
 Actual  
 Actual (As self payed)

## **1.2 Changes of the Project Circumstances in the Project Period**

MINTEX, one of the counterparts (hereinafter referred to as C/P) since the Phase I of the Project, merged with the Ministry of Commerce in August 2017 to become the Ministry of Commerce and Textile. After this merger, Textile Division within the Ministry is comparable to MINTEX. In 2020, during Phase II of the Project, further integration of related Ministries took place and the C/P of the Project became Textile Wing of the Ministry of Commerce. These reorganizations did not result in any change in the person in charge on the Pakistani side of the Project. However, in August 2021, Mr. Kanwar Usman retired from the Textile Wing and was replaced by Mr. Mudassar Raza Siddiqi, with whom the Project will continue to work.

In addition, from March 2020 to August 2021, due to the global spread of COVID-19, it had been impossible for JICA Experts to travel to the Project sites. In December 2020, we were notified by JICA Pakistan Office that all of Pakistan was eligible for resumption of travel, but from the perspective of safety management, the Project did not resume travel at that time. Subsequently, the vaccination against COVID-19 progressed among JICA Experts, and only those who had been vaccinated resumed travel from September 2021.

During the period when travel to Pakistan was suspended due to the impact of COVID-19 and after the resumption of travel, some of the work that was planned to be carried out in the Pakistan was carried out remotely in Japan using online conference tools (e.g, Zoom). In Pakistan, at the beginning of the outbreak of COVID-19, the government imposed restrictions on going out, such as closure of educational institutions and banning of various gatherings, and there were many situations where the work did not proceed as planned due to irregularities in the operation status of C/P.

In order to facilitate remote activities from Japan, it was necessary to introduce additional equipment. Specifically, a webcam, a camera stand, and a microphone were delivered to each of the three target training institutes, mainly for use in remote Training of Trainers (hereinafter referred to as TOT). In addition, it became necessary to create TOT materials (video materials, visual materials for projection, materials in local language, etc.) that would enable better instruction remotely.



## Chapter 2

### Implementation Status of Each Activity

## Chapter 2 Implementation Status of Each Activity

### 2.1 Implementation Status of Output 1

Following Table 4 shows current status of indicators of Output 1 in the Project Design Matrix (hereinafter referred to as PDM) and each activity during Phase I.

Table 4 Status of Indicator and Activities (Output 1)

Number	Content	Progress
Output 1	Training Plan is formulated to fulfill needs of garment industry.	
Indicator 1-1	Training Plan for each institute is prepared base on three surveys.	CBM x 10, SC x 12
Activity 1-1	To conduct needs survey on human resource demand from garment industry	Completed
Activity 1-2	To conduct trend analysis on international garment industries	Completed
Activity 1-3	To conduct social and gender survey in target training sites	Completed
Activity 1-4	To formulate training plan for the target training institutes based on Activities from 1-1 to 1-3	Completed
Activity 1-5	To formulate equipment plan for the target training institutes.	Completed

#### 2.1.1 Activity 1-1: Human Resources Demand Survey

The activities relating to Output 1 were originally planned as shown below in WBS (Table 5).

Table 5 Detailed Work Pursuant to WBS (Activity 1-1)

Detailed Contents of the Activity		Progress
[1-1]	To conduct needs survey on human resource demand from garment industry.	Completed
	[1-1-1] Plan the overview and create survey items for the survey on the needs for human resources development for the garment industry.	Completed
	[1-1-2] Create a questionnaire based on the survey items.	Completed
	[1-1-3] Conduct on-site interviews for the analysis on international garment industries, and gather/analyze information.	Completed

This survey was conducted from July 2016 to April 2017 covering 42 companies in Lahore and 18 companies in Faisalabad. The key findings are listed below. Project Progress Report of Phase I can be referred for details.

The weak point is that 30 to 40% of the companies do not have a Design/Research and Development (hereinafter referred to as R&D) Department. The need for technical assistance in the field of design was emphasized by the associations.

In terms of human resource needs and priority technical assistance field, the needs related to sewing machine operators and quality control were outstandingly high. Merchandising and sales/marketing needs were also identified.

The ratio of women to new headcount demand is 9% in the direct sector versus 34% in the indirect sector in Lahore, and 43% in the direct sector versus 59% in the indirect sector in Faisalabad. The low demand for women in the direct sector and the dominance of the indirect sector in promoting women’s employment in Lahore companies are particularly noticeable. The reason for the low demand for female sewing machine operators in Lahore can be attributed to the penetration of a network of male contract workers who are hired on a piece-rate, short-term basis in the mature sewing industry of Lahore.

### 2.1.2 Activity 1-2: Trend Survey of International Garment Industry

The activities relating to this theme were originally planned as shown in Table 6 in WBS.

Table 6 Detailed Work Pursuant to WBS (Activity 1-2)

Detailed Contents of the Activity			Progress
[1-2]		To conduct needs survey on human resource demand from garment industry.	Completed
	[1-2-1]	Plan the overview and create survey items for the survey on the needs for human resources development for the garment industry.	Completed
	[1-2-2]	Create a questionnaire based on the survey items.	Completed
	[1-2-3]	Conduct on-site interviews for the analysis on international garment industries, and gather/analyze information.	Completed

The study was conducted through local recommission from May to September 2016 and “Report of Trend Survey” was completed. The five research items are 1) size transition of the global apparel market, 2) statistical analysis of major apparel exporting and importing countries, 3) research and analysis of major apparel companies and supplier trends, 4) business trend analysis of the apparel industry, and 5) global chain research and success case study of the apparel industry. As for future marketing activities, lessons learned from successful cases in competing countries include focused investment in human resource development and labor, compliance with international policies and norms, and intention to shift from OEM to ODM and OBM (hereinafter referred to as Original Brand Manufacturer). Also, there were three recommendations for Pakistan’s apparel industry: (1) to improve political and infrastructure stability, (2) to differentiate through intersectional trends, and (3) to differentiate through lower prices.

### 2.1.3 Activity 1-3: Social and Gender Survey

Activities related to this survey were originally planned as shown in Table 7 in WBS.

Table 7 Detailed Work Pursuant to WBS (Activity 1-3)

Detailed Contents of the Activity		Progress	
[1-3]	To conduct social and gender survey in target training sites.		Completed
	[1-3-1]	Plan an overview and create survey items.	Completed
	[1-3-2]	Create a questionnaire based on the survey items.	Completed
	[1-3-3]	Conduct on-site interviews for the analysis on international garment industries and gather/analyze information.	Completed

Social and gender surveys (I and II) were conducted in the Phase I of the Project. The implementation of the social and gender survey (I) is described in the Project Progress Report of Phase I, and the social and gender survey (II) was in the process of implementation and analysis at the time of submission. Therefore, the result of the social and gender survey (II) is described in this report.

(1) Social and Gender Survey (I)

The Social and Gender Survey (I) was a survey of communities and enterprises regarding social and customary constraints to women’s access to vocational training and work in the areas surrounding the three target schools (areas targeted for student recruitment by schools and industrial recruitment areas by enterprises). The survey was conducted with the participation of C/P and the cooperation of stakeholders so that the survey itself would support the C/P agencies in strengthening their research capacity. Seventy-five women and 67 garment companies in Lahore and Faisalabad were surveyed on the constraints to women’s schooling and employment and the constraints and environment for women’s employment in the companies. The biggest constraint for women to study and work was transportation, cited by 85% of women for study and 61% for work. Distance was the next most cited constraint, at 56% for study and 76% for work. Family opposition” related to “social norms,” which is generally regarded by companies as the biggest constraint, was cited by 13% of respondents in school and 8% in work. Transportation was also high on the list of conditions expected from schools and companies. There is a difference in transportation support between large and small businesses, with only 50% of small businesses providing similar support. In Faisalabad, 80% of large enterprises provide transportation support, but only 44% of Small and Medium-sized Enterprises (hereinafter referred to as SMEs) provide similar support, confirming the need for improved transportation services in SMEs.

This social and gender survey report can be found on the website of the Textile Department of the Ministry of Commerce and JICA Pakistan Office<sup>1</sup>.

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<sup>1</sup> <https://www.jica.go.jp/pakistan/english/office/others/c8h0vm0000brl8b8-att/survey.pdf>

## (2) Social and Gender Survey (II)

The social and gender survey (II) was conducted by interviewing female teachers and trainees of PKTI and PRGTTI to identify issues in commuting (bus routes, transportation costs etc.) and training environment (toilets, player rooms, nursery, etc.). The purpose of this study was to promote women's schooling. The survey on the actual conditions of the training institute environment was conducted among 21 female teachers and female students of PRGTTI and PKTI in Lahore.

Some of the main essentials of the Social and Gender Survey (II) can be identified. First, the most common mode of transportation used by the 16 female trainees was bus in PRGTTI (34%) and rickshaw in PKTI (34%), and the next most common mode of transportation used by the 16 female trainees was motorcycle transportation in both training schools. The challenges faced by the female trainees in both institutes in terms of transportation and suggestions for improvement. The main transportation challenges were rain, flooding, difficulty in waiting for long time, financial problems and lack of commuting allowance. The most frequently mentioned suggestion for improvement by the female trainees was the provision of transportation services such as buses by the training institutes, which was mentioned by 6 out of 7 trainees in PRGTTI and 5 out of 9 trainees in PKTI. Similar to the results of the Social Gender Survey (I), transportation is a challenge for women to attend school.

In the survey of toilets in the training institutes, PKTI had separate toilets for men and women, while 30% of PRGTTI used communal toilets. 50% of female teachers and trainees in PRGTTI responded that they had no problems, while 70% of female teachers and trainees in PKTI responded that they had no problems. The areas for improvement in the toilets included the need for cleaning, placement of soap and as far as PRGTTI is concerned, the establishment of women-only toilets.

The survey on the status of day-care centers in both schools confirmed that PRGTTI and PKTI do not have any day-care centers. PKTI had opened a day-care center in the past, but it was closed due to lack of operational funds. In terms of the responses of female trainees and teachers in both institutes to the need for a day care center at the training institutes, 60% of the trainees in PRGTTI and 27% of the trainees in PKTI indicated that it was necessary. The women who responded that they needed a day-care center mentioned that they needed it because their children were small and suggested the development of a day-care center. The women who did not need a day-care center answered that they did not have children or were single. The development of day-care centers would enable women with small children to attend vocational training, indicating that there is a need for day-care centers. The Textile Wing, Ministry of Commerce and Industry, in its policy recommendation for the expansion of female employment in the third edition of Textile Policy, also included a recommendation for the development of day care centers as a facility to encourage women to get training.

### (3) Results of the Surveys and Recommendation

The results of the Social and Gender Surveys (I and II) were shared and discussed in individual meetings with relevant parties. The results of the surveys were shared in the official seminars and meetings. The advice and recommendations were provided to improve the environment for women to work and study in the meetings.

The results of the Social Gender Survey (II) were shared with the PRGTTI, PKTI, and FETI, the manufacturing and export associations of each jurisdiction, and the Textile Wing, Ministry of Commerce and Industry to make the following recommendations (1) through (4) to promote an environment in which women can easily get trainings.

- 1) Improve transportation support for female trainees (including trainers): Providing bus service to training institutes or increasing subsidies for female trainees according to their needs.
- 2) Improvement of school environment for women in training institutes: Mainly, provision of toilets for women, hygiene management, replenishment of supplies, setting up of day-care centers, and setting up of women exclusive player rooms. Checklist for tray management, etc.
- 3) Improvement of the school environment for women other than 2) above: Increase in the number of female trainers, establishment of women's cafeteria, common room, library, etc.
- 4) Improvement of job placement support for female trainees by strengthening public-private partnership: Strengthening of career support system, company visits, internships and holding of job fairs and seminars, etc.

In addition, the JICA Experts made a proposal to create an environment where women can easily get training and purchase a bus by utilizing the Grassroots Human Security Grant Aid Scheme of the Japanese Embassy in Pakistan. As FETI and FGCC are female exclusive training institute, they tried to implement all the recommendations as much as possible by utilizing the scheme and grants. As PRGTTI and PKTI are co-educational institutes, they tried to implement improvement plans to increase the number of female trainees taking into consideration the priorities of each institute.

In this survey, the female trainees and trainers of PKTI and PRGTTI indicated to the issues, improvements and suggestions from the trainees. Therefore, it was a good opportunity to promote concrete measures to improve the environment where women can easily get trainings to each training institute. In order to realize continuous activities, some of the activity plans were incorporated into the action plans of each institute and policy recommendations by TFW members to promote regular activities.

### 2.1.4 Activity 1-4: Formulation of the Training Plan

The activities of this theme are originally planned in WBS as shown in Table 8.

Table 8 Detailed Work Pursuant to WBS (Activity1-4)

Detailed Contents of the Activity		Progress
[1-4]	To formulate training plan for the target training institutes based on Activities from 1-1 to 1-3.	Completed
	[1-4-1] Share and make proposals of the results of [1-1]~[1-3] to three training centers and related organizations.	Completed
	[1-4-2] Create a training policy/plan based on the survey results.	Completed (Conducted in Phase I and revised flexibly in Phase II)

TOT training plan was formulated based on the results of the above-mentioned “Human Resource Development Needs Survey,” “Apparel Industry Trend Survey,” and “Social and Gender Survey,” and also based on the analysis of the courses offered by PKTI and PRGTTI (industrial sewing machines, pattern making, fashion design, quality control, etc.). First, common basic modules (hereinafter referred to as CBMs), which consist of 10 modules expecting all instructors to have a common understanding of knowledge across subjects, were established. For details, Project Progress Report of Phase I can be referred.

Table 9 Common Basic Modules

No.	Course Title
1	Basics of Textile Science
2	Basics of Dyeing and Finishing
3	Basics of Accessories
4	Basic Knowledge of Apparel Production Process
5	Basics of Production Related Documents
6	Basics of Pattern Making
7	Basics of Production Design, Management, IE
8	Basics of Quality Management
9	Basics of QC Inspection
10	Basics of KAIZEN

After training in CBMs in the Phase I, it was decided to move on to TOT in 12 Specialized Courses (hereinafter referred to as SCs) in Phase II. TOT courses were conducted selectively depending on the existing curriculum of each institute.

Table 10 Specialized Courses

No.	Course Title
1	KAIZEN • 5S • Facility Management
2	Industrial Stitching Machine Operator
3	Quality Control and Quality Assurance
4	Inspection
5	CAD
6	Fashion Designing and Planning
7	Document Control
8	Hazardous Matters Control
9	Production Planning and Control/IE
10	Industrial Stitching Machine Mechanics/TPM
11	Pattern Making
12	Merchandising

SC11 and SC12 are new subjects added in Phase II based on the needs of Pakistan side.

In Phase II, the specific course contents and training plans of the SCs have been flexibly modified to meet the needs of the target institutes and the needs of the students at each institute. In particular, due to the spread of COVID-19, there have been situations where it was not possible for JICA Experts to travel to the Project sites. Under those situations, online training by using online conference tools was one of the alternatives. We flexibly modified the structures of lectures and contents to be suitable for online settings.

### 2.1.5 Activity 1-5: Formulation of an Equipment Plan

Activities relating to this theme were originally planned as shown in the following Table 11 in WBS.

Table 11 Detailed Work Pursuant to WBS (Activity 1-5)

Detailed Contents of the Activity		Progress
	To formulate equipment, plan for the target training institutes.	Completed
[1-5-1]	Inspect the machinery list (draft) created by the detailed planning survey.	Completed
[1-5-2]	Check and confirm the current situation of the machinery of the training institution.	Completed
[1-5]	[1-5-3] Create and submit the machinery procurement plan to JICA.	Completed
	[1-5-4] Negotiate with JICA and Pakistani officials and agree upon a final draft.	Completed
	[1-5-5] Create a procurement plan.	Completed
	[1-5-6] Cooperate with the creation of the specifications as well as procurement procedures conducted by JICA.	Completed

Since the beginning of the on-site work in June 2017, the equipment list for procurement was updated (Activity 1-5-4) by adjusting the costs of widely available equipment models in the market



to the procurement budget having reconfirmed the requested equipment for procurement by each training institute, while comparing the latest course opening plan and equipment environment at each training institute with the draft equipment list compiled at the time of the detailed design survey (Activities 1-5-1 and 1-5-2). After the completion of the equipment list for procurement, swift discussions on the procurement procedure took place with the JICA Pakistan Office (Activities 1-5-3 and 1-5-4) and quotations were obtained along with the work to prepare the procurement documents (Activity 1-5-6). In general, the functions and models of industrial sewing machines are finely classified to correspond to each process. In regard to the latest models, the local supplier had no knowledge of the model names, model numbers and functions designated by the manufacturers. Because of this, much work and time was required to make the supplier accurately understand the designated specifications at the stage of requesting quotations. Moreover, the procurement procedure was divided into two times which required additional effort in coordinating the timing of the equipment delivery with the TOT plan.

As a part of the contract modification in October 2020, it was decided that the consultant would procure the items required for preparation for the presentation of Project achievements at the end of the Project period as an outcome of TOT.

## 2.2 Implementation Status of Output 2

Following Table 12 shows current status of indicators of Output 2 in PDM and each activity.

Table 12 Status of Indicator and Activities (Output 2)

Number	Content	Progress
Output 2	Management capacity of PKTI and PRGTTI is strengthened	
Indicator 2-1	10 numbers of curriculum are developed and utilized for TOTs and model courses	Completed
Indicator 2-2	Result of training evaluation is continuously reflected to improve training activities.	Completed
Indicator 2-3	Rate of female trainees is increased to 50%	Completed
Activity 2-1	To procure and install necessary training equipment for PKTI and PRGTTI based on Activity 1-5	Completed
Activity 2-2	To analyze existing curriculum, syllabus and training materials of PKTI and PRGTTI.	Completed
Activity 2-3	To improve existing curriculum, syllabus and training materials of PKTI and PRGTTI based on trend and needs from garment industry.	Completed
Activity 2-4	To conduct TOT on technical skills and teaching methods for trainers of PKTI and PRGTTI.	Completed
Activity 2-5	To conduct model courses based on Activity 2-4.	Completed in major SCs
Activity	To evaluate the model courses and apply the result to training	Completed in

2-6	plan onward.	major SCs
Activity 2-7	To improve training contents continuously by repeating Activities from 2-2 to 2-6.	Completed
Activity 2-8	To conduct short-term training courses on factory management for middle and line managers in garment industry.	Completed

### 2.2.1 Activity 2-1: Equipment Procurement for PKTI and PRGTTI

Activities relating to this theme were originally planned as shown in Table 13 in WBS.

Table 13 Detailed Work Pursuant to WBS (Activity 2-1)

Detailed Contents of the Activity		Progress
[2-1]	To procure and install necessary training equipment for PKTI and PRGTTI based on Activity 1-5.	Completed
	[2-1-1] When there are needs for survey/construction for the installation of machinery, it shall be carried out by reassigning.	Not applicable
	[2-1-2] Transportation from the unloading point to the installation site shall be conducted by reassigning.	Not applicable
	[2-1-3] Confirmation on the machineries which have been procured and installed.	Completed in Phase I

In Phase II, the contract was modified in October 2020, and additional equipment was procured. Most of the items were shipped from Japan to the target institutes, and JICA Experts checked the delivery when they visited Pakistan. Specifically, attachments for sewing machines, irons, ironing boards, hoses for irons, copies of patterns, torsos, etc. are procured, and no large-scale installation was conducted.

### 2.2.2 Activity 2-2: Analysis of the Curriculum, Syllabus and Training Materials of PKTI and PRGTTI

Activities relating to this theme were originally planned as shown in Table 14 in WBS.

Table 14 Detailed Work Pursuant to WBS (Activity 2-2)

Detailed Contents of the Activity		Progress
[2-2]	To analyze existing curriculum, syllabus and training materials of PKTI and PRGTTI.	Completed
	[2-2-1] Confirm the CBT standards for NAVTTC	Completed
	[2-2-2] Propose a necessary improvement by grasping and analyzing the current curriculum, syllabus and teaching materials.	Completed
	[2-2-3] Grasp and analyses the current curriculum, syllabus and education materials of PKTI and PRGTTI, and propose necessary improvements.	Completed
	[2-2-4] Visit PRGTTI in Karachi, and confirm the current curriculum, syllabus and training materials.	Completed

These activities were completed in the Phase I, so Project Progress Report of Phase I can be referred

for details.

Although official Competency-based Training (hereinafter referred to as CBT) curriculum standards are based on a module-based structure in which the content and instructional time are specified for each module, in the actual classes at the institutes, the content and time allocation of instruction is left largely to the discretion of each teacher. Since quality of class depended on the personal experience and skills of the teachers, efforts to ensure the quality of teaching methods were required.

Also, the current CBT curriculum does not necessarily reflect the needs of the industry, which places emphasis on practical application. Typical example of the gap between the CBT curriculum and the needs of the industry is the lack of knowledge and experience at the institutes in sewing, pattern making, and CAD. In response to this situation, the Project set up SC courses that include the above fields, and strengthened the guidance with an awareness of the actual sewing process so that the trainees can acquire the skills required in the industry.

### 2.2.3 Activity 2-3: Improvement of Existing Curricula, Syllabuses and Training Materials

The activities relating to this theme were originally planned as shown in Table 15 in WBS.

Table 15 Detailed Work Pursuant to WBS (Activity 2-3)

Detailed Contents of the Activity		Progress
	To improve existing curriculum, syllabus and training materials of PKTI and PRGTTI based on trend and needs from garment industry.	Completed
[2-3]	[2-3-1] Create a list of existing education materials in need of renewal based on the training plan created in [1-4].	Completed
	[2-3-2] Create a list of new education materials based on the training plan created in [1-4].	Completed
	[2-3-3] Improve the curriculum, syllabus and training materials based on the created list.	Completed
	[2-3-4] Prepare teaching method manuals.	Modified

At PKTI and PRGTTI, based on trends of industry and the results of the needs survey described in Outcome 1, CBMs, which are basic common subjects to be acquired by the teachers across disciplines, were established first. In TOT on CBMs, PowerPoint training materials prepared by the JICA Experts were used as supplementary teaching materials and internal training materials for the teachers, along with the syllabus and lecture plans for each session.

As for SCs, each JICA Expert prepared teaching materials according to the progress of the TOT for SC01 Kaizen/5S, SC02 Stitching, SC06 Fashion Designing, SC10 Industrial Stitching Machine

Mechanics, and SC11 Pattern Making. In Phase II and III, JICA experts worked on the compilation of the teaching materials that had been prepared so far into comprehensive teaching materials.

Especially for SC02 Industrial Stitching Machine Operator, which is the most important subject, we have prepared detailed materials for each type of sewing machine (overlock, lockstitch, flatlock stitch, etc.) for the teachers and students. Since there was a strong demand for Urdu version of materials from the students, we prepared a translated version from English into Urdu. For the flatlock sewing machine, supplementary teaching materials for teachers have also been developed in an English version.

Initially, we had planned Activity 2-3-4 to create a teaching method manual, but after discussions with the institutes, we decided to prioritize the creation of easier teaching materials and the implementation of demonstration classes by JICA Experts using these teaching materials. The method was changed to monitoring the way of teaching by each teacher in the model course and providing feedback to the teachers for improvement of teaching methods.

#### 2.2.4 Activity 2-4: Implementation of TOT at PKTI and PRGTTI

Activities relating to this theme were originally planned as shown in Table 16 in WBS.

Table 16 Detailed Work Pursuant to WBS (Activity 2-4)

Detailed Contents of the Activity		Progress
	To conduct TOT on technical skills and teaching methods for trainers of PKTI and PRGTTI.	Completed
[2-4-1]	Create a TOT training plan to be carried out at PKTI.	Completed
[2-4-2]	Conduct the first TOT at PKTI.	Completed
[2-4-3]	Conduct the second TOT at PKTI.	Completed
[2-4-4]	Conduct the third TOT at PKTI.	Completed
[2-4-5]	Conduct the fourth TOT at PKTI.	Completed
[2-4-6]	Create a TOT training plan to be carried out at PRGTTI.	Completed
[2-4-7]	Conduct the first TOT at PRGTTI.	Completed
[2-4-8]	Conduct the second TOT at PRGTTI.	Completed
[2-4-9]	Conduct the third TOT at PRGTTI.	Completed
[2-4-10]	Conduct the fourth TOT at PRGTTI.	Completed
[2-4-11]	Conduct a study trip to Japan for PKTI and PRGTTI trainers.	Completed

##### (1) TOT on CBMs

Technical assistance of CBMs was planned and started in March 2017 (Activity 2-4-1) for the teachers and staff at PKTI and PRGTTI. Project Progress Report of Phase I can be referred for details.

## (2) TOT on SCs

The overall implementation of TOT for SCs in Phase II and III is as follows.

- TOT for the most important SCs (SC01 Kaizen/5S, SC02 Stitching, SC06 Fashion Designing, SC10 Industrial Stitching Machine Mechanics, and SC11 Pattern Making) are mainly conducted on regular basis.
- However, after March 2020, due to the spread of COVID-19, we needed to conduct TOT for SCs online from Japan. Although there have been various difficulties due to the lack of face-to-face lectures, we continued to implement trainings that can be offered online through the efforts and ingenuity of each JICA Expert.
- Short-term TOTs (SC03, 04, 07, 08, 12), which were initially planned to be conducted by dispatching short-term experts, were conducted online due to the impact of COVID-19.
- After the restart of the dispatch of experts in September 2021, TOTs that had been implemented online have been followed up with face-to-face training. Furthermore, while monitoring and evaluating the model courses at each training institute and evaluating each teacher, TOTs were continuously conducted by selecting further necessary instructional subjects based on the results of these evaluations.

The progress of each SC course is described below.

### (2)-1. SC01 5S/KAIZEN

SC01 is a practical version of CBM10 “Basics of KAIZEN” and is an activity to continuously implement 5S, KAIZEN, and Facility Management mainly in the actual institute environment. Since these activities should be implemented in the entire institute, targets of TOT are not specified, but this training is mainly for the sewing machine teachers and maintenance staff of each institute who attended SC10. SC01 is also meant as a follow-up to the requests from PKTI and PRGTTI to support their activities in this field since the training conducted in Japan in Phase I (end of 2016).

In Phase II, remote TOT was conducted in December 2019 by using Skype with the cooperation of local project staff. Based on the situation at the institute, instructions were given to PKTI to change the layout of sewing machines and cutting tables, create signboards in various places, and change the layout of the sample sewing room. Also, instructions were given to PRGTTI to organize sewing machine tool storage, install ruler hooks, and change the layout of electrical wiring. At the beginning of TOT, JICA Experts first explained and instructed the teachers and staff at the institutes on what is organization (“*seiri*”), what is tidiness (“*seiton*”), what is cleaning method, what is cleanliness (“*seiketsu*”), and what is discipline (“*shitsuke*”). It can be said that one of the results of the Project is

that the institutes are now able to take actions for 5S on their own without being instructed by JICA Experts. Another result is that the activity reports from the institutes show that the awareness of importance of 5S has increased.

After the spread of COVID-19, online TOT for follow-up was planned in 2021. However, it was difficult to conduct online TOT due to the fact that schools were sometimes closed due to COVID-19 and the layout of furniture and equipment in each classroom was changed repeatedly due to restrictions to keep social distances among students.

#### **【TOT Overall Results】**

##### **(PKTI)**

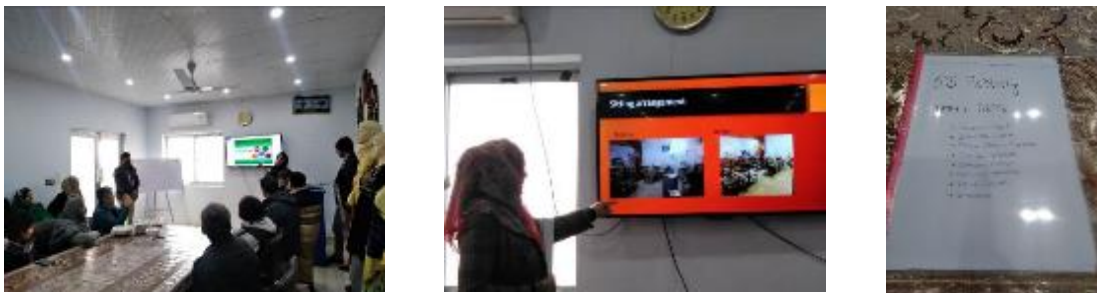
- The layout of the sewing machines was changed, which has resulted in clarity of each work process and each department, making it easier to work and teach.
- The layout of the cutting tables was changed to allow for more space in the workplace.
- Posting of signs in various areas is a basic requirement at production sites. The signs made it easier to clearly sort out and organize the different departments.
- Clutter in the sample sewing areas was solved and organized, increasing work efficiency and reducing the loss of teaching and training time.
- The layout of the cutting table and ironing board was made to work in conjunction with each other, thereby improving work efficiency.
- The pattern paper and drawing tools were organized, making it clear where they were and reducing the time lost in searching for them.

##### **(PRGTTI)**

- Posting of signs in various areas is a basic requirement at production sites. The signs made it easier to clearly sort out and organize the different departments. The signage has made it easier to clearly sort out and organize the various departments. It also allowed for grouping into classes.
- Hooks were installed on the walls to keep the rulers in order and sorted for each purpose, making them easier to manage and reducing the preparation time before class.
- The entrance area was renovated.
- The students started to actively implement the 5Ss, and the amount of rubbish in the classrooms greatly reduced and they became tidier and more organized.

### 【Future challenges and recommendations】

- PKTI was unable to continue some KAIZEN activities due to the long-term institute closure caused by pandemic and changes in the layout of of the classroom. In particular, the task of whether the 5S (organization, cleanliness) of irons and peripheral equipment can be continued remains.
- For PRGTTI, there is concern that KAIZEN will not be continued due to the long-term closure of the institute due to the pandemic, changes in the layout of the institute and the retirement of some teachers.
- It is necessary to implement thorough use of the 5S and KAIZEN sheets, and to create and continue classroom systems in which teachers and students take the initiative.



▲SC01 TOT (Presentation of 5S/KAIZEN activities by PKTI)

### (2)-2. SC02 Industrial Stitching Machine Operator

According to the human resource development needs survey, industrial sewing machine operators have the greatest demand for jobs from the industry. Also, from the perspective of increasing female employment, there is a need of strengthening their skills. SC02 is one of the most important fields of technical assistance by the Project.

### 【TOT in Pakistan】

- JICA Experts prepared textbooks and gave lectures on safety, working posture, inspection of sewing machine oil, names of needle parts and how to change needles, illustration of thread threading, method and confirmation of thread alignment, adjustment and confirmation of stitch length, differential adjustment and effect (overlock only), bite width adjustment and confirmation (overlock only), and preparation and precautions for sewing operators.
- As basic knowledge of sewing machines when using interlock stitch machines, various types of sewing machines and stitch types, examples of interlock stitch machine processes used in sewn products, introduction of needle types and count (thickness) notation (German and

Japanese style), differences and cautions for woven and knit materials, differences and effects of needle tip shapes according to sewn product materials, needle replacement, thread threading for each interlock stitch machine, changing stitch length for each interlock stitch machine, and differential adjustment for each interlock stitch machine were instructed.

- A class on the basics of sewing machines (lockstitch and overlock), which are necessary for sewing, was given to the teachers of each institute in accordance with the contents of the textbook (demonstration class). In addition, video of the class was recorded and made available for review on YouTube.

#### **【Remote TOT】**

In order to review the basic knowledge of overlock, an Urdu version of the textbook was prepared to make it easier for the students to understand, and explanations were given based on the textbook again while checking for errors in the Urdu translation. Also, lesson plans for the model courses based on the textbook were planned (described in Activity 2-5).

The TOT implementation of the project in SC02 is as follows.

#### **【TOT instruction content (onsite and online)】**

The correct handling of sewing equipment is essential not only for the safety of the operators who actually work with the equipment, but also for higher quality and productivity. It is also necessary to have the knowledge to understand the appropriate equipment adjustment for the material used in the sewn product, as well as the shape and effect of the sewing machine needle thickness and needle point, and to be able to make the appropriate selection. Based on the above, in this TOT, instruction was given to each teacher so that the following points could be taught efficiently, not only in sewing operation training, but also in the knowledge required for operators, which has tended to be neglected in this institute so far.

- Basic knowledge of sewing machines

Names and features of various sewing machine parts, sewing machine needle types used and names of needle parts, the correct amount of oil and oiling methods, pre-operation inspection methods and safe working practices, threading, correct amount of thread wound onto bobbin, quality and adjustment of upper and lower thread tension balance, standard needle count and adjustment of feed pitch, how to change needles and bobbins, basic sewing procedures and practice.

- Basic knowledge of overlock sewing machines

Names and features of sewing machine parts, sewing machine needle types and needle parts names,



effects and types of sewing machine oil used, appropriate oil quantity and lubrication methods, pre-operation inspection methods and safe working practices, threading, quality and adjustment of needle and looper thread tension balance, standard needle count and feed pitch adjustment, needle and bobbin replacement methods, basic sewing machine procedures and practice. Pitch adjustment, needle changing methods, effectiveness and adjustment of differential feed mechanisms, adjustment of female stitching width, basic sewing procedures and practice.

- Basic knowledge of flat stitching (interlock stitch machines)

Types and uses of typical interlock stitch machines, features and cautions for sewing materials, types and models of needles suitable for each machine, names and functions of sewing machine parts, sewing machine needle types and needle part names, effects and types of sewing machine oil used, appropriate oil quantity and oiling methods, pre-operation inspection methods and safe working practices. Threading, quality and adjustment of needle and looper thread tension balance, standard needle count and feed pitch adjustment, needle changing methods, effectiveness and adjustment of variable feed mechanisms, basic sewing procedures and practice.

- Production support for fashion show

In the production of fashion show garments in Phase III of the project, in addition to the introduction of decorative stitching and adding high value through practice in cooperation with SC06, practical adjustment skills were conducted with awareness of high-quality stitching using knowledge of each sewing machine in the sewing operation. In addition, jigs suitable for each process used in sewing in Japan were introduced and instructions were given on appropriate adjustment methods and sewing work procedures.

Stable stitch sewing using various pressers for lockstitch machines, gathering, mellow lock and roll lock using overlock machines, flat stitch upper decoration, covering using special jigs for flat stitching, flat stitch laydown sewing using special jigs for flat stitching, high-quality laydown sewing using special jigs for flat stitching. Suggestion and guidance on process procedures for sewing.

#### **【TOT Overall results】**

- Until now, instruction at the institute was mainly focused on work training, so that students were surrounded by teachers and given explanations on how to use the machines, including threading. As a result, detailed threading points were not conveyed properly and sewing training was often carried out in an incorrect condition.
- The basic handling of sewing machines, including threading, included in this subject content is

extremely effective in ensuring stable product quality, work safety and early detection of machine defects. The knowledge of these skills should be taught from the initial stage of training in machine operation, so that it becomes a regular part of the training for operators.

**【Future challenges and recommendations】**

- In order to stabilize and improve the quality of sewing, the teaching method of the basic knowledge required for production had been conducted in TOTs, but model classes alone were not sufficient for the basic practice of practical sewing skills. Each teacher needs to be aware of the need to continuously give high quality lectures in each lecture with the aim of improving teaching skills.
- The sewing technique acquisition, the use of knowledge from the model courses and the production of fashion show garments for practice provided the opportunity to use knowledge and interest in manufacturing and to raise awareness of the need to improve the quality of sewing.
- In order for teachers to continue to acquire skills and improve their teaching methods, regular fashion shows or exhibitions will be necessary to raise awareness of the need to improve sewing skills.



▲SC02 TOT

(2)-3. SC03 Quality Control and Quality Assurance

For this subject, the local TOT was planned to be conducted through the dispatch of short-term experts scheduled in March 2020. However, due to the spread of COVID-19, the dispatch of experts was cancelled, and the course was conducted online.

**【Remote TOT】**

This course was conducted in May 2021 jointly for PKTI, PRGTTI, and FETI. There were 4 participants from PKTI and PRGTTI.

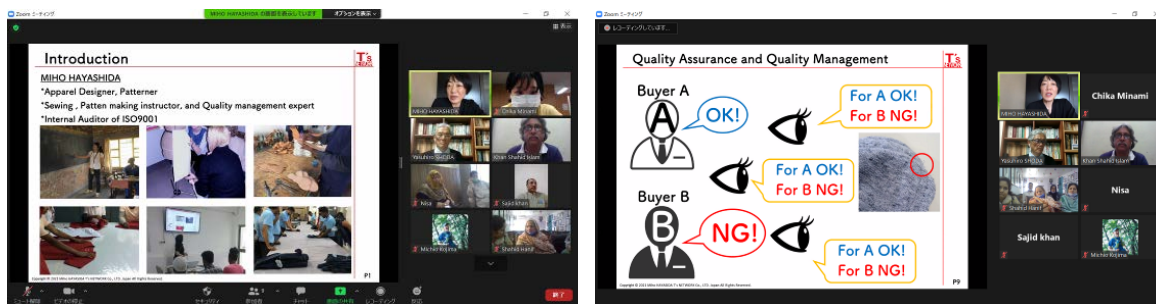
The ISO 9000 family of international standards for quality assurance was established in 1987. Quality assurance is the core of quality control activities, and with the recent expansion of Pakistan's

textile exports, quality assurance is expected to become more and more important as an activity to be implemented at all stages of textile and apparel production. The content of the training was as follows from the viewpoint of customer satisfaction and quality control. Actual cases of factories in Asian countries that export to Japan, Europe, and the United States were also introduced.

- ISO 9001 Overview and QMS: Quality Management System, Quality Assurance
- Factory audit
- PDCA cycle
- Inline QC

In particular, the expert discussed the planning of quality/market needs in quality assurance, QC, material procurement by embodying quality through QC process chart and quality development, in-line quality information and process control for quality confirmation and KAIZEN at the production stage, and whether the PDCA cycle is being implemented for quality assurance through feedback of complaint information. One of the questions from participants was how Japanese companies conduct factory audits, and whether the way of audit is same as Western companies, which is conducted suddenly. The expert stated that factory audits focus on quality control system and management records, broken needle management, meter reading machine performance (meter reading sensitivity), management of hazardous materials such as scissors, and safety, and that audits are generally not conducted suddenly.

Further training of this subject is not planned in Phase III.



▲ SC03 TOT

(2)-4 SC04 Inspection

For this subject, the local TOT was planned to be conducted through the dispatch of short-term experts scheduled in March 2020. However, due to the spread of COVID-19, the dispatch of experts was cancelled, and the course was conducted online.

## 【Remote TOT】

This course was conducted in May 2021 jointly for PKTI, PRGTTI, and FETI. There were 4 participants from PKTI and PRGTTI. The training content is as follows;

- Inspection method (explained by VTR)
- Inspection manual
- Measures to prevent human error
- Education and evaluation of inspection skills
- Case studies (broken needles, insects, wrong tags, size defects, etc.) and countermeasures

The participants asked about the methods of inspection skills training. The expert explained that non-conforming (defective) parts are overlooked due to poor inspection skills of unskilled workers in many cases. He also explained that they should pay attention to why inspection work is necessary, inspection procedures for each item and the reasons for them, parts that are easily overlooked and the reasons for them, heavy and light non-conforming defects, height and fatigue of the inspection table, and maintenance of the working environment in terms of lighting and illumination as factors to reduce overlooks instead of training them to perform inspection randomly. He also advised that it is important to teach and practice them logically and repeatedly.

Further training of this subject is not planned in Phase III.

## (2)-5 SC05 CAD

PRGTTI is the only one that currently offers a CAD course. Computer Aided Design (CAD) software manufactured by Gerber is widely used in Pakistan, and the existing course at PRGTTI is being conducted using an older version of Gerber's software. In the case of PRGTTI, the peripherals such as the digitizer (which is out of order) and the plotter are also made by Gerber, and they have been using Gerber's CAD system for a long time. Since Japanese CAD software is commonly used in Japan, and the interface and software design concepts are different from those of Gerber's products, it would be more effective to use local resources rather than technology transfer by JICA Experts regarding the use of Gerber's software. Fortunately, the exclusive supplier of Gerber's products in Pakistan has offered to provide catch-up training free of charge for teachers on how to use the latest version of the software, and the supplier will conduct a 3D CAD simulation training by Abbas Apparel at PRGTTI in February 2020. This training was conducted at PRGTTI for two days on the basic operation of 3D design using PowerPoint with avatars for men, women and kids.

### 【TOT Overall Result】

- PRGTTI made a great progress from the 2D CAD concept in the past and enabled a way of thinking that allowed the creation of three-dimensional silhouettes using avatars. The teachers who attended TOT came to realize the necessity of draping, which can be said to be an achievement of TOT.

### 【Future challenges and recommendations】

- In PKTI, training was conducted by an invited CAD lecturer, but the lecturer resigned and the training course has not been conducted to date.
- PKTI is in the process of hiring CAD specialist teachers on a part-time basis through discussions with the principal and resuming CAD classes.
- PRGTTI is considering the possibility of conducting the training course remotely from Gerber in the USA, and expecting that it will be conducted.

### (2)-6. SC06 Apparel Planning

Both the industry and the institutes (PKTI and PRGTTI) recognized the importance of the field of apparel planning and the upgrading of the local industry's production format from OEM to ODM and OBM, which led to the opening of SC06. In the case of PRGTTI, although the institute does not offer any course covering apparel planning, teachers of patterns and sewing machines has participated in the course in anticipation of opening a new course relevant to this field in the future. In Phase I, TOT for this subject was conducted for 13 days at each institute.

The main contents of TOT in SC06 are as follows.

### 【Phase II】

#### <TOT in Pakistan>

- At the beginning of TOT, the teachers have no knowledge of Western apparel designs. After explaining the basic knowledge necessary for a designer in the fashion industry (history of clothes, types of clothes, and specific examples of design projects) with pictures and illustrations, JICA Expert taught the teachers how to draw basic designs.
- After explaining the history of clothing by showing photographs and diagrams, JICA Expert demonstrated the teachers how to draw basic designs, including the details of hands and feet, and how to draw fashion goods such as shoes and gloves. Coloring and material expression were taught as design variations by material.

- With the idea of modeling with mini-bodies, the teachers created their own design plans and research books in preparation for the fashion show scheduled for the end of the Project. They also conducted market research and collected material samples.
- On-site TOT was resumed in September 2021 after the discontinuation of traveling to Project sites due to COVID-19. The development of the basic design into an original design, which had been steadily prepared in online TOT during the time affected by COVID-19, showed remarkable progress after the transition to on-site TOT. In the fashion photo shooting with professional photographers and models, the teachers were stimulated by their professional skills, which led to further motivation.
- In the final part of the Phase II, in December 2021, the design planning of about 60 pieces of work (men's and women's) , mainly PKTI, was carried out on basic items (T-shirts, trainers and shirts) that were close to the prototypes. The results were presented through a photo shoot and a fashion show.

#### <Remote TOT>

- Due to COVID-19 and repetitive closure of the institutes in 2020, even online project activities were difficult to conduct as scheduled. On resuming of remote TOT, JICA Expert taught the basic golden proportions (woman standing upright in front, face, and hands), which were already taught before, for review.
- JICA Expert explained the types and silhouettes of dresses referring to fashion illustrated books and taught how to design princess and A-line dresses, focusing on body-conscious lines, to the teachers.
- Teachers were instructed to design their own original stripes by extracting colors from nature, develop them into striped dresses, and summarize them in a planning proposal. They also learned combination of basic designs and basic patterns (names) such as checks, stripes, polka dots, etc.
- While the teachers were developing original designs for a fashion show organized by PKTI, one of the teacher's original designs was leaked to the outside and used by a local apparel brand. The teachers and JICA Experts acknowledge to be careful in handling design. However, the teachers developed new designs using leather patchwork to make up for this leak of design.

#### **【Phase III】**

- In Phase III, PKTI, FETI and PRGTTI collaborated in fashion shows and photo shootings to showcase the results of the project, which expanded from basic shirts to blouses and dresses

with a wide range of design variations. FETI, which had not been conducted Apparel planning TOT, worked with PKTI to produce children's clothing by replacing the PKTI collections presented at the previous fashion show. In addition to this collaboration, the fashion show was prepared with the support of NTU's facilities.

- The show was planned with a theme of relationship between the two countries on the 70th anniversary of the establishment of diplomatic relations between Japan and Pakistan, with variations from casual to formal dresses.
- Developed a range of materials requiring advanced techniques, from casual knitwear to fancy materials (including original processed materials).
- In collaboration with SC02, we planned a work in which even the back side of the open fastener was designed into consideration. This resulted in high quality work suitable for close-up shots in fashion shoots.
- Teachers and assistant students learned styling co-ordination, including accessories, according to the planning map, which they implemented in the fashion shoot.
- An exhibition and fashion show were held on 29 September 2022 as a presentation of the final results. The whole C/P institutes worked together to make a great effort. This was an opportunity to create a virtuous circle of industry-academia collaboration involving students, companies and the local community.

#### **【TOT Overall Results】**

(PKTI)

- In preparation for the fashion show in Phase III, the designs were developed from a casual line to a semi-formal line. They showed a rich variation of materials, a dramatic improvement in the quality of stitching and all the techniques, and a significant evolution by using their inherent strengths and developing them into their original designs.
- One major achievement was the progress from the basics learned in Phase II to the teachers' original designs. Specifically, the level of originality was raised to the level of pursuing uniqueness through handcraft elements such as smocking and textiles, which is Pakistan's strength.
- The collaboration with SC02 made it possible to produce designs that require advanced techniques, and the TOT results up to now were linked in practice, giving the teachers a great sense of achievement.

- Design guidance in collaboration with FETI has provided an opportunity to learn more practical design information transfer.
- The more the range of designs expanded, the stronger the collaboration with companies, university research institutions and other institutes, and the more cooperative relationships were established.
- Local and Japanese companies offered to cooperate in the production of fashion show items, including materials and supplies, creating a good pathway for industry-academia cooperation. The results of the TOT have been steadily achieved.
- Through the preparation and organization of the fashion show, the following comments and suggestions were made by PKTI teachers and assistant students:
  - 1) I felt a sense of achievement in being able to produce tangible results in the fashion show and get feedbacks on the spot.
  - 2) I gained confidence and the importance of being able to use what I had learned in the classroom to solve unexpected problems in the field in a flexible manner.
  - 3) I learned the importance of management, whereby all the progress is put into a form and shared with everyone, so that what everyone needs to do becomes clear.
  - 4) We realized that before the fashion show we were all working individually, but with the help of the teachers, we can now work together to promote the project as one.
  - 5) A pathway was established for the project to take what was learned from the experts and shape it with a step-by-step target.
  - 6) Through the fashion show, I could see that the teachers had clearly achieved their objective of implementing, teaching and communicating what they had learned in the TOT to their students.
  - 7) The show taught me patience and respect. And in order to improve our skills more, we recognised the need to devote ourselves to a higher quality of what we learned from the experts.

(PRGTTI)

- The teachers, who initially did not even understand the basics of clothing, made a great progress and gained the ability to confidently promote the skills they had developed in their TOTs through the practicalities of the fashion show.
- They were able to make the designs they had drawn in their heads into actual clothes. While it



is necessary to have the design ability to give form to imagination and the planning ability to clearly express shapes, materials and processes based on one's own sensibilities, the teachers, who had little opportunity to see or wear western clothing, were able to learn basic proportions, the names of basic clothing types and the history of fashion, and to do so they learned to follow the basic lines while ensuring that they were able to express their sensibilities. They steadily developed their skills to the point where they could express their sensibilities.

- Designer skills, clothing production skills, stylist skills, product planning and marketing skills all need to be integrated. Through the fashion show, the teachers strongly agreed with the idea and their awareness was dramatically raised for a higher goal.
- Clothes can only be seen for what they are good or bad when someone wears them and moves in them. And the models actually wear them, move in them and appreciate the great designs to the extent that they even influence the expressions and movements of the models. The teachers, who do not have the opportunity to wear clothes on a daily basis, learned the importance of experiencing how to make their clothes more attractive in the actual scene, and their awareness improved dramatically.
- After participating in the fashion show, PRGTTI applied to the Pakistan Skill Development Authority to start a fashion design course, and two teachers who participated in the TOT will lead the course, which is currently in the process of planning the course curriculum.

#### **【Future challenges and recommendations】**

- The practical skills of the teachers through fashion shows are steadily improving, but it is necessary to steadily develop the skills to know the skeleton and muscles through basic design instruction, and to express them in consideration of mobility and functionality.
- Apparel products and functionality have become more closely related in recent years, and how to develop functionality has become an important issue. For this reason, the understanding and teaching skills of teachers are key in the initial basic design drawing instruction.
- Considering that PRGTTI is a denim-based training institute, there is a need to improve basic skills for women's and men's wear.



#### ▲SC06 TOT

#### (2)-7. SC07 Document Control

For this subject, the local TOT was planned to be conducted through the dispatch of short-term experts scheduled in March 2020. However, due to the spread of COVID-19, the dispatch of experts was cancelled, and the course was conducted online.

<Remote TOT>

This course was conducted in June 2021 jointly for PKTI, PRGTTI, and FETI. There were 4 participants from PKTI and PRGTTI. The training content is as follows;

- Export and import trade documents
- Packing list, inspection report

The teacher at PKTI asked why there are multiple stages of inspections and who decides these stages in the Acceptance Quality Limit (hereinafter referred to as AQL) method. To these questions, the expert answered that most of the apparel production is outsourced production, and quality assurance is emphasized in the ISO 9000 management system, and the orderer decides the quality level of the product. From these questions, it was observed that the teachers at the institute understand the importance of teaching strictness of quality for export besides skills training.

Further training of this subject is not planned in Phase III.

#### (2)-8. SC08 Hazardous Matters Control

For this subject, the local TOT was planned to be conducted through the dispatch of short-term experts scheduled in March 2020. However, due to the spread of COVID-19, the dispatch of experts was cancelled, and the course was conducted online.

<Remote TOT>

This course was conducted in June 2021 jointly for PKTI, PRGTTI, and FETI. There were 3 participants from PKTI and PRGTTI. The training content is as follows;

- CSR and Compliance
- Environmental considerations, workers' health
- Regulation of hazardous chemical substances in textiles
- Standards for quality labeling of textile products

The teacher of PKTI raised the question about measures to take into consideration of workers' health conditions. The expert said that "the factory should be well ventilated day and night and on holidays, and workers should wear reliable industrial masks (for the purpose of inhalation protection for hazardous substances, poison, and dust), protective glasses, chemical protective gloves, rubber boots, and chemical protective clothing. If protective clothing is not available, it is recommended to change clothes daily as a uniform. In Japan, many companies emphasize this point in their factory audits."

Further training of this subject is not planned in Phase III.



▲SC04, 07, 08 TOT

#### (2)-9. SC09 Production Planning and Control

Since the industry side in Pakistan showed higher needs for leaning this subject rather than the institutes, it was decided to conduct training on this subject as part of "Activity 2-8 Training for middle managers and line managers of companies." Personnel from each institute also participated in this training. The progress of this course is described later in the section of Activity 2-8.

#### (2)-10. SC10 Industrial Stitching Machine Mechanics

Since both PKTI and PRGTTI do not offer general mechanics courses, and since this TOT focuses on strengthening the management and maintenance systems of equipment and materials at each

institute, the main objective of TOT of SC10 is to develop the habit of equipment and materials management and regular maintenance at each institute. In Phase I, TOT of this subject was given to teachers and staff 15 times at PKTI and 13 times at PRGTTI between September and October 2017. The content of the instruction was the basic models of sewing machines (lockstitch and overlock) and basic handling of iron and boiler before maintenance. Also, a two-step approach was taken to introduce daily maintenance activities to the institute. Project Progress Report of Phase I can be referred for details.

Both PKTI and PRGTTI do not have personnel who specialize in equipment maintenance. Therefore, when there is a problem with their sewing machines, both institutes usually ask Almurtaza, the local sewing machine distributor, to perform maintenance on the machines each time. Therefore, in Phase II, in order to improve the quality of the maintenance of the Almurtaza personnel, JICA Expert provided the Almurtaza personnel with training on maintenance and adjustment of cylinder bed overlock machines and multi-needle double chain stitch machines, as well as training on piping and maintenance of electric boilers for ironing machines. Additionally, a technician from a fabric inspection machine manufacturer from Japan visited the institute to install and adjust the equipment that had already been delivered, and gave a technical lecture to Almurtaza.

In Phase II, training on repair and adjustment of sewing machines at the operator level was also provided to the teachers of both PKTI and PRGTTI within the framework of SC02.

#### (2)-11. Pattern Making

This subject was added in Phase II. It was confirmed in Phase I that the teachers of pattern making at PKTI and PRGTTI had little knowledge of western clothing, and it was decided to set up training on this subject.

##### **【TOT in Pakistan】**

- JICA Expert gave training on ironing the sheeting fabric, being conscious of the right angle of the warp and weft threads and correcting. After the training, the teachers become more conscious about the weave of the fabric than before.
- The teachers learned how to make basic prototypes of tops and bottoms by pinning with three-dimensional cutting using a torso.
- The teachers learned how to remove the pins from the basic prototype and trace it on paper for drawing. From the drawn basic prototype, JICA Expert taught how to add the necessary room for human body for movement.
- The teachers also learned tracing and sewing the original pattern with room with sheeting fabric

and creating silhouettes for tops and bottoms. After that, they put the sewn silhouette on toile to check and correct the silhouette.

- JICA Expert also taught them drafting of sleeve patterns and creating silhouettes by 3D cutting and pinning using torso.

#### **【Remote TOT】**

- A textbook incorporating standards, rules, and sewing procedures for industrial pattern making was prepared, and online training was conducted by using this textbook. In the future, the text will be translated from English into Urdu, and TOT will be continued.
- Online training was conducted on how to create flat patterns for cut-and-sewn garments (T-shirts and polo shirts) and how to develop patterns for skirts and blouson linings. Also, instructions on pattern development of flared skirts and circular skirts by plane manipulation and flat pattern development for collars (stand collar, shirt collar, sten collar, and hood) were provided.
- Copies of the basic prototype and silhouette patterns (blouse, shirt, and skirt) were converted into CAD data and sent to each institute.

#### **<Phase III: PKTI>**

- Explanation of pattern making methods for each detail using sewing samples and guidance on sewing methods (continued from Phase II).
- Instruction on how to create industrial patterns for skirts, trousers and blousons
- Technical instruction on how to develop patterns for blouse prototypes using a prototype with room, and instruction on draping and silhouette modification.
- Guidance on how to correct pattern tracing after draping.
- Guidance on how to develop a raglan sleeve pattern using a cut and sewn pattern and how to develop a raglan sleeve pattern with a gusset under the sleeve.
- Technical guidance on how to develop patterns for jacket prototypes using blouse prototype patterns, and guidance on draping and silhouette modification.
- Guidance on pattern tracing and modification methods.
- Technical guidance on how to develop a pattern for jacket sleeves using the sleeve pattern of a blouse prototype, and guidance on draping and silhouette modification, and pattern tracing

modification after draping modification.

- Technical guidance on how to develop a pattern for two sleeves, and guidance on draping and silhouette correction, and pattern tracing after draping correction.
- Guidance on modification methods after draping modifications
- Guidance on pattern drafting methods for collar variations.

<Phase II - Phase III: PRGTTI >

Guidance on patternmaking methods for cut and sewn garments (T-shirts, POLO shirts) and toile making.

#### **【TOT Overall Results】**

- At the beginning of the TOT, the teachers were unable to use rulers at all (they had not even seen them before), but now they understand the need for rulers for each pattern and are able to use straight lines and curves separately.
- Learned the draping (pinwork) method, which was new to them, and the need for three-dimensional cutting.
- Learned how warp and weft threads are used in materials and understood their importance in production.
- By gaining knowledge of how to make drawings for industrial patterns, which is necessary for sewing, they gained an understanding of the production process and sewing procedures. In particular, the provision of partial stitch production in Phase II enabled them to understand the relationship between the individual sewing processes and patternmaking, and to resolve any questions they had about sewing.
- They learned about draping pinwork for the first time and the importance of three-dimensional cutting, which improved their technical skills.
- They were able to understand the amount of movement and room required in key areas, and gained knowledge of patternmaking development.
- Learned to develop patternmaking for basic blouses and pinwork for three-dimensional toiles.
- Developed knowledge of patternmaking for basic jackets and three-dimensional toile pinwork.
- Learned the technique of sleeve patternmaking for jackets (two-piece sleeves), which expanded the range of variations in sleeve patternmaking.

- Learned how to develop patterns for raglan sleeves to gusseted sleeves, which expanded the range of planning for sportswear.
- In strong demand from the C/P institutes, we compiled videos on draping and pattern development methods for three-dimensional cutting. In addition, partial sewing samples of the pattern sewing method for each part of the garment were made for each institute. These were used as teaching materials for Phase III of the TOT.

**【Future challenges of TOT】**

- Due to time constraints, only some of the basic TOTs were conducted, and it was not possible to conduct TOTs with many silhouette variations, patterns for each detail and diversity.
- Detail sewing samples were produced, but it was not clear to what extent the sewing procedures for each detail were understood. It is necessary to continue to develop the ability to consider and understand sewing specifications based on an understanding of the shape of the pattern.

**【Recommendations for after the project】**

- Craftspeople need a lot of experience (training) anyway, and by doing so they can improve their sense and skills and evolve into ODMs.
- We have produced two textbooks that summarize the contents of the past TOTs, and we hope that the teachers will use the textbooks to review and continue to pass on their skills as sustenance for future classes.



▲SC11 TOT

(2)-12. SC12 Merchandising

For this subject, the local TOT was planned to be conducted through the dispatch of short-term experts scheduled in March 2020. However, due to the spread of COVID-19, the dispatch of experts was cancelled, and the course was conducted online.

<Remote TOT>

The online course was conducted on November 2<sup>nd</sup> and 4<sup>th</sup> 2021 for teachers from PKTI, PRGTTI, and FETI and local apparel companies. 4 participants from PKTI and PRGTTI and 3 participants from FETI attended on November 2<sup>nd</sup>. 5 participants including principals and teachers from PKTI and PRGTTI attended on November 4<sup>th</sup>.

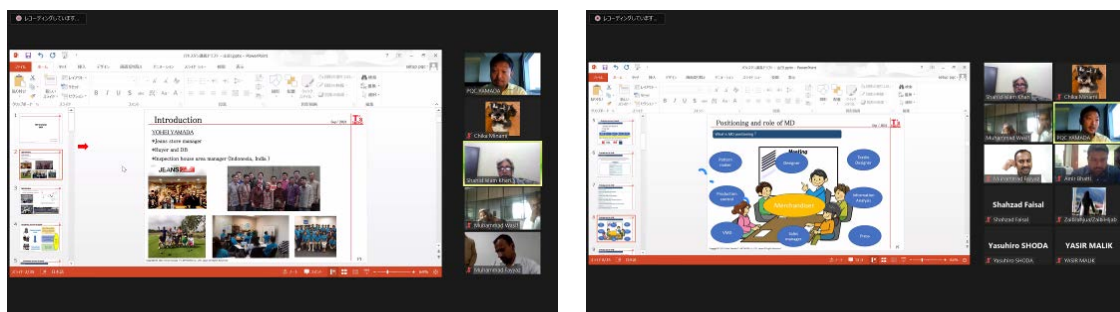
In the global apparel market, Specialty store retailer of Private label Apparel (hereinafter referred to as SPA) such as H&M, GAP, UNIQLO, etc., have become common global business from manufacturing to sales. The core of these businesses is merchandising (hereafter referred to as MD). The scope of MD's work varies depending on the type of company (SPA, apparel company, OEM sewing factory, retailer), but Pakistan is one of the world's leading producers of cotton yarn and cloth (e.g. denim), and apparel OEM sewing factories are also manufacturing products with MDs. Therefore, it is essential to cultivate human resources for MD in Pakistan. The contents of the training are as follows;

- Structure of textile/apparel distribution and SPA
- Positioning and role of MD in apparel business
- Analysis of previous year's results
- Analysis of market trends and setting of customer targets
- Visual Merchandising (hereinafter referred to as VMD)
- Cost estimation and sample creation
- Product/merchandise planning, composition and sales/volume planning
- Product planning by customer

The questions from the local companies were about MD operations in the OEM countries of Pakistan, the characteristics in MD operations of SPAs, and VMD operations at the retail stage. We believe that this training had a great impact on the participants because they learned about MD operations on the orderer's side of SPA, and they became interested in VMD as an essential field in the future due to the expansion of the domestic market in Pakistan.

Further training of this subject is not planned in Phase III.





▲SC12 TOT

## 2.2.5 Activity 2-5: Implementation of Model Courses at PKTI and PRGTTI

“Model course” refers to “a course in which teachers who participated in TOT and teach the content transferred by JICA Experts to their students and colleagues in a regular course or in a mock class to deepen their understanding.” In addition to the acquisition of knowledge and skills, model course aims to improve their teaching abilities.

Activities relating to this theme were originally planned as shown in Table 17 in WBS.

Table 17 Detailed Work Pursuant to WBS (Activity 2-5)

Detailed Contents of the Activity			Progress
[2-5]	To conduct model courses based on Activity 2-4.		Completed
	[2-5-1]	Create a model course plan carried out at PKTI.	Completed
	[2-5-2]	Conduct the first model course at PKTI.	Completed
	[2-5-3]	Conduct the second model course at PKTI.	Completed
	[2-5-4]	Conduct the third model course at PKTI.	Modified
	[2-5-5]	Conduct the fourth model course at PKTI	Modified
	[2-5-6]	Conduct a model course plan carried out at PRGTTI	Completed
	[2-5-7]	Conduct the first model course at PRGTTI	Completed
	[2-5-8]	Conduct the second model course at PRGTTI	Completed
	[2-5-9]	Conduct the third model course at PRGTTI	Modified
[2-5-10]	Conduct the fourth model course at PRGTTI	Modified	

The only model course that started to be implemented during Phase I was SC02 Industrial Stitching Machine Operator (started in November 2017). In both institutes in Lahore, model classes were introduced on a trial basis, and the teachers conduct mock classes in turn with observation by JICA Experts and evaluate each other’s performance.

In Phase II, model courses were planned to be conducted intensively on-site from February 2020 to monitor and evaluate each teacher’s teaching methods. The direction of the model course was planned

to be as shown in

Table 18 for PKTI and Table 19 for PRGTTI. However, due to COVID-19 since March 2020, it had become impossible for Project team to travel to the Project sites until August 2021. We have resumed traveling to Pakistan from September 2021, but some of JICA Experts were continuing online activities from Japan. It was practically difficult to conduct model courses four times as originally planned.

Table 18 Plan of Model Courses on SCs at PKTI

SC	Module Title	Note
1	KAIZEN • 5S • Facility Management	Incorporate major training contents into existing courses (3-month sewing course, 6-month fashion design course) to offer as model courses.  The main instructional content of each subject will be incorporated into an existing course (3-month sewing course) to serve as a model course.
2	Industrial Stitching Machine Operator	
3	Quality Control and Quality Assurance	
4	Inspection	
8	Hazardous Matters Control	
6	Apparel Planning	The main training contents of each subject will be incorporated into an existing course (6-month Fashion Design course) to offer as a model course.

Table 19 Plan of Model Courses on SCs at PRGTTI

SC	Module Title	Note
1	KAIZEN • 5S • Facility Management	The main training contents of each subject will be incorporated into existing courses (Industrial Sewing Machine Operator 3-month course and Quality Control 6-month course) to offer as model courses.
2	Industrial Stitching Machine Operator	
3	Quality Control and Quality Assurance	
4	Inspection	
8	Hazardous Matters Control	
9	Production Planning and Control/IE	
11	Pattern Making	Since there is no relevant existing course, the method of implementing a model course is under consideration. There is a strong need from the institute to acquire skills in this field.
6	Apparel Planning	

Online model courses are ongoing with the most important course SC02 Industrial Stitching Machine Operator, PKTI's SC06 Apparel Planning, and SC11 Pattern Making.

<SC02 Industrial Stitching Machine Operator>

In SC02, the implementation of the model course began with a demonstration class for students in which a JICA Expert instructed on basic knowledge such as how to use each sewing machine, and asked the teachers to observe the class. After that, each teacher became in charge of the model course, which are monitored and evaluated.

- In the model course, lessons were organized and implemented using the texts 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) ' in accordance with the TOT, focusing on the lockstitch machine and the overlock machine, which are the basics of sewing operations.
- Textbooks were translated into Urdu for distribution to trainees on 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) '.
- Instructional materials were prepared in English to provide additional guidance on 'Basic knowledge of flat stitching' and 'Basic knowledge of needles and materials'.
- Demonstration classes were held on 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) ' in accordance with the textbooks. The lessons were recorded on video and made available on the website so that the target teachers could check and learn from them. Based on these videos, the target teachers constructed their own lessons and implemented them in their daily classes.
- In both PKTI and PRGTTI, the classes prepared by the teachers regarding the teaching of each sewing machine were monitored as they were actually given to the trainees. After each class, the classes were reviewed with each teacher and evaluated together for further improvement.

#### <SC06 Apparel Planning>

For SC06, the existing course (6-month Fashion Design course) at PKTI was used as a model course, and JICA Expert monitored one class by the teacher online. The model courses conducted in Phase II included the following.

After this model course, JICA Expert also monitored two teachers' instructions on fashion drawing and the basics of apparel design (basic sewing and cutting of flat surfaces and understanding of three dimensions).

Areas for improvement in the model course include (1) taking a lot of time due to the lack of tools for instruction and (2) rushing too much into the gorgeous aspects of appearance in the instructional

contents rather than reviewing the basics, which is very important to be repeatedly confirmed. In addition, in terms of design development, there is a lack of marketing perspective such as “when, where, and for whom the design is to be worn,” which leads to designs that impose one’s own concept.

On the other hand, charismatic teaching ability and ability to teach while drawing the students’ interest are highly evaluated. The students were eager to learn and actively asked questions in their classes. As a goal in the near future, teachers will be required not only to give immediate answers to the students’ questions, but also to teach the students to think for themselves or to discuss with other students.

In Phase II and III, students were involved as assistants together with teachers for the implementation of the fashion show, and the guidance to students in the process of creating the work itself was also positioned as a modelling course. The model courses for the fashion show included the following

While students participated in the production of the fashion show as assistant staff, the teachers provided practical guidance to the students. Specifically, the basics of planning and design, information transfer through design drawings, management of time schedule maps, pattern development, quality of stitching and variations of industrial sewing machines, ironing techniques for final finishing, image management through styling and coordination, and planning to final finishing. Fashion show was an important opportunity to put into practice the entire process of producing a garment, from planning to final finishing and the approach to the customer.

Students also participate in fashion shoots as assistant staff, and teachers provide practical guidance to students. Specifically, the models wear the works, which provides an opportunity to learn whether the image composition (including hair style and make-up) by the final styling accurately evokes and embodies the design theme.

The model course for each teacher from September to October 2022 included instruction in golden proportions, basic A-line dresses, design drawings of original designs and draping designs with mini-bodies.



▲SC06 Model Course (Online)

<SC11 Pattern Making>

For this subject, a model course is currently being conducted online at PKTI. The model course on cut and sew (T-shirt) drafting was held on December 24<sup>th</sup>, 2021. The model course on December 8<sup>th</sup> was not conducted appropriately due to the lack of preparation. On December 23, the three-hour training session was intensively held to prepare for the model course. As a result of the training, the teacher was able to conduct the model course smoothly. In Phase III, pattern-making for a flared skirt was carried out using the skirt sloper prototype.

As for PRGTTI, they could not conduct the model course because the teacher who had taken TOT retired while the institute was closed due to the impact of COVID-19. In Phase III, monitoring focused on teaching patternmaking methods for cut-and-sew (T-shirts and POLO shirts) and toile making in the model course.

**2.2.6 Activity 2-6: Evaluation of Model Courses at PKTI and PRGTTI**

Activities relating to this theme were originally planned as shown in Table 20 in WBS.

Table 20 Detailed Work Pursuant to WBS (Activity 2-6)

Detailed Contents of the Activity		Progress
	To evaluate the model courses and apply the result to training plan onward.	Completed
[2-6]	[2-6-1] Create an evaluation plan/evaluation list for the model course.	Completed
	[2-6-2] Evaluate the first model course at PKTI and reflect them on to education materials and teaching methods.	Completed
	[2-6-3] Evaluate the second model course at PKTI and reflect them on to education materials and teaching methods.	Completed
	[2-6-4] Evaluate the third model course at PKTI and reflect them on to education materials and teaching methods.	Modified
	[2-6-5] Evaluate the fourth model course at PKTI and reflect them on to education materials and teaching methods.	Modified
	[2-6-6] Evaluate the first model course at PRGTTI and reflect them on to education materials and teaching methods.	Completed

	[2-6-7]	Evaluate the second model course at PRGTTI and reflect them on to education materials and teaching methods.	Completed
	[2-6-8]	Evaluate the third model course at PRGTTI and reflect them on to education materials and teaching methods.	Modified
	[2-6-9]	Evaluate the fourth model course at PRGTTI and reflect them on to education materials and teaching methods.	Modified

The evaluation of the model course and the feedback were planned to be conducted face-to-face, mainly by JICA Experts involved in TOT. However, due to the impact of COVID-19, it was decided to conduct the evaluation online as much as possible. Each Expert prepared an evaluation sheet to assess model courses by each teacher at each institute.

Realistically, however, it became difficult to conduct the model course online four times within Phase II due to various external factors including COVID-19 and closure of the institutes. The current existing courses will be monitored and evaluated precisely so far (once or twice), and the results will be fed back for continuous improvement of the training contents. The evaluation of the model courses in each major course and the reflection of the evaluation results in the training plan were carried out as follows.

#### 【Evaluation of SC02 Stitching Model Course】

As mentioned above, evaluations of this model course have been conducted in both PKTI and PRGTTI by monitoring the teachers' actual instruction in overlock sewing machine to students. After the completion of the classes, we reviewed the class of each teacher and evaluated together for further improvement.

In particular, with regard to teachers, the following skills in teaching and sewing instruction in the model course were evaluated for each item and feedback was provided for improvement.

##### <Lockstitch machine >

Basic operation of the lockstitch machine, accuracy of threading, speed of threading, knowledge of the needle, needle pitch adjustment, knowledge and adjustment of thread tension, knowledge of work safety.

##### <Overlock machine >

Basic overlock operation, threading accuracy, threading speed, knowledge of needles, needle pitch adjustment, knowledge and adjustment of feed differential, knowledge and adjustment of thread tension, knowledge of work safety.

Each of the above criteria was rated on a five-point scale from A to E, with A as the highest, and a three-point scale with + and - for each level in order to further subdivide and specify. The target for

success was an overall grade of B- or above, based on the evaluation of each category. The results of the teacher evaluations are described in more detail below as part of the achievement of Indicator 3 of the project objectives in Chapter 4.

#### **【Evaluation of SC06 Apparel Planning】**

Evaluation of the model course for SC06 in Phase II was conducted face-to-face in November and December 2021 and online from July to November 2021 for the two teachers at PKTI. The evaluation was conducted from the perspective of “Fashion Drawing” and “Fundamentals of Apparel Design.” The two teachers were teaching their students the basics of human body expression in apparel design, focusing on the basic parts of building a design, such as drapes and gathers, while having them grasp the basic design items. In addition, while learning the flow of silhouette from fashion drawing, using the flat surface (traditional clothing) as a base, the students were taught to grasp the three-dimensional structure and drape using the mini-body.

JICA Expert suggested that the time should be effectively used by using necessary tools for instructions. Also, she suggested not to rush into gorgeous parts of instruction without considering their competence and to focus on the basics.

In Phase II and III, the model courses were also evaluated and feedback given to each teacher, focusing on the following items

- Is the teacher accurately guiding the students with ideas and practical experience of various specific roles in the production of fashion show pieces?
- Are teachers accurately communicating and preparing models for styling preparation and assisting?
- Of the students taking the two-year course, are they accurately guided with the first and second year students on basic design drawings, understanding of items, designing each item, and designing with an image model in mind?
- Is the technical guidance being given while conveying the role of design drawing (expressing one's own ideas in a clear way, and the skills to convey information to others such as pattern makers, stitching processes and business) on the basis of the overall story through the experience of a fashion show?

As for PRGTTI, the evaluation of the model course could not be carried out because the teachers who had been teaching it in Phase II left in September 2021 due to the effects of the Covid-19. However, in Phase III, the teachers returned to work and participated in the fashion show, so technical evaluation of the teachers and feedback to each teacher was carried out during the preparation process.

(Teacher evaluation is discussed in more detail below in Chapter 4.)

**【Evaluation of SC11 Pattern Making】**

Evaluation of model course of the SC11 (T-shirt drafting method) was conducted at PKTI on December 24<sup>th</sup>, 2021. As mentioned above, the model course on December 8<sup>th</sup> was not conducted appropriately due to the lack of preparation. On December 23, the three-hour training session was intensively held to prepare for the model course. As a result of the training, the teacher was able to conduct the model course smoothly. The lecture was highly evaluated. They also handled questions from the students during the model course in a precise and smooth way. They had prepared the textbooks made for the TOT, which they had copied and given to the students. The teachers understood the knowledge of the required movement of the front and back body and the dimensional difference between the front and back body widths. They also understand the difference in the shape of the front and rear sleeve pile.

It was judged that a sewing sample for the pattern would have been better. Overall, the result was quite good and could be considered to be about 95%.

**2.2.7 Activity 2-7: Continuous Improvement of Training Contents**

Activities relating to this theme were originally planned as shown in Table 21 in WBS.

Table 21 Detailed Work Pursuant to WBS (Activity 2-7)

Detailed Contents of the Activity		Progress
[2-7]	To improve training contents continuously by repeating Activities from 2-2 to 2-6.	Completed

As for Activity 2-7, in Phase II and III, through the implementation of TOT and the monitoring and evaluation of model courses, the issues of the current training institutes were analyzed and the training contents were continuously improved. In parallel with the improvement of the contents, the training methods have been improved to ensure high quality training. Some examples of improvements in training contents and methods in major TOT are as follows.

<SC02 Industrial Stitching Machine Operator>

[Challenge]

- There are many problems with basic threading, incorrect needle installation, and incorrect settings of thread tension (proper thread tension balance). When JICA Expert visited the school in November 2021, PKTI had set up a production line in the institute and was conducting actual production. In this environment, the students were able to get a closer look



at the work of skilled operators on the production line, and learn more about proper yarn adjustment in a practical way.

- In the basic training of sewing skills (stopping the machine at a specified position and starting sewing), students are given some tasks (such as stitching by tracing the lines printed on paper), but there is no instruction on working posture (sitting position and hand placement to the machine). In order to teach correct sewing skills, JICA Expert is considering creation of video materials in Phase III. Compared to PKTI, PRGTTI has a low level of teaching and insufficient supply of fabrics and threads for instruction, resulting in an ineffective sewing training.
- The lack of understanding of basic sewing machine handling has also resulted in equipment malfunction and damage. In addition, the quality of sewing is low and students do not understand perfect stitch.

[Improvement of training contents and methods]

- It is necessary for the students to understand how to use industrial sewing machines properly before they start practice in sewing.
- JICA Expert conducted a class to teach the basic sewing techniques of lock stitch machine and overlock machine, including the characteristics of each machine, threading, needles, posture, hand placement, and safety precautions. In addition, it is necessary to conduct individual classes about how to use interlock stitch machines at each institute since the institutes are using different machine models.
- The necessary contents of basic knowledge were included in the textbooks. In addition, the contents of the mock class by JICA Expert were recorded on video so that each teacher could review it later and study it on their own. The goal is that every teacher can teach the same content to the students with the same quality.

<SC06 Apparel Planning>

[Challenge]

- Since the teachers basically wears traditional ethnic clothes and has little knowledge of western clothes, their understanding of basic clothing types tends to be superficial. Also, due to the influence of traditional ethnic clothes, which are made with flat patterns, it is very difficult for them to understand three-dimensionality.
- They tend to design with an idea popped up by coincidence, so even if they come up with an idea, they are not good at expanding the concept with this idea.

- Literature review and online research on themes and contents they are teaching are expected.
- With regard to PKTI, the students are learning the situation where they need to work together as a team for preparation for fashion show in order to achieve better results.
- The impatience to seek immediate results leads to being satisfied with the apparent finished product and does not lead to high quality.
- Trying to get results without deepening their own thinking.
- They are caught up in the task at hand and are not good at allocating time. Lack of preparation is noticeable.
- Time schedules do not work at all. Always suffers from unexpected situations that push the schedule backwards.

[Improvement of training contents and methods]

- JICA Experts uses many photos and diagrams so that the teachers can visually understand each theme of training.
- The outcome of the teachers' learning are visualized in a design books based on each teacher's idea, which JICA Expert supports to create, leading to raising their motivations.
- The progress of homework by each teacher is immediately communicated through the LINE group. The teachers can also ask questions to JICA Expert and make corrections immediately.
- Some of the required items cannot be procured in Pakistan, so JICA Expert and the teachers use items locally available instead.
- JICA Expert respects each teacher's original sense and strengths and support them to develop their existing skills.
- The teachers are expected to strengthen their management skills, such as scheduling.
- By clarifying the differences between high and low quality products, the awareness of teachers was steadily changed.
- The project was guided towards achieving high quality by clarifying checkpoints such as stitching, specific explanations based on explanatory drawings, and even the finishing of the ironing process.
- The whole process was mapped out for visual reference so that all involved could share and prepare for it.

- When unexpected situations arose, they devised a flexible response based on teamwork and positive thinking. The team always shared and prepared as one, which led to stronger cooperation and solidarity.

#### <SC11 Pattern Making>

##### [Challenge]

- Initially, JICA Expert found that the basic skills of the teachers were low, as they were not able to do calculations such as division and use rulers for drafting in learning patterns. Therefore, JICA Expert taught them how to calculate division and also how to use online application with smartphones. As a result, the teachers were able to calculate faster.
- The use of the ruler for drafting, especially the curve ruler, seemed unfamiliar for the teachers. Rulers are essential for drawing curves, and JICA Expert has been teaching the students to use curve rulers for curve lines always so that they can get used to them. It was necessary for each teacher to have the necessary drafting tools. JICA Expert requested the institutes to provide these tools to the teachers. As a result, these tools have been procured by the institutes and frequently used in the training.
- Unable to dispel incorrect knowledge and change their way of thinking.
- Patternmaking alone does not provide information on sewing techniques, sewing procedures and the final finished garment.
- In Pakistan, flat pattern was the main method, and three-dimensional cutting techniques and pinwork (mainly for French and Italian brands) were new to the country, so they were not understood at all at the beginning of the TOT.

##### [Improvement of training contents and methods]

- The teaching material was created by using pictures and diagrams so that the teachers can understand easily and visually. The materials are translated into Urdu for better understanding for the institutes.
- JICA Expert respects each teacher's original sense and strengths and support them to develop their existing skills. As a result, the teachers have been able to draw careful lines little by little. However, it still takes time and more experience is needed.
- Some of the required items cannot be procured in Pakistan, so JICA Expert and the teachers use items locally available instead.

- In cases where teachers are not able to calculate for pattern making, especially division process, JICA Expert use a piece of string and divide it into equal length and measure it for their understanding.
- Sample books of sample partial stitches for each detail linked to the pattern were prepared to improve understanding of the pattern and to resolve uncertainties in sewing procedures and methods.
- Manual books were prepared and linked to the practical pattern skills to eliminate unclear points. The manual book was written in three languages (Japanese, English and Urdu) and was illustrated with diagrams and images.
- Videos of three-dimensional cutting were made and distributed to each institute to demonstrate and review three-dimensional cutting. The videos contained English subtitles (dubbed Urdu translations, completed in Phase III).

## 2.2.8 Activity 2-8: Implementation of Training of Middle Management

Activities relating to this theme were originally planned as shown in Table 22 in WBS.

Table 22 Detailed Work Pursuant to WBS (Activity 2-8)

Detailed Contents of the Activity			Progress
[2-8]		To conduct short training courses on factory management for middle and line managers in garment industry.	Completed
	[2-8-1]	Decide TWG members, and establish the TWG.	Completed
	[2-8-2]	The issues at factories shall be considered at the TWG, and a discussion is to be held on the improvements the middle management should make.	Completed
	[2-8-3]	The issues at factories shall be considered at the TWG, and a discussion is to be held on the improvements the line leaders should make.	Completed
	[2-8-4]	A hearing is to be carried out on the environment of ILO and the compliance promotion and grope for a possibility of cooperation.	Completed
	[2-8-5]	Based on the activity result of [2-8-2]~[2-8-4], a short term training course for middle management shall be created.	Completed
	[2-8-6]	Conduct the first short term training course at TWG.	Completed
	[2-8-7]	Conduct the second short term training course at TWG.	Implemented online
	[2-8-8]	Conduct the third short term training course at TWG.	Implemented online
	[2-8-9]	Review on the implementation system of the short-term training course.	Completed

In December 2018, training for middle managers and line leaders was conducted to support local

companies to increase exports of Pakistan’s textile and apparel industry. Training was conducted at Fabro International (producing sportswear and motorcycle side bags) recommended by PHMA and Masterhaft (jeans, denim casual wear, military clothing, etc.) recommended by PRGMEA, focusing on middle management on quality and productivity improvement. The objective of this training was to provide basic knowledge for “KAIZEN in the production process” and to put it into practice at the sewing site, showing the numerical targets and effects of productivity and cost-effectiveness of KAIZEN.



▲ Fabro International (Before KAIZEN)



▲ Fabro International (After KAIZEN)



▲ Masterhaft’s KAIZEN in “Take and Carry” Movement

After March 2020, due to the spread of COVID-19, we faced difficulties in conducting on-site training. Through consultations with the Ministry of Commerce, Textile Wing and local companies, it is decided to conduct online training for middle managers and line leaders of companies from November 2020 by inviting participants from public. The online training program also aims to train middle managers, such as those in sewing factories, in basic knowledge such as IE (Industrial Engineering) for quality improvement, defect rate reduction, and productivity improvement, which are essential for middle managers, as well as production line design and control.

Online trainings have been conducted of 12 times in total by the end of June 2021. Under the title of “Realization of Lean Production (lean production based on the Toyota Production System and Supply Chain Management),” the course aims to develop the practical skills of line leaders who are in charge of production sites. In addition, the company provides training on IE and QC methods, which are the basic knowledge for improving productivity and reducing defective rates. Furthermore, through watching VTRs of excellent sewing factory production systems in other countries (ASEAN, Ethiopia), case studies were discussed for practical application of IE theory.

The participants from local companies actively participated in the training. It is expected that more managers will be motivated by this training and will be able to put it into practice, quantify the effect of improvement, and incorporate it into their workers in a field-oriented manner. The final goal of the online training is to be able to design and control production processes. In order to achieve this goal,

training on productivity improvement through process lionization (parallel work, synchronization, and reduction of work-in-progress), lead time (product acceleration) reduction, sewing techniques and procedures, moving lots, and layout design was conducted.

Further training of this subject was not conducted in Phase III.

### **2.2.9 Activity 2-9: Supports for trainees' employment in the apparel industry and entrepreneurship**

This activity was added as a result of a contract modification in October 2020. JICA Project Team has not developed WBS for this activity, but we have organized online meetings with each institute since December 2020 to conduct a needs assessment of activities to support them, especially female trainees at the institutes, in finding jobs and starting their own businesses. Based on the needs assessment, a draft plan for supporting employment and entrepreneurship activities for each institute was formulated in early 2021, and activities were implemented in consultation with each institute. As these activities are conducted jointly with FETI, the details of implementation are described in Activity 3-8.

### **2.2.10 Activity 2-10: Presentation and demonstration of Project achievements and skills to industrialists and the public**

This activity was also added as a result of a contract modification in October 2020. In December 2021, PKTI planned and conducted a fashion show for professionals in the apparel/textile industry and the general public as a venue to present the results of Project. Fashion show organized by PKTI is expected to raise public awareness of PKTI and its trainees, attract motivated prospective trainees, and contribute to the achievement of Project's target indicator of increasing the employment rate. PRGTTI was also planning to participate in this presentation, but due to a combination of factors such as the suspension of school operations and the retirement of teachers who had taken TOT, PRGTTI's presentation was postponed (held in Phase III).

In Phase III, a joint fashion show of the three institutes was held at the end of September 2022; PKTI and PRGTTI planned and made original designs; FETI had not previously been offered TOT in Apparel planning, therefore PKTI teachers designed the garments on the theme of children's clothing, and FETI created the patterns and sewed the garments.

<PKTI Fashion Show (December 21<sup>st</sup> 2021)>

- On December 21<sup>st</sup>, 2021, the fashion show was held in collaboration with PKTI, one of the C/Ps. The fashion show was positioned as a venue to present the culmination of the technical assistance (apparel planning, sewing, pattern making, etc.) by the JICA Experts to the teachers

at PKTI. The teachers who received technical trainings played a central role in planning the show, creating the works, and preparing for the operation of the show.

- About 120 people, including invited guests from apparel companies and organizations, teachers from the other target institutes, trainees, and people involved in the Project. At the opening of the show, a short video produced by the Project about the success stories of women who found jobs or started their own businesses was shown. The fashion show started with a video of TOT's history at the target training institute and the preparation for the fashion show. The models walked down the runway wearing about 60 different T-shirts, sweatshirts, shirts, and skirts designed by the teachers at PKTI. At the finale of the show, which lasted about 40 minutes, all the models, the teachers who designed the works, and Ms. Tei, JICA Expert who continued to support the teachers, appeared on the runway and received a big round of applause.
- The teachers at PKTI, who designed the clothes said, "This was our first experience, so we didn't know how to do it at first and it was unknown to us, but we were very happy that everyone appreciated and praised us." They also said, "The most important result of TOT and fashion show was that the connection among PKTI staff members became stronger, and I would like to continue working with them for better classes. What we learned through the show was patience, respect, mutual admiration, and hard work. We need to improve our pattern and sewing skills more."
- This fashion show was a great opportunity to show the visitors that different skills acquired through TOT on different subjects (sewing, pattern making, apparel planning, etc.) are connected together and that the training institute is moving forward with these skills and experiences. The fashion show also increased the respect and trust among the staff members at the institute, and clearly showed the path that what the teachers learned at TOT will be passed on to the trainees.
- The video and photos of the fashion show will be used in various occasions in the future to present the achievement of PKTI and the Project.



▲ Fashion Show and Preparation (Phase II)

【Fashion show organized by three institutes (29th September 2022)】

- On 29th September 2022, a joint fashion show was held by the project's C/Ps, the three training institutes PKTI, PRGTTI and FETI. This fashion show, together with the JCC held the day before on 28th September, was positioned as the culmination of the project and was therefore held in the capital city of Islamabad. Teachers from the three institutes prepared for the show as an opportunity to demonstrate all the achievements made so far in the project.
- Exhibitions were set up at the fashion show venue on three themes - gender activities, marketing research and TOTs - with the aim of presenting to visitors the activities that the project team had carried out so far. In addition to a panel display of each expert's activities, four videos related to their activities ('Weave Your Dreams' short film, news footage of the C/P training in Japan, SC11's draping TOT teaching video and SC02's TOT video) were shown on a screen set up in the venue. In addition, survey reports, career guidance manuals and TOT materials were displayed for visitors to pick up and read. Visitors were seen stopping at the exhibition space before and after the start of the show to look at the exhibits with great interest.
- The three C/P institutes, mainly at the TOTs of SC02 and SC06 in Phase III, worked on the production of their works in preparation; FETI's work was completed through a collaboration between PKTI for the design and FETI for the sewing, embroidery and other processes. PRGTTI, which had planned to participate in Phase II but had not been able to do so, was finally able to take part in Phase III.
- Prior to the fashion show, fashion shootings of the works created by the teachers were conducted (PKTI in June 2022, PRGTTI and FETI in September 2022). Based on the shootings, final adjustments were made to the works, and the teams worked together to prepare for the operation until the event.
- Unlike Phase II of the fashion show, which was held locally in Lahore, this time it was held in Islamabad, which meant that the teachers and assistant students had to arrive in Islamabad two days before the show. Three days before, all the garments had to be brought to Islamabad, each school painstakingly worked on their works, made final adjustments and prepared shoes and accessories until close to the time of carrying. Upon arrival in Islamabad, final adjustments were made on site and preparations made for the rehearsal on 28th.
- The Career Guidance Manual (English and Urdu version), which was completed in Phase III, and eco-bag as souvenirs were distributed to visitors. The eco-bags were designed in red and green, the colors of the Japanese and Pakistani national flags, and used zippers offered by YKK Pakistan, and mainly PKTI played a central role in the design planning, production and ordering



of the bags.

- The number of visitors on the day was close to 400. Many Japanese and Pakistani government officials, as well as stakeholders from Lahore and Faisalabad, including the project's relevant companies and organizations, and the Women's Chamber of Commerce and Industry, participated. Students currently learning at the training institutes were also invited with the aim of passing on the achievements of each training institute.
- In the first part of the presentation, speeches were made by the Parliamentary Secretary of the Ministry of Economy, Trade and Industry, who were visiting Pakistan from Japan, the Director General of JICA Pakistan Office and the Director of the Textile Division of the Ministry of Commerce, and a documentary video on the success stories of women ("Weave Your Dreams") was presented. And speeches by the three C/P institutes were given.
- The second part was a joint program of the three institutes to present about 100 items of work designed and produced by teachers from each institute under the theme of the 70th anniversary friendship relationship between Japan and Pakistan. The three institutes commented that they had prepared for the goal of a fashion show and learned a lot in the process, which gave them a great deal of confidence. The audiences also commented favourably on the idea of using western clothes instead of ethnic or traditional clothes, the way the show was presented and the wonderful experience of the show.
- The fashion show was featured on Pakistan's national TV channel GEO NEWS.

<Subsequent interviews on participation in the fashion show >

This interview was conducted with teachers and assistant trainees from PKTI, PRGTTI and FETI who participated in the fashion show. The collaborators were interviewed about their impressions of the fashion show, their personal growth through participation, the impact of the fashion show, and for the teachers, the relevance of their previous TOT studies and their vision for the future. The interviews were conducted in Urdu and the conversations were recorded using recording equipment.

- PKTI total 9 (3 teachers and 6 trainees)
- PRGTTI total 5 (2 teachers and 3 trainees)
- FETI total 4 (3 teachers and 1 trainee)

The following are excerpts from the answers given by teachers and trainees respectively.

(Teachers)

- The fashion show provided an opportunity to move from lectures on paper to practical work and to showcase our skills. It was a great pleasure to get feedback and impressions from the audience. We would like to make this kind of fashion show and presentation of results a part of the instruction, and would like the students to have this experience in their future.
- We were able to practically apply and polish the skills we learned at TOT, such as dyeing techniques, ironing techniques for products and practical stitching techniques, by aiming to produce pieces to be shown at the show.
- I am very happy to have been able to work at an international level, thanks to JICA's support. The quality of the work and the production and co-ordination of the clothes were different from anything I had experienced before.
- The number of items increased (compared to the fashion show we did in Phase II) and the level of production also went up, so it was very difficult to manage the production schedule and time management.
- I am grateful that my husband and parents were understanding and allowed me to concentrate on the preparations.
- I have more than 20 years' experience in the fashion industry, but I feel that the fashion show has given me a new perspective as a designer. I used to just make clothes in response to my clients' requests, but I now think about what kind of work I want to make and how I want to show my work.
- I had the idea that I could trust my own experience and methods and take fast, shortcuts and still manage to get the work done. However, through the TOT with the JICA experts, I learned that there are many steps and preparations that need to be made. Even though I could not understand everything at the TOT, when I saw my work on the runway at the show, I realized that it was because of all the steps and stories that I was able to finish it perfectly. It was a moment when I was convinced that the method I learned from JICA were correct, and I definitely want to pass this on to my own students.

(Trainees)

- In working with the JICA experts, I learned a lot, not only in terms of skills, but also in terms of attitude and morals (For example, equality of all team members, working with respect for each other, remembering to be thankful, organising the work table once before starting the work, etc.).
- The experience of working together as a PKTI team taught me a great deal about team

management and time management.

- We had to work late at night and almost every day at institute to get ready for the show, but my family understood and supported me.
- The experience of the fashion show made my dreams for the future clearer. (For example, a designer, starting up my own business, holding a fashion show with my own works, etc.) .
- I was really honored to have the opportunity to see FETI and my work on the big stage in Islamabad with a large audience. I would definitely like to make a product for the fashion show again.



▲ Fashion Show Preparation and Results (Phase III)

**2.3 Implementation Status of Output 3**

Following Table 23 shows current status of indicators of Output 3 in the PDM and each activity during Phase I.

Table 23 Status of Indicator and Activities (Output 3)

Number	Content	Status
Output 3	Training system of Female Exclusive Training Institute (FETI) is developed.	
Indicator 3-1	5 numbers of curriculum are developed and utilized for TOTs and model courses	10 CBMs completed, 12 SCs under

		development *SCs are offered selectively depending on the course being offered.
Indicator 3-2	4 numbers of trainers are hired and trained.	5 numbers of trainers
Indicator 3-3	3 numbers of actions to recruit women trainees are conducted.	4 actions in total (1) on-the-job training for community survey in preparation for student recruitment, 2) student recruitment campaign in the community, 3) joint student recruitment campaign with companies, 4) collaboration with stakeholders on student recruitment)
Activity 3-1	To procure and install necessary training equipment for FETI based on Activity 1-5.	Completed
Activity 3-2	To develop curriculum, syllabus and training materials of FETI by applying Output 2 based on trend and needs from garment industry.	Completed
Activity 3-3	To conduct TOT on technical skills and teaching methods for newly hired trainers.	Completed
Activity 3-4	To conduct OJT on school management including job placement service.	Completed
Activity 3-5	To promote recruitment of woman trainees	Completed
Activity 3-6	To conduct model courses based on Activity3-3.	Completed
Activity 3-7	To evaluate the model courses	Completed

The progress of each activity related to Output 3 will be described below.

### 2.3.1 Activity 3-1: Equipment Procurement for FETI

Activities relating to this theme were originally planned as shown in Table 24 in WBS.

Table 24 Detailed Work Pursuant to WBS (Activity 3-1)

Detailed Contents of the Activity			Progress
		To procure and install necessary training equipment for FETI based on Activity 1-5.	Completed
[3-1]	[3-1-1]	When there are needs for survey/construction for the installation of machinery, it shall be carried out by reconsignment.	No activity required
	[3-1-2]	Transportation from the unloading point to the installation site shall be conducted by reconsignment.	No activity required

	[3-1-3]	Confirm on the machineries which have been procured and installed.	Completed
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All the activities in this section were carried out in Phase I. 3-1-1 and 3-1-2 were not carried out as in the case of PKTI and PRGTTI. 3-1-3 was also carried out in April 2017 as in the case of the two institutes in Lahore. In FETI, the air piping was done along the power distribution where the work had already been done. The JICA Expert advised to connect the power cords and air hoses together with the sewing machines, to indicate where to install the compressors and secure the lights for maintenance, and to route the air piping.

### 2.3.2 Activity 3-2: Development of Curriculum, Syllabus and Training Materials for FETI

Activities relating to this theme were originally planned as shown in Table 25 in WBS.

Table 25 Detailed Work Pursuant to WBS (Activity 3-2)

Detailed Contents of the Activity			Progress
[3-2]		To develop curriculum, syllabus and training materials of FETI by applying Output 2 based on trend and needs from garment industry.	Completed
	[3-2-1]	Based on the training plan created by [1-4], new education material list shall be created.	Completed
	[3-2-2]	The curriculum, the syllabus and the training material will be improved based on the created list.	Completed
	[3-2-3]	Prepare a teaching method manual.	Modified (Teaching method manual is not created due to detailed textbook)

FETI has started the activities listed in the table above in December 2017 in Phase I for eight newly recruited teachers and staff members (including the principal) who started working in November 2017. As for the training curriculum, it was decided to use the syllabus and materials of the CBMs consisting of 10 modules and the SCs consisting of 12 modules developed for the TOTs of the two Lahore schools as well as for FETI. However, as for the SCs, it was decided to conduct the TOT courses selectively based on the situation of the courses offered at FETI (For example, SC06 is not conducted).

The original plan to develop a teaching method manual was changed to focus on creating textbooks that include details and are easy to teach. For some of the training materials such as SC02 Stitching, based on requests from teachers and trainees, the preparation of English and Urdu versions of teaching materials for overlock and lockstitch sewing machines and flatlock sewing machines was completed.

As for TOT, one principal, five teachers, and two staff members (in charge of mechanics) were targeted according to the characteristics of each subject. For example, the principal will not attend the technical training such as SC02 Stitching, but will attend SC01 KAIZEN because it requires a school-wide effort.

### 2.3.3 Activity 3-3: Implementation of TOT at FETI

Activities relating to this theme were originally planned as shown in Table 26 in WBS.

Table 26 Detailed Work Pursuant to WBS (Activity3-3)

Detailed Contents of the Activity		Progress
[3-3]	To conduct TOT on technical skills and teaching methods for newly hired trainers.	Completed
	[3-3-1] Plan a TOT training plan to be conducted at FETI.	Completed
	[3-3-2] Conduct the first TOT at FETI.	Completed
	[3-3-3] Conduct the second TOT at FETI.	Completed
	[3-3-4] Conduct the third TOT at FETI.	Completed
	[3-3-5] Conduct study trip to Japan for FETI trainers.	Completed

The notation “first TOT” to “third TOT” (Activities 3-3-2 to 3-3-4) in the table above refers to the number of times of JICA Experts’ travels to Project sites for offering TOTs.

#### (1) TOT on CBMs

In Phase I, FETI focused on TOT of CBMs since the end of 2017. FETI delayed the opening of the institute and hiring of teachers and staff until November 2017, so the first TOT was conducted from the end of December 2017 to April 2018. Ultimately, all the 10 modules of lectures were completed in Phase I.

#### (2) TOT on SCs

During Phase I, JICA Experts focused on the progress of the CBMs, and therefore, they only started SC01 and SC10 for the SCs. The progress of each SC course during The progress of each SC course in Phase II and III is described below.

##### (2)-1. SC01 5S/KAIZEN

In FETI, TOT for SC01 was planned to be conducted after March 2020 in Project sites. By February 2020, JICA Expert had taken pictures of FETI’s current 5S status for the use as training materials in TOT. However, due to the impact of COVID-19, JICA Experts were unable to travel to Project sites and decided to conduct TOT on this subject online as much as possible.

### 【Phase II (Remote TOT)】

- For stains on ironing board, the teachers at FETI were instructed to change the sheets of the ironing board periodically.
- Tidying up material carts was required. After JICA Expert's advice, improvements were made by the teachers. New carts were also purchased for better handling.
- Reorganization of chairs for sewing machine was implemented for better usability.
- Workbenches and raw material racks were rearranged. Storage area for raw materials was set up.
- The teachers learned that it is important to decide routines to tidy up half-finished products and cutting parts on the production line at the end of the workday and to dispose garbage regularly.
- JICA Expert explained that each tool should be placed at the decided position with its name tag.
- Locations of signage should be considered. This task is in process as the layout is being changed.
- The teachers need to learn proper threading of sewing machines.
- Repairing holes in the wall is required. JICA Expert advised that covering with boards is one option to solve this problem.
- Placement of fire extinguishers needs construction work and is not specifically scheduled.

### 【Phase III】

- Review of instructions on how to improve the 5S content and how to report on the continuation of the 5S activities carried out in Phase II.
- Review of the cleaning methods used in Phase II.
- Reconfirmation of respect for human rights

### 【Overall TOT results】

- Teachers were able to confirm their intention to continue KAIZEN from Phase II.
- Awareness of the 5Ss was improved. They also became more proactive in carrying out 5S.

- 5S and KAIZEN are now incorporated as part of classes for students.

**【Future challenges and recommendations】**

- Due to the closure of the institute due to the COVID-19 and changes in the layout of the institute, there have been changes in the way 5S and KAIZEN are implemented, and there are issues regarding how to continue the 5S and KAIZEN methods as a training school.
- It is necessary to thoroughly utilize the 5S and KAIZEN sheets, and to create and continue a class system in which teachers and students take the initiative.



▲SC01 TOT

(2)-2. SC02 Industrial Stitching Machine Operator

In FETI, industrial sewing machine operators have the greatest demand for jobs from the industry side according to “Human Resource Development Needs Survey,” and their capacity needs to be strengthened from the perspective of increasing female employment. SC02 is one of the most important areas of training in this Project.

The main contents of the training of SC02 TOTs in the FETI are as follows.

**【Phase II: Contents of guidance by Mr. Shoda】**

- The following contents were instructed by JICA Experts.
- Knowledge of sewing machine thread and sewing machine oil
- Structure and operation of lockstitch and overlock sewing machines
- Handling of newly installed equipment in Phase II: compressor, straight cutter, automatic thread trimming machine with one needle and one thread (smart equipment), zigzag sewing machine, etc.
- Steam ironing



- Sewing line and division of labor system
- Automatic thread trimming machine with 2 needles and 2 threads, role and adjustment of threading parts
- Correct posture and fatigue in sewing machine operation, handwork and principles of motion economy, factors causing sewing misalignment, measures against quality defects and quality standards, quality control
- Threading of two-needle and four-needle overlock machines
- Handling of boilers, electric steam irons, and iron vacuum boards
- Management of equipment control ledger, parts control and inventory ledger
- Guidance on setting sewing samples after sewing machine operation removal of sewing machine covers, purpose of floor cleaning
- Handling of water softener and boiler, steam volume and temperature setting for electric steam iron, structure of iron vacuum board
- Handling and maintenance of buttoning machines, cannula stopping machines, sleep hole clamping machines, and zigzag machines
- Intermediate and finishing ironing
- Basic knowledge of sewing machines (lockstitch, overlock, and interlock) necessary for sewing (preparation and inspection before sewing), adjustment at the operator level according to sewn products and processes, and the type, count, and shape of needles (German manufacturer's needles) suitable for each machine.
- JICA Experts conducted a class to the teachers and trainees based on the contents of the textbook and showed them the flow of instruction (demonstration class).

#### **【Remote TOT】**

- In order to promote the teachers' understanding of instruction on overlock sewing machine, JICA Expert decided to translate the English version of textbook into Urdu. The teachers were asked to review the contents of the textbook again while checking Urdu version. JICA Expert also provided technical guidance to the teachers to help them build their classes based on the textbook.
- The Urdu translation of the textbook for the lockstitch machine was completed, and the online

TOT was conducted while taking into consideration the progress of PKTI and PRGTTI.

**【Phase II: Contents of guidance by Mr. Mori】**

The correct handling of sewing equipment is essential not only for the safety of the operators who actually work with the equipment, but also for higher quality and productivity. It is also necessary to have the knowledge to understand the appropriate equipment adjustment for the material used in the sewn product, as well as the shape and effect of the sewing machine needle thickness and needle point, and to be able to make the appropriate selection. Based on the above, in this TOT, instruction was given to each teacher so that the following points could be taught efficiently, not only in sewing operation training, but also in the knowledge required for operators, which has tended to be neglected in this institute so far.

- Basic knowledge of sewing machines

Names and features of various sewing machine parts, sewing machine needle types used and names of needle parts, the correct amount of oil and oiling methods, pre-operation inspection methods and safe working practices, threading, correct amount of thread wound onto bobbin, quality and adjustment of upper and lower thread tension balance, standard needle count and adjustment of feed pitch, how to change needles and bobbins, basic sewing procedures and practice.

- Basic knowledge of overlock sewing machines

Names and features of sewing machine parts, sewing machine needle types and needle parts names, effects and types of sewing machine oil used, appropriate oil quantity and lubrication methods, pre-operation inspection methods and safe working practices, threading, quality and adjustment of needle and looper thread tension balance, standard needle count and feed pitch adjustment, needle and bobbin replacement methods, basic sewing machine procedures and practice. Pitch adjustment, needle changing methods, effectiveness and adjustment of differential feed mechanisms, adjustment of female stitching width, basic sewing procedures and practice.

- Basic knowledge of flat stitching (interlock stitch machines)

Types and uses of typical interlock stitch machines, features and cautions for sewing materials, types and models of needles suitable for each machine, names and functions of sewing machine parts, sewing machine needle types and needle part names, effects and types of sewing machine oil used, appropriate oil quantity and oiling methods, pre-operation inspection methods and safe working practices. Threading, quality and adjustment of needle and looper thread tension balance, standard needle count and feed pitch adjustment, needle changing methods,

effectiveness and adjustment of variable feed mechanisms, basic sewing procedures and practice.

- In the production of fashion show garments, in addition to introducing decorative sewing and adding value through practice in cooperation with SC06, practical adjustment skills with an awareness of high-quality stitches were carried out using knowledge of each sewing machine in sewing operations. Jigs suitable for each process used in sewing in Japan were introduced and the following appropriate adjustment methods and sewing work procedures were taught.

#### 【TOT Overall results】

- The handling of the equipment, including threading, was explained using only one machine, with the teacher surrounded by the students. As a result, detailed threading points were not conveyed properly and sewing training was often carried out in an incorrect state.
- The basic handling of sewing machines, including threading, included in this subject content is extremely effective in ensuring stable product quality, work safety and early detection of machine defects. This knowledge is expected to become a permanent part of the operators' training if it is taught from the initial stage of training in machine operation.

#### 【Future challenges and recommendations】

- It is necessary to learn the basics of design - items and silhouettes.
- When connecting to business in the future, it is necessary to learn the skills to consider materials and stitching appropriate to the required level, after acquiring the basics of design.



▲SC02 TOT

#### (2)-3. SC03 Quality Control/Quality Assurance

As in the case of the two institutes in Lahore, this subject was planned to be conducted by dispatching short-term experts in March 2020 on-site TOT. However, due to the spread of COVID-19, the dispatch of experts was cancelled and the TOT on this subject was conducted online.

The number of participants from FETI was 3. The contents of this training are the same as two institutes in Lahore (refer to Chapter 2, 2.2.4).

One of the questions from the participants from FETI was about inline QC (specific kaizen activities in the process, the person who implemented them, and the effect of introducing them). In response to this question, the expert answered that even if the inspection of finished sewn products is strengthened, non-conforming (defective) products cannot be improved. Inline QC is a quality improvement at the intermediate inspection, which is done by the quality control staff. In the Japanese style of quality control, each person in charge of sewing checks the quality with the awareness that “the next process is the customer.” In the case of non-conformity, the expert advised the participants to immediately implement Kaizen in the previous process and not to postpone defective products. It was apparent that the participants were impressed with the inline QC method.

This course was not offered in Phase III.

#### (2)-4. SC04 Inspection

As in the case of the two institutes in Lahore, this subject was planned to be conducted by dispatching short-term experts in March 2020 on-site TOT. However, due to the spread of COVID-19, the dispatch of experts was cancelled and the TOT on this subject was conducted online.

The number of participants from FETI was 2. The contents of this training are the same as two institutes in Lahore (refer to Chapter 2, 2.2.4).

The participants from FETI asked questions about inspection procedures. The expert explained that in order to prevent overlooking of non-conforming (defective) parts, it should be made into a manual that inspection should be done clockwise from the collar, right and left sides such as sleeves, and front and back such as sleeve hems, etc., and that there should be opportunities for review meetings by leaders of inspection procedures, and that inspection procedures should be illustrated and visualized for each item. In addition, the expert suggested that the leaders should show the inspection procedures on a regular basis to prevent human errors, and that especially unskilled workers should practice inspection in front of other workers. Periodic inspection tests for promotion are also a motivating factor, and have actually been implemented in Asia (Cambodia, Indonesia, etc.). Furthermore, the expert emphasized that the leaders should conduct spot checks of products after inspection to re-check and see if anything was overlooked.

This course is not planned to be offered in Phase III.

#### (2)-5. SC05 CAD

Since PRGTTI is the only one of the three institutes that currently offers a CAD course, FETI has no plans to conduct TOT on this subject at present.

#### (2)-6. SC06 Apparel Planning

### 【Contents of TOT】

- As FETI does not offer courses in this subject, the TOT for apparel planning was basically not implemented. However, in cooperation with PKTI's design department, we participated in a fashion show to present the results of the third term. They developed the work from the fashion show conducted by PKTI in Phase II into children's clothing.
- FETI teachers also participated in a fashion photoshoot held before the fashion show, which provided an opportunity to learn about styling and co-ordination development.
- The TOT also produced high quality samples, including designs, in line with the SC02 practices.

### 【TOT Overall Result】

- Through participation in the fashion show and the production of the samples, the FETI teachers had the opportunity to learn the importance of understanding the design and communicating with the designer in sewing techniques.
- By participating in the fashion show and making practical samples, they learned to expand from the basics acquired in the TOT to trends. The teachers also had the opportunity to learn how to grasp new challenges, such as hand-dyeing and embroidery.

### 【Future challenges and recommendations】

- It is necessary to learn the items and silhouettes that are the basics of design.
- In the future, when connecting to business, it will be necessary to learn design skills that take into account materials and stitching appropriate to the level required, based on the basics of design.

#### (2)-7. SC07 Document Control

As in the case of the two institutes in Lahore, this subject was planned to be conducted by dispatching short-term experts in March 2020 on-site TOT. However, due to the spread of COVID-19, the dispatch of experts was cancelled and the TOT on this subject was conducted online.

The number of participants from FETI was 2. The contents of this training are the same as two institutes in Lahore (refer to Chapter 2, 2.2.4).

This course was not offered in Phase III.

#### (2)-8. SC08 Hazardous Matters Control

As in the case of the two institutes in Lahore, this subject was planned to be conducted by dispatching short-term experts in March 2020 on-site TOT. However, due to the spread of COVID-19, the dispatch of experts was cancelled and the TOT on this subject was conducted online.

The number of participants from FETI was 2. The contents of this training are the same as two institutes in Lahore (refer to Chapter 2, 2.2.4).

This course was not offered in Phase III.

#### (2)-9. SC09 Production Planning and Control

This course was decided to be conducted as part of Activity 2-8 (training for middle managers and line managers of companies) because the needs of company side are higher. The progress of this course is described in Activity 2-8. The principal of FETI participated in this course.

#### (2)-10. SC10 Industrial Stitching Machine Mechanics

In both PKTI and PRGTTI, there are no staff members specializing in equipment maintenance. Yet, in FETI, 3 maintenance staff members (area of sewing machines, air, and electricity) have been assigned. During the entire project period, FETI maintenance staff were considered that they had practical experience and generally had maintenance knowledge of sewing machines.

In Phase I, as in the two institutes in Lahore, training by the local sewing machine manufacturer was conducted in August 2017 and February 2019. In Phase I, it was confirmed that the staff at FETI had work experiences and had general knowledge of sewing machine maintenance.

In Phase II and III, teachers were trained in the maintenance and repair of sewing machine within the framework of SC02, and maintenance and adjustment (oil change for air compressors, daily maintenance for water softeners, and hardness test for outgoing water) were conducted on-the-job for those in charge of maintenance of defective equipment.

#### (2)-11. SC11 Pattern Making

##### **【Phase II: TOT in Pakistan】**

- The basic prototype of tops and bottoms by 3D cutting and pinning were instructed.
- After removal of pins from the basic prototype, the teachers traced and drew shapes of the patterns on paper.
- The teachers learned how to make a pattern for a loose prototype from the drawn basic prototype.

- The silhouettes of tops and bottoms were created by the teachers from the relaxed prototype pattern by 3D cutting and pinning.
- The teachers learned how to make patterns for sleeves by 3D cutting and pinning.
- 3D cutting and pinning of flared skirts was instructed.

#### **【Phase II: Remote TOT】**

- Training on how to create industrial patterns was conducted using the training materials on industrial pattern making.
- Basic seam allowance development (blouse, skirt, pants, and blouson) was instructed.
- The teachers also learned how to make patterns for stand collars, shirt collars, stencil collars, and hoods.

#### **【Phase III】**

- Explanation of pattern making methods for each detail using sewing samples and guidance on sewing methods (continued from Phase II).
- Instruction on how to create industrial patterns for skirts, trousers and blousons
- Technical instruction on how to develop patterns for blouse prototypes using a prototype with room, and instruction on draping and silhouette modification.
- Guidance on how to correct pattern tracing after draping.
- Guidance on how to develop a raglan sleeve pattern using a cut and sewn pattern and how to develop a raglan sleeve pattern with a gusset under the sleeve.
- Technical guidance on how to develop patterns for jacket prototypes using blouse prototype patterns, and guidance on draping and silhouette modification.
- Technical guidance on how to develop a pattern for jacket sleeves using the sleeve pattern of a blouse prototype, and guidance on draping and silhouette modification, and pattern tracing modification after draping modification.
- Technical guidance on how to develop a pattern for two sleeves, and guidance on draping and silhouette correction, and pattern tracing after draping correction.

#### **【TOT Overall Results】**

- At the beginning of the TOT, the teachers were unable to use rulers at all (they had not even

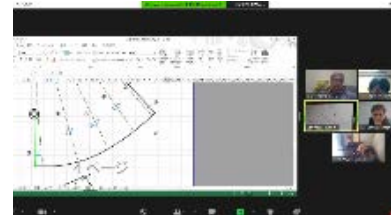
seen them before), but now they understand the need for rulers for each pattern and are able to use straight lines and curves separately.

- Learned the draping (pinwork) method, which was new to them, and the need for three-dimensional cutting.
- By gaining knowledge of how to make drawings for industrial patterns, which is necessary for sewing, they gained an understanding of the production process and sewing procedures. In particular, the provision of partial stitch production in Phase II enabled them to understand the relationship between the individual sewing processes and patternmaking, and to resolve any questions they had about sewing.
- They learned about draping pinwork for the first time and the importance of three-dimensional cutting, which improved their technical skills.
- They were able to understand the amount of movement and room required in key areas, and gained knowledge of patternmaking development.
- Learned to develop patternmaking for basic blouses and pinwork for three-dimensional toilets.
- Developed knowledge of patternmaking for basic jackets and three-dimensional toile pinwork.
- Learned the technique of sleeve patternmaking for jackets (two-piece sleeves), which expanded the range of variations in sleeve patternmaking.
- Learned how to develop patterns for raglan sleeves to gusseted sleeves, which expanded the range of planning for sportswear.

#### **【Future challenges and recommendations】**

- The period of time allowed only some of the basic TOTs to be carried out, and it was not possible to carry out TOTs with many silhouette variations, patterns for each detail and diversity. It is necessary to thoroughly learn the basics of knowledge and techniques.
- Although detail sewing samples were produced, there is a lack of understanding of the sewing procedures for each detail and the ability to consider and link sewing specifications with an understanding of the pattern shape and sewing procedures.
- It is necessary to have a professional attitude and always be ready to learn from the skills of others (and to develop one's own skills).
- It is necessary to gain a lot of practical experience in patternmaking of diverse designs and to improve the quality of patternmaking.





### ▲SC11 TOT

#### (2)-12. SC12 Merchandising

As in the case of the two institutes in Lahore, this subject was planned to be conducted by dispatching short-term experts in March 2020 on-site TOT. However, due to the spread of COVID-19, the dispatch of experts was cancelled and the TOT on this subject was conducted online.

The number of participants from FETI was 2. From the local companies, there are 15 participants. The contents of this training are the same as two institutes in Lahore (refer to Chapter 2, 2.2.4).

This course is not planned to be offered in Phase III.

#### (3) Japan Study Trip for FETI Personnel

The second training course in Japan was held for FGCC and FETI from July 8, 2019 to July 19, 2019 under the title “School Management and Technical Skills Development of Garment Industry” (the first training course was held for PKTI and PRGTTI from November to December 2016). The summary of the training contents is shown in the table below.

Table 27 Summary of the Training Contents of Japan Study Trip (FETI)

Item	Contents
Places visited	<ul style="list-style-type: none"> <li>■ Joto Tokyo Metropolitan Vocational Skills Development Center</li> <li>■ KAKEN Test Center</li> <li>■ Bunka Fashion College</li> <li>■ IKEA Daycare Center</li> <li>■ Miyamori Co., Ltd.</li> <li>■ Atago and Co., Ltd.</li> <li>■ Organ Needle Co., Ltd.</li> <li>■ JUKI</li> </ul>
Objectives	<p>Deepen your understanding of school management at an apparel training institution, practical apparel instruction, quality management, process planning, equipment and facilities, and measures to support female employment in Japan.</p>
Expected outcomes	<ul style="list-style-type: none"> <li>■ Capacity building/Skill Development for Apparel Technology</li> <li>■ Training Site: Joto Tokyo Metropolitan Vocational Skills Development Center, KAKEN Test Center, Bunka Fashion College</li> <li>■ Production Planning)</li> <li>■ Training Site: Miyamori Co., Ltd., Atago and Co., Ltd., JUKI</li> <li>■ Production Equipment Management</li> <li>■ Training Site: Miyamori Co., Ltd., Atago and Co., Ltd., Organ Needle Co., Ltd., JUKI</li> <li>■ Female friendly Environment in Institutions</li> <li>■ Training Site: IKEA Daycare Center</li> <li>■ School/Training Management</li> <li>■ Training Site: Bunka Fashion College</li> </ul>
Major outputs	<p>At Joto Tokyo Metropolitan Vocational Skills Development Center, the C/Ps were able to see the educational environment and hear goals of a vocational training school that aims to help students acquire the skills and techniques required by many apparel manufacturers. At the Kaken Test Center, they reaffirmed the importance of quality assurance and compliance with regulations on the use of hazardous substances in product manufacturing processes. At Bunka Fashion College, they were able to experience the importance of education and research to acquire a multifaceted perspective across specialties, as well as the accuracy of sewing and pattern making techniques, for the development of the industry, through workshops and class observations.</p> <p>At Miyamori Co., Ltd., the C/Ps discussed the current position of the Pakistani apparel industry and issues to be tackled in the future, compared to the current situation and vision of the Japanese apparel industry. The factory of Atago and Co., Ltd. has its own integrated production system from material development, knitting and dyeing, pattern making to sewing and inspection, and the C/Ps learned that factories need human resources who have multi-skills and can take a multifaceted view of a series of operations. In the case of Organ Needle Co., Ltd., the C/Ps were able to deepen their expertise on how to handle industrial sewing machine needles (selection of needles according to fabrics, relationship between sewing speed and needle durability, management of broken needles, etc.) based on their rich factory experience. At JUKI, the C/Ps were able to experience the concept of smart sewing, which is important to measure whether or not a company has a price advantage over its competitors as an export industry, and were able to recognize the knowledge and abilities that should be acquired as industry personnel.</p>

	<p>Through the visit to IKEA Daycare Center, the C/Ps were able to learn the management policy and methods of the Daycare Center, as well as the equipment and structure of the facilities. In particular, the respect for diversity when dealing with children and the consideration for safety and hygiene in the facility are being utilized in the operation of FETI’s daycare center.</p> <p>As Bunka Fashion College is nearing its 100th anniversary, opinions were exchanged on how to manage the school for a long time. He also introduced the support for students to find jobs through their portal site that collects job information.</p>
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### 2.3.4 Activity 3-4: OJT on School Management including Job Placement Service

Activities relating to this theme were originally planned as shown in Table 28 in WBS.

Table 28 Detailed Work Pursuant to WBS (Activity3-4)

Content		Status
[3-4]	To conduct OJT on school management including job placement service.	Completed
	[3-4-1] Conduct survey and search for place of employment	Completed
	[3-4-2] Reflect the needs of the company’s human resources needs at the revision of the curriculum of when creating a new one	Completed
	[3-4-3] Proposals and implementation of improvement concerning training environment maintenance	Completed
	[3-4-4] Conduct a job-hunting support operation for the graduates of the training center	Completed

When submitting the work plan of Phase II (October 2018), the plan was to continue the activities of Phase I and provide on-the-job training to FETI staff on operational practices as a training institution (including how to guide trainees in finding employment). The following activities were implemented in Phase II.

(1) Methodology for the survey of corporate human resource needs

In the survey on the human resource needs of industry, the principal of FETI visited local companies and interviewed them about their recruitment needs, and JICA Project Team accompanied her several times. From the beginning of Phase II, the principal of FETI often visited companies and conducted consultations on the phone by herself, and it was possible for her to interview the companies about the types of jobs they are offering and the number of people they wanted to hire. For this reason, when JICA Experts accompanied them, they supported and guided her to confirm supplementary details of the company’s demands in terms of technical skills. In the case of FETI, it was possible to reflect the needs of the companies in the curriculum on its own, for example, by planning a new sewing training system for denim fabric in 2019, which was not initially handled. JICA Project Team only provided supplementary advice on the technical aspects of setting up a denim sewing line in their training room.

(2) IEC (Information, Education, and Communication) method for student recruitment

At the end of Phase I, target areas were selected taking into account “transportation” and “distance,” which were raised as constraints for female schooling based on the results of the Social and Gender Survey (I). Videos and radio commercials were made, and some female trainees enrolled in FETI through the media. Therefore, in Phase II, FETI is continuing to produce new videos and using other media for awareness-raising activities to promote female schooling and employment. The details of the new video production in Phase II are described in the section of Action Plan by Taskforce for Women Empowerment.

Project Team gave advice on FETI’s collaboration with community student recruitment campaigns, and student recruitment briefings and approaches as needed. Project Team also advised that transportation, female teachers, child care support, medical facilities with female nurses, and safe environment for women would be attractive points in female student recruitment. In collaboration with the community leaders, FETI explained the recruitment process to the local residents. As a result, many women from the targeted communities were enrolled in FETI. In Faisalabad, there is a deep-rooted cultural norm that family members and relatives are against women attending school. Therefore, the involvement of community leaders, who have the power to influence the thoughts and actions of women’s families and relatives, in student recruitment activities is key. Project Team accompanied the students as much as the schedule allowed, and gave greetings in order to appeal the fact that the institute was supported by JICA and to increase the level of trust among the parents.

Additionally, Project Team collaborated with stakeholders such as NGOs, women’s chambers of commerce and industry, and manufacturing and export associations. Collaboration with companies was also implemented in student recruitment. Detailed activities are described in 2.4.5 Activity 3-5.

(3) Training management methods based on human resource needs from companies

The principal of FETI contacts companies for job placement for trainees at the institute at least once a quarter on average, and the preparation of proposals is conducted almost in parallel with the contact with companies. Also, reflecting the needs of the companies in the contents of the courses was also being done smoothly. For this reason, no attempt was made to institutionalize the PDCA cycle for planning and improvement of training contents on a regular basis.

(4) Approach to promote female graduate employment

The method of promoting employment of graduates at FETI mainly consisted of two types of activities: 1) monitoring of employment status and follow-up activities at TWG, and 2) support activities in cooperation with companies where FETI graduates were employed. First, as a regular system the employment status of graduates was monitored, surveyed and reported on at TWG

meetings every six months. Then collection of information and improvement were conducted as a common work cycle at PKTI, PRGTTI and FETI from the second term. In order to strengthen cooperation with companies where FETI graduates are employed. The support by the Project was provided for the selection of companies and the promotion of cooperation for job placement. The activities implemented are as follows.

1) Monitoring of employment status and follow-up activities at TWG

As a result of the sharing of employment status at the 6th TWG meeting, it was found that the employment rate of female graduates of PKTI and PRGTTI was 42.1% and 53.3% respectively while that of FETI was 28.9%, which was very low compared to the two institutes. Furthermore, in the case of FETI, a challenge emerged in that the first batch of students, which had only 12 students and it had a job placement rate of 12 out of 18. The job placement rate declined to about 29%. The main reasons for this were the deep-rooted cultural norms: 1) characteristic of the conservative community of Faisalabad, 2) the high level of opposition to women's employment from family members and relatives, 3) lack of prior information and understanding by the companies of the female trainees and their families, 4) lack of internship opportunities, 5) lack of visiting opportunities to companies by their families. In other courses, except for the first year of FETI, there were no internship opportunities, and there were fewer activities to promote understanding of employment for their families.

Individual interviews with FETI graduates who had quitted early after finding employment and their parents were conducted as well as the follow up for the companies. In the interviews with the female graduates and their parents, the following problems were found: some of the trainees had found jobs without properly confirming the information disclosed in advance about working hours and salaries, female trainees had less time for housework because of the long working hours, and parents' fears and preconceptions about the working environment in garment factories. The results of the interviews with the trainees and their parents were shared with the company and the company decided to introduce a one-hour reduced working hour into its internal system. In addition, the company had an opportunity to accept FETI trainees and their family members to visit the factory to promote understanding of the factory. They also consider a plan to build a day-care center. In addition, the system of job support at FETI was improved that they can confirm and adjust the conditions of job offers before introducing companies and facilitates the holding of guidance for trainees. FETI invites female graduate's parents to visit companies in the vicinity of the institute. In the tour inviting parents to the targeted companies around the school, it was found that there was a great response from the parents who said that the image of the factory had changed after their visit and they could send their female family members with peace of mind. In order for FETI to increase the female employment rate in the long term, it is necessary to bridge the gap between the community and the

industry by promoting community understanding about the industry such as company visits by the trainees' family members. Thus, they can see the actual work environment and get to know the companies. In order for FETI to increase the employment rate of female trainees, it is necessary to develop awareness-raising activities to reduce the gap between the community and the industry.

In addition, the TWG results show that FETI graduates are mainly employed in two types of employment: formal sector work and informal sector domestic work. 28.9% of FETI graduates are employed in enterprises, while 21.1% are employed in domestic work. The data from FETI and PKTI revealed a need for domestic work and support for entrepreneurship, taking into account the cultural norms of Pakistan and enabling female graduates to work while remaining at home. Efforts to provide female trainees with various options such as domestic work and entrepreneurship. Based on these results, the future direction of FETI's employment support activities was to support domestic work and entrepreneurship in parallel with employment in companies.

Looking at the employment rate by gender in the PKTI and PRGTTI in Lahore, it was also observed that the employment rate of female trainees was lower than that of male trainees. 61.5% of female trainees at PKTI were employed in companies, while the rate was as high as 84.0% for male trainees. 53.3% for female trainees in PRGTTI while the rate of male was 78.4%. The low successful employment rate of female trainees compared to male trainees in PKTI and PRGTTI also indicates the need for efforts to support female trainees in finding employment.

## 2) Support activities in collaboration with companies where FETI graduates are employed

Regarding the selection of companies for FETI graduates for a job placement, seven candidate companies were selected from a gender perspective based on the results of the Social and Gender Survey (I), and we first narrowed it down to four companies and supported the establishment of collaboration with FETI. Through interviews with the management of the companies and site visits to garment factories, the candidate companies were selected. The criteria was based on their management's understanding and policies regarding female employment, the status of implementation, and the work environment for females. The selected four companies (Masood Textile Mills, Al-rehmat, Interloop, and Lahore Fashion) were asked to cooperate with FETI for job placement, company visit by the females and their family and internships. In cooperation with Masood Textile Mills, the first host company for FETI trainees, factory visits were conducted by trainees and their families to promote understanding of the factory. Since then, FETI has continued to send graduates to Masood Textile Mills. Currently, Al-rehmat and Interloop are also accepting FETI graduates for employment, and are preparing to send graduates to Lahore Fashion in the future. Through these activities, the link between FETI and the companies where the graduates are employed has been strengthened. In addition, there have been cases where FETI graduates have applied for jobs

at companies on their own, and the number of companies that have accepted FETI graduates for employment has increased to eight.

This cooperation on “methods to promote employment of graduates” has been taken over and further strengthened in the framework of Activity 3-8 “Provide support to target training institutes for employment of mainly female trainees in the apparel industry and for starting their own businesses”, which was added to the contract in August 2020.

#### (5) Improvement of training environment

Based on the results of the social and gender survey (I and II), the Project has continuously advised FETI and FGCC to improve the environment in terms of transportation and facilities for women since Phase I. As for JICA Expert’s advice, the FGCC chairman followed the advice that the facility of the training institutes should be improved to respond to needs of females. The FGCC chairman took quick action with strong commitment, leadership and enthusiasm as well as huge efforts of FETI staff. This resulted in the improvement of the training environment to make it more accessible to women.

From a gender perspective, some of the achievements in Phase II include the opening of a day-care center, allocation of female nurse for a clinic and the establishment of an anti-sexual harassment committee and implementation.



▲ A child being cared for by a teacher at the FETI Day care center.



▲ Female nurses assigned to the clinic at the FGCC premises.



▲ Anti-sexual harassment committee members (left) and anti-sexual harassment law posters (right) posted inside the FETI training school.

#### 1) Improvement of school buses

In the social and gender survey, the result shows that the transportation is the highest challenge for females when they get training. In order to reduce their challenge, the Project supported to improve the transportation bus at FETI.

Currently, FETI/FGCC is applying for the Grant Assistance for Grass-Roots Human Security Projects (hereinafter referred to as GGP) from the Embassy of Japan in Pakistan for three school

buses needed to cover the student recruitment area. At the 4th Taskforce for Women Empowerment GGP was introduced to FETI and FGCC by JICA Expert. JICA Expert assisted in the preparation of the GGP application and coordinated with the GGP officer. FETI applied for GGP for two times, but the applications were rejected as GGP focused on more human basic needs. At the same time, the Project negotiated with the JICA Pakistan Office to rent a JICA bus during the Project and it was being used currently at FETI. After the Project, the JICA bus will be provided to FETI and FGCC.

#### 2) Improvement of Day Care Centre (childcare facility)

As a result of enhanced collaboration with the Women Development Department (WDD) of Punjab government during the second TFW meeting held in Phase I, FGCC/FETI applied to the Department for a grant to purchase equipment for a day-care center, which was approved in June 2019 and opened in September 2019. Depending on the course, about 10% to 30% of female trainees use the day-care center and a similar percentage is expected to use it in the future. A number of female trainees who used the day-care center said that if it were not for the day-care center, they would have given up on enrolling in FETI because they had no family or place to take care of their children. Furthermore, the trainees commented that they felt comfortable attending the course because their children were nearby. Therefore, the provision of a day-care center at FETI has encouraged females to get a training and obtain skills although they have small children.

#### 3) Improvement of clinics with female nurses

After FGCC received advice on setting up a women's nursing room from a graduate student intern (midwife) at Tokyo Medical and Dental University who was hosted by the Project, FGCC immediately requested the Department of Social Welfare to assign a female nurse. A female nurse was assigned in July 2019. The FGCC has had a clinic, however it was staffed only by male doctors and paramedics. Due to Pakistani cultural norms, women are not allowed to be seen by male medical staff. The assignment of female nurses allowed female trainees attending FETI and female staff to attend. The average of two to three FETI trainees per day were able to attend the clinic. In addition, female workers from nearby garment factories and women from the community, both inside and outside the FGCC premises, also visited the clinic, creating a ripple effect as women from the neighborhood were able to receive medical services.

#### 4) Establishment of anti-sexual harassment committee

After attending the third seminar for promotion of female employment regarding anti-sexual harassment law for FGCC and FETI staff in March 2018, FGCC and FETI established an anti-sexual harassment committee. Three members were selected as members of the anti-sexual harassment committee, consisting of one female and two males. Posters with the photos and contact information



of the committee members were put up on the first and second floors of the training institutes. The mechanism was put in place for female FETI trainees to contact the committee members directly if they were victims of sexual harassment. The anti-sexual harassment law was also posted in the training institutes. After the third seminar for promotion of female employment, the principal of FETI gave a seminar on the anti-sexual harassment law to all female trainees of all courses. Thus, with the establishment of the anti-sexual harassment committee at FETI, a training program for trainees was also developed to equip female trainees with knowledge of the anti-sexual harassment act and how to deal with it.

5) Improvement of Common Room (eating place).

An application by the FGCC for the payment for the improvement of the common room as a lunch place for female trainees is pending. However, the permission has not yet been granted. Therefore, the FGCC has provided the common room as a temporary lunch place until approval is granted.

6) Improvement of Worship place

The Project was scheduled to be implemented in June 2020 with FGCC’s own funds, but due to delays in funding, the application is still pending. However, due to the delay, the application is still pending. Currently, FGCC is providing an alternative location on a temporary basis as it is taking time to obtain its own funds.

**2.3.5 Activity 3-5: Promotion for enrollment of female trainees at FETI**

The activities related to this section are progressing as follows based on the detailed WBS as follows.

Table 29 Detailed Work Pursuant to WBS (Activity 3-5)

Activities		Progress	
[3-5]	To promote recruitment of woman trainees		Implemented
	[3-5-1]	Formulate an IEC strategy	Implemented
	[3-5-2]	Launch of IEC operations	Implemented
	[3-5-3]	Conduct IEC operations	Implemented

For Outcome 3, Indicator 3-3, “Three activities are implemented to recruit female trainees”, in Phase I, (1) “On-the-job training for community survey in preparation for student recruitment” activity was implemented. In Phase II, (2) “Student recruitment campaign in the community”, (3) “Joint student recruitment campaign with companies”, and (4) “Collaboration for student recruitment with stakeholders (manufactures & exporters associations, commerce and industry, NGOs)” were implemented. Thus, the Project implemented four activities to recruit female trainees, and achieved more than the number of activities in the indicator



▲ Negotiation about collaboration on student recruitment with community leaders by FETI staff and JICA Expert



▲ Community leaders speaking at a joint corporate student recruitment campaign by Al-Rehmat and FETI



▲ Request for cooperation in recruiting students to women chambers of commerce and industry by FETI staff and JICA Expert

#### (1) On-the-job training (OJT) for community survey in preparation for student recruitment

In Phase I of the Project, the activity of “On-the-job training for regional survey of student recruitment preparation” was conducted. This activity was conducted with FETI staff from the preparation and implementation stages to contribute to the capacity building of the institute’s staff, led by the FETI principal, on the selection of priority regions for student recruitment and the development of IEC strategies. In Phase II, FETI opened in October 2018, and due to the newly established training institute, the team mainly introduced FETI to the surrounding communities, companies, and stakeholders, cooperated in student recruitment and provided support in promoting collaboration.

#### (2) Student recruitment campaign in the community

Requested the cooperation of community leaders in the two communities and strengthened the partnership to conduct student recruitment campaigns. With the cooperation of community leaders, three recruitment campaigns were conducted in the same communities by FETI. JICA Experts accompanied the community leaders to assist to promote the enrollment of female trainees. The community leader commented that Pakistani society has changed in recent years and it is very important for women to go to school. He stated that people’s perceptions are changing, which will result in the entire community benefit. After the campaign, many women from the community enrolled to FETI. The daughters and relatives of the community leader were also enrolled. Besides, the community leader introduced FETI to other community leaders in other regions. FETI began to collaborate with community leaders in seven regions to expand the target areas for student recruitment. As a result, the number of female students enrolled to FETI. Moreover, the community leader

cooperated to be a speaker for the 4th Seminar for promotion of female employment giving a message of encouragement to promote women's education. The collaborative relationship with community was enhanced at FETI for the female recruitment.

(3) Joint student recruitment campaign with companies

This activity included the selection of potential companies for a joint student recruitment campaign by FETI and companies in the neighboring communities of the garment factories. JICA Expert supported the linkage of FETI and the company for the joint planning and promotion of collaboration. SMEs do not have in-house training programs in place due to lack of human and financial resources and they need women who are already trained. For FETI, it is also possible to increase the number of female trainees and send them to the industry after training. Therefore, the joint recruitment of students with companies is a synergistic activity to promote the enrollment and employment of women.

Two SMEs recommended by the Project based on the social and gender survey results were introduced to FETI for a joint campaign. One of the companies, Al-Rehmat, organized a joint student recruitment campaign in which Al-Rehmat coordinated with the community and prepared lunch for the participants. FETI explained about training courses and recruitment and Al-Rehmat's HR manager with a female explained about company job and work environment. The joint student recruitment with Al-Rehmat was one of the cases.

(4) Collaboration with stakeholders (manufactures and exporters associations, chambers of commerce and industry, NGOs) on student recruitment

This activity provided support in promoting student recruitment linkages with stakeholders. Assistance was provided in disseminating information about the opening of FETI and student recruitment to registered companies of Pakistan Textile Exporters Association (hereinafter referred to as PTEA), PHMA and Faisalabad Women Chamber of Commerce and Industry (hereinafter referred to as FWCCI). The principal of FETI was also invited by Association for Women's Awareness and Rural Development (hereinafter referred to as AWARD), a local NGO, to speak at their meetings and seminars to explain FETI and recruit students. In collaboration with PTEA and PHMA, the 5th Seminar for promotion of female employment was held for the registered companies to promote female friendly working environment to the companies. PTEA cooperated in providing the seminar venue at free of charge. The president of the Women Chamber cooperated as a speaker at the 4th Seminar for promotion of female employment delivering a message to female trainees and their families on the importance of promoting female schooling, employment, and economic independence.

As a result of these activities, the linkages between FETI and the community, companies and

stakeholders were strengthened, leading to an increase in the enrollment of female trainees. In addition to FETI's enrollment promotion activities, the Project has also developed into seminars and collaborative activities to promote employment of FETI graduates.

### 2.3.6 Activity 3-6: Model Courses Based on Activity3-3

Activities relating to this theme were originally planned as shown in Table 30 in WBS.

Table 30 Detailed Work Pursuant to WBS (Activity3-6)

Content		Status
[3-6]	To conduct model courses based on Activity 3-3	Completed
	[3-6-1] Create model course plan conducted at FETI	Completed
	[3-6-2] Conduct the first model course at FETI	Completed
	[3-6-3] Conduct the second model course at FETI	Completed
	[3-6-4] Conduct the third model course at FETI	Modified
	[3-6-5] Conduct the fourth model course at FETI	Modified
	[3-6-6] Conduct the fifth model course at FETI	Modified
	[3-6-7] Conduct the sixth model course at FETI	Modified

Due to the delay in the opening of the institute and the fact that the TOT required more time than initially expected, it became clear that it was not realistic to conduct model courses 6 times at the beginning of Phase II. Therefore, in consultation with the institute, the plan was changed to a more realistic approach in which the main contents of SCs would be incorporated into the 3-month Stitching course and the 6-month Quality Control course being offered at FETI, and monitored and evaluated as a model course.

Table 31 Plan of Model Courses on SCs at FETI

SC	Module	Note
1	KAIZEN · 5S · Facility Management	The main instructional contents of each subject will be incorporated into the existing course (Quality Control course) to conduct as a model course.
2	Industrial Stitching Machine Operator	
3	Quality Control and Quality Assurance	
4	Inspection	
7	Document Control	
8	Hazardous Matters Control	

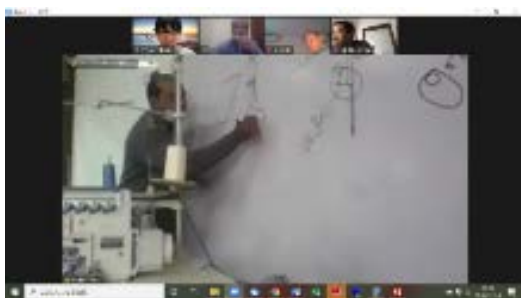
Initially, FETI planned to implement their model courses from February 2020, focusing on SC02, which is the most important course. As the first step of implementation of their model courses, a demonstration lecture by JICA Expert was held for teachers and trainees. After the demonstration lecture, it was planned to conduct monitoring and evaluation of the model course by each teacher from March 2020, but due to the spread of COVID-19, it became difficult to conduct the model courses face-to-face. Since then, JICA Expert has had to monitor their morel courses online.

After the restart of the Experts' dispatch from September 2021, the project supported the

implementation of model courses face-to-face.

[SC02 Industrial Stitching Machine Operator]

- In the model course, lessons were organized and implemented using the texts 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) ' in accordance with the TOT, focusing on the lockstitch machine and the overlock machine, which are the basics of sewing operations.
- Textbooks were translated into Urdu for distribution to trainees on 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) '.
- Instructional materials were prepared in English to provide additional guidance on 'Basic knowledge of flat stitching' and 'Basic knowledge of needles and materials'.
- Demonstration classes were held on 'The Fundamentals of Before Sewing Operation (Lock Stitch Sewing Machine) ' and 'The Fundamentals of Before Sewing Operation (Overlock Sewing Machine) ' in accordance with the textbooks. The lessons were recorded on video and made available on the website so that the target teachers could check and learn from them. Based on these videos, the target teachers constructed their own lessons and implemented them in their daily classes.



▲ SC02 Model Course

[SC11 Pattern Making]

- In Phase II, one teacher monitored online lectures in which the teacher was actually teaching T-shirt (cut and sewn) patterns to trainees as part of a model course. In addition, two teachers monitored the implementation of the model course and lectures on patternmaking of a flared skirt using the sloper skirt prototype. Details are given in the evaluation of the model course

in the next section.

- In Phase III, a model course on flared skirt patternmaking using the sloper skirt prototype was conducted again.

### 2.3.7 Activity 3-7: Evaluation of Model Course

Activities relating to this theme were originally planned as shown in Table 32 in WBS.

Table 32 Detailed Work Pursuant to WBS (Activity3-7)

Content		Status
	To evaluate the model courses	Completed
[3-7-1]	Create an evaluation plan/evaluation list for the model course	Completed
[3-7-2]	Evaluate the first model course at FETI, and reflect on education materials and teaching methods	Completed
[3-7-3]	Evaluate the second model course at FETI, and reflect on education materials and teaching methods	Completed
[3-7-4]	Evaluate the third model course at FETI, and reflect on education materials and teaching methods	Modified
[3-7-5]	Evaluate the fourth model course at FETI, and reflect on education materials and teaching methods	Modified
[3-7-6]	Evaluate the fifth model course at FETI, and reflect on education materials and teaching methods	Modified
[3-7-7]	Evaluate the sixth model course at FETI, and reflect on education materials and teaching methods	Modified

As mentioned above, with regard to the implementation of model courses, it has become clear that it is not a realistic situation to implement model courses 6 times at the time of starting the Phase II. Therefore, in consultation with the institutes, JICA Experts changed the plan to a more realistic approach, which is to incorporate the main contents of SCs into the 3-month Stitching course and the 6-month Quality Control course offered at FETI, and monitor and evaluate it as a model course. The current course is being monitored and evaluated precisely once, and the results are being fed back for continuous improvement of the training contents.

Under the situation affected by COVID-19, the online model course has been monitored and the results have been fed back to the teachers. The evaluation of the model course and the feedback of the evaluation results were conducted face-to-face by JICA Experts involved in TOT, but some JICA Experts who could not travel to Project sites due to COVID-19 conducted the evaluation online. Each Expert prepared an evaluation sheet.

[SC02 Industrial Stitching Machine Operator]

The model course evaluation of SC02 at FETI has been a monitoring and evaluation of the actual classes organized by each teacher with regard to overlock sewing machine instruction to trainees. The online evaluation was conducted with each teacher after the end of the course to reflect on the lessons

and to evaluate them together for further improvement. With regard to the teachers in particular, the following skills in teaching and sewing instruction in the model course were evaluated for each item and feedback was provided for improvement.

(Lockstitch machine)

Basic operation of the lockstitch machine, accuracy of threading, speed of threading, knowledge of the needle, needle pitch adjustment, knowledge and adjustment of thread tension, knowledge of work safety.

(Overlock machine)

Basic overlock operation, threading accuracy, threading speed, knowledge of needles, needle pitch adjustment, knowledge and adjustment of feed differential, knowledge and adjustment of thread tension, knowledge of work safety.

Each of the above criteria was rated on a five-point scale from A to E, with A as the highest, and a three-point scale with + and - for each level in order to further subdivide and specify. The target for success was an overall grade of B- or above, based on the evaluation of each category. The results of the teacher evaluations are described in more detail below as part of the achievement of Indicator 3 of the project objectives in Chapter 4.

[SC11 Pattern Making]

Evaluation of model course at FETI was conducted online from September to October 2021. 3 FETI teachers were evaluated on actual lectures for trainees: one teacher on lectures on patternmaking for cut-and-sew and T-shirt patterns, and the other two teachers on lectures on skirt patterns.

(Cut and sew)

- The teacher understood the knowledge of the required motion of the front and back body and the dimensional difference between the front and back body widths.
- Understood the difference in the shape of the front and back sleeve pile. The teacher understood two important points, but the overall construction in the class was sparse and not coherent. There are some problems, such as the different order of patternmaking, but as this is the first model course, the overall feeling will be improved after a few sessions.
- The content was good for the first time. Quite good motivation was seen.
- Some incorrect knowledge that had been acquired prior to the TOT had emerged, so I gave direct on-the-spot guidance.

- The teacher understands it to a certain extent in terms of knowledge. However, I am a little doubtful about the level of understanding of the trainees, although the teacher understands it. I think it would be possible to gain the students' understanding if the content of the lessons were given in a little more detail.
- It would also be better if the teacher prepared samples of the content of the lessons and the manual that was given to the students. If the students' practical training can be carried out, the lesson content will be considerably more accurate.

(Flared skirt)

- Preparation was insufficient, which delayed the teaching of the class to the trainees.
- The trainees would have understood if they had shown them a sample of the garment on a trousseau.
- The content of the class would have been better if the trainees had been shown the manual.
- The trainees were taught using a ruler. Significant progress was made. They also understood the importance of darts.
- There were some confusing moments when the teachers' previous incorrect knowledge of the pattern was not changed and was at a crucial point.
- It was highly appreciated that the trainees were sitting in the classroom, but were brought in close when necessary for patternmaking instruction.
- It is necessary to give trainees practical lessons in patternmaking.
- It is regrettable that there is not enough space for trainees to practice patternmaking as a practical class. Due to lack of space, they can only give classes to a small number of trainees.

### **2.3.8 Activity 3-8: Support for training institutions in female trainees' employment in the apparel industry and entrepreneurship (included activity 2-9)**

This activity was added as a result of the Project contract modification in October 2020. At this time, WBS has not been developed as it was at the beginning of the Project, but online meetings have been held with each training institutes since December 2020 to conduct a needs assessment of activities to support the employment and entrepreneurship of trainees, especially female trainees. As the Activity 3-8 was conducted jointly with Activity 2-9 targeting PKTI and PRGTTI, Activity 2-9 is described in this section.

A joint seminar was organized for principals and trainers of the three institutes as shown in the



Table 33 below to strengthen the capacity of activities to support female trainees of PKTI, PRGTTI and FETI for job placement and starting their own business. Due to COVID-19, JICA Experts could not go to the Project site, the eighth and ninth seminars were conducted online, for a total of six seminars. The seminars dealt with career theory, counseling skills, soft skills, mental health, and assertive communication and company visit seminar to make employment linkages and to strengthen employment support for women by training institutes. The aim of the seminar was to acquire knowledge and skills through these seminars to implement activities to support female employment by training institutes. In the latter half of the seminar, each of the three training institutes incorporated the knowledge gained from the seminars into the contents of their career guidance program manuals in order to strengthen their systems for job placement for female trainees. The manual was completed.

As an educational activity to promote female employment, a video documentary on female success stories was produced although it took a long time with repeated postponements due to COVID-19. The completed video documentary is now being used by trainees in each course as part of career guidance at each institute. It has motivated not only female trainees but also male trainees to work and start their own businesses.

The seminars for promotion of female employment were conducted as follows.

Table 33 Seminars for promotion of female employment

	Title.	Date	Target	No. of Participants
1	7 <sup>th</sup> Seminar for promotion of female employment part 1 (company visits)	February 27, 2021	Principals and trainers	12
2	7 <sup>th</sup> Seminar for promotion of female employment part 2 (company visits)	March 27, 2021		21
3	8 <sup>th</sup> Seminar for promotion of female employment part 1 (Career development Theory and Practice (Career development theory))	March 25, 2021	Principals and trainers	24
4	8 <sup>th</sup> Seminar for promotion of female employment part 2(Career development theory and practice (Career counseling skills))	April 1, 2021		23
5	8 <sup>th</sup> Seminar for promotion of female employment part 3(Career development theory and Practice (Career counseling skills))	April 8, 2021		23
6	9 <sup>th</sup> Seminar for promotion of female employment part 1(Soft skills, mental health)	July 6, 2021	Principals and trainers	19
7	9 <sup>th</sup> Seminar for promotion of female employment part 2(Assertive	August 25, 2021		22

8	communication theory) 9 <sup>th</sup> Seminar for promotion of female employment part 3(Assertive communication practice)	September 1, 2021		19
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- (1) Capacity building seminar on activities to support female employment and entrepreneurship  
(Activity 2-9, Activity 3-8)

Details on the implementation of the seminars for promotion of female employment are as follows.

In the 7<sup>th</sup> Seminar for promotion of female employment part 1 (company visits), principals and trainers of the three training institutes visited companies in Lahore and Faisalabad to understand the manufacturing process, working environment and industrial human resource needs, and to strengthen cooperation in training and job placement. In the first company visit, 10 principals and trainers from PKTI and PRGTTI visited Master Textile Mills in Lahore. In the second company visit, 18 principals, trainers and trainees from FETI, PKTI and PRGTTI visited Masood Textile Mills in Faisalabad. The reason for the selection of these two companies was that Master Textile Mills was interested in doing business with Japan and would be a new job placement partner company for PKTI and PRGTTI, while Masood Textile Mills is a job placement collaboration partner of FETI and focuses on employment of women, and the teachers wanted to visit the factory.

Before the visit, Mr. Kitamura gave advice on technical aspects and compliance when visiting factories, and Mr. Fujita gave advice on gender perspective.

During the visit to Master Textile Mills, the company requested the PKTI and PRGTTI to cooperate in the training for their employees. In addition, Master Textile Mills offered to accept graduates of the PKTI and PRGTTI for job placement. On the other hand, during the visit to Masood Textile Mills, the trainers from PKTI, PRGTTI and FETI were able to learn about the entire process from yarn to fabric to product manufacturing, and new technologies.

After the visit, a debriefing session was held for the trainers to share their learnings. The principals and teachers of PKTI, PRGTTI and FETI realized the necessity of conducting regular visits to the companies in order to understand the needs of the companies and to strengthen cooperation in employment. They expressed their willingness to impart the knowledge and information gained from the visits to the trainees. Thus, the visit deepened the trainers' awareness of industry collaboration with the institutes.



▲ Company visit (at Master Textile Mills)



▲ Company visit (at Masood Textile Mills)



▲ Feedback session on company visit by PKTI trainees)

- 1) 8th Seminar for promotion of female employment Part 1, 2, and 3: Career Development Theory and Practice (March 25, April 1, and April 8, 2021)

The 8th online Seminar for promotion of female employment on career development theory and practice for female employment Promotion Parts 1, 2, and 3 was held on March 25, April 1, and 8 for 23 principals and teachers of FETI, PKTI, and PRGTTI. Principals and teachers in charge of job placement at the three institutes learned what a career is, career development theory, and counseling skills to strengthen their ability to support female trainees for job placement.

In order to strengthen the employment support for female trainees at the three target institutes, the content of the training was designed from the female viewpoint. In the training theme of career development theory, the Life Career Rainbow (Super, D.E.) theory was incorporated as a perspective that assists women to think about their careers from a combination of roles in their lives, as they play various roles in their work. In addition, since women tend to have lower self-estimation than men, we also addressed the concept of self-efficacy as a perspective to recognize one's own potential to successfully carry out necessary actions in certain situations. Therefore, the content of the training was designed to enable female trainees to receive employment support from a female perspective.

We opened a training course for career consultants with national certification, and requested instructors who are certified career consultant technicians and career consultants at the first level of career consultant instruction from Japan Manpower, a well-established career counselor training company.

The first day's seminar had problems with interpretation and online connection, but the second and third day's seminars were able to improve the situation and create an environment where participants could learn fully online. Follow-up training was also conducted to compensate for the lack of understanding among the trainers due to the interpretation issues on the first day. During the seminar, principals and trainers showed their willingness to participate, and there was a lively question and answer session, as well as interactive exchanges between the lecturers and participants. The seminar also encouraged trainers to review and reflect on their own careers and methods of supporting

employment.

Overall comments on the seminar from the post-seminar questionnaire were: “I learned that career is important for everyone and the importance of providing jobs that fit each individual.”, “The seminar provided advice and guidelines for the trainees and their own job choices and improved their ability to plan and develop their lives at work”, “I will support female trainees to think about their career, career planning, and how to improve their life goals” and “I will motivate trainees on how to build their self-efficacy”. In the evaluation, 10 out of 10 respondents answered that it was useful, and they would use it to support female employment. Trainers in the three institutes understand what career and counseling are, and it is observed their willingness to practice. Therefore, the training promoted trainers’ understanding of career knowledge, counseling skills, deepened their learning, and strengthened the employment support capacity of each institute.

At the PKTI after the seminar, the principal and trainers discussed how to use the knowledge and work gained from the seminars. The trainers gave the same seminar to the trainees in career guidance. The practical work was very fruitful and provided an opportunity for the trainees to think about their own career. In addition, FETI provided career guidance trainings for female trainees in each course by the principal and trainers, which increased the trainees’ mindset and motivation toward work.

The following is a description of each seminar.

#### 2)-1 8th Online Seminar for promotion of female employment Part 1: Career Development Theory and Practice (Career Development Theory) (March 25, 2021)

In part 1 of the seminar, the aim was to learn what a career is and to acquire knowledge of career theory, but there were problems with the interpreters, which prevented the principals and trainers from gaining a deeper understanding. We supplemented the trainers’ understanding by replacing the interpreter and holding a follow-up session. Since the teachers had not had the opportunity to learn about career support, their willingness to learn was very high at the seminar and their active participation was apparent. They also commented that the career theory was easy to understand through incorporating work. In addition, after the seminar, the trainers took an aptitude test (Holland theory) to understand their interests and abilities by studying career theories on their own, and the seminar became an opportunity for them to think about their own careers.

It was the first time for the women’s economic empowerment activity to run an online seminar. There were some problems with the online connection; therefore, the remaining seminar part 1 and 2 were able to be improved.

2)-2 8th online seminar for promotion of female employment Part 2: Career development theory and practice (Career counseling skills) (April 1, 2021)

The change of interpreters in Part 2 of the seminar facilitated the understanding of the seminar content by the principals and trainers of PKTI, PRGTTI and FETI. Furthermore, the stability of the online connection was improved to ensure smooth implementation of the seminar.

At the seminar, the principals and trainers actively learned from each other and had lively questions and answer sessions, sharing their concerns and challenges in their daily job placement support and counseling work for the trainees. The seminar incorporated role-play demonstrations and actual counseling work, which promoted interactive session between the lecturers and trainers. It deepened the learning of carriage counseling by the trainers.

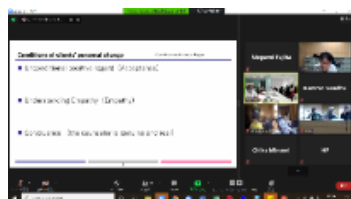
2)-3 8th online seminar for promotion of female employment Part 3: Career development theory and practice (Career counseling skills) (April 8, 2021)

In Part 3 of the seminar, the lecturer's teaching style and work development were very clear, the trainers were highly motivated to learn, and there was active questions and answer sessions and open sharing of work results, which promoted learning about career counseling.

In their reflections, the trainers commented that it was a good opportunity for them to review their own careers as well as to support employment. In addition, the principal of FETI gave feedback that she learned that it is important to listen to the trainees and support them in the direction they want to go, looking back on the fact that he was in a position to teach and impose his own ideas on the students at the vocational training school. The training deepened the participants' understanding of the important points of this seminar, such as the preparation for career counseling and the counseling skills how to interact with the trainees to promote their growth.



▲ Operation side



▲ Lecture



▲ Sharing the work results

3) 9th Seminar for promotion of female employment Parts 1, 2, and 3: Soft Skills, Mental Health, and Assertive Communication (July 6, August 25, and September 1, 2021)

The 9th Online Seminar for promotion of female employment was conducted for FETI, PKTI, and PRGTTI principals and trainers for a total of three days on July 6, August 25, and September 1. The

principals and trainers who are in charge of employment at the institutes learned knowledge and practices of soft skills, mental health, and assertive communication so that they can provide guidance to female trainees. It aims to strengthen the employment support capacity of the institutes. The principals and trainers understood the significance of these topics, learned more about the knowledge and practices. They were ready to impart their knowledge to the female trainees at the three institutes, thus it achieved the objectives.

Soft skills, assertive communication, and mental health are important for female trainees when they graduate and start working in industry. This was on the agenda for the seminar. For example, by learning assertive communication, female graduates can improve their ability to communicate assertively without holding back when they are sexually harassed in the workplace or when they have something to say to their boss or colleagues. This is an important knowledge and skill in promoting women's economic participation.

The following is a description of each seminar.

3)-1 9th Online seminar for promotion of female employment Part 1 Soft skills and mental health wellbeing (July 6, 2021)

In part 1 of this seminar, 19 principals and trainers from PKTI, PRGTTI and FETI attended, with an external lecturer on soft skills, an overview of mental health by a Ms. Minami, who is JICA Expert who holds an Employee Assistant Program (EAP) certificate, and mental health practices by a FETI principal. The way of the seminar was devised to promote C/P ownership and participation in C/P management. During the seminar, it is observed that the trainers were serious and highly motivated to learn. From the questionnaires after the seminar, the teachers said, "From the soft skills, I learned the need to change my attitude, improve my politeness and positive gestures to build a better relationship," "It was very useful to learn how to reduce stress and improve social and healthy relationships", "I learned a lot from the seminar. I would like to share what I learned with my trainees, encourage them to work hard, and support them to work positively for a better future." The feedback showed that the target trainers' knowledge and learnings of soft skills and mental health were deepened and they were ready to teach female trainees.

3)-2 9th Online Seminar for promotion of female employment Parts 2 and 3 (Assertive communication theory and practice) (August 25, 2021 and September 1, 2021)



▲ Seminar Part 1



▲ Seminar Part 2



▲ Seminar Part 3

In Part 2 and 3 of the seminars, Ms. Reiko Honda, a certified Feminist Counselor of the Japan Feminist Association, conducted assertive communication theory and practice for trainers and principals in charge of employment support for female trainees at PKTI, PRGTTI and FETI. Twenty-three people participated in Part 2 on August 25, and 19 people participated in Part 3 on September 1. The seminar strengthened the capacity of the targeted principals and trainers to provide employment support to female trainees by assisting them to learn what assertive communication is and how to use assertive communication skills. In the management of the seminar, we tried to incorporate a lot of work and drama related to women's employment that the instructors were facing, so that the participants could learn assertiveness through practice. There was an interactive exchange between the lecturer and the participants, and active and serious participation by the principals and teachers, as well as a lively question and answer session. It was observed that the trainers' learning was deepened.

After the seminar, the principal of FETI said, "I felt that knowing that I have the right and option to say no gives me a sense of inner power and makes me feel strong. I was able to learn a new way of thinking. I would like to convey this training to female trainees that they have rights and freedom." FETI instructors conducted this training to the female trainees and efforts were made by the trainers. All 12 out of 12 respondents to the questionnaires gave the highest rating and said, "Assertive communication is an effective seminar that boosts my confidence. I learned how to express my feelings in a positive way," "I will invite the parents of the female trainees to the training institute and practice assertive communication, although it is difficult to persuade the patriarch and male family members about women's participation." This will not only improve the confidence of the participants themselves, but will also encourage female trainees to play an active role in the industry by passing on the knowledge from the trainers to the female trainees, which is the purpose of the seminar.

At FETI, the trainers used the knowledge and skills of assertiveness gained from the seminars to visit the families of female trainees when they were trying to persuade them to get a job in the industry. The trainees commented that by learning new ways of communicating, they were able to gain confidence in their employment and in their lives, and that it became a way to solve problems in

difficult situations. In this way, employment support activities from the perspective of women are being implemented by the institutes, and the employment support implementation system has been strengthened with sustainability.



▲ Assertive communication training to trainees by PKTI trainer



▲ Assertive communication training to trainees by PKTI trainer

- (2) Strengthen career guidance programs for female employment support for female trainees at institutes (Activity 2-9, Activity 3-8)

Career guidance and seminars to support female employment at PKTI, PRGTTI and FETI is an activity item of Strategic Objective 2 of the Action Plan, “Promote awareness-raising programs to change the community and industry’s attitude toward female participation in the textile industry. In the second extension period, it was raised as an issue that the employment rate of women in the institutes was lower than that of men, and the support system for female employment in the institutes was strengthened in Activities 2-9 and 3-8 to increase female employment rate. In activities 2-9 and 3-8, we strengthened the system to support female employment at the institutes. In activities 2-9 and 3-8, we also strengthened the development of career guidance programs to promote female employment at the institutes.

In FETI, a systematic career guidance program has not been established. In FETI, female trainees enroll the training course without an image of working, are not prepared for employment after graduation. In addition to this, they are likely to be restricted from working due to family opposition. By providing continuous career guidance from the time of enrollment, female trainees can be made aware of the opportunity of working, and their readiness for employment can be promoted. It is difficult for female trainees to get a job without obtaining permission from their family members. It is also necessary to reach out to family members who have decision-making authority, mainly male family members. Although PKTI has been conducting orientation for 10 years, there is no systematic career guidance program system in place, and the need to establish a guidance program was mentioned. In addition, there are many teachers who do not have industrial experiences, so they need to understand the manufacturing process of sewing companies, whether it is a good place for women to work, and visit companies to understand the needs of the industry. In the discussion with each



principal, the need to build and improve the career guidance program was mentioned. Principals and teachers who are in charge of employment at each institute participated in the 7th to 9th Seminar for promotion of female employment and gained the necessary knowledge.

Discussions on the development of a career guidance manual with PKTI, PRGTTI and FETI was conducted, and JICA Experts provided advice and support to the institutes in tailoring the manual to their needs and the manual was completed. The career guidance manual will serve as a manual for the staff at the institutes to promote the employment support program, aiming to strengthen the system for female trainees in a sustainable manner. The contents of the proposed manual are as follows. (1) Career guidance program, (2) About career, (3) Job information (including domestic work and entrepreneurship), (4) Internship, (5) Compliance (including anti sexual harassment), (6) Soft skills, assertive communication, mental health, (7) Self-efficacy, (8) Career development, (9) CV preparation, (10) Interview preparation. In particular, raising self-efficacy and assertive communication are considered to be very effective for female trainees.

A joint session on how to teach the Career Guidance Programme Manual to principals and trainers in charge of employment assistance in each of the three training institutes was held at PRGTTI on 27 October 2022. Four participants from FETI, five from PKTI and 10 from PRGTTI attended, for a total of 19 participants. All career guidance subjects were covered, explaining on key points of implementation and exchanging opinions in an interactive way. The career worksheets were also practiced by trainers to strengthen their practical skills, and principal and trainers from each institute were now ready to implement the career guidance for trainees. The importance of the career guidance programme manual was recognized by the principals from the three institutes, and they promised to continue using the manual for the career guidance session. The FETI principal stated that she believes that the manual will support women to be aware of their rights, to imagine their career path and to be able to assert themselves not only at work but also in their personal lives.

FETI planned to provide career guidance sessions of 30 minutes each day for the duration of courses. PKTI planned to run sessions every Friday for the remaining six months of the BA Fashion Design course, with the three-month course running over five to seven days and the six-month course was planned to run for 13 days. Soft skills sessions were already in place at PRGTTI and it was planned to incorporate the contents of the career guidance programme manual once a week. Thus, a system for the implementation of employment support in each training institutes was established, and sustainability ensured.



▲ Career Guidance Programme Manual (English version)



▲ Career Guidance Programme Manual (Urdu version)



▲ Joint career guidance session (FETI, PKTI and PRGTTI)

(3) Documentary video production of female success case stories (Weave Your Dreams) (Activity 2-9, Activity 3-8)

The video documentary on female graduate successful cases is an action item under the Action Plan's Strategic Objective 2: "Promote awareness programs to change the mindset of the community and industry in promoting female participation in the textile industry. It is difficult for women to be employed without the persuasion of not only the women themselves, but also their families (mainly male family members who have decision-making power) and community leaders. As awareness-raising activities for women, their families, and communities to promote women's schooling and employment are very important. It was decided to make a video as an awareness-raising material that can be used by training institutes in their student recruitment campaigns and employment support. The video focuses on female graduates of FETI, PKTI, and PRGTTI. Three female graduates who work in a garment factory who got promotions, a home-based worker, and an entrepreneur to establish their brand were selected to show successful models for women. In addition, messages from the male family members of the graduates, companies, religious clergy, companies and associations, and the head of the Textile Wing, Ministry of Commerce and Industry to promote employment of women were also presented in the video. Their messages promote understanding of women's schooling and employment in the community. We believe that messages from men to men as well as examples of successful women can be delivered effectively. Mr. Abdul Razzak Dawood, an Advisor to the Prime Minister from the Textile Wing, participated and sent a strong message to male family members that women's workforce is necessary for the development of the country and the industry. He stated that they should send women to the garment companies. As the activities of the video making was conducted remotely due to COVID-19, we tried to maintain close communication with the local staff

and C/Ps through Zoom and WhatsApp so that the ownership of the three training institutes could be demonstrated. JICA Expert tried to participate the video shooting session lively through WhatsApp.

As for the production of video documentary on female graduate successful cases, the concept was discussed with each C/P and the story was made. All relevant stakeholders cooperated with the project for the video performance. A preliminary site visit with the production company and filming of interviews with the participants were conducted. Awareness-raising activity is very critical; in promoting female participation. In the process of making the video, the C/P showed a very high motivation to participate. In addition, Masood Textile Mills, one of the cooperating companies, provided cooperation to the video making by providing lunch and encouragement to the film staff and the Project team. After the filming was completed, the video was edited to reflect the feedback from the C/Ps on the draft video, and the title, Weave Your Dreams, was decided. The video was released on JICA YouTube<sup>2</sup> on August 25, 2021 for English subtitle and on September 27, 2022 for Japanese subtitle. The video in the final closing ceremony was broadcast with Japanese subtitles for Japanese-related participants to commemorate the 70th anniversary of diplomatic relations between Japan and Pakistan. Participants commented on the video how impressed they were with the women's vitality and independence.

After the video was completed, it was used as part of career guidance at three training institutes and the impact was observed. The video was shown to female trainees of all courses at FETI as part of their career guidance. feedback from the 16 female trainees in the stitching course showed that after watching the video, the female trainees felt more positive about work and their motivation increased. Eleven of the 16 trainees said that they wanted to get a job. Moreover, at the PRGTTI, female trainees made many positive comments saying that they were encouraged and motivated to work by learning about the success stories of female graduates. Male trainees also commented that they felt the opportunities of starting their own businesses and wanted to take up the challenge. The program proved to be effective not only for female but also for male.

In addition, the video was partially used in a study of a proposed economic experiment on the recognition of non-traditional norms by a PhD graduate student in the Department of Agricultural and Applied Economics at the University of Wisconsin-Madison, USA. The results of the research have synergies with the project's women's empowerment activities and the impact of the video can be evaluated.

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<sup>2</sup> (English subtitle) <https://youtu.be/ztzvOK92MIE>,

(Japanese subtitle) <https://www.youtube.com/watch?v=AfDjPYkYWES>



▲ Interview with a female FETI graduate



▲ An interview with a family member of a PRGTTI female graduate



▲ Video watch by FETI female trainees

(4) Strengthen collaboration with companies for job placement at FETI (Activity 3-8)

The number of garment companies that accept FETI female trainees has increased to 8 companies, and we are working to establish employment linkages with them. FETI has signed a formal Memorandum of Understanding (hereinafter referred to as MOU) with Masood Textile Milles, which is expected to lead to further employment opportunities. MOU includes trainings and workshops, career counseling, job fair linkages, job placement for female trainees, on-the-job training, internships, information sharing and sharing of facilities between the two sides.

In addition, FETI is preparing to sign MOUs for women's employment linkages with three more companies; feedback on training courses was provided during a visit by Sapphire to FETI, which helped the training institute to identify industry needs and strengthen public-private partnerships. Other meeting was held with the executives of Interloop, which has received orders from UNIQLO, in preparation for an MOU with FETI. Interloop is also focusing on women's empowerment and women's employment, and had expressed interest in an MOU with FETI. Furthermore, Interloop visited FETI, exchanged views with FETI faculty members and discussed the MOU, which strengthened cooperation. Masood Textile Milles and Interloop also attended the closing ceremony held in Islamabad, where FETI's achievements were appreciated. Thus, the MOU for women's employment linkages with four companies with FETI was paved the way and sustainability was ensured.

(5) Raise awareness and strengthen cooperation with industry and academia for female employment in the community (Activity 3-8)

The COVID-19 caused the cancellation and postponement of campaigns and rallies in FETI communities and these activities were delayed. However, without the consent of the female graduates' family it will be difficult for the females to get an employment. Therefore, a small group of FETI faculty members in charge of employment made house-to-house visits and continued to persuade the parents for the work by the female trainees under COVID-19 while JICA Experts continued to advise

them remotely. Some of the families refused the visits by FETI trainers. In some cases, parents who were initially opposed to the female trainee’s job placement changed their minds and agreed to it after being persuaded by FETI trainers. Reaching out to the parents of female trainees is significant.

Furthermore, joint student recruitment is being organized with Sapphire, which is preparing to sign an MOU with FETI, and will be organized with FETI when the next course starts. The MOU also includes joint student recruitment activities.

**2.3.9 Activity 3-9: Presentation and demonstration of Project achievements and skills to industrialists and the public**

This activity was also added as a result of the contract modification in October 2020. For this activity as well, WBS is not prepared, but we are planning to hold a joint event with the other training institutes in Lahore to present the results of Project to the industry and the general public in Phase III. Through this activity, JICA Project Team aims to increase public awareness of FETI and contribute to the achievement of Project’s target indicator “increase in employment rate.” The presentation of results of Project will consist of publicity measures such as the exhibition of works produced at the institute and the showing of the documentary film for the promotion of female employment. In Phase III, a joint fashion show of the three training institutes was held at the end of September 2022. In addition to presenting the works produced by each training institute, an exhibition space was set up to showcase the project results and publicize the project by showing a video on the promotion of women’s employment.

**2.4 Implementation Status of Output 4**

Following Table 34 shows status of indicators of Output 4 in the PDM and each activity during Phase I.

Table 34 Status of Indicator and Activities (Output 4)

Number	Content	Status
Output 4	Public and Private Partnership is enforced for market expansion of garment products and women employment promotion.	
Indicator 4-1	The Taskforce meeting and workshop are held regularly.	7 TFM meetings, 7 TFW meetings 2 Marketing seminars
Indicator 4-2	One feasible action plan is formulated by the Taskforce.	TFM/TFW Action Plans are submitted
Activity 4-1	To establish PPP Taskforce for market expansion of garment products and women employment promotion.	Completed

Activity 4-2	To conduct market survey and competitor analysis such as China, India and Bangladesh by the Taskforce.	Complete
Activity 4-3	To conduct a seminar to share the findings of Activity 4-2 with stakeholders.	Completed
Activity 4-4	To make strategy and action plan for market expansion of garment products and women employment promotion.	Strategy and Action Plans are submitted

#### 2.4.1 Activity 4-1: Establishment of Public and Private Partnership (PPP) Taskforce

The activities related to this section were carried out based on the detailed WBS. As for establishment of the Public-Private Partnership (hereinafter referred to as PPP) Task Force, Ministry of Textiles and JICA Project Team agreed at the first Joint Coordinating Committee (hereinafter referred to as JCC) meeting held in June 2016 in Phase I that PPP Task Force for Marketing Strategy (hereinafter referred to as TFM) and the PPP Task Force for Women’s Economic Empowerment (hereinafter referred to as TFW) were organized separately since their purposes and target organizations are different. This section describes the organization of the TFM and TFW and their activities.

Table 35 Detailed Work Pursuant to WBS (Activity 4-1)

Detailed Contents of the Activity			Progress
[4-1]		To establish Public and Private Partnership Taskforce for market expansion of garment products and women employment promotion.	Completed
	[4-1-1]	Decide the members of the Taskforce, and establish the Taskforce board.	Completed

##### (1) Taskforce for Marketing (TFM)

In Phase II, 6<sup>th</sup> and 7<sup>th</sup> TFM meetings were held. The outline of each meeting is described in the following table.

Table 36 TFM Meetings in the Phase II

	Meeting	Month and Year
1	6 <sup>th</sup> TFM Meeting	June 2019
2	7 <sup>th</sup> TFM Meeting	July 2019

Table 37 Summary of 6<sup>th</sup> TFM

Purpose	Confirmation of upcoming activities and schedules
Date and Time	June 20 <sup>th</sup> 2019 14:00 – 16:15
Venue	PHMA, Lahore
The Number of Attendants	9 (6 members from PRGMEA and PHMA, 3 members from JICA Project Team)
Agenda	<ol style="list-style-type: none"> <li>1) Discussion on target customers and future seminar</li> <li>2) Review of previous discussions (Chinese market and e-commerce)</li> <li>3) Discussion on policy proposals</li> <li>4) Discussion on TFM strategy</li> <li>5) Exchange of opinions on organizing seminars</li> </ol>
Discussion topics	<ul style="list-style-type: none"> <li>• Explanation of the purposes of TFM and outline of its activities</li> <li>• Discussion on approaches to markets other than China</li> <li>• Discussion on the future development from OEM</li> <li>• Discussion on future activities</li> </ul>

Table 38 Summary of 7<sup>th</sup> TFM

Purpose	Discussion of target customers and future seminar
Date and Time	July 10 <sup>th</sup> 2019 14:00 – 16:30
Venue	PRGMEA, Lahore
The Number of Attendants	11 (8 members from PRGMEA and PHMA, 3 members from JICA Project Team)
Agenda	<ol style="list-style-type: none"> <li>1) Discussion on PRGMEA/PHMA strategy</li> <li>2) Access to Chinese and US apparel markets</li> <li>3) List of apparel agents in Pakistan</li> <li>4) Exchange of opinions on organizing seminars</li> </ol>
Discussion topics	<ul style="list-style-type: none"> <li>• Discussion on e-commerce</li> <li>• Discussion on selecting business partners and buyers in China</li> <li>• Discussion on the possibility of business development in the U.S.</li> <li>• Requests for JICA projects</li> <li>• Discussion on the Joint Marketing Center</li> <li>• Exchange of opinions on preparations for the seminar and selection of speakers</li> </ul>

With regard to the marketing research, PRGMEA/PHMA initially commented that the market and policy research conducted by the local subcontractor in Phase I was insufficient in terms of practical information on the expansion of business (export) of PRGMEA/PHMA companies in the Chinese market and buyers. Therefore, it was decided to consider China as a short-term development market and a step to diversify export products to the US and European markets, which had been the focus of Phase I. As described in Activity 4-2, JICA Experts in charge of marketing activities prepared materials on market analysis in China, information on practical aspects (buyers, industry associations, international exhibition halls), and detailed analysis of the Pakistani market from the perspective of

the international apparel market (apparel sector, chemical fiber imports and US tariffs, etc.). The results of these studies were shared at the 6<sup>th</sup> TFM meeting, and the PRGMEA and PHMA expressed their appreciation for the improved understanding of Pakistan's position in the international market.

At the 7<sup>th</sup> TFM meeting, based on the request from PRGMEA and PHMA, materials were prepared and discussed short-, medium-, and long-term target strategies and list of distributors in Pakistan. The PRGMEA and PHMA requested additional information on e-commerce and buyer lists, and also requested that this work should include "practical activities" such as attracting buyers to Pakistan and creating business opportunities. After this discussion, the activities were shifted to the study of matching with companies, etc., rather than classroom lectures like TFM (See Activity 4-2).

Additionally, based on the results of discussion on the seminar (Activity 4-3) at the meeting, it turned out that there was a great demand for a Japanese speaker, so JICA Experts decided to ask a suitable person who is familiar with the Asian market to speak at the seminar. This seminar was held in February and March 2020.



▲7th TFM (July 2019 at PRGMEA)

(2) Taskforce for Woman Empowerment (TFW)

1) Overview of TFW Conference for Women's Empowerment

As shown in the Table below, the Public-Private Partnership Task Force for Women Employment held the TFW meetings for seven times, four each in Phase I and II, with the Textile Wing, Ministry of Commerce, training institutes, manufacturing and export associations as members, and other registered companies and stakeholders as invited. It promoted public-private partnership. In Phase I, TFW meetings were held to determine task force members, established the task force, and introduced grassroots schemes of stakeholders and the Japanese Embassy in Pakistan. It prepared and implement action plans through public-private partnerships by each member sharing information, and promoting collaborative activities to promote women's employment. In Phase II, policy recommendations, strategies and action plans for increasing employment of women were suggested to the third Textile



Policy of the five-year plan of the Textile Wing, Ministry of Commerce.

Table 39 TFW Meeting in Phase I and II

	Title of the meeting	Date	Period	No. of participants
1	1 <sup>st</sup> TFW Meeting for Women Empowerment	November 15, 2016	I	19
2	2 <sup>nd</sup> TFW Meeting for Women Empowerment	March 21, 2017	I	14
3	3 <sup>rd</sup> TFW Meeting for Women Empowerment	October 10, 2017	I	15
4	4 <sup>th</sup> TFW Meeting for Women Empowerment	March 22, 2018	I	17
5	5 <sup>th</sup> TFW Meeting for Women Empowerment	December 12, 2018	II	14
6	6 <sup>th</sup> TFW Meeting for Women Empowerment	April 22, 2019	II	16
7	7 <sup>th</sup> TFW Meeting for Women Empowerment	August 27, 2019	II	8

2) 4th TFW Meeting for Women Empowerment

The purpose of the 4th TFW was to introduce the Gender Projects of the JICA Pakistan Office, the Grassroots Human Security Grant Aid Project of the Embassy of Japan in Pakistan, and the one-year activity plans for promoting women’s employment set by each C/P, and to share the progress and information. In response to the explanation by the gender officer of JICA Pakistan Office, the TFW participants actively asked questions, which promoted the understanding of gender projects apart from the Project and gender mainstreaming. After the TFW, FETI submitted an application to the Japanese Embassy for the purchase of three school buses and common room equipment under the Grassroots Grant. In response to the Japan Embassy’s request to adjust the application, FETI submitted another application for only three school buses. However, the application was rejected again by the Japan Embassy as the application of FETI did not fit their basic needs. One bus was rented from JICA Pakistan office and FETI has applied for the provision of the bus.

In addition, at the TFW meeting, PRGTTI and PKTI proposed effective ways to advertise for students to FETI for the opening of FETI, and information was exchanged among the training institutes. PRGTTI and PKTI shared their experiences to FETI, that they can change the image of the factory by taking the students to the garment factory, and that recruiting students through banners, mosques, and churches.



▲ The presentation of the Japanese Embassy's grassroots scheme



▲ PRGTTI Principal's presentation on the progress of the Action Plan

### 3) 1st Action Plan by the 4th TFW Meeting for Women Empowerment

It is observed that the activities for the expansion of female employment have been promoted by each C/P independently setting up and implementing their own activities. As FETI was not open when the Action Plan was set up, FETI participated in the second Action Plan. Most of the action plans were accomplished, although some activities are still ongoing. The 2nd Seminar on Promotion of Female Employment, part of the Action Plan, was strengthened the public-private partnership between PKTI, PHMA, and the Textile Wing, Ministry of Commerce. In addition, PKTI promoted female trainees and the number of female trainees reached 95 out of 250 at the time of the presentation; PKTI expressed its commitment to continue each activity and commented that the action plan has helped the training institutes to have a direction and act systematically. The PRGTTI signed an MOU with Home-Net, an NGO introduced at the first TFW meeting, to collaborate on student recruitment. In addition, PRGTTI organized a Women's Day in collaboration with PRGMEA to promote and encourage female trainees to seek employment. The Project provided advice, activity follow-up, and support for the implementation of each action plan.

### 4) 2nd Action Plan by the 4th TFW Meeting for Women Empowerment

Table below shows the second action plan set by each C/P. FETI and FGCC also presented their action plans. FETI was not open at the time of presentation, and the following activities were listed: improvement of facilities, preparation of training on anti-sexual harassment and compliance, activities to strengthen employment of female trainees, and participation in policy advocacy.

Table 40 Action Plan by C/P

C/P	2nd Action Plan
PHMA PKTI	<ul style="list-style-type: none"> <li>• Promotion of the importance of women's work</li> <li>• Training for PKTI and PHMA staff on how to improve female friendly working environment</li> <li>• Systematization of activities</li> <li>• Sharing best practices of women workers with companies</li> </ul>

PRGMEA PRGTTI	<ul style="list-style-type: none"> <li>• Development of guidelines to promote employment of women (manuals, presentations)</li> <li>• Conducting sessions to raise awareness of women empowerment (for trainees, trainers, and industry)</li> </ul>
FGCC FETI	<ul style="list-style-type: none"> <li>• Improvement of female friendly training facilities (day-care center, cafeteria, place of worship, transportation, etc.)</li> <li>• Awareness-raising activities for women empowerment (anti sexual harassment training, practice for trainees)</li> <li>• Enlightenment activities on compliance (compliance training, practice for trainees)</li> <li>• Strengthen collaboration with industry</li> <li>• Strengthening of female job placement (dissemination of information)</li> <li>• Policy recommendations to the Textile Wing, Ministry of Commerce to increase female employment (brainstorming session)</li> </ul>

#### 5) 5th TFW Meeting for Women Empowerment

The 5th TFW meeting was held in Lahore and aimed to exchange and consolidate views on the 3rd Textile Policy Recommendations (2019-2024) for expanding female employment in the apparel/textile industry from PHMA and registered companies, training institutes and Women Chambers of Commerce and Industry. Prior to this TFW, Pre-TFW meetings were held in Lahore and Faisalabad for a total of three times to consolidate the views of policy recommendations from FGCC, PRGMEA, PHMA, registered companies and vocational training institutes. A study session on policy recommendations to expand female employment in Bangladesh and Japan was also held.

#### 6) Identifying issues for policy recommendations from the 5th TFW meeting on Women Empowerment

The TFW meeting discussed the six aggregated discussion items: (1) women's training programs, (2) support for women's entrepreneurship, (3) transportation and female friendly work environment, (4) awareness raising, (5) promotion of female managers, and (6) quota system. In items (1) through (5), various opinions on issues and policy recommendations from their experiences and positions as training institutes, companies, associations, and women entrepreneurs were raised. The importance of all items was also emphasized. With the participation of the Women Chamber of Commerce and Industry, the perspective of women entrepreneurs was also discussed. With regard to item (6), it was discussed that the number of trained women in the Pakistani market is low and that it is a high priority to address women's training before establishing a quota system. In response to the discussion on the need for women's training, the PHMA chairperson said that he was in favor of creating a dedicated training center for women to increase the number of trained women. PHMA could contribute to this. The Textile Wing, Ministry of Commerce, highly appreciated such a proposal from the industry side. In addition, a company that employs 95% women gave advice on the issues discussed, such as

“having a safe place for parents to see the factory can promote awareness raising” and “it is important to provide transportation to reduce women’s constraints, and to start with what the company can do one by one”. The participants were also able to exchange opinions and information. (7) Other suggestions included a budget allocation system for projects focused only on women and the establishment of gender-specific data.

#### 7) 6th TFW Meeting on Women Empowerment and Policy Recommendations

The 6th TFW meeting was held to discuss policy recommendations for increasing women’s employment for the 3rd Textile Policy (2019-2024). It promoted exchange views on strategies and action plans for increasing women’s employment, and the progress of the 2nd Action Plan was shared by the TF members. The Textile Wing, Ministry of Commerce, manufacturing and export associations and registered companies, and training institutes participated the meeting.

The finalized six policy recommendations were reviewed after consolidating the recommendations discussed in the 5th TFW meeting and the follow-up meetings, and reflecting the results of the social gender survey and the case studies of Bangladesh and Japan. All views of the participants were covered in the policy recommendations. The policy recommendations for increasing female employment as agreed at the 6th TFW is below.

Table 41 Policy Recommendations by TFW

	Policy recommendations on expanding female employment
1	Formulating a National Strategy to Link Female Participation with the Industrial Development
2	Strengthening Skills Development Training Programs for Women
3	Promotion of Awareness Programs to Transform the Mindset for the Promotion of Female Participation in the Industry
4	Improvement of Female Friendly Environment in the Workplace as well as Training Institutions
5	Establishment of Data Management System to Capture Sex-Disaggregated Data
6	Promotion of Award Certification to the Industry for the Promotion of Female Participation

The Textile Wing of the Ministry of Commerce announced that it would consider the proposal in the next policy making process. The policy recommendation reflected the suggestion to address women’s mental health care in the “Promotion of Awareness Program to Promote Women’s Participation.

Since there was not enough time to discuss the strategy and action plan for increasing employment of women in this TFW, a follow-up meeting was held at a later date to prepare the strategy and action plan. Examples of companies participating in PRGEMA that are promoting women's employment were introduced. It was shared that the company has hired 50 women in the sewing line, opened a dedicated HR Department for female employees, and conducted internal trainings on anti-sexual harassment measures. The Textile Wing, Ministry of Commerce also proposed to achieve actions to increase employment of women through public-private partnership.



▲ 6th TFW meeting at PRGMEA

#### 8) Agreement on the Action Plan at the 7th TFW Meeting on Women Empowerment

The purpose of the 7th TFW meeting was to obtain consensus from the C/Ps on the strategy and action plan of the policy recommendations for the 3rd Textile Policy to increase employment of women. The strategy and action plan were agreed by all C/Ps of the Textile Wing, Ministry of Commerce, Training Institutes, and Manufacturing and Export Associations. Six strategic items were decided as shown Table below. Before this TFW meeting several meetings were held so that the contributions from each C/P could be elicited, collaboration and ownership could be demonstrated. In the process of creating the Action Plan, it was reviewed and updated many times to make it a feasible activity for each C/P, and the final agreement was reached.

Table 42 Strategies by TFW

	Strategies to expand female employment
1	Strengthening Skills Development Training Programs for Women
2	Promotion of Awareness Programs to Transform the Mindset for the Promotion of Female Participation
3	Improvement of Female Friendly Environment in the Workplace as well as Training Institutions
4	Establishment of Data Management System to Capture Sex-Disaggregated Data
5	Promotion of Award Certification to the Industry for the Promotion of Female Participation



▲ Confirmation and agreement by TFW members on the action plan to expand female employment

## 2.4.2 Activity 4-2: Implementation of a Market Survey by PPP Taskforce

Activities of this theme were originally planned as shown in Table 43 in WBS.

Table 43 Detailed Work Pursuant to WBS (Activity 4-2)

Detailed Contents of the Activity		Progress
	To conduct a seminar to share the findings of Activity 4-2 with stakeholders.	Completed
[4-2]	[4-2-1] Conduct the first strategic marketing seminar by the Taskforce.	Completed
	[4-2-2] Conduct the second strategic marketing seminar by the Taskforce.	Completed
	[4-2-3] Conduct the third strategic marketing seminar by the Taskforce.	Completed

Activity 4-2 includes (1) Marketing research (research on trends in markets, policies, and systems) focusing on literature, (2) Support for companies that participated in Fashion World Tokyo 2019 (hereinafter referred to as FW), an international exhibition held in Tokyo as part of the practical activities (preparation for participation in the exhibition, business negotiations, holding seminars at FW, etc.), and (3) Follow-up marketing for companies that participated in FW (e.g., dealing with issues in communication with companies after business negotiations).

### (1) Marketing Research

The purpose of the marketing research was to gather preliminary information for the practical activities and to provide information on how to select markets (mainly China and other Asian countries). From November 2018, the start of Phase II, to July 2019, Activity (1) was conducted in parallel with Activities (2) and (3).

In Tokyo, FW, where manufacturers and buyers from all over the world gather, is held twice a year, in spring and fall. First, it was decided that companies from PRGMEA/PHMA would participate in FW in April 2019. FW is characterized by the fact that many Chinese companies aiming for the Japanese market and manufacturers from India and Bangladesh exhibit their products, and buyers

come from China and other countries. It was agreed at TFM meeting to conduct a survey on the structure and trends of the Chinese market and regulations in the US and European markets and to analyze the current situation and future direction of the Pakistani market from the perspective of the international apparel market (import of chemical fibers for product diversification, trends in US tariffs on Chinese products, etc.).

The results of the survey were presented to the C/P in April and June 2019 after FW in April 2019. At the presentation in April 2019, the characteristics of the Pakistani market (presence in the global market, current status vis-à-vis the Textile Policy 2014-2019, Pakistan's incentives for small, medium and other export-oriented companies that make up the TFM, etc.) were introduced. Also, the draft textile policy recommendation was presented and mostly agreed by the C/P.

In June 2019, the analysis of China market was presented to TFM members. The materials include market trends and institutions as well as large scale exhibitions and buyers. Based on the materials, TFM members discussed which exhibitions and buyers TFM members would like to exhibit at and how they can access them (e.g., through international industry associations with which PRGMEA/PHMA has contacts).

As for the research on the actual situation and trend of the entire textile and apparel industry in China, JICA Experts conducted a comparative study on apparel policies and taxation systems in various countries in accordance with the request from PRGMEA/PHMA.

From September 2019 onwards, based on the requests from PRGMEA/PHMA on how to proceed with "practical activities," the contents of activities shifted to the ones aiming at business matching with companies. Research on ASEAN policies and institutions (such as measures to attract foreign investment and promote exports for domestic companies in Vietnam, Bangladesh, and India, and FTAs with specific countries) was conducted afterward. In November 2019, when JICA Experts shared the results of the survey with C/P, MINTEX appreciated its usefulness as a reference in policy making, and PRGMEA/PHMA appreciated its ability to promote understanding of the marketability of ASEAN countries.

## (2) Support for Pakistani Companies at Fashion World 2019 Spring

The following support was provided to 6 exhibitors at FW 2019 Spring from March to April 2019.

Table 44 Support for FW 2019 Spring

No.	Description
1	Cooperation with Chamber of Commerce and Industry, UNIDO, Senken Shimbun, etc. (regarding seminar organization and public relations)
2	Communication with participating companies. (Regarding necessary equipment for the exhibition venue, confirmation of date and time of arrival in Japan, members, airplane and accommodation, reminding)
3	Preparation of brochures (confirmation with Pakistan, JICA, etc.)
4	Communication with FW secretariat (Reed Japan). (Regarding management of equipment and setting up)
5	Meeting with MINTEX, Pakistani companies, and Japanese companies
6	Pre-visit to Pakistan Embassy before FW
7	Meeting with the presenters at the booth (Embassy, Ministry of Commerce, MINTEX, etc.), (support for improvement of PPT, exchange of materials, reminding)
8	Preparation for presentation materials (translation and stylization)
9	Support for setting up the booth the day before the seminar
10	Interpretation and matching support on the day of the event
11	Support at the booth for the day of the seminar
12	Making a list of business cards

(3) Follow-up for Pakistani Companies who exhibited at Fashion World 2019 Spring

Among the companies that participated in FW 2019 Spring, interview was conducted with the company that could be expected to develop business through FW (Towellers Ltd.).

- For Towellers Ltd., there are challenges in communicating in English with Japanese companies. This challenge appeared when they are communicating with one Japanese small and medium-sized company that is considering changing the manufacturer (purchaser) of its final products from China, where labor costs continue to soar, to a less expensive country such as Pakistan.
- Although Towellers Ltd. sent the Japanese company some samples of knitwear and other products as requested, the email written in English from the Japanese company was unclear. Towellers Ltd. tried to contact several times to confirm what they would like to mention, but the Japanese company stopped communicating with us.
- When this situation is confirmed, JICA Experts made an international phone call to this Japanese company's executive officer to sort out the situation, and it is confirmed that this Japanese company had sent a message translated with automatic translation from Japanese to English, which is difficult to understand, and also that the email from Towellers Ltd. had been treated as junk mail on the Japanese server (their communication resumed after this trouble-shooting).
- The Japanese side usually sends scanned copies of their desired product specifications and design sheets in Japanese, which made it difficult for Pakistani companies to produce the requested



prototype samples unless they have staff members who understand Japanese.

- Of the 15 companies that Towellers Ltd. met with at FW, a few emails were exchanged with about 5 (including the small and medium-sized Japanese company mentioned above), and Towellers Ltd. will keep in touch with these 5 companies.
- Towellers Ltd. understood that there are many requirements for inspection.

#### 2.4.3 Activity 4-3: TFM and TFW Seminars

The activities relating to this theme were conducted as follows.

Table 45 Detailed Work Pursuant to WBS (Activity 4-3)

Detailed Contents of the Activity			Progress
[4-3]		Conduct a seminar to share the findings of Activity 4-2 with stakeholders.	Completed
	[4-3-1]	Conduct the first strategic marketing seminar by the Taskforce.	Completed
	[4-3-2]	Conduct the second strategic marketing seminar by the Taskforce.	Completed
	[4-3-3]	Conduct the third strategic marketing seminar by the Taskforce.	Completed

##### (1) Marketing Strategy Seminar

Inviting speakers from Japan who are familiar with the textile industry, JICA Experts organized and implemented the seminars in Lahore and Karachi to deepen the understanding of Japanese companies and business expansion into the Asian market.

Many participants appreciated to the seminars, saying that it was easy to understand the details to keep in mind when considering business with Japanese companies (while small lot production is preferred, the balance between quality and price is very serious, and medium- to long-term reliability is a condition for placing a large-scale orders).

Table 46 Summary of Marketing Seminar in Lahore in February 2020

Title	Future Dynamics of Apparel Business Markets Seminar in Lahore
Purpose	To deepen the understanding of Japanese companies and business expansion into the Asian market
Date and Time	February 28 <sup>th</sup> 2020 13:30 to 17:00
Venue	PC Hotel Lahore (Crystal Hall-A)
The number of Attendants	Around 85 people (65 people from PRGMEA/PHMA, 20 people related to JICA Project)
Agenda	1) Opening remarks (JICA, MINTEX) 2) Market development of the textile and apparel industry in Japan and China (Mr. Kitayama)

	<p>3) Preparing for international business development according to the characteristics and features of Japanese customers (Mr. Horiguchi, Trade Development Agency (TDAP))</p> <p>4) Expectations, challenges and future of business with Pakistani companies from the perspective of Japanese inspection companies (Mr. Fukuda, Pacific Quality Control Center Ltd.)</p> <p>5) Closing remarks (PRGMEA, PHMA)</p> <p>6) Networking</p>
Presentation	<ul style="list-style-type: none"> <li>• Introduction of the current status of marketing efforts in Asian markets such as Japan and China (Mr. Kitayama)</li> <li>• Presentation on customer relations, business practices, regulations, sales methods, compliance, and impressions of companies participating in Fashion World (Mr. Horiguchi, TDAP)</li> <li>• Presentation on expectations, issues, and the future of business with Pakistani companies as a result of the quality of Japanese companies (Mr. Fukuda, PQC)</li> </ul>

Table 47 Summary of Marketing Seminar in Karachi in March 2020

Title	Future Dynamics of Apparel Business Markets Seminar in Karachi
Purpose	To deepen the understanding of Japanese companies and business expansion into the Asian market
Date and Time	March 2 <sup>nd</sup> 2020 12:30 to 16:30
Venue	PC Hotel Karachi (Conference Room)
The number of Attendants	Around 60 people (40 people from PRGMEA/PHMA, 20 people related to JICA Project)
Agenda	<p>1) Opening remarks (JICA, MINTEX)</p> <p>2) Market development of the textile and apparel industry in Japan and China (Mr. Kitayama)</p> <p>3) Preparing for international business development according to the characteristics and features of Japanese customers (Mr. Horiguchi, Trade Development Agency (TDAP))</p> <p>4) Expectations, challenges and future of business with Pakistani companies from the perspective of Japanese inspection companies (Mr. Fukuda, Pacific Quality Control Center Ltd.)</p> <p>5) Closing remarks (PRGMEA, PHMA)</p> <p>6) Networking</p>
Presentation	<ul style="list-style-type: none"> <li>• Introduction of the current status of marketing efforts in Asian markets such as Japan and China (Mr. Kitayama)</li> <li>• Presentation on customer relations, business practices, regulations, sales methods, compliance, and impressions of companies participating in Fashion World (Mr. Horiguchi, TDAP)</li> <li>• Presentation on expectations, issues, and the future of business with Pakistani companies as a result of the quality of Japanese companies (Mr. Fukuda, PQC)</li> </ul>



▲Marketing Seminar at PC Hotel Lahore



▲Mr. Kitayama's presentation at PC Hotel Lahore



▲Marketing Seminar at PC Hotel Karachi



▲Greeting from Mr. Toshikazu Isomura, Consul General of Japan in Karachi at PC Hotel Karachi

## (2) Online Pakistan-Japan Garment Business Talk

In response to PHMA's request, this event was organized to promote mutual understanding and future business between Pakistani and Japanese companies. Through discussions with PHMA, the need for business promotion among companies, especially PHMA-registered companies and Japanese companies, was raised. The Project explained that JICA Experts had been providing information and learning opportunities about Japanese market through the past seminars and meetings, but they would like to further strengthen the connection with Japanese companies.

Based on their need, on December 8, 2021, an event titled "Online Pakistan-Japan Garment Business Talk: What do Japanese companies expect from Pakistani companies?" was conducted using Zoom. The following program was planned with the aim of promoting mutual understanding and future business development between Pakistani and Japanese apparel companies.

Table 48 Program Outline of Online Pakistan-Japan Garment Business Talk

	Speaker/Title
Talk 1	Speaker: Ms. Michie Ushiroebisu (Uniform Planning Consultant/CEO, E-bis Co., Ltd.) Title: What Japanese companies expect from Pakistani companies in the field of uniform manufacturing
Talk 2	Speaker: Mr. Kazuaki Yamaguchi (CEO, Creative Clan Co., Ltd.) Title: Our 10 years business experience in Pakistan in the field of leather clothing
Talk 3	Speaker: Ms. Afshan Shuja Dar (Sr. Manager Sales & Merchandising, Interloop Ltd.) Title: What is important in doing business with Japanese companies
Special Talk	Speaker: Mr. Tahir Habib Cheema (Trade and Investment Counselor, Embassy of Islamic Republic of Pakistan Tokyo) Title: Supports from Embassy
-	Discussion

Through this event, Pakistani and Japanese companies were able to deepen their mutual understanding and gain an overview of what Japanese companies expect from Pakistani companies when conducting business. In addition, Pakistani companies were able to understand the points for improvement and points to keep in mind that were raised by Japanese companies and Pakistani company that is already doing business with Japan, and also discovered the potential that Pakistan possesses, which will motivate them to do business with foreign companies in the future.

### (3) Achievements of Seminars on Expanding Female Employment

#### 1) Outline of Seminars on Expanding Female Employment

Seminars on expanding female employment in the textile industry were held twice in Phase I and four times in Phase II, for a total of six times, targeting staff and trainees of the training institutes and Manufactures & Exporters Association, with a total of 619 participants. In the first seminar held in Phase I, the target training institutes and manufacturing and exporting companies were given a report on the results of the social gender survey, an introduction to successful case companies and women's chambers of commerce and industry, and the Minister of Women's Development, Punjab was invited as a speaker to raise awareness of promoting female employment. Since the second seminar was held at the end of the first term, it could not be included in the work progress report. Therefore, this report describes the results of the second seminar and four other seminars held in the second term. For each seminar, topics were selected that were prioritized by each training institutes, Manufactures & Exporters Associations, and company as issues to be addressed in expanding female employment.

- 2) Seminar on Expanding Female Employment Vol. 2 (The job opportunity you've been looking for!) (March 7, 2018)



▲ A scene of the trainee participants



▲ Closing speech from the Ministry of Industry and Commerce, Textile Wing

The seminar aimed to expand the career options for PKTI trainees and promote female employment through the introduction of companies that focus on female employment and successful cases of female entrepreneurs. Companies, women's chambers of commerce and industry, the Ministry of Industry of Commerce, Textile Wing, and manufacturing and exporting associations provided information on employment opportunities for women and encouragement to promote employment and entrepreneurship, which helped to encourage trainees to find employment and start their own businesses. The feedback from the trainees on the seminar was that "many employment options have opened up," "I learned that there are opportunities for women in employment, management, and entrepreneurship," "I gained confidence to get a job," "I want to work for a company," and "I want to start a business." In addition, the principal of PKTI reported that 15 trainees who attended the seminar participated in internships at participating companies, and that more trainees got jobs in companies by gaining information and knowledge about companies than in other courses. At the same time, since PKTI had never held a seminar of the same scale at a training facility, the principal of PKTI gained confidence in holding such seminars in the future and announced that he would hold them himself. After the seminar, PKTI purchased its own speakers and presentation monitors, and held two soft skills seminars for female trainees at PHMA on PKTI's premises, emphasizing its continuity as a training school.

At PKTI's suggestion, the seminar was held one day before International Women's Day on March 8, aiming for a media response, and was covered in national and local newspaper articles on March 8, thus sending the message of promoting women's employment throughout Pakistan.

- 3) Seminar on Expanding Female Employment Vol. 3 (Sexual Harassment Law Training What is the problem? How to implement anti-sexual harassment laws in your organization?) (November 26, 2018)



▲ Training session on how to implement anti-sexual harassment laws



▲ Training session on how to implement anti-sexual harassment laws



▲ Gathering of seminar participants

The seminar was held to promote the issue of sexual harassment and the implementation of the law for all FETI and FGCC staff as well as for FETI's employment partner companies, with the aim of improving FETI's environment for women to study and work and positioning it as a TOT. The seminar was conducted by FETI/FGCC and supported by the PSDMD Project as an activity under Strategic Objective 3 of the Action Plan, "Improvement of Female Friendly Environment at Workplace as well as Training Institutions" which was agreed upon in the policy recommendations for increasing women's employment submitted by the Project to the Textiles Division, Ministry of Commerce.

The ratio of male to female participants in the seminar was 2:1, and all participants, both male and female, actively participated in the seminar and discussions. After the seminar, male FETI/FGCC staff said that they became more careful in their conversation, language and attitude with female colleagues and female trainees. Furthermore, after the seminar, the principal conducted a 30-minute anti-sexual harassment training for each of the 160 trainees from all eight courses, which promoted the trainees' readiness to work by equipping them with knowledge and coping skills. Thus, the continuity of the seminar at the training school was strengthened. Participating companies commented that their knowledge improved and became more useful before and after the seminar, and that they were able to understand and update their knowledge on harassment behavior. They also expressed their intention to implement anti-sexual harassment laws in their companies and increase the percentage of female employees.

At the beginning of Phase I of this Project, when we proposed to PHMA, Faisalabad, to hold a training on anti-sexual harassment, they raised the opinion that this agenda might be premature. However, in Phase II of the Project, due to the encouragement from the Project and the changing trends in Pakistan, the needs and understanding of the people involved in creating an environment where women can work with dignity and peace of mind deepened, and with the strong commitment

of the FGCC chairperson and the principal of FETI, the seminar was able to be held. PHMA also actively participated in the seminar, even though it was initially feared that the seminar would be held in Faisalabad, a more conservative city compared to Islamabad and Lahore, where 10 years ago the topic of sexual harassment was so sensitive that the word was not even uttered. The fact that the seminar was held in Faisalabad, a conservative city compared to Islamabad and Lahore, is a big step for Pakistan and shows the changes in Pakistani society.

4) Seminar on Expanding Female Employment Vol. 4 (Labor Compliance and Job Opportunities for Women) (September 24, 2019)



▲ Masood Textile Mills' company introduction



▲ Distribution of certificates to seminar participants from FGCC chairman and FETI principal



▲ Tour of Masood Textile Mills factory by male family and community leaders

The fourth seminar was held for FETI graduates and trainees, and invited trainees' families and community leaders to prepare for and promote employment through labor compliance and introduction of companies that employ women. FETI staff also participated in the seminar, which was positioned as a TOT to provide a job guidance to trainees. The seminar was supported by the International Labour Organization (hereinafter referred to as ILO), an international organization specializing in labour rights, and the Labour Education Foundation (hereinafter referred to as LEF), NGO specializing in education on labor rights, and community leaders who are influential in women's employment and the Faisalabad Women's Chamber of Commerce and Industry to help disseminate pro-employment messages. The graduates said that they were encouraged by the women's participation in society. In addition, the principal provided training to 26 trainees of all two courses after the seminar, which will be continued. Thus, the sustainability of the seminar was demonstrated as the trainee's acquired knowledge of labor compliance and labor rights when they started working and were prepared for work.

At the end of the seminar, with the cooperation of Masood Textile Mills, a company that focuses on women's employment, a factory tour was conducted for male participants' families and community leaders to see the factory. The male family members who participated in the tour commented that they had no knowledge of the safety of sewing factories and that they would be able to send their



sisters to such a safe environment. The community leaders who participated in the Project also commented that they could send women from their own community to the factory with confidence, knowing that the environment of the factory was good. The male family members are the ones who have posed over the decision whether women can go to school or work, and without their support it is difficult for women to go to school or work. When we asked the graduates of the seminar who were not working why they were not working, they said that their fathers, brothers, and relatives were opposed to them working, so even if they wanted to work, they could not do so. It is important for male family members and community leaders who have influence in the community to know the exact status of the textile industry and participate in the promotion of female employment, which is the key to female employment.

5) Seminar on Expanding Female Employment (Seminar on Labor Compliance Practices and Promoting Women’s Participation in the Apparel and Textile Industry) (September 25, 2019)



▲Presentations by GIZ speakers



▲Anti-harassment law training



▲ILO speakers at the panel discussion

The 5th Seminar targeted corporate managers in the industrial sector and aimed at promoting an environment conducive for women to work, through labor compliance, anti-sexual harassment laws, and successful case study company introductions. In collaboration with PHMA, a manufacturing and export association, and PTEA, a stakeholder, 36 participants from 10 registered companies participated. Speakers included the ILO, GIZ, which promotes labor compliance in the apparel industry, NGOs that provide training on anti-sexual harassment laws, and a garment company that holds the Business Social Compliance Initiative (hereinafter referred to as BSCI), which has 98% female employment in Lahore and the Textile Wing, Ministry of Commerce. Many of the participating companies commented that it was a useful opportunity to review labor compliance and anti-sexual harassment laws. Participating companies actively asked questions and listened intently to the speakers’ presentations, and their active participation was observed. In the panel discussion, the necessity of promoting compliance through public-private cooperation and the importance of creating a work environment where women can work comfortably and changing their mindset were discussed. The seminar was a good opportunity to discuss the promotion of female employment through public-private partnerships from the perspective of labor compliance.



- 6) Seminar on Expanding Female Employment Vol. 6 (Entrepreneur and Soft Skills Seminar, How to Strengthen Digital Marketing and Interpersonal Skills to Improve Your Business) (December 2019)



▲ Soft skills training



▲ Presentation by a female PKTI graduate entrepreneur



▲ Digital Marketing Training by IT Manager, Textile Wing, Ministry of Commerce

The seminar was positioned as a guidance seminar for PKTI trainees to promote their employment, and to strengthen their soft skills and promote their entrepreneurship and employment by introducing digital marketing and entrepreneurial cases of graduates. Soft skills experts and IT experts from the Textile Wing, Ministry of Commerce served as lecturers, while PKTI graduates who have started their own businesses and the Women’s Chamber of Commerce participated as speakers. In the soft skills session, participants commented that the session would be very useful and practical for their future attitudes, and in the digital marketing session, the trainees said that they had gained more knowledge about digital marketing and wanted to start digital marketing. In the digital marketing session, participants commented that they would like to start digital marketing due to their increased knowledge of digital marketing. In the success stories of PKTI graduate, participants commented that they were very moved, encouraged, and motivated, that they would continue PKTI and start their own business in the future, and that women should be given opportunities to start their own business, which would lead to independence. These comments indicate that the graduates’ stories were familiar to them and motivated them to continue attending PKTI training. In addition, when the Women’s Chamber of Commerce and Industry of Lahore explained the support services for women entrepreneurs, many participants expressed their desire to join the Women’s Chamber of Commerce and Industry, which promoted cooperation among women. The seminar was recorded and will be used as a DVD material for the trainees’ employment promotion guidance, and the principal of PKTI commented that they were proud to hold the seminar and that the students’ response was very positive and useful.

The seminar was an activity under Strategic Objective 1 of the Action Plan of the Policy Recommendations for Expanding Employment of Women, “Strengthening of Skills Development Training Programs for Women” and was implemented by PKTI, in collaboration with PHMA and the

Textile Wing, Ministry of Commerce, and supported by this Project.

#### 2.4.4 Activity 4-4: Strategies and Action Plans by PPP Taskforce

This activity was conducted as follows.

Table 49 Detailed Work Pursuant to WBS (Activity 4-4)

Detailed Contents of the Activity			Progress
[4-4]		To conduct a seminar to share the findings of Activity 4-2 with stakeholders.	Completed
	[4-4-1]	Establish a marketing strategy by the Public and Private Partnership Taskforce.	Completed
	[4-4-2]	Announce a marketing strategy by the Public and Private Partnership Taskforce.	Completed
	[4-4-3]	Make a policy for action plan for market expansion of garment products in the Taskforce.	Completed
	[4-4-4]	Discuss about the marketing strategy action plan and analyze the results in the Taskforce.	Completed
	[4-4-5]	Make a policy for action plan for enhancement of women employment in the Taskforce.	Completed
	[4-4-6]	Discuss about the action plan for enhancement of women employment and analyze the results in the Taskforce.	Completed

##### (1) Action Plan Taskforce for Marketing

In consultation with MINTEX, policy recommendations, strategies, and action plans were made. The first draft was proposed at the TFM meeting in April 2019. The main proposals for the private sector include: effective use of schemes offered by the Government of Pakistan, such as a combination of schemes (e.g., schemes for SMEs, tax exemption schemes for exports, and subsidy schemes for participation in exhibitions, etc.), and the possibility of collaboration between SMEs and large companies (e.g., the ODM's long-term goal in PRGMEA/PHMA). For the Government of Pakistan, these include easing of import duties on fine cotton, cotton yarn, or synthetic fibers that are difficult to produce and manufacture in Pakistan, and encouragement of their processing. The policy recommendations were submitted in October 2019.

The strategy and action plan were also discussed continuously since November 2018. First of all, from the November 2018 the April 2019, the TFM members were encouraged to realize the significance of the Asian market, especially the Chinese market which is undergoing a transition from a manufacturing country to a consumer country, in light of the high degree of difficulty in the Japanese market (quality standards, delivery time, and severe pricing, in addition to strict screening before placing an order, even though economies of scale do not work in small lots). The TFM members were then asked to consider how to capture the Chinese market from April to June 2019, and to start discussing priority countries to enter and methods to develop an action plan.

At that time, PRGMEA/PHMA started to show interest in electronic commerce. In response to a request from the PRGMEA/PHMA to provide a list of Pakistani apparel manufacturing companies and product information in Japanese for Japanese buyers through a website, the Ministry of Commerce has established a portal site<sup>3</sup>.

The person in charge of web construction at Textile Wing, Ministry of Commerce requested that in the future, they would like to build a site similar to Amazon or Alibaba, and launch a portal site that handles a variety of products such as BtoB, BtoC, and CtoC. The activities of this work also have an introduction page on the website of Ministry of Commerce<sup>4</sup>.

## (2) Action Plan by Taskforce for Women Empowerment

### 1) Outline of implementation of policy recommendations, strategies, and action plans

Policy recommendations, strategies and action plans for increasing female employment in the textile industry for the 3rd Textile Policy of the Textile Wing, Ministry of Commerce, using the TFW meeting for women's empowerment through public-private partnership as a platform, the Textile Wing, Ministry of Commerce, training institutes, and Manufactures & Exporters Associations, Women Chambers of Commerce and Industry, and companies to consolidate their needs, finalize and agree on the strategy and feasible action plan by the TF members. The policy recommendations, strategy, and action plan were officially submitted to the Textile Wing, Ministry of Commerce on September 10, 2019. The total of six meetings were held over a period of about 11 months starting from November 2018, including two pre-TFW meetings to prepare policy recommendations, strategies and action plans, free discussions at seminars and three TFW meetings. In addition to these meetings, we followed up with each TF member individually before and after the meetings to consolidate their opinions and promote action. In addition, case studies of policies to promote women's participation in other countries, Bangladesh and Japan, and the results of social and gender surveys conducted by the Project were also reflected in the collection of opinions.

The following six policy recommendations were made: (1) link women's participation with industrial development as a national policy, (2) strengthen skills development training programs for women, (3) promote awareness-raising programs to promote women's participation, (4) improve the environment for women to study and work, (5) maintain gender-disaggregated data, and (6) promote recognition of awards to promote women's employment. In formulating the strategy, (1) was removed

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<sup>3</sup> <http://www.textilespak.com/>

<sup>4</sup> <https://rdacell.com/jica/>

because it was positioned as a message from the industry and training institutes to the Textile Wing, Ministry of Commerce, and (2) to (6) were designated as the five strategic items. Based on these strategic items, an action plan for each prioritized activity was prepared, and for each activity, a person in charge and collaborators, a planned implementation period, and indicators were set.

The Textile Wing, Ministry of Commerce verbally confirmed the feedback that the policy recommendations have been taken into consideration and reflected in the third draft of the Textile Policy and a chapter for women only has been created. On December 16<sup>th</sup> 2021, the Ministry of Commerce officially announced the Textiles and Apparel Policy 2020-2025. In Chapter 4 of the announced Textile Policy, a section on “Women Participation in Manufacturing” was included (4.1). There was no chapter dedicated to women in the second edition of the Textile Policy, but the recommendation from JICA Expert to create an independent chapter dedicated to women was reflected on the latest policy. Specifically, in 4.1.3, it is clearly stated that day care centers should be deployed and transportation should be secured for women-friendly work environment. In addition, under “4.2. Productivity and Skill Development,” the recommendation to strengthen skill development training programs for women was reflected. It also states that “Ministry of Commerce in collaboration with NAVTTC and TEVTA will initiate mass level training programs for textiles and apparel value-chain especially in industrial stitching and importantly for women,” which means the need to train women in sewing technology is identified. It can be said that the action plan of the Project was reflected in the Textile Policy. The 2nd Textile Policy did not explicitly mention women, but a section specifically for women was added to the 3rd Textiles and Apparel Policy, which became a policy with steps for women's participation.

## 2) Policy recommendations for expanding female employment

In a total of six meetings, the following three items were discussed and raised by the participants as important issues for policy recommendations to increase female employment. The first is to strengthen skill development training programs for women, the second is the importance of promoting awareness-raising programs to promote women’s participation, and the third is to improve the environment for women to study and work. With regard to the first issue, the participating companies reported that the majority of companies are facing the challenge of employing women because the number of skilled women in the market is overwhelmingly small, and the number of applications to companies is low. The importance of professional human resource development for women was discussed. Some participants suggested the establishment of a quota system, but since the number of skilled women in the market is small, it was unanimously decided that strengthening skill development programs for women is the most important matter. The Textile Wing, Ministry of Commerce, also emphasized the development of women’s vocational human resources and said that

the quota system could be introduced after the number of women who have acquired skills increases. Secondly, companies, unions, and training institutes mentioned the need to raise awareness of women's participation. It was discussed that there is a negative image of female employment in Pakistan, and the image of garment companies is also not good. Many participants agreed that raising awareness was one of the keys to promoting women's participation. Thirdly, the need to improve the environment to make it easier for women to go to training institutes and work was also raised. It was also discussed that communities should not send women to dangerous places, but on the contrary, they could send them to safe places. In addition, SMEs have difficulty investing in an environment where women can work easily due to lack of budget, and the need for support was raised.

A case studies of female employment participation policies in Bangladesh and Japan were presented to TFW members in Faisalabad on November 28, 2018 and in Lahore on November 30, 2018. Bangladesh's national policy on vocational training was introduced as a case study, while Japan's policies on supporting day-care centers and shortening working hours to support women's enrollment in training schools, as well as *Eruboshi* certification for companies with excellent female participation were introduced. In addition to the three policy recommendations mentioned above, the fourth item was the maintenance of gender-disaggregated data, and the fifth item was the promotion of award recognition for the promotion of female employment. For the fourth item, the example of Bangladesh's vocational training policy was referred to. For the fifth item, the example of Japan's promotion of *Eruboshi* certification for promoting women's participation was referred to, and participants said that it was a very good and sustainable system. In the case of Bangladesh's national policy on vocational training, a separate chapter on women was established to promote women's participation. In addition, manufacturers and exporters' associations, companies, and training institutes voiced the need for the Textile Wing, Ministry of Commerce, to send a strong message to position women's participation in the development of the textile industry, and this item was added to the sixth policy recommendation.

As shown in Table 50, the policy recommendations for expanding female employment were finally consolidated into six major items. In addition, sub-items were added to each major item to consolidate the opinions that were discussed.

Table 50 Major and sub-items for the policy recommendations for promotion of female employment

	Major policy recommendations for expanding female employment	Sub item
1	Formulating a National Strategy to Link Female Participation with the Industrial Development	<ul style="list-style-type: none"> <li>• Formulation of a national policy position on women's participation and increased market diversification</li> <li>• Proposal to create a separate chapter to strengthen the promotion of women's participation in the third edition of the Textile Policy</li> </ul>
2	Strengthening Skills Development Training Programs for Women	<ul style="list-style-type: none"> <li>• Support for the establishment of female exclusive vocational training schools</li> <li>• Provide subsidies to training schools for training programs for women</li> <li>• Provide subsidies to companies for training programs for women.</li> <li>• Promotion of women's participation in management and intellectual occupations in the textile industry, and provision of training programs to support women in management positions</li> <li>• Provide subsidies for women's management and intellectual occupation courses at vocational training schools.</li> <li>• Promotion of female entrepreneurs in the textile industry.</li> </ul>
3	Promotion of Awareness Programs to Transform the Mind-set for the Promotion of Female Participation in the Industry	<ul style="list-style-type: none"> <li>• Promote awareness programs in the community</li> <li>• Promote awareness programs in the textile industry</li> </ul>
4	Improvement of Female Friendly Environment in the Workplace as well as Training Institutions	<ul style="list-style-type: none"> <li>• Support for the improvement of female friendly working environment in companies</li> <li>• Improve transportation for women to access training institutes.</li> </ul>
5	Establishment of Data Management System to Capture Sex-Disaggregated Data	<ul style="list-style-type: none"> <li>• The importance of maintaining gender-disaggregated data to understand the current status of women's participation</li> </ul>
6	Promotion of Award Certification to the Industry for the Promotion of Female Participation	<ul style="list-style-type: none"> <li>• The effectiveness of the recognition and award system in motivating companies to promote women's participation</li> </ul>

### 3) Strategies and action plans for increasing female employment

The strategy and action plan for expanding female employment was developed based on the policy recommendations, setting clear priorities and targets for promoting women's participation in

the textile industry through public-private partnerships, persons in charge, collaborators, and implementation period, and creating a feasible action plan for the C/Ps as a strategic framework. In the process of creating the action plan, we tried to review and create feasible actions that can be contributed by each resource as much as possible in consultation with each C/P. The strategy and action plan were agreed upon by the TFW members at the 7th TFW meeting on women's empowerment on August 27, 2019, and formally submitted to the Textile Wing, Ministry of Commerce, along with policy recommendations for increasing women's employment.

The following are the five strategies and each of the prioritized action plans. For Strategic Objectives 1 to 4, the training institutes and the manufacturing and exporting associations were the lead agencies in charge of the action plans and the Textile Wing, Ministry of Commerce was the collaborator; for Strategic Objective 5, the Textile Wing, Ministry of Commerce was the lead agency and the training institutes and manufacturing and exporting associations were the collaborators, and the action plans were promoted through public-private partnership.

The five Strategic Objectives with priority areas for actions are as follows:

### **Strategic Objective 1**

#### **Strengthening of Skills Development Training Programs for Women**

##### **Priority Actions:**

- 1.1 Establish new female exclusive training institutions
- 1.2 Provide skills training courses, including managerial, highly-technical and female entrepreneur courses for females, to training institutions
- 1.3 Provide skills training courses for females, including managerial and highly-technical courses, to companies
- 1.4 Enhance female entrepreneurship in the industry

### **Strategic Objective 2**

#### **Promotion of Awareness Programs to Communities and Industry to Transform the Mindset for the Promotion of Female Participation in the Industry**

##### **Priority Actions:**

- 2.1 Promotion of awareness programs to the communities and industries
- 2.2 Increase visibility of women's participation in the training institutions and enhancement of job placement to the industry

### **Strategic Objective 3**

#### **Improvement of Female Friendly Environment at Workplace as well as Training Institutions**

##### **Priority Actions:**

- 3.1 Promote female-friendly environment and facilities at workplace and training institutions
- 3.2 Introduce and implement anti-sexual harassment law at workplace and training institutions
- 3.3 Set up transport facilities for female at training institutions

### **Strategic Objective 4**

#### **Establish Data Management System to Capture Sex-Disaggregated Data**

##### **Priority Actions:**

- 4.1 Establish a data management system to capture sex-disaggregated data at associations
- 4.2 Establish data management system to capture sex-disaggregated data at training institutions

### **Strategic Objective 5**

#### **Promotion of Award Certification to the Industry for the advancement of female participation**

##### **Priority Actions:**

- 5.1 Establish and implement an award certification system to commend excellent companies for the promotion of female participation in the industry
- 5.2 Announce the awarded companies in the website of MINTEX in order to make anybody to be able to access the information

#### **a) Strategic Objective 1: Strengthening of Skills Development Training Programs for Women**

It is the perception of TFW members that skill development training programs for women are a critical component of promoting women's participation in industry and is a high priority. The challenges faced by Pakistani garment companies include the lack of skilled women in the marketplace, and producing trained women in the marketplace will help meet the needs of the companies. In addition, women's skills development training can help promote women's participation in industry by developing human capital, increasing women's productivity, and expanding employment opportunities. Therefore, the Action Plan identified the following actions as priority activities: Establish new female exclusive training institutions (1.1), provision of skills development training to vocational training institutes and enterprises, including training for women managers, intellectuals and women entrepreneurs (1.2 and 1.3), and enhance female entrepreneurship in the



industry (1.4).

Although there are regional differences in Pakistan, there is a tendency to resist coeducation due to cultural norms, and the majority of female students say that their parents allowed them to attend FETI because it is a female exclusive vocational training institute. One community leader is in favor of women going to school and working, but is against mixed gender studies and schooling. Vocational training schools exclusively for girls are likely to increase the likelihood of female students. In addition, expanding the number of female middle management and intellectual occupations as well as female worker level is also a matter to be addressed, and the need to train women in middle management as supervisors of female workers has been mentioned by companies. In addition, the promotion of female entrepreneurs, who are not yet very active in the textile industry, is said to lead to the expansion of female employment, and cooperation with the Women's Chamber of Commerce and Industry was also incorporated.

b) Strategic Objective 2: Promotion of Awareness Programs to Communities and Industry to Transform the Mindset for the Promotion of Female Participation in the Industry

In promoting awareness-raising programs to change community and industry mindset toward women's participation in the textile industry, The TFW members recognize that women's participation will not progress without changing the negative perceptions and mindset toward training and employment that persist as a deep-rooted issue in the community, and without raising awareness in the industrial sector to promote women's employment and a comfortable working environment for women. The cultural norms in Pakistan are so deep-rooted that a continuous awareness-raising approach to community leaders, women's families, women, and industry is needed. Therefore, the Action Plan has identified the Promotion of awareness programs to the communities and industries (2.1) and increase visibility of women's participation in the training institutions and enhancement of job placement to the industry (2.2) as priority activities.

c) Strategic Objective 3: Improvement of Female Friendly Environment at Workplace as well as Training Institutions

It is recognized that improving the environment for women at workplaces and training institutes to make it easier for them to go to training institutes and work will be a great motivation for them to work. An environment that is conducive to women's training and employment can give women a sense of physical and emotional security. Training schools, corporate transportation, day care centers, women exclusive units, anti-sexual harassment measures, female trainers and supervisors, and a safe work environment are all factors that can persuade women and their families to promote women's participation. As the personal safety of women is considered to be of utmost importance by the female family members in Pakistan, especially the male family members and relative members, the safety

maintenance of female employees in training institutes and companies will help to promote women's participation in the industry. The Action Plan is decided that the priority actions are to promote female-friendly environment and facilities at workplace and training institutions (3.1), introduce and implement anti-sexual harassment law at workplace and training institutions (3.2), and set up transport facilities for female at training institutions (3.3). Collaboration with the Day Care Fund Society, Women's Development Department in Punjab, which provides grant assistance to government agencies and companies for setting up day care centers, was also incorporated into the action plan.

d) Strategic Objective 4: Establish Data Management System to Capture Sex-Disaggregated Data

For the establishment of gender-disaggregated data management systems, the activities included the establish a data management system to capture sex-disaggregated data at associations (4.1) and in training institutes (4.2) in collaboration with the Textile Wing, Ministry of Commerce, with reference to the Bangladesh skills development policy case.

e) Strategic Objective 5: Promotion of Award Certification to the Industry for the advancement of female participation

TFW members agreed that the establishment of a government-led award system for promoting women's participation in industry, in collaboration with the associations, would be effective and sustainable in Pakistan, and based on the example of the Japanese government in promoting women's participation. As an action plan, the TFW members identified the following activities: establish and implement an award certification system to commend excellent companies for the promotion of female participation in the industry (5.1), and announce the awarded companies in the website of the Textile Wing, Ministry of Commerce in order to make everybody to be able to access the information (5.2), so that all citizens can access it.

4) Follow-up on the realization of the Action Plan to increase female employment

Following the development of policy recommendations, strategies, and action plans for increasing women's employment, follow-up and support were provided for ongoing action plans. Several action plans were implemented in Activities 2-9 and Activities 3-8 in Phases II and III. Under Strategic Objective 1 'Strengthening skills development training programs for women', a skills development training program, SMOT (Stitching Machin Operator Training), was implemented and continued by the Textile Wing. Furthermore, a proposal to establish a women-exclusive Textile and Fashion Design Centre by the National Textile University (NTU) is being taken forward on the recommendation of the Textile Wing. In addition, seminars on the promotion of women's employment were organized by PKTI and FETI as an awareness-raising activity.

The main activities of Strategic Objective 2: 'Promote awareness-raising programs for the community and industry to change attitudes towards women's participation in the textile industry' include: a) Production of video documentaries on women's success stories as educational material for awareness-raising activities to promote women's participation; b) Development of a career guidance program to support women in employment at each training institutes; c) development and implementation of a joint career guidance program manual for teacher guidance from the perspective of women in each of the three training schools; d) planning and implementation of seminars to promote women's employment; and e) conclusion of an MOU between FETI and companies to strengthen cooperation in women's employment.

The Strategic objective 3: 'Improve the environment for women to study and work in the workplace and training schools' includes ensuring transport at FETI, opening day-care centres, assigning female nurses, developing anti-sexual harassment legislation and conducting seminars for trainees.

The Textile Wing of the Ministry of Commerce, three training institutes and the associations have realized the importance of promoting women's employment in the textile industry, and each C/P has made achievements. It is expected that through collaboration between industry, academia and government, efforts to increase employment of women will continue after the project is completed.

## Chapter 3

# Challenges, Creative Ideas, and Lessons Learned

## **Chapter 3 Challenges, Creative Ideas, and Lessons Learned**

### **3.1 Basic Policy for Management Aspects in the Work Plan**

#### **3.1.1 Policy 1: Emphasizing the importance of ownership and ensuring sustainability**

Project Team is trying to encourage C/P's ownership and independent development in each activity.

For example, the 5th JCC held in March 2021 was facilitated mainly by C/P. The overall progress and schedule of activities were presented by Ministry of Commerce, Textile Wing. TOT implementation status was presented by the principals of the training institutes. The activities of FETI related to school management and promotion of female employment were presented by FGCC/FETI. The activities of TFM and TFW were presented by Ministry of Commerce, Textile Wing.

As for TOT, there were situations where the autonomy of teachers and trainees at the training institutes was encouraged through the guidance of JICA Experts. For example, with regard to TOT of 5S/KAIZEN, after understanding the concept and gaining knowledge on this subject, the teachers started to practice organizing, cleaning, and sanitation on their own at the institutes, involving the trainees without being instructed by JICA Experts. As for TOT of Apparel Planning, the teachers reviewed what they learned in TOT at home on their days off and shared questions and discussions with each other on LINE group. Furthermore, the teachers also voluntarily updated the contents of their own classes by reflecting the contents learned from TOT.

The principal of FETI is also actively involved in TOT by translating some of training materials used for TOT from English into Urdu. This process of collaboration between C/P and JICA Experts promoted the ownership of the C/Ps, and at the same time C/P deepened their understanding of the contents of TOT and creation of teaching materials.

Numerous task force meetings were also held during the preparation of policy recommendations and action plans for market expansion and women's employment promotion, creating a forum for discussion and consolidating issues and needs from C/Ps and stakeholders. The issues and needs were fully reflected in the policy recommendations and action plans, and ownership was emphasized.

In the women's employment support activities in the three training institutes, the C/Ps participated in the production of a video documentary on women's success stories and appeared in the documentary themselves which was enforced C/P's ownership. Furthermore, ownership was demonstrated through the C/P's participation in the development of the joint career guidance programme manual for the three training institutes.

### **3.1.2 Policy 2: Detailed Project monitoring**

TWG meetings were used as opportunities for Project monitoring. In Phase II, the 5<sup>th</sup> TWG was held on April 8, 2019 and the 6<sup>th</sup> TWG was held on November 19, 2019. The 7<sup>th</sup> TWG was planned to be conducted after the 5th JCC. However, as the 5th JCC was significantly postponed to March 2021, the 7th TWG was also postponed to Phase III in 2022 and it was conducted in June 2022. The Project Monitoring Sheet (PMS) was used for project monitoring. PMS Ver.7 was prepared for the 5<sup>th</sup> TWG, and Ver.8 was prepared for the 6<sup>th</sup> TWG, and PMS Ver.9 was prepared for February 2021. PMS Ver.10 was agreed with C/P and submitted to JICA in August 2021.

### **3.1.3 Policy 3: Assignment of Deputy Chief Consultant and additional Project Coordinator**

The Deputy Chief Consultant plays an important role in promoting activities more smoothly and effectively from the perspective of project management in cooperation with Chief Consultant. As Chief Consultant himself is in charge of TOT and training for companies, it is difficult for him to take time to grasp the progress of the entire project. In this case, Deputy Chief Consultant will oversee all activities of the Project and encourage cross-disciplinary collaboration among JICA Experts as necessary for better outputs. One example is when JICA Project Team visited local apparel companies with C/P in order to understand the actual situation of the human resource needs of these companies and to promote female employment. However, when visiting these companies and interviewing them, we needed to have a specialized perspective on the apparel industry, such as the specific types of jobs required and the skills to be acquired. Therefore, this activity was carried out in collaboration with Experts in charge of TOT and Expert in charge of women economic empowerment. In this way, The Deputy Chief Consultant who has the perspective of project management played an important role in ensuring flexible cooperation among Experts in accordance of the flow of the Project and maintenance of a sense of unity as a team to achieve Project goal while they concentrate on their own expertise.

Ms. Shibata, an additional Project Coordinator, who is also serving as an assistant marketing expert, was mainly responsible for submitting policy recommendations and strategic action plans for the TFM and for conducting the seminars. With the assignment of this additional Project Coordinator, Project Team was able to facilitate TFM-related discussions with the Ministry of Commerce, Textile Wing located in Islamabad and various industry associations in Lahore in parallel with TOT-related activities conducted mainly in Lahore and Faisalabad.

In Phase III, the 'Garment Industry Human Resource Development / Women Economic Empowerment', who had continued work experience from the first phase, was appointed as the Chief Adviser, while the 'Training Management / Industry-Linkage', who was in charge of the Assistant

Chief Advisor and Chief of operation in the second phase, was appointed as the Assistant Chief Advisor.

This reassignment has led to a system in which the experts in charge of the TOT can concentrate more on their areas of expertise and has also strengthened management by enabling the Chief Advisor and Assistant Chief Advisor to monitor progress in each area in full detail.

#### **3.1.4 Policy 4: Clarification of division of duties and strengthening marketing activities through Diversity System**

In the field of marketing, Mr. Sakurai, an expert with business experience in Pakistan, was assigned to the Project, and two marketing assistants were assigned using the Diversity System. One of the two experts, Mr. Nishino, worked for 30 years at a general trading company, mainly in the field of textile/apparel and plant business and has more than 10 years of work experience in ASEAN and South Asia (until 2013, he was the manager of the Mumbai branch in India). Therefore, he has a good understanding of the textile/apparel business. As for the other position, there was a personnel shift: Ms. Asano at the beginning of Phase II and Ms. Shibata in the latter half of the Project. Mr. Asano had worked at a think tank, Ministry of Agriculture, Forestry and Fisheries, and a food company as a marketer. Mr. Shibata had been in charge of several JICA's private sector partnership projects in South Asia. Mr. Nishino exchanged information with C/Ps (mainly with Ministry of Commerce and PRGMEA/PHMA) and Japanese stakeholders (Embassy of Japan in Pakistan, JETRO Karachi Office, and private companies). Then, he played a role in sharing the needs of Japanese companies with C/Ps so that they could organize productive action plans. Using the Diversity System, Ms. Asano and Ms. Shibata assisted Mr. Nishino's work, which enabled them to carry out their activities efficiently.

#### **3.1.5 Policy 5: Conducting a joint fashion show of three Institutes**

As the fashion show organized by PKTI in Phase II was well received both at internal and external, a joint fashion show of the three C/P, training institutes was organized in Islamabad in the third phase.

The year 2022 will mark the 70th anniversary of the establishment of diplomatic relations between Japan and Pakistan, and it was expected to have significance in showing the cooperation and friendship between the two countries under the theme 'Relationship between the two countries'. The project also provided an opportunity to present the results of the project to a wide range of invited guests, including relevant government officials and company stakeholders.

## **3.2 Other Challenges, Creative Ideas, and Lessons Learned**

### **3.2.1 Female trainees' employment rate at FETI**

The low employment rate of female trainees at FETI and the lower employment rate of female trainees compared to male trainees at PKTI and PRGTTI are one of the challenges in the Project. It can be said that various factors such as Pakistan's specific social norms, social constraints on women's employment, and the community's negative image of the textile industry are hindering women's employment. FETI's efforts with the community and industry in recruiting students and supporting their employment have shown that many female trainees have been introduced to companies by reaching out to and involving the women's families, mainly the patriarchs and male family members who have decision-making power, and community leaders who have influence in the community. Furthermore, the development of employment support systems at training institutes and employment cooperation with companies has laid the foundations for boosting female trainees' employment.

Based on these issues and examples of past efforts, JICA Project Team believes it is important to continue to plan and implement activities, keeping in mind that it is essential to work directly with women themselves to promote their employment, as well as to work and collaborate with their male family members and community leaders to change their attitudes.

### **3.2.2 Understanding of the characteristics and needs of C/P**

PHMA and PRGMEA were the most important organizations to collaborate with in the implementation of marketing activities. JICA Experts found out that their needs are practical activities (such as specific business opportunities with Japanese companies and other foreign companies) to enter international markets. Although it was difficult to directly provide them with business opportunities in the Project framework, JICA Experts did their best to support them by conducting the seminars and surveys with contents that met their needs.

After submitting the Action Plan for marketing, JICA Project Team continued to follow up with C/P based on the content of the Action Plan and through discussions with PHMA and PRGMEA to understand their needs. While discussing with them what JICA Project Team could do, advice to improve the marketing capacity and autonomy of the industry organizations themselves is given.

In addition, PHMA and PRGMEA are relatively small organizations consisting mainly of small and medium companies. Therefore, the influence of PHMA and PRGMEA in raising the level of the apparel industry as a whole in Pakistan seemed smaller than that of large business organizations with political power, in which conglomerates are members, and even the results of Project seemed small. Therefore, as a suggestion to JICA at the stage of project formation, setting an influential business organization such as All Pakistan Textile Mills Association (hereinafter referred to as APTMA) as the



main C/P could result in greater results.

### **3.2.3 Strengthening of linkage and knowledge sharing among the target training institutes**

During the implementation of the seminars on promoting women's employment in PPP, JICA Project Team also focused on collaboration with industry, community, male family members of female trainees, unions, women's chamber of commerce and industry, NGOs, foreign donor agencies, and the Women Development Department. Thus, the target institutes were able to strengthen their connection and collaboration with each stakeholder. Additionally, the seminars on women's employment promotion have functions as TOT. There were cases where training institutes conducted similar seminars for their trainees after the seminars held. PKTI conducted a seminar on entrepreneurship for female trainees after the Women's Entrepreneurship Seminar. FETI and the companies participating in the seminar also launched a joint student recruitment campaign. It can be said that the seminar on promoting women's employment played a role as TOT, and also served as a foundation for further collaboration in future activities by building relationships and cooperation with stakeholders.

As mentioned above, JICA Project Team hold seminars aiming at supporting female employment and career guidance for institutes. As part of these events, the teachers at the institutes were scheduled to visit companies to understand work at sewing companies and the human resource needs of the industry. Through the company visits, the teachers could make contacts beyond the framework of the training institutes. It is also important to advise the training institutes to build and maintain their own connections with the outside even after the Project is finished.

### **3.2.4 Remote activities due to the impact of COVID-19**

After March 2020, due to the spread of COVID-19, C/P and Project Team were forced to be flexible in continuing the activities by making full use of online tools. As mentioned above, for TOT, JICA Experts have been providing technical guidance remotely via Zoom. In order to help the teachers, understand the subject better each JICA Expert has reconstructed structure of lecture to make it suitable for online setting according to the characteristics of each subject. For example, in SC02 Industrial Stitching Machine Operator, video materials on how to use the sewing machines installed in the training institutes were used to attract the teachers' attention even the class was held through the screen. In SC06 Apparel Planning, the fashion drawing assignments submitted by the teachers were corrected by JICA Expert by drawing by hand on-site, but in the online settings, the Expert drew feedback on data of the teachers' assignments using Illustrator and sent them back via LINE group or email. It can be said that through the online TOT, the range of teaching methods has expanded.

In September 2021, some of JICA Experts resumed their on-site activities, but some did not until the end of the Project period and continued to work remotely in Japan. When some of the on-site activities are resumed, JICA Experts were required to isolate themselves in the hotels for a certain period of time on their arrival in Pakistan. Thus, even after the resumption of local activities, JICA Project Team was required to take thorough countermeasures against COVID-19 infection, such as social distance, etc. Under these circumstances, experience in online TOT in Japan was utilized, and also applied not only to TOT but also to online seminars on female employment promotion.

### **3.2.5 Creation of educational materials (brochure and DVD)**

In the course of marketing activities, Ministry of Commerce, suggested that there are various issues in the textile industry, such as Sustainable Business Development, and that education is important to solve these issues. Therefore, with the cooperation of TDAP, JICA Experts prepared an educational booklet about quality control and manners for doing business with Japanese companies. In addition, a DVD of a conversation between a Japanese apparel company and JICA Expert of this Project was produced with the theme “business development with Japanese companies and precautions to be taken when participating in Asian markets.” These materials were provided to Ministry of Commerce and are expected to be utilized by C/P.

## Chapter 4 Achievement of Project Goal

## Chapter 4 Achievement of Project Goal

### 4.1 Achievement of PDM Indicators

The "Joint Monitoring," which substantially became project final evaluation, was conducted from May 30 to June 3, 2022, together with each C/P institution. During the joint monitoring, the results of the analysis of each indicator data were reviewed with the C/P institutions in order to determine the degree of achievement of the PDM indicators of the Project.

This chapter is based on the data presented at the reporting session of the joint monitoring (as of May 2022), but the results of the teacher evaluation conducted afterwards was added. The final project goals and the degree of achievement of each outcome are described below.

#### 4.1.1 Achievement of each outcome

(1) Output 1

**Output 1:** Training plan is formulated to fulfill needs of garment industry.

**Indicator 1:** Training Plan for each institute is prepared based on three surveys.

**Outcome 1 can be considered "achieved" as of the May 2022 implementation of the joint monitoring.** The details of the achievement of Indicator 1 are described below.

Indicator 1: The three surveys related to Outcome 1 were mainly conducted in the Phase I, and the training plan for the target training period was developed based on the results of the three surveys in Indicator 1. The main points and progress of the activities related to the achievement of Outcome 1 are as follows

- Activity 1-1 Conduct a needs survey on human resource demand from garment industry (Completed)
  - A survey was conducted in 2016-2017 covering 42 companies in Lahore and 18 companies in Faisalabad.
  - The results of the human resource development survey revealed three main issues in both cities: 1) weakness in the design and R&D sectors, 2) high need for sewing machine operators and quality control operators as areas of human resource demand, and 3) low percentage of women in the direct sector.
  - As a result of the survey, it was confirmed that there is a need to improve the lecture management system of the existing schools, PKTI and PRGTTI, as well as a need to

support the promotion of employment of graduates.

- Activity 1-2: Conduct a trend analysis on international garment industries (completed)
  - A research report, “Report of Trend Survey,” was completed, which is composed of four points; 1) Trends in the size of the global apparel market, 2) Statistical analysis of major apparel exporting and importing countries, 3) Survey analysis of major apparel companies and suppliers, 4) Business trend analysis of the apparel industry, 5) Global chain survey of the apparel industry.
  - As for future marketing activities, lessons learned from successful cases in competing countries include focused investment in human resource development and labor, compliance with international policies and norms, and intention to shift from OEM to ODM and OBM.
  - Furthermore, the survey suggested three recommendations for Pakistan’s apparel industry: (1) improve political and infrastructural stability, (2) segregation based on intersectional trends, and (3) differentiation through lower prices.
- Activity 1-3 Conduct a social and gender survey in target training sites (Completed)
  - Two types of social and gender surveys (designated as I and II) were conducted in Phase I of this Project.
  - The social and gender survey (I) was a survey of communities and enterprises regarding social and customary constraints on women’s access to vocational training and work in the areas surrounding the three target institutes. The main result of this survey is that the biggest constraint to schooling and working is not “family opposition” (13% for schooling and 8% for working), but “transportation” (61%). With regard to the method for obtaining information on training schools/schools, personal networks were by far the most common response (75%).
  - The social and gender survey (II) was conducted through interviews with female teachers and trainees of PKTI and PRGTTI to identify issues in commuting to school (bus routes, transportation costs, etc.) and training environment (toilets, play rooms, nursery, etc.). The purpose of the survey was to improve the operation of the two schools, improve the environment of FETI, and promote women’s enrollment in school. In this survey, the female trainees and teachers of the two training schools indicated to each training school the problems they felt in the school environment and their suggestions for improvement, which led each training school to develop a plan to improve the environment for women

to study in the future.

- The action plans developed based on the survey results were incorporated into the action plans of each institution and policy recommendations by the Task Force for Women's Empowerment members.
- Activity 1-4 Formulate training plans for target training institutes based on Activity 1-1 to 1-3 (Completed)
  - As for the formulation of training plans, based on the results of the above-mentioned "human resource development needs survey," "apparel industry trend survey," and "social and gender survey," and based on the analysis of the subjects offered by PKTI and PRGTTI (industrial stitching, pattern making, fashion design, quality control, etc.), the training plans for TOT was developed.
  - First, common basic modules (CBMs), which consist of 10 modules that all teachers were established: After training in these modules, a training of trainers (TOT) will move on to Specialized Courses (SCs), which consist of 12 modules.
  - In Phase I of the Project, the specific course contents and training plans for the SCs have been flexibly modified to meet the needs of the local training institutes and the needs of trainers.
  - In particular, due to the impact of the spread of COVID-19, it was not possible to travel to the project site from Japan. Therefore, we planned and implemented online training. In the process, we have flexibly modified the structure of TOT and content to make it suitable for online training.
  - However, online training is very difficult for some specific courses such as SC02 Stitching and SC11 Pattern Making. For this reason, TOT is still ongoing with continuous re-examination of the training plan and contents.
- Activity 1-5 Formulate an equipment plan for the target training institutes (Completed)
  - Since the start of Phase I of field work in June 2017, the latest course plans and equipment environment of each school were analyzed and modified to suit with the draft equipment list during the planning survey.
  - After confirming the equipment requirements of each institute, the procurement budget was adjusted to the models available in the market, and the equipment list was updated and the procurement plan was formulated.

- As a result of difficulties in coordinating with local suppliers, the procurement was divided into two phases, and the TOT start-up plan and timing of equipment delivery were adjusted.
- In Phase II, the procurement and installation of all the equipment planned in the original contract was completed.
- When the contract was amended in October 2020, it was decided that the consultant would procure the items needed for the presentation of the project results at the end of the project and for the production of the artworks that would be presented as the result of TOT. These items were installed as planned.

(2) Output 2

**Output 2: Management capacity of Pakistan Knitwear Training Institute (PKTI) and Pakistan Readymade Garments Technical Training Institute (PRGTTI) is strengthened.**

**Indicator 1: 10 numbers of curricula are developed and utilized for TOTs and model courses.**

**Indicator 2: Result of training evaluation is continuously reflected to improve training activities.**

**Indicator 3: Rate of female trainees is increased to 50%.**

As of May 2022 on the Joint Monitoring, Outcome 2 is considered to be “achieved” in terms of strengthening operational capacity, although the impact of the expansion of the COVID-19 remains in terms of Indicator 3: “The number of female trainees increases to 50%”. The degree of achievement of indicators 1 to 3 is described below.

**Indicators 1 and 2**

- As mentioned above, a curriculum of Common Basic Modules (CBMs) consisting of 10 modules and Specialized Courses (SCs) consisting of 12 items has been developed through this project and has been utilized in the implementation of TOT and model courses.
- In the implementation of the model courses, we have discussed the implementation methods with the relevant personnel of the local training institutes, and the main instructional contents of the CBMs and SCs have been incorporated into the existing courses (PKTI: Stitching Course, Fashion Design Course, PRGTTI: Industrial Sewing Machine Operator Course, Quality Control Course) and monitored as model courses.
- Each TOT expert has been monitoring and evaluating, both face-to-face and online, each teacher’s instruction to students in the model courses, focusing on the contents of the major

courses (SC02 Industrial Stitching Machine Operator, SC06 Fashion Designing and Planning, SC11 Pattern Making, etc.).

- Not only in the model courses, but also in the process of each TOT, JICA Expert in charge of TOT has been providing guidance to each teacher to improve teaching methods as appropriate.
- The evaluations and lessons learned/improvements made in the model courses and TOTs are reflected in the TOT training plans to continuously improve the training contents.

### Indicator 3.

- With regard to the number of female trainees in PKTI and PRGTTI over the past three years, Table 51 summarizes the trend.

Table 51 Number of female trainees in PKTI and PRGTTI over the past three years

year	2019			2020			2021		
Institute	Male	Female	Total	Male	Female	Total	Male	Female	Total
PKTI	70	47.9%	146				205	62.1%	330
PRGTTI	96	56.5%	170	319	69.2%	461	218	69.9%	312
<b>Total</b>	166	<b>52.5%</b>	316	319	<b>69.2%</b>	461	423	<b>65.9%</b>	642

- In 2019, before the outbreak of the COVID-19, the total number of female trainees reached 47.5%. Although we did not achieve the 50% benchmark, we were close to it.
- However, in 2020, due to the spread of the COVID-19, PKTI did not open any courses in 2020, while PRGTTI began to partially open courses in September. The percentage of female trainees is still only around 30%.
- This trend continued in 2020 with the percentage of female trainees remaining at 34%. Therefore, Outcome 2 Indicator 3, “The number of female trainees will increase to 50%,” has not been achieved in 2021.
- Table 51 shows that the percentage of female trainees in 2020 and 2021 has clearly declined compared to 2019, which indicates that the expansion of the COVID-19 has also had a significant impact on access to training schools, especially for women.

The following is a summary of the activities related to the achievement of Outcome 2.

- Activity 2-1 Procure and install necessary training equipment for PKTI and PRGTTI based on Activity 1-5 (completed, in progress for contract modifications).



- The survey and construction work required for the installation of the equipment was carried out by each school's budget, so there was no need to re-commission the work.
- As for the local transportation, it was carried out with the supplier's budget based on the equipment procurement contract between JICA Pakistan Office and the supplier, so it was not necessary to re-commission it.
- As for 2-1-3, Phase I of procurement (FY2016) was completed in April 2017 by the JICA office procurement staff and JICA Expert. For procurement in Phase II (FY2017), the arrangement was confirmed by the project side in April 2017. For the second round of procurement, the delivery of equipment was planned to be in FY2018 due to the progress of equipment procurement procedures, and the installation was completed mainly by JICA Expert.
- In addition, in Phase II, when the contract was changed in October 2020, additional equipment had to be procured, but most of the items were shipped from Japan to the field, and JICA Experts confirmed the delivery when they visited the field.
- Activity 2-2 Identify and analyze current curricula, syllabi, and training materials for PKTI and PRGTTI. (Completed)
  - Since the beginning of Phase I of this Project, based on the results of the analysis by NAVTTC and TEVTA, issues and problems in each technical field and subject were clarified, and the contents of TOT were discussed. (For details, refer to Phase I work progress report)
  - These official CBT curriculum standards have a module-based structure in which the learning content and instructional time are specified for each module, but in the actual classes at both schools, the instructional content and time allocation are left largely to the discretion of the instructors.
  - A particular challenge in terms of instruction was that each school made little use of text-based materials and supplementary materials, and the instruction was mainly based on teacher demonstrations. Efforts to ensure the quality of teaching methods were required because they were dependent on the personal experience and skills of the teachers.
- Activity 2-3 Improve the current curriculum, syllabus, and training materials based on the trends and needs of the industry. (Completed)
  - Based on the results of the above-mentioned needs assessment, both PKTI and PRGTTI

started with the training of teachers on the basic common subjects (CBMs). The PowerPoint presentation of the TOT materials prepared by JICA Experts was compiled into training materials, along with the syllabus and lecture plans for each session, as supplementary materials for classes and for internal training of teachers.

- For the SCs, each expert has prepared educational materials for each subject as the TOT progressed. These materials prepared by each expert were compiled as comprehensive teaching materials and provided to each training school.
- In particular, for SC02 Industrial Stitching Machine Operator, which is the most important subject, we had prepared detailed materials for each type of sewing machine (overlock machine, lockstitch machine, etc.) for teachers and students. In particular, there was a high demand for the Urdu version from the students, so the Urdu version of these materials have been prepared in addition to the English version.
- As of December 2021, we are nearing the completion of the video materials for SC11 Pattern Making. As soon as the video material is completed, it will be used for TOT follow-up in Phase III.
- Activity 2-4 Conduct TOT on technology and teaching methods for PKTI and PRGTTI trainers. (Completed)
  - For the CBMs of both schools, TOT for a total of 10 modules was conducted in Phase I through direct instruction in the field and training in Japan.
  - In Phase II, TOT for SCs was mainly conducted. As of January 2022, the most important courses, SC01 Kaizen/5S, SC02 Stitching, SC06 Fashion Designing, SC10 Industrial Stitching Machine Mechanics, and SC11 Pattern Making TOT.
  - After March 2020, due to the spread of COVID-19, we had to conduct the TOT for SCs via online from Japan. (Completed)
  - For the CBMs of both schools, TOT for a total of 10 modules was conducted in Phase I through direct instruction in the field and training programs in Japan.
  - In Phase II, TOT for SCs was mainly conducted. As of January 2021, the most important courses, SC01 Kaizen/5S, SC02 Stitching, SC06 Fashion Designing, SC10 Industrial Stitching Machine Mechanics, and SC11 Pattern Making TOT.
  - After March 2020, due to the spread of the new coronavirus, we had to conduct the TOT for SCs online from Japan. Although there were various difficulties due to the lack of

face-to-face lectures, we continued to implement items that could be lectured through the efforts of each JICA Expert.

- In September 2021, travel to the site was resumed, and in SC02 and SC06 Follow-up of the online training was conducted.
- TOTs of other SCs for teacher training schools (SC3 Quality Control and Quality Assurance, SC4 Inspection, SC7 Document Control, SC8 Hazardous Matters Control, and SC12 Merchandising) were conducted online for teachers from three training schools from Japan.
- The training courses at PKTI and PRGTTI were originally funded by the Punjab Skill Development Fund (PSDF: World Bank Fund). However, in the second half of 2021, due to the reorganization of PSDF into Punjab Skill Development Authority, the fund could not be utilized and the courses could not be implemented.
- Even PRGTTI, which was closed in the second half of 2021, resumed full-fledged courses in May 2022. Currently, the utilization of funds for course operations has resumed. Key faculty members who had left the school during the closure were confirmed to have returned, and the TOT continued in preparation for a joint fashion show of the three institutes in September 2022.
- Activity 2-5 Implement the model course based on Activity 2-4. (Completed)
  - In implementing the model course at both schools, the main instructional content of CBMs and SCs has been incorporated into the existing courses as described above as a model course.
  - Activities and monitoring of the model course were scheduled to be conducted in the field from February 2020, but due to the spread of COVID-19, it was not possible to fully implement the activities in the field.
  - After the training institutes reopened in September 2020, the Project has shifted to online and is supporting the implementation of the model course in key courses.
  - By October 2022, the major courses SC02 Stitching Machine Operator, SC06 Fashion Designing, and SC11 Pattern Making are being implemented, and the course implementation has been monitored by the respective JICA Experts.
  - However, as for PRGTTI, as mentioned above, there is no teacher available and the implementation of the model course has been suspended.

- Activity 2-6: Evaluate the model course and reflect the results in subsequent training plans. (Completed)
  - During the period when we could not travel due to the spread of COVID-19, we have been monitoring the model courses of both institutes via online. However, due to the limitations of online monitoring, it was decided to continue the evaluation of the entire course after the restart of travel. Currently, both online and on-site evaluations of the model courses are being conducted at each training institute, and the results are being reflected in the training plans.
  - -In September 2021, JICA Experts resumed their field trips. However, due to the reorganization of the Punjab Skill Development Fund (World Bank fund) into the Punjab Skill Development Authority at the same time, the fund cannot be utilized at this time. Even though the number of courses offered at all three schools is limited, the experts monitored and evaluated the courses that had been opened and provided feedback on the results to the training institutes as necessary.
  - It is becoming difficult to conduct the model course online four times within the Project period as originally planned. The current courses have been monitored and evaluated precisely once, and the results have been fed back to the training schools for continuous improvement of the training contents.
- Activity 2-7 Continuously improve the training contents by repeating activities 2-2 to 2-6. (Completed)
  - Although the evaluation of the model course is being conducted on a limited basis due to the impact of COVID-19 expansion, the analysis and improvement of the current curriculum, syllabus, training materials, etc., the implementation of TOT, and the monitoring of the model course are being continuously conducted by JICA Experts
  - Especially in the 2nd and 3rd phases, through the implementation of TOT training and the monitoring and evaluation of the model course, the issues of the current training schools have been analyzed and the content of training has been continuously improved. In parallel with the improvement of the content, we have also improved the training methods to ensure high quality training.
- Activity 2-8 Conduct a short training course on factory management for middle managers and line leaders in the apparel industry. (Completed)
  - From February to April 2019, based on the request of the companies, training courses

for middle managers and line leaders were conducted locally for two companies.

- The plan was to conduct full-scale training in the field from March 2020 onwards, but due to the impact of the spread of the new coronavirus, JICA Experts were unable to visit the field, making it difficult to conduct face-to-face training.
  - However, due to the spread of COVID-19, JICA Experts were unable to visit the site, making face-to-face implementation difficult.
  - This training for middle managers and line leaders will include SC3 Quality Control and Quality Assurance, SC4 Inspection, SC7 Document Control, SC8 Hazardous Matters Control, SC9 Production planning and Control/IE, and SC12 Merchandising.
  - A total of 12 online training sessions were conducted from November 2020 to the end of June 2022. In order to develop the practical skills of the line leaders who are in charge of the work site, the course was titled “Realization of Lean Production (lean production based on the Toyota Production System and Supply Chain Management (SCM)). The lecture was titled “Realization of waste-free production based on Supply Chain Management (SCM). In addition, case studies were studied for practical application of IE theory through discussions with VTRs of excellent sewing factory production systems in other countries. Feedback to the participating companies in this training was not conducted remotely, as it would have been preferable to conduct it onsite according to the situation of each company. However, questions and consultations regarding the contents of this training are accepted from participating companies to the Project as appropriate.
- Activity 2-9 Support the training institutes in their trainee employment in the apparel industry and entrepreneurship, mainly targeting on female trainees. (Completed)
    - This activity was added as a result of a contract amendment in October 2020.
    - Online meetings have been held with each training school since December 2020 to conduct a needs assessment for activities to support trainees, especially female trainees, in finding employment and starting their own businesses.
    - A joint seminar for principals and teachers of the three institutes was organized to strengthen the capacity of female trainees of PKTI, PRGTTI and FETI in employment and entrepreneurship support activities. Since it was not possible to dispatch JICA Experts due to the expansion of COVID-19, the eighth and ninth seminars were held online.

- The seminars dealt with career theory, counseling skills, soft skills, mental health, and assertive communication in order to visit companies for employment collaboration and to strengthen support for women’s employment by training schools. The aim of the seminar was to acquire knowledge and skills through these seminars and to implement activities to support women’s employment by training schools.
- In the latter half of the seminar, each of the three training institutes began to incorporate the knowledge gained from the seminar into the contents of their career guidance program manuals in order to strengthen their systems for supporting women’s employment. A session on the Career Guidance Programme Manual guidance method was held jointly by the three training institutes, and an employment support system was developed by each of the three institutes.
- As an educational activity to promote women’s employment, a video documentary on successful cases of women was produced. The completed video documentary is being used at each school for employment support activities and student recruitment activities.
- Activity 2-10 Present and demonstrate project achievements and skills gained by PKTI, PRGTTI and trainees to industry and the public through exhibitions and other publicity means to gain recognition of PKTI, PRGTTI and for facilitating trainees’ employment (In progress) (Completed)
  - This activity was also added as an amendment to the contract in October 2020. Before the end of this Project, we will organize a joint event with other training institutes to present the results of this Project to industry professionals and the general public. Through this activity, we aim to raise the social awareness of PKTI, PRGTTI and trainees, secure motivated trainees, and contribute to the achievement of the Project’s target indicator “increase in employment rate.
  - As part of the presentation of the results of this Project, a fashion show was held in December 2021 with PKTI faculty. Initially, preparations were made jointly with PRGTTI, but due to the fact that the school was closed in the second half of 2021, it was decided to hold the event only with PKTI. The holding of the event in December this year was initiated by the PKTI side, and JICA Experts took the lead in supporting the teachers’ presentation within the framework of TOT implementation.

[The 2021 PKTI Fashion Show]

- On December 21, 2021, together with PKTI, a fashion show was held at a hall in Lahore.

The fashion show was one of the best opportunities of JICA's technical cooperation (apparel planning, sewing, pattern making, etc.) to the PKTI faculty. PKTI faculty members, who received technical guidance from JICA, played a central role in planning the show, creating works, and preparing for the event.

- On the day of the show, about 120 people attended, including invited guests from apparel companies and union organizations, as well as faculty members, students, and project staff from the training school. The models walked the runway wearing about 60 outfits including T-shirts, sweatshirts, shirts, and skirts designed by two faculty members.
- The fashion show was a great opportunity to show everyone how the TOT (sewing, pattern making, fashion planning, etc.) skills taught by the JICA Experts in this Project are connected and how the training school is moving forward. The fashion show was also a great opportunity for the teachers to gain more respect and trust from each other, and to clearly show the path that what they have learned will be passed on to the students.

[The three institutes Joint Final Fashion Show]

- On September 29, 2022, PKTI, PRGTTI, and FETI held a joint fashion show as a presentation of the final results of the project. This fashion show, along with the JCC held the previous day on September 28, was held in the capital city of Islamabad, as it was positioned as the final event of the project.
- The three C/P institutes, led by the TOTs of SC02 and SC06 in the third phase of the project, proceeded to produce their works for the presentation of the results; FETI's children's wear pieces were designed by PKTI and completed in collaboration with FETI, which did the sewing, embroidery, and other processing. PRGTTI, which had planned to participate in the second fashion show but was unable to do so, was finally able to participate in the third show.
- The TOT teachers prepared for the fashion show by planning, producing, and directing their cloths. The TOT faculty members prepared for the fashion show, from planning to production and staging.
- The fashion show was a joint presentation by the three institutes on the theme of the 70th anniversary relationship between Japan and Pakistan, with approximately 100 works designed and produced by faculty members from each school. The three C/P institutes commented that they had learned a lot in the process of preparing for the

fashion show and had gained a great deal of confidence from their presentations. The participants also commented on the idea of using western clothes instead of ethnic or traditional clothes, the way the show was presented, and the wonderful venue for the fashion show presentation.

- As a result, the teachers, who had created their works through repeated trial and error, were able to move from the classroom to a place of practice, where they could demonstrate their "live" skills, and where they could receive feedback and reactions from the audience. The teachers expressed their desire to create such fashion shows and opportunities to present the results of their work in their future instruction at training institutes.
- The results of the fashion show were passed on not only to the teachers who took the TOT course, but also to the trainees who assisted in the production of the pieces and the management of the show, as well as to their juniors and seniors in terms of teamwork and skills. Many of the trainees commented that seeing their own teachers receiving guidance from experts and then being active on the fashion show stage gave them a concrete vision for their own future. Another significant outcome was that the experience of participating in the fashion show was a solid, real-world experience that was passed on from the teachers to the trainees.

### (3) Output 3

**Output 3: Training system of Female Exclusive Training Institute (FETI) is developed.**

**Indicator 1: 5 numbers of curricula are developed and utilized for TOTs and model courses.**

**Indicator 2: 4 numbers of trainers are hired and trained.**

**Indicator 3: 3 numbers of actions to recruit women trainees are conducted.**

**Indicator 4: 120 women trainees start to be trained.**

**As of May 2022 on Joint Monitoring, we judged that Outcome 3 has been achieved.** The current level of achievement for Indicators 1 to 4 is described below.

#### **Indicator 1.**

- As a result of this Project, FETI has established Common Basic Modules (CBMs) consisting of 10 modules, similar to PKTI and PRGTTI. As for the specialized subjects (SCs), FETI, like other schools, has set 12 SCs as the basis, but has decided not to conduct a specific



course such as SC06 Fashion Design, based on the situation of the course to be held.

- In order to implement the model course, we discussed the implementation method with the relevant personnel of FETI, and incorporated the main instructional content of CBMs and SCs into FETI's Stitching Course (3 months) and Quality Control Course (6 months), which were monitored as model courses.
- FETI was also affected by the reorganization of the Punjab Skill Development Fund (World Bank Fund) into the Punjab Skill Development Authority, and the Fund could not be utilized in the second half of 2021 and the Quality Control course cannot be conducted. Therefore, the Stitching course is being monitored and evaluated as a model course, and the results are being fed back to the training schools.

#### **Indicator 2**

- Regarding the employment of instructors, five instructors have been hired to prepare for the opening of FETI in November 2017 and to provide guidance to the trainees.
- The Project has continued to provide TOT to these five teachers.

#### **Indicator 3.**

- The following four activities to recruit female trainees have been implemented since the start of this Project. For details, please refer to "2.4.5 Activity 3-5: Promotion of Female Trainees' Enrollment in FETI" in this report.
  - (1) On-the-job training for community surveys to prepare for student recruitment (Phase I)
  - (2) Student recruitment campaign in the community (Phase II)
  - (3) Joint student recruitment campaign with companies (Phase II)
  - (4) Collaboration with stakeholders (manufacturing and export associations, chambers of commerce, NGOs) for student recruitment (Phase II)

#### **Indicator 4.**

- As of November 2022, FETI has enrolled a total of 312 female trainees since its opening. Details by year are as follows.
  - 2018: 1 course (Stitching) Total 16 students enrolled
  - 2019: 4 courses (Stitching) Total 112 students enrolled

- 2020: 4 courses (Stitching, Quality Control) total 68 students enrolled (25 students will continue training in 2021)

- 2021: 2 courses (Stitching) Total 56 students enrolled

- 2022: 3 courses (Stitching) Total 66 students enrolled

- In 2020, FETI was temporarily closed from March to September due to the spread of COVID-19, but 68 students started training in the four courses after the reopening.
- For the Quality Control Course (6 months) from October 2020 to March 2021, 25 students were enrolled and 23 completed the course.
- In 2021, 21 students enrolled in the first Stitching Course (3 months) and 23 students enrolled in the second Stitching Course (3 months).

The following is a summary of the relevant activities with respect to the achievement of Outcome 3.

- Activity 3-1 Procure and install necessary training equipment for FETI based on Activity 1-5 (Completed)
  - In Phase I, procurement was conducted in two phases, and the procurement and installation of necessary training equipment was completed mainly by Mr. Mori, one of JICA Experts. The installation of the equipment was confirmed in April 2017.
  - In Phase II, the procurement and installation of all the equipment planned in the original contract was completed.
  - When the contract was changed in October 2020, the consultant decided to procure mainly the items required for the presentation of the Project results at the end of the Project and for the production of the artworks to be presented as a result of TOT, and the procurement was carried out.
- Activity 3-2 Develop curriculum, syllabus, and training materials of FETI by applying Output 2 based on the trend and needs of garment industry (Completed)
  - As for FETI, it was decided to utilize the syllabus and teaching materials of CBMs consisting of 10 modules and SCs consisting of 12 modules developed for TOTs in two schools in Lahore.
  - For the TOT, one principal, five teachers, and two staff (mechanics) who started working in

November 2017 were targeted for the course according to the characteristics of each course. For example, the principal did not take technical training such as SC02 Stitching, but was included in the training for SC01 KAIZEN because it requires a school-wide effort.

- Activity 3-3 Conduct TOT on technical skills and teaching methods for newly hired trainers. (Completed)
- At FETI, CBMs have completed 10 modules of lectures throughout Phase I and II.
- In Phase II, TOT was mainly conducted on specialized subjects (SCs). Regarding SCs, FETI has decided to conduct TOT courses selectively, such as not conducting SC06 Fashion Design, based on the situation of the courses held, while keeping 12 SCs as the basis as in other schools. As of January 2022, the most important courses, SC01 Kaizen/5S, SC02 Stitching Machine Operator, SC10 Industrial Stitching Machine Mechanics, and SC11 Pattern Making, have been The TOT is being implemented.
- As with the two schools in Lahore, due to the impact of the spread of COVID-19, TOT for SCs had to be conducted online from Japan after March 2020. In September 2021, a JICA Expert started to travel to Japan to follow up the online training in person.
- In September 2021, a JICA Expert restarted to travel to follow up on the online training. Spot TOT for other SCs for teacher training schools (SC3 Quality Control and Quality Assurance, SC4 Inspection, SC7 Document Control, SC8 Hazardous SC8 Hazardous Matters Control, SC9 Production planning and Control/IE, and SC12 Merchandising), which were planned for teacher training schools, were conducted jointly with two other institutes via online from Japan in the latter half of 2021.
- The above six courses were also conducted within the framework of “Activity 2-8 Implementation of short-term training courses on factory management for middle managers and line leaders in the apparel industry,” as there is a high need for these courses for middle managers in companies as well as teachers in each institute.
- Activity 3-4 Conduct on-the-job training on school management of including job placement service. (Completed)
- The following activities were implemented in FETI from this Project as technology transfer on school management methods. For details, please refer to “2.4.4 Activity 3-4: OJT on the management of training institutions (including employment support)”.

(1) Method of surveying the human resource needs of companies

- (2) IEC method for student recruitment and publicity
- (3) Training management methods based on the human resource needs of companies
- (4) Methods to promote employment of graduates
- (5) Training environment improvement methods
- At the time of the contract extension in August 2020, the importance of the above mentioned “(4) Methods to promote employment of graduates” was discussed, and it was decided to focus on this as a newly added activity 2-9.
- Activity 3-5: Promote the recruitment of female trainees. (Completed)
- As mentioned in the achievement of Indicator 3, FETI has implemented four types of activities to recruit female trainees throughout Phase I and II of the Project.
  - (1) On-the-job training for community survey to prepare for student recruitment (Phase I)
  - (2) Student recruitment campaign in the community” (Phase II)
  - (3) Joint student recruitment campaign with companies (Phase II)
  - (4) Collaboration with stakeholders (manufacturing and export associations, chambers of commerce and industry, NGOs) in student recruitment (Phase II)
- Activity 3-6 Conduct a model course based on Activity 3-3. (Completed)
- At FETI, a plan was made to conduct a model course by incorporating the main instructional content of CBMs and SCs into the Stitching and Quality Control courses.
- Activities and monitoring of the model course were planned to be conducted in the field from February 2020, but due to the spread of the new coronavirus, activities in the field could not be fully implemented.
- After the reopening of the training school in September 2020, we switched to online and have been conducting model courses for the main courses, SC02 Stitching Machine Operator and SC11 Pattern Making.
- FETI has also been affected by the reorganization of the Punjab Skill Development Fund (World Bank Fund) into the Punjab Skill Development Authority, and the Quality Control Course (6 months) cannot be conducted in the second half of 2021 because the Fund cannot be utilized. In the second half of 2021, the Fund cannot be utilized and the Quality Control

Course (6 months) cannot be conducted. Therefore, the Stitching course is being monitored and evaluated as a model course, and the results are being fed back to the training schools.

- Activity 3-7: Evaluate the model course. (Completed)
- Due to the spread of the new coronavirus, monitoring of the SC02 model course of FETI has been conducted online. However, it was not possible to monitor each lecture and there were limitations in evaluating the entire course.
- After the resumption of JICA Experts' travel in September 2021, we planned to conduct another evaluation of the model course at each training school and reflect the results in the training plan.
- However, since the Quality Control Course (6 months) cannot be implemented as described above, the Stitching Course is being monitored and evaluated as a model course, and the results are being fed back to the training schools.
- Activity 3-8 To support training institutions in their trainees' employment in the apparel industry and entrepreneurship through strengthening cooperation with industry-academia linkages, collaboration with communities, awareness-raising activities to promote female employment, and other activities. (Completed)
- The program was implemented jointly by PKTI, PRGTTI, and FETI. Therefore, the progress is the same as that described in Activity 2-9, so it is not described here.
- Activity 3-9 Presentation and demonstration of the Project results and the skills acquired by FETI and its trainees to the industry and the public through exhibitions and other publicity means to increase awareness of FETI and its trainees and to promote their employment. (Completed)
- This activity was also added as a result of a contract modification in October 2020. Before the end of the Project, a joint event with other training schools will be organized to present the results of the Project to industry professionals and the general public. Through this activity, we aim to raise the social awareness of PKTI, PRGTTI and trainees, secure motivated trainees, and contribute to the achievement of the Project's target indicator "increase in employment rate.
- In Phase III of the Project, we held a joint exhibition and fashion show of the three institutes. We used this fashion show as an opportunity to present the results of FETI.

(4) Output 4

**Output 4: Public and Private Partnership is strengthened for market expansion of garment products and women employment promotion.**

**Indicator 1: The Taskforce meeting and workshop are held by each Taskforce regularly.**

**Indicator 2: One feasible action plan is formulated by each Taskforce.**

With regard to activities related to Outcome 4, “Public and Private Partnership is strengthened for market expansion of garment products and women employment promotion,” we have continued to carry out these activities to date. **Outcome 4 is judged to have been “achieved” as of January 2022, the time of submission of this report.** The current level of achievement for Indicators 1 and 2 is described below.

**Indicator 1:**

**【TFM】**

- As for the Task force for Marketing (TFM), five meetings and two preliminary meetings were held in Phase I, and two meetings were held in Phase II for a total of seven meetings on a regular basis. In Phase II, the TFM conducted a detailed analysis of the Pakistani market from the perspective of the international apparel market at the 6th TFM. In addition, at the 7th TFM, there was a request for “practical activities” in this work, especially to create business opportunities by attracting buyers from Japan to Pakistan, and the shift to matching activities for companies was discussed.

**【TFW】**

- As for the Task Force for Women Empowerment (TFW), as of February 2021, a total of seven regular meetings have been held, four in Phase I and three in Phase II. In Phase I, the TFW functioned as a forum for determining the members of the public-private partnership task force, establishing the task force, introducing the grassroots scheme by stakeholders and the Embassy of Japan in Pakistan, creating and implementing action plans through public-private partnership by each member, sharing information and promoting collaborative activities. The TFW functioned as a forum for information sharing and promotion of collaborative activities. In Phase II, the textile sector developed policy recommendations, strategies, and action plans for the promotion of female employment in response to the Third Textile Policy for five years, followed up on the action plans, and promoted ongoing public-private partnership activities.

- In Phase II, a total of three pre-TFW meetings were held in Lahore and Faisalabad prior to the 5th TFW meeting to collect opinions on policy recommendations from FGCC, PRGMEA, PHMA, registered companies and training institutes. The TFW also held a study session on policy recommendations for expanding female employment in Bangladesh and Japan. In addition, the 6th TFW meeting was held and several follow-up meetings were held after the 6th TFW to develop a strategy and action plan.

#### **Indicator 2:**

##### **【TFM】**

- TFM was finalized based on the results of consultations with C/Ps through the TFM meetings and submitted to the Textile Wing, Ministry of Commerce and Industry in November 2019. On December 17, 2021, the Textile Division announced the 3rd Textile Policy 2020-2025, and the specific recommendations of the Action Plan, such as “improving the quality of raw cotton”, “strengthening the production of high value-added products”, and “strengthening the capacity of SMEs”, were incorporated into the Textile Policy.

##### **【TFW】**

- The policy recommendations, strategies and action plan of the Task Force for Women Empowerment (TFW) was formally submitted to the Textile Wing, Ministry of Commerce and Industry on September 10, 2019 for the 3rd Textile Policy. The 3rd Textile Policy 2020-2025 was announced by the Textile Wing on December 17, 2021. The recommendations of the policy recommendations were specifically incorporated into the Textile Policy. In Chapter 4 of the policy, a section titled “4.1. Women Participation in Manufacturing” was included, emphasizing the need for women’s participation in manufacturing. In addition, the need for day care centers, pick and drop (transportation), etc. was clearly stated.

The following is a summary of relevant activities related to the achievement of Outcome 4.

- **Activity 4-1. To establish two kinds of Public and Private Partnership Taskforces; Taskforce for market expansion of garment products (TFM) and Taskforce for women employment promotion (TFW). (Completed)**

##### **【TFM】**

- TFM was established for this Project, and the first TFM meeting was held in June 2016.

#### 【TFW】

- A public-private partnership Task force for women empowerment (TFW) for the expansion of female employment was established under the Project. Based on a preparatory meeting held in November 2016, members were selected and TFW meetings have been held regularly since March 2017.
- **Activity 4-2 A marketing survey will be conducted by the task force of Activity 4-1. (Include analysis of competitor countries (e.g., China, India, and Bangladesh). (completed)**

In Phase I of the Project, marketing research was conducted through micro-company surveys and outsourced macro-research (e.g., survey and analysis of Pakistan's apparel industry and analysis of major competitors). At the request of the TFM members, additional research was conducted in February and March 2018 (market survey of export destinations and research on export promotion policies for apparel manufacturing SMEs).

In Phase II, we conducted a detailed analysis of the Pakistani market from the perspective of the international apparel market (e.g., apparel sector, chemical fiber imports and U.S. tariffs), a survey of ASEAN Policies (e.g., measures to attract foreign investment and promote exports for domestic companies in Vietnam, Bangladesh, and India, and FTAs with specific countries), and a comparative study of apparel policies and taxation systems in various countries (China, Pakistan, Bangladesh, and India) in line with requests from PRGMEA/PHMA.

Apart from the above researches, the Project provided support to six exhibitors at Fashion World in Tokyo in March 2019, including the preparation of brochures and translation of presentation materials.

- **Activity 4-3 Conduct a seminar to share the survey results of Activity 4-2 with related parties. (Completed)**

#### 【TFM】

- Based on the survey results of Activity 4-2, the first apparel export seminar was held in Lahore and Karachi in November 2016 in Phase I as a seminar by TFM, and JICA Expert gave a lecture on the comparative analysis between Bangladesh and Pakistan, where the apparel industry is growing rapidly. The second apparel export seminar was held in Lahore and Karachi in November 2017, speakers from Japan (Ms. Eriko Yamaguchi, President of Motherhouse Inc. and Ms. Hiroko Ito, Representative Director of HISUI) were invited to talk about brand and design development in the apparel industry and related fields as well as young entrepreneurs.



- In Phase II of the Project, two Future Dynamics of Apparel Business Markets Seminars were held in Lahore and Karachi in February 2020 with the objective of developing the Asian market and deepening the understanding of Japanese companies. 1) Market development of textile and apparel industry in Japan and China, 2) Preparation for international business development according to the characteristics and features of Japanese customers, 3) Expectations, challenges and future of doing business with Pakistani companies from the perspective of Japanese inspection companies were presented by Japanese officials. About 85 people participated in Lahore, and about 60 people participated in Karachi.
- In December 2021, at the request of PHMA, an Online Pakistan Japan Garment Business Talk was held to promote mutual understanding and future business between Pakistani and Japanese companies. About 60 people from local educational institutions, Japan, and Bangladesh participated in the event. Speakers from the Japanese side included uniform consultants and speaker from a garment company that continues to do business with Pakistani companies, and from the Pakistani side, speaker from Interloop, which continues to do business with UNIQLO. In addition, the Counsellor for Trade and Investment at the Embassy of Pakistan in Tokyo spoke about the support measures. This Business Talk assisted deepen mutual understanding between Pakistani and Japanese companies, and provided an overview of what Japanese companies expect from Pakistani companies when conducting business.

#### 【TFW】

- A total of six seminars were conducted to promote female employment in the textile industry, two seminars in Phase I and four seminars in Phase II, targeting staff and trainees of the targeted training institutes and companies of the manufacturing and exporters association, with a total of 619 participants.
- In Phase I, the First Seminar for promotion of female employment was conducted in October 2017 in the presence of the Minister of Women Development Department, Punjab government. Along with the presentation of best practices in promoting women's employment, the results of the social and gender survey were presented showing the constraints to women's work and study, and the status for female employment in companies. In March 2018, the "2nd Seminar for Promotion of female Employment - The Job Opportunity You've Been Looking For!" was held in March 2018 to introduce successful cases of female entrepreneurs and companies focusing on female employment to PKTI trainees in order to broaden their employment options

and increase the employment rate in entrepreneurship and industry.

- In Phase II, the following seminars were held to promote female employment.
  - (1) 3<sup>rd</sup> Seminar: Sexual Harassment Law Training (November, 2018, Faisalabad)
  - (2) 4<sup>th</sup> Seminar: Labor Compliance and Job Opportunities for Women) (September 2019, Faisalabad)
  - (3) 5<sup>th</sup> Seminar: Labor Compliance Practices and Promoting Women's Participation in the Apparel and Textile Industry) (September 2019, Faisalabad)
  - (4) 6<sup>th</sup> Seminar: Entrepreneur and Soft Skills Seminar, How to Strengthen Digital Marketing and Interpersonal Skills to Improve Your Business (December 2019, Lahore)
- **Activity 4-4 To make strategy and action plan for market expansion of garment products and women employment promotion by the Task force members. (Completed)**

**【TFM】**

- Regarding the TFM Action Plan, based on the results of the Task Force Meetings and other consultations, an action plan consisting of the following two strategic objectives and five priority activities was submitted to the Textile Wing in December 2019.
- Strategic Objective 1: Improvement of Production System and Efficiency
  - 1-1: Improve the speed and efficiency of production lines, enabling a wider range of products to be produced in smaller lots at lower prices.
  - 1-2: Use of imported fabrics (Tinsel, acetate, nylon, polyester, etc.) for the production of high value-added products.
  - 1-3: Promote collaboration between local SMEs and foreign companies
- Strategic Objective 2: General Marketing Activities
  - 2-1: Identify apparel importers in the target country and try to match their business with major SPA.
  - 2-2: Collaborate with PSDMD to conduct pilot activities to expand the Japanese market.

**【TFW】**

- For the TFW Action Plan, a formal submission of policy recommendations, strategies

and action plans was submitted to the Textile Wing, Ministry of Commerce and Industry on September 10, 2019 for the expansion of female employment in the textile industry for the 3rd Textile Policy.

- The policy recommendations consist of the following six items (i) to formulate a National Strategy to Link Female Participation with the Industrial Development, (ii) to strengthen Skills Development Training Programs for Women, (iii) to promote of Awareness Programs to Transform the Mindset for the Promotion of Female Participation in the Industry, (iv) to improve Female Friendly Environment in the Workplace as well as Training Institutions, (v) to establishment of Data Management System to Capture Sex-Disaggregated Data, and (vi) to promote Award Certification to the Industry for the Promotion of Female Participation.
- The third Textiles & Apparel Policy 2020-25, published by the Textile Wing, includes a chapter focusing on only women. In addition, four of the seven recommendations made by the project (i), (ii), (iii) and (iv) were reflected in the policy, and women's participation as a national policy was addressed, with an emphasis on strengthening training and improving the work environment for women. The second policy did not have a chapter dedicated to women, but the third policy had a separate chapter on women, which was a major step forward as a policy to promote women's participation in the textile sector.

#### **4.1.2 Achievement of Project goal**

##### **Project goal**

**Human resource is developed for market expansion of Pakistani garment industry.**

##### **Indicator 1**

**70% of member companies that recruited graduates of target institutes are satisfied with their job performance**

##### **Indicator 2**

**70% of job applicants graduating from target institutes in 2019 and beyond get some kind of job as employees, interns, trainees, home-based workers or others.**

##### **Indicator 3**

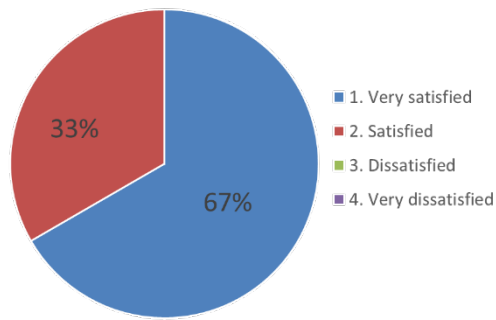
**80% of the trainers who have attended the Training of Trainers meet the technical standards set by the project.**

As for the final achievements of the Project purpose, the details were discussed on the Joint

Monitoring held in May 2022. The following is a description of the level of achievement of the project indicators reported by Joint Monitoring Reporting Meeting in May 2022.

**Indicator 1:**

- With regard to Indicator 1, “Survey of the satisfaction of graduates’ work” for companies that have hired graduates of the training institutes, the questionnaire was designed for corporate executives, human resource managers, and line managers (department managers) who directly supervise the graduates.
- In parallel with the company survey, we also prepared a survey for graduates, which was not included in the index, to help evaluate the project.
- Initially, the survey for companies was scheduled to be conducted from June 2020, but due to the travel restriction on JICA Experts from March 2020 due to the spread of COVID-19, the implementation was postponed.
- When JICA Experts resumed their travel in September 2021, we started the survey for companies. Project team members and training institute officials visited companies employing graduates individually and met with company officials and graduates. On the spot, they were asked to fill out a survey form for companies and a survey form for graduates.
- As of May 2022 on Joint Monitoring, we have visited companies and received questionnaires from 27 company officials. We have received positive responses from 18 of 27 company officials, who are “very satisfied” with the work of our graduates, and 9 who are “satisfied. There were no “dissatisfied” or “very dissatisfied” responses at all.
- Therefore, “100% of the companies that have hired graduates from the target school are satisfied with the work of the graduates,” achieving more than 70% of the project target indicator 1.
- The company officials were remarkably satisfied with the “skills” that the graduates acquired at the training school. At the same time, there were many positive comments on the “attitude” and “attitude” of the graduates and their “willingness” to learn. The project and the training school were also pleased to see that all seven company representatives indicated that they would like to hire more graduates in the future. Many of the companies also indicated that they would like to hire more female trainees. So far, no dissatisfaction with the graduates or the training school has been mentioned.



Graph 1 Job Satisfaction Survey of Graduates by Company Officials

- The main requests from the companies to the training schools were as follows
  - Trainees should be instructed with more emphasis on compliance, market regulations, and the importance of controlling product quality.
  - Company visits at the trainee stage are very important. It is better to visit several companies to learn more about the actual manufacturing environment.
  - In the company visits, it is necessary to visit not only the manufacturing department but also the marketing and materials departments to understand the entire company process.
  - We would like to have more training content and courses that meet the needs of companies.

This survey will be continued until Phase III of the joint survey, and the final results will be compiled.

**Indicator 2:**

- With regard to Indicator 2, the job placement rate survey for training schools, this indicator was added due to a contract change in August 2020.
- Job placement rate surveys have been conducted since 2019, when the TOT for teachers has progressed and students who took that teacher’s course have graduated.
- Since there is a clear impact on the job placement rate before and after 2020, when the expansion of COVID-19 occurred, the status for each year is described below. The following table shows the situation for each year.

- Table 52 Job placement rate of graduates of target training institutes (2019-2021)

Year	PRGTTI			PKTI			FETI			Total		
	Job applicants	Employed & Intern & HBW	Job placement rate	Job applicants	Employed & Intern & HBW	Job placement rate	Job applicants	Employed & Intern & HBW	Job placement rate	Job applicants	Employed & Intern & HBW	Job placement rate
2019	134	112	83.6%	77	74	96.1%	38	19	50.0%	249	205	82.3%
2020	339	304	89.7%	0	0		33	13	39.4%	372	317	85.2%
2021	334	301	90.1%	135	109	80.7%	29	14	48.3%	498	424	85.1%

\*HBW: Home based workers

As a project, the project achieved a total employment rate of 85.1% (\*including internships) for the three years of evaluation, from 2019 to 2021, exceeding the project target indicator of 70%.

Trends for each year are summarized below.

#### **【2019】**

- In 2019, the total job placement rate for the three institutes was 75.1% (\*not including interns), achieving the project target indicator of over 70%.

However, the percentage of female graduates was 66.7%, which did not meet the 70% target. Therefore, the project planned to strengthen support to improve the employment rate, especially for female graduates.

#### **【2020】**

- In 2020, due to the expansion of COVID-19, all training institutes remained closed: PKTI did not offer any courses for a year, while PRGTTI and FETI resumed courses in September, but only offered a limited number of courses.
- The employment situation in 2020 was lower than in 2019: although no courses were offered at PKTI, the employment rate (\*including internships) for the remaining two institutes was 85.2%, but the project goal of 70% for indicator 2 was achieved.
- The low job placement rate for FETI was particularly noteworthy. In particular, the data showed that the impact of the expansion of the COVID-19 made it difficult for women to find employment outside the home. Reasons for this may include the fact that the training schools were unable to conduct activities to support employment for graduates, and that the families of the trainees have been hoping that the trainees would stay at home instead of finding employment in factories.

## **【2021】**

- In 2021, the total employment rate for the three institutes was 85.1% (\*including interns), exceeding the project target of 70%.
- Although the three institutes jointly achieved the target figure, the employment rate at FETI remains low at 48.3%, and the need to continue to support women in finding employment remains.

### **Indicator 3**

- Indicator 3, the survey of teaching standards for teachers who have received training of trainees (TOT) is an indicator that was added as a result of contract amendments in August 2020.
- JICA Experts in charge of TOT instruction have compiled the teaching standards for the major TOT courses (SC02, SC06, and SC11) and have been sequentially evaluating the instructors who have taken TOT.
- The results of the evaluation of teachers in the major TOT courses as of October 2022 are as follows
  - SC02: 5 of the 6 evaluated teachers met the evaluation criteria.
  - SC06: 4 of the 4 evaluated teachers met the evaluation criteria.
  - SC11: 7 of the original 10 evaluated teachers met the evaluation criteria.
  - Total: As of October 2022, 16 out of 20 evaluable participants met the evaluation criteria (80.0%). 80% of the project target indicator 3 has been achieved.

Details of faculty evaluation for each major SC course are as follows.

#### **“Teacher evaluation in SC02 Stitching”**

- In SC02, six teachers who are actually in charge of stitching courses at three training institutes were selected for evaluation. The evaluation period was from August 2020 to December 2021. The standard preliminary evaluation was conducted in August 2020. The actual evaluation was conducted from August to December 2021 for the first evaluation and from August to December 2022 for the second.

(The First Evaluation: August to December 2021)

- In this evaluation, the use of overlock and overstitch machines was set as the evaluation item, and the level of understanding was evaluated on a 5-point scale from A to E. A+ (90-100), A (80-89), B (70-79), and C (60-69). The main points of the teacher evaluation are shown in Table 53.
- As a result of the evaluation, all of the six teachers received a passing grade for SC02. The teachers had appropriate skills to teach Stitching, and this allowed them to continue to acquire the skills through the TOT course. However, there are still some teachers who need to improve their basic skills, knowledge, and teaching methods.

(The Second Evaluation: August to December 2022)

- In the second evaluation, unlike the previous evaluation, we decided to evaluate the overall Stitching skills of the teachers in the preparation of a joint fashion show of the three schools. As in the previous evaluation, the teachers were evaluated on a 5-point scale from A to E, with A+ (90-100), A (80-89), B (70-79), and C (60-69), and this time a score of B of 70 or higher was considered acceptable. The main points of the faculty evaluation are shown in Table 53.

Table 53 Evaluation of teachers who took TOT in SC02 (as of September 2022)

Information	A		B		C		D		E		F		
	FETI		FETI		PKTI		PKTI		PRGTTI		PRGTTI		
Participation	A		B		A		A		C		C		
Sewing skill	A	A	B-	B+	B	A-	C	B	B	B	B	B	
Overlock Machine	Basic Operation	B	A	C+	B	B	A-	C	B	B-	B	B-	B
	Accuracy in threading	A-	A	C	B	B	A-	C	B	B-	B	B-	B
	Threading speed	A-	A	B	A	B	A-	C	B	A-	A	A-	A
	Knowledge of needles	B	A	C	B	C	B	C	B	B-	B	B-	B
	Needle pitch adjustment	A-	A	C	B	B	A	C	A	C+	B	C+	B
	Knowledge and adjustment of feed differential	B	A	C	B	C	B	C	B	C-	C	C-	C
	Knowledge and adjustment of thread tension	B	A	C	B	B-	B	C	B	C+	B	C+	B
Knowledge of work safety	C	B	C	B	C	B	C	B	C-	C	C-	C	
Lockstitch machine	Basic Operation	A	A	B	A	B	A-	B	A-	B+	A-	B+	A-
	Accuracy in threading	A	A	B	B	B+	A-	B	A-	B-	B	B-	B
	Threading speed	A	A	B	A	B+	A-	B	A-	B+	A	B+	A
	Knowledge of needles	B	A	C	B	C	B	C	B	B	B	B	B
	Needle pitch adjustment	A	A	A-	A	B+	A	B	A	A-	A	A-	A
	Knowledge and adjustment of thread tension	A-	A	B	A	B+	A	B+	A	A-	A	A-	A
Knowledge of work safety	B	B	C	B	C	B	C	B	C-	C	C-	C	
The First Evaluation, September 2021													
The Second Evaluation, September 2022													



### **“Teacher Evaluation in SC06 Fashion Design and Planning”**

- In SC06, four teachers who actually teach design courses in two training institutes were selected for evaluation. The initial evaluation was from September to December 2019, when the TOT for SC06 started. The first evaluation was conducted from June to December 2021, and the second was from August to November 2022.

(The First evaluation: June to December 2021)

- Although it is difficult to technically evaluate the design, the following six points were set as evaluation items.
  - (1) Basic human body expression ability
  - (2) Understanding of basic clothing types and expressiveness
  - (3) Ability to express through design drawings: Are the three elements of clothing (color, shape (silhouette), and material) expressed?
  - (4) Does it match the image you want and is it attractive?
  - (5) Whether the theme and world view are expressed.
  - (6) Communication skills (designers have to show design intentions and forms to pattern makers and customers in written instructions)
- A+ (90-100), A (80-89), B (70-79), C (60-69). 60 points or more in C was considered a passing grade. The main points of the teacher evaluation are shown in Table 54.
- As a result of the evaluation, all four teachers received a passing grade in the second half of 2021 for SC06. The progress of the two PKTI faculty members who organized the fashion show through TOT was particularly impressive. It is no exaggeration to say that they fully utilized and expressed all the skills they had acquired so far.
- Also. In this fashion show, we were able to see how all the TOT instructors' instructions were integrated into a single, concrete process of learning. By following the TOT instructional procedures and creating designs based on the basic 1) T-shirts, 2) sweatshirts, and 3) shirts and skirts that were easy for the instructors to develop, the participants were able to acquire a concept of clothing that was different from ethnic clothing. In addition, the teachers were able to utilize their specialties of decoration and artistic expression in their designs.
- Although we had to use online TOT due to the temporary suspension caused by the pandemic

of COVID-19, we were able to learn the basic concepts of clothing and express them in detail through design drawings, while putting together a proposal of colors, shapes, and combinations for a single theme or project. In addition, the basic design was used as a base. In addition, in order to express originality with the basic design as the base, they understood the basics of dyeing and expressed their originality in the design though the shape was basic by hand-dyeing. It is difficult to inspire their creativity while devising a tight time schedule, as it requires time, understanding and cooperation from the people around them. Without a fashion show to keep them motivated, there was a possibility that they would have given up halfway through the show and ended it halfway.

(The Second evaluation: August to November 2022)

- In the second evaluation, as in the first, comprehension degree was rated on a five-point scale from A to E. A+ (90-100), A (80-89), B (70-79), and C (60-69); a score of C of 60 or higher was considered passing.
- As for the evaluation results, all four teachers received passing scores in August to October 2022 with respect to SC06. In particular, the joint fashion show held by the three schools greatly enhanced the abilities of the four teachers from PKTI and PRGTTI, and can be considered the highlight of the TOT for this project.
- In particular, in the process of creating the works for this three-institute joint fashion show, the teachers' own understandings were directly connected to the learning of their assistants and students. Specifically, the design guidance was provided on site, where the process of upgrading was shared through the exchange of revisions from the idea at the time of design drawing to the sample production.
- Although it was difficult for the teachers who had no experience in the actual practice of specific roles in a fashion show to provide precise guidance, they were able to learn a great deal by sharing their preparation even though they were unsure of what to do.
- The models were also not fully prepared for styling, but the teachers and assistants were able to learn a great deal by sharing and communicating from the same point of view.
- As for future issues, it is necessary to develop the skills to know the skeletal structure and muscles through basic design drawing instruction, and to express them in consideration of mobility and functionality. Also, considering that PRGTTI is a denim-based training center, it is necessary to improve the basic skills of women's and men's clothing. In recent years, apparel products and functional products have become closely related, and how to develop

functional wears has become an important issue.

Table 54 Evaluation of teachers who took TOT in SC06 (as of September 2022)

Information	Name of Trainee	A	B	C	D
	Institute	PKTI	PKTI	PRGTTI	PRGTTI
	Participation	A	A	A	B
	Motivation to learn	A	A	A	A
Evaluation	1. Basic human body expression skills	B- → A→A	B → A→A	C- → A→A	C- → A→A
	2. Understanding and expression skills of basic clothing types	C+ → A→A	C → A	C- → B→B+	C- → B→B+
	3. Expression through design drawing: Are the three elements of clothing (color, shape and material) expressed?	B → A→A	B- → A→A	C- → B→B	C- → B→B
	4. Is it attractive enough to match the image you seek?	B- → A+→S-	B → A+→A+	C- → B→B	C- → B→B+
	5. Does it express the theme and world building?	B- → A+→A+	B- → A+→A	C- → B→B+	C- → B→B+
	6. Communication skills (designers must present design intentions and forms to pattern makers, customers, etc. in written instructions)	B- → A→A+	B- → A+→A+	C- → B→B+	C- → B→B+
Overall Evaluation		B- → A→A+	B- → A→A+	C- → B→B+	C- → B→B+
* Initial evaluation: September to December 2019, when the TOT for SC06 was initiated First Evaluation: June to December 2021 Second evaluation: August to October 2022					

### “Teacher Evaluation in SC11 Pattern Making”

- In SC11, eight teachers who actually teach Pattern courses in three training institutes were targeted for evaluation. The initial evaluation was conducted in December 2019. The first evaluation was conducted December 2021 and the second evaluation was in November 2022.

(The First evaluation: December 2019)

- In SC11, six points were set as the major items for evaluation, and 29 sub-items were set underneath. The six major evaluation items are as follows: 1) Draping, 2) Press work, 3) Pattern Trace, 4) Cut & Sew, 5) Production Pattern, 6) Detail Pattern Making, and 7) Invisible Skills.

- The level of mastery was evaluated on a 5-point scale from A to E: A (9.0-10.0), B (7.5-9.0), C (6.0-7.5), and D (6.0 or below). A score of 6.5 or higher in C was considered a passing grade; C- (6.0-6.5) was not yet considered a passing grade. An example of the teacher evaluation form is attached in Table 55 below.

Table 55 Example of the teacher evaluation form for the TOT in SC11

Assessment Sheet										FETI									
SC11					Pattern Making														
Name					A		M/F		Age		Blood Type								
Occupation					Pattern Maker		Initial Score		6.0		Total Score		8.2						
Ranking					B														
DATE 25-Dec-19					DATE 25-Feb-20														
Draping					Draping														
Pin Angle					Pin Angle														
Pin Interval					Pin Interval														
Pin Scoop					Pin Scoop														
Scissors Work					Scissors Work														
Marking					Marking														
Subtotal					Subtotal														
DATE 25-Dec-19					DATE 25-Feb-20														
Press Work					Press Work														
Grain Line					Grain Line														
Use to Ironing					Use to Ironing														
Finish					Finish														
Subtotal					Subtotal														
DATE 25-Dec-19					DATE 25-Feb-20														
Pattern Trace					Pattern Trace														
Use to Ruler					Use to Ruler														
Line Trace					Line Trace														
Parts Inspection					Parts Inspection														
Finish					Finish														
Subtotal					Subtotal														
DATE 25-Dec-19					DATE 11-Dec-21														
Cut&Sew					Cut&Sew														
Pattern Making					Pattern Making														
Pin Working					リモートTOTの為PINWORKは中止														
Trace					Trace														
Finish					Finish														
Subtotal					Subtotal														
DATE 25-Sep-20					DATE 25-Sep-20														
Production Pattern					Production Pattern														
Inter Lining					TOTをリモートで終了。当方作成のマニュアルデータを送信。														
Seam Allowanse					Seam Allowanse														
Seam Direction					Seam Direction														
Subtotal					Subtotal														
DATE 11-Dec-21					DATE 11-Dec-21														
Detail Pattaern Making					Detail Pattaern Making														
Pocket					部分縫いマニュアル制作後3期TOT開始														
Collar					Collar														
Cuff					部分縫いマニュアル制作後3期TOT開始														
Vents					部分縫いマニュアル制作後3期TOT開始														
Zip					部分縫いマニュアル制作後3期TOT開始														
Subtotal					Subtotal														
DATE 25-Feb-20					DATE 11-Dec-21														
Something Invisible					Something Invisible														
Consentration					Consentration														
Motivation					Motivation														
Passion					Passion														
Curiosity					Curiosity														
Attendance					Attendance														
Subtotal					Subtotal														
Initial Total					6					Final Total					8.2				

- The results of the first evaluation as of December 2021 are shown in Table 56 below. Of the six teachers who could be evaluated, three met the evaluation criteria. However, the overall evaluation is still low at this point. In particular, the remaining three teachers are expected to acquire more skills in the future.
- For SC11, Pattern Making, the teachers' motivation to acquire the skills is very high. The reason for this is that there are only a limited number of Pakistani patternmakers who are as skilled as JICA Experts, and there are no other opportunities for teachers to learn the techniques. The teachers themselves are aware of the importance of patterns and want to learn the techniques as much as possible.

(The Second Evaluation: November 2022)

- In the second evaluation, as in the first, comprehension was rated on a five-point scale from A to E. A+ (90-100), A (80-89), B (70-79), and C (60-69); a score of C of 60 or higher was considered passing. The main points of the faculty evaluation are shown in Table 56.
- The second evaluation of SC11 was conducted in October 2022; PKTI evaluated five faculty members, including the two faculty members who had been evaluated during the prior evaluation, and FETI continued to evaluate three faculty members; PRGTTI was unable to conduct the TOT for SC11 during this period, so two teachers could not be evaluated. Therefore, 10 teachers from 3 schools were eligible for evaluation, but only 8 teachers from 2 schools were able to be evaluated.
- The evaluation method was the same as the first evaluation, with 6 major items and 29 minor items. 6.5 points or higher in C was considered acceptable.
- The results of the second evaluation are shown in Table 56 below. Of the 10 faculty members who were evaluable, seven ultimately met the evaluation criteria. Remarkable progress was made in the acquisition of skills by the faculty members from the second to the third evaluation period.

Table 56 Evaluation of teachers who took TOT in SC11 (as of November 2022)

Institute	FETI			PKTI					PRGTTI	
Name of Trainer	A	B	C	D	E	F	L	M	G	H
Initial Evaluation (Dec 2019)	6.0	3.7	4.0	6.3	4.8	3.7	4.2	4.8	5.0	4.2
	D	D	D	C-	D	D	D	D	D	D
First Evaluation (Dec 2021)	8.2	6.7	6.4	8.2	6.1	5.4	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated
	B	C	C-	B	C-	D				
Second Evaluation (Nov 2022)	8.6	8.1	8.4	8.6	Not Evaluated	6.6	8.0	8.4	Not Evaluated	Not Evaluated
	B+	B	B	B+		C	B	B		
Overall Evaluation	D→B+	D→B	D→B	C-→B+	D	D→C	D→B	D→B	D	D

#### 4.1.3 Expectation of achievement of overall goal

##### **Overall goal**

**Human resource is developed for increasing production of high value-added textile products in Pakistan.**

In the view of the May 2022 joint monitoring, the project team considers that the enhancement of human resource development at the target training schools through this project has certainly formed the basis for strengthening the production capacity of high value-added textile products and contributed to the achievement of the project's Overall goal from the following perspectives

- The fact that the quality of the teaching of basic techniques in the target training institutes has been steadily improved is a major achievement of this project. In addition to improving their own knowledge and skills, the teachers received instruction from JICA Experts in terms of teaching methods. In addition, the teachers are now able to use the Step-by-Step teaching materials for each sewing machine developed in this project, which has greatly improved the efficiency of teaching.
- The result of this project is that the knowledge and skills of the teachers have been enhanced in the areas of design and pattern making, which were not properly taught at each training institute before the start of this project. This will ensure that trainees are provided with instruction in these areas at each training institute, which will lead to the development of human resources for the manufacture of high value-added textile products.

- In this project, the expansion of schooling opportunities for women in the target training institutes and the strengthening of the pathway to employment have certainly contributed to the promotion of the supply of female labor force, which is required by the industry. In particular, the human resource development at the newly established vocational training institute for women (FETI) is now on track, and the conclusion of the MOU between FETI and companies on the promotion of employment for women has paved the way for further employment and social participation by women in the future.
- However, in order to achieve the higher goals, it is necessary to continue human resource development not only at the target training schools but also at more training schools and higher education institutions such as universities. In addition, it is highly necessary to strengthen the cooperation between industry, training schools, universities and other academic institutions, and to continue to develop human resources for the future manufacture of high value-added textile products. In particular, as a potential growth area, it is necessary to further promote human resource development and employment support for women, and to establish a platform consisting of industry, academia, and government to supply the industry with women who have mastered more advanced technologies such as design and pattern.

## 4.2 DAC Evaluation

### 4.2.1 Relevance

As the result of joint monitoring conducted in May 2022, the level of relevance of the Project is judged to be **high** for the following reasons.

- The background of this Project is that Pakistan’s textile sector accounts for about 10% of GDP and about 50% of total exports, and is the largest sector in manufacturing, employing about 40% of the manufacturing workforce. However, since the downstream sector after the cotton manufacturing process has not been sufficiently developed, the main export products are still low-technology, low-value-added cotton yarn, cotton cloth, towels, bed clothes, etc., and there is still a need for efforts to produce high-value-added textile products.
- In “Textiles Policy 2014-19,” Ministry of Textiles has set a vision of becoming a leading country in high-value-added textiles and has set a target of doubling exports in five years. This Project was designed to improve the operational capacity of training institutions in order to develop the human resources needed to expand the market for the apparel industry. Also, the “Textiles Policy 2020-25,” announced in December 2021, continues to focus on strengthening high-value-added textile products, continuing human resource development,



and strengthening the promotion of women's participation, which is consistent with the Project.

- In the apparel industry producing high value-added products, demand for female laborers tends to be high. Yet, in Pakistan, the female labor force has not been sufficiently developed compared to other Asian countries such as Bangladesh. In particular, raising the skills of female workers to increase their productivity has become an issue. With this background, the Government of Pakistan requested Japan to implement this Project with the aim of improving the productivity of the apparel industry by strengthening training institutions that improve the skills of workers in the industry.
- The Project takes the approach of improving the skills of individual workers for production line to increase their competitiveness, strengthening the entire factory especially, the management level from the perspective of production management, and improving the quality of the final products. The Project has provided guidance and technical support to training institutes and training for middle management level in the local apparel industry, with the aim of developing human resources.
- Although more than 5 years have passed since the start of the Project, there is a continuing need to develop human resources that can become competitive in meeting international standards of quality, cost, and delivery. The apparel industry is also hoping to develop basic skills to improve productivity and quality, and to improve the skills of workers, especially female workers. It is also necessary to acquire the ability to plan and design to increase high-value-added products and to create a working environment in which women can easily participate. It is expected that the improvement of the quality of skills training through this Project will further contribute to the creation of jobs, increase in employment rates, and improvement of livelihoods, especially for women.

#### 4.2.2 Coherence

As the result of joint monitoring conducted in May 2022, the level of coherence of the Project is judged to be **high** for the following reasons.

- In the Country Development Cooperation Policy for Pakistan (February 2018), the major goal is to “build a stable and sustainable society through the expansion of the middle class.” In order to raise the poor to the middle class, human resource development and employment creation are important. In the Project, JICA Project Team is working on technical assistance with a view to shifting from OEM to ODM in the textile and apparel industry, which is a major industry in Pakistan, and marketing support activities for local companies with the aim

of expanding exports in this industry. These efforts are expected to strengthen Pakistan's production technology and international competitiveness, and lead to further export and employment growth in the future.

- One of the mid-term goals of the Country Development Cooperation Policy for Pakistan is to “improve the economic base,” and it emphasizes the development of high-quality, high-value-added industry by focusing on the potential of young people and women as the driving force of the economy. In the Project, JICA Experts are conducting activities to promote the employment of women in Pakistan's textile and apparel industry, as women are expected to participate in all areas of the industry, including sewing, design, quality control, and product inspection.
- In Pakistan's National SDG Framework, which is also emphasized in the Country Development Cooperation Policy for Pakistan, 6 SDGs including “gender equality” and “foundations of industry and innovation” have been set as national mid-term goals to be achieved by 2025. One of the policy interventions to achieve this mid-term goal is to “strengthen the link between education and employment.” In the Project, the contents of TOT at the training institutes are structured based on the human resource needs of the textile and apparel industry, and in addition to technical assistance, support for trainees' job-hunting is also provided, indicating that the Project is linked to the country's efforts to achieve the SDGs.
- In the fourth and fifth seminars for promotion of female employment, the Project invited experts from ILO on basic principles of labour rights and collective agreements, and from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on workers' rights and workers' perspectives in the apparel industry as a seminar speaker. In the development goals of the SDGs, the Project promoted “5. Gender Equality”, and ILO and GIZ promoted “8. Decent Work and Economic Growth”. Efforts were made to complement and coordinate the promotion of gender equality and decent work in the international framework.
- In the framework of the victim support, the advisor for promotion of victim-centered approach in supporting victims of gender-based violence was dispatched in Lahore in October 2021, synergies with the apparel skill development and women's economic empowerment activities of the Project are expected. Collaboration between the two training institutes in Lahore, which are the C/Ps of the Project, and the advisor has been strengthened in terms of promoting female victims for technical trainings and supporting job placement. It is expected that there will be many synergistic effects with other JICA Project in the area of apparel technical training and employment support in the perspective of female viewpoint. In addition, in introducing career education through the Alternative Quality Alternative

Learning Project of JICA, the career guidance programme manual developed by the project was used. The synergies with other JICA projects were strengthened in the project's apparel technical training and employment support from women's perspective.

#### 4.2.3 Effectiveness

As the result of joint monitoring conducted in May 2022, the level of effectiveness of the Project is judged to be **high** for the following reasons.

- **Project goal “Human resource is developed for market expansion of Pakistani garment industry.”** is considered **“almost achieved”** based on the following achievement of each indicator.
- As for **Indicator 1 “70% of member companies that recruited graduates of target institutes are satisfied with their job performance,”** the survey to date has shown that **100% of the companies are satisfied with the work of the graduates of the institutes,** although the sample size is small. In Phase III, the survey and evaluation are planned to be continued.
- As for **Indicator 2 “70% of job applicants graduating from target institutes in 2019 and beyond get some kind of job as employees, interns, trainees, home-based workers or others,”** in 2019, the employment rate (employment and home-based worker, not including internships) was 75%, achieving **Indicator 2.** As for 2020, due to the spread of COVID-19, the rate was lower than that of 2019, and the employment rate of the two institutes where the courses were offered was 61.8%. This is a 13.3% decrease from the previous year, but **when the internship data is added to this employment rate, the rate is 85.2%, achieving Indicator 2.**
- As for **Indicator 3 “80% of the trainers who have attended the Training of Trainers meet the technical standards set by the project,”** as of November 2022, **16 trainers (80.0%) out of the 20 evaluable trainers have met the evaluation criteria, achieving Indicator 3.** The evaluation is planned to be continued the evaluation in Phase III.
- As for Indicators for Output 1 to 4, the target levels are almost achieved, which led to achievement of Project goal.

#### 4.2.4 Efficiency

As the result of joint monitoring conducted in May 2022, the level of efficiency of the Project is judged to be **high** for the following reasons.

- The inputs in terms of human resource development of the Project included the procurement of equipment, the dispatch of JICA Experts to provide trainings, and the implementation of training in Japan for the 3 institutes. These inputs contributed to the efficient realization of the Project effects.
- In terms of market diversification, the Project dispatched JICA Experts, held local and online seminars, strengthened ties between C/P and Japanese companies during training in Japan, and supported participation in the Fashion World. JICA Project Team was able to effectively implement these activities in cooperation with C/P. In addition, the links with the corporate side that were created through these marketing activities were utilized for human resource development and employment support.
- In terms of women economic empowerment, JICA Experts established a broad network with local training institutes, companies, universities, community leaders, etc., and provided a wide range of support, including awareness-raising activities for women's schooling in the community, promotion of employment support for women trainees at the institutes, and introduction of soft skills training for the institutes. The culmination of these efforts was the production of a documentary video on women's success stories (titled "Weave Your Dreams"), which was shown at various occasions in communities and the institutes, bringing hope to female trainees and their candidates. Furthermore, the support for the development of a joint career guidance programme manual for the three training institutes has helped each institute to develop its own employment support system.
- As for the equipment, it was very significant that JICA Project Team was able to provide the 3 training institutes with equipment that is used by leading companies in Pakistan. The fact that JICA Project Team was able to train the teachers at the institutes by using the latest equipment is a factor that has increased the satisfaction of the companies that employ the graduates from the institutes.
- Due to the spread of COVID-19 from March 2020, the local training institutes were closed repeatedly and also it was not possible for JICA Expert to visit Pakistan for a while. Although this was an unexpected situation that overturned the preconditions and external conditions, once the training institutes resumed, JICA Experts did their best to minimize the negative impact due to COVID-19 by continuously providing trainings to the institutes online from Japan.

#### **4.2.5 Impact**

As the result of joint monitoring conducted in May 2022, the level of impact of the Project is

judged to be **relatively high** for the following reasons.

- One of the major impacts of the Project was that the action plans and recommendations made by TFM and TFW were reflected in Textiles Policy 2020-25, which was released in December 2021. In Chapter 4 of the Textile Policy, “4.1. Women Participation in Manufacturing” was included, and the promotion of the deployment of day care centers, transportation, and other measures were clearly stated. It can be said that the action plan of the Project was fully reflected in the Textile Policy.
- In terms of marketing, the number of Japanese companies that are interested in doing business with Pakistani companies has been gradually increasing through the seminars held in Pakistan, C/P’s company visits during the training in Japan, and online Pakistan-Japan Garment Business Talk conducted by the Project. As a result of this Project, one Japanese company asked JICA Project Team if they could import Pakistani yarn. Also, as a result of the Garment Business Talk, the Project has received an inquiry from a businessman living in London who would like to be introduced to Pakistani companies. In this way, the Project has had an impact in terms of promoting concrete business with Pakistani companies.
- In the area of gender, the same seminar for promotion of female employment that was conducted in this Project is now being conducted to the trainees by the trainers. This shows that the employment support system with the perspective of female is beginning to be established at each training institutes. Furthermore, in order to strengthen the cooperation regarding job placement between FETI and enterprises, a formal MOU was signed between FETI and one of the first enterprises (Masood Textile Mills). The other three companies (Interloop, Amami and Sapphire) are in the process of coordinating and paving the way for the conclusion of MOUs with them. Therefore, it can be said that the sustainable employment support system at the training institutes and the job placement collaboration with companies have been strengthened.
- As for the improvement of female friendly environment at the training institute where female can easily go to FETI. The Project assisted to establish the day care center at FETI. Approximately 10% to 30% of female trainees had used the day-care center in each course including female staff. It allows female who have small children to go to training institute and work. Most of the female trainees who used the day-care center said that it would have been impossible for them to receive training if the institute was not equipped with the day-care center. The medical room at FETI was staffed with a male nurse, which prevented female trainees from receiving services due to Pakistani cultural norms. By deploying female nurses at the medical room, female trainees were able to access the medical services.

- The documentary video on female success stories (Weave your dreams) was shown to FETI, PKTI, and PRGTTI trainees and it has a big impact. After viewing the video by female trainees at the training institutes, they commented that “It motivated me to work”, “It encouraged me to work”, and “I wanted to be like the female successful graduates”. It impacted on not only female trainees but also male trainees. The male trainees commented that “I want to start my own business” and “I feel more positive about work”. It shows that the video had an impact on male as well as female. It can be said that this is an awareness-raising material with an impact that can encourage female trainees to be active in the textile/apparel industry by showing successful female cases as a role model.
- Two fashion shows were held in Phase II and III of the project. The TOT teachers prepared for the fashion show by planning, producing, and staging their creations. For the teachers, who had created their works through repeated trial and error, this was an opportunity to move from the classroom to a practical venue where they could demonstrate their "real-life" techniques and receive feedback and reactions from the audience.
- In particular, the third fashion show was attended by more than 400 people from the training school, Japanese and Pakistani government officials, apparel companies, and related organizations. Many people commented that not only the teachers' own growth and satisfaction, but also the efforts and hard work of the teachers and trainees up to the show were felt by the audience. The high level of work presented at the show has attracted more attention from industry and business to the training institutes, and there are great expectations for future collaboration.
- Furthermore, for the trainees who served as assistants, it was a valuable opportunity for them to move from the training school classes to actual on-the-job experience, working alongside professionals in the apparel industry such as photographers, directors, stylists, and makeup artists. Comments from trainees included, "My dream became clearer through working in the fashion show," and "I want to be a designer who can showcase my work like the teachers. It can be said that this activity had a broad impact not only on the training schools, teachers, and trainees, but also on a wider audience, including apparel companies and related organizations.

#### **4.2.6 Sustainability**

As the result of joint monitoring conducted in May 2022, the level of impact of the Project is judged to be **relatively high** for the following reasons.

- PKTI and FETI have enhanced their functions as vocational training institutes through the Project and have established a system to continue human resource development. In particular, FETI, which this Project supported from its establishment as a female exclusive institute, has actively concluded MOUs with local companies for employment of graduates, and there are high expectations from companies in the future.
- As for PRGTTI, the operation of the institute was suspended in the latter half of 2021 due to the spread of COVID-19 and the election of the President of PRGMEA. Four courses have been resumed sequentially since December 2021, and it is necessary to check the status of PRGTTI in Phase III.
- The target training institutes have been conducting a number of courses funded by the government's Punjab Skill Development Fund (World Bank Fund). However, in the second half of 2021, this will be restructured into the Punjab Skill Development Authority (PSDA), and the Fund could not be utilized. As a result, all the 3 institutes were unable to implement some of the courses. At this point, the Project is watching the restructuring of this Fund closely. Although this is an external condition of the Project, it is necessary that the government budget for PSDF and other vocational training fields will be maintained in the future.
- Regarding the recruitment of trainees and employment support for graduates, the training institutes have accumulated know-how through the Project. In Faisalabad and other regions of the country, there is still a strong cultural reluctance for women to work in factories, etc. However, FETI is ready to recruit trainees and provide continuous support for employment of trainees by maintaining contact with community leaders and actively working with them. Moreover, the joint PKTI, PRGTTI and FETI career guidance programme manual for trainers was developed and the teaching guidance session was conducted. Hence, the system was established to provide continuous employment support from the perspective of women at each training institute, thus strengthening sustainability.

# Chapter 5

## Suggestions for Activities after Project Completion



## Chapter 5 Suggestions for Activities after Project Completion

This chapter describes suggestions for future activities based on the Project progress as of January 2022. The suggestions will be revised based on the results of the joint monitoring planned in Phase III when the Project Completion Report is submitted.

- (1) Establishment of a human resource development platform targeting women through collaboration between industry, academia, and government (government organizations, higher education, vocational training schools, companies, etc.)
  - In order to promote the Project overall goal, “Human resource is developed for market expansion of Pakistani garment industry,” it will be necessary to collaborate with vocational training institutes and higher educational institutes such as universities to develop human resources. There is a strong need to build a human resource development system from various standpoints for manufacturing high value-added textile products by strengthening the cooperation between industry, training institutes, universities, and other organizations. In particular, there is a strong need from companies to train middle management-level workers.
  - In particular, there is a strong need for industry-academia-government cooperation to further promote human resource development and employment support for women. In particular, there is a need to establish a platform consisting of industry, academia, and government to supply the industry with women who have mastered more advanced technologies, such as design and pattern making. Looking ahead to the future of this Project, there is a strong need for cooperation from Japan in order for this platform to function effectively.
  - In the human resource development platform targeting women, it is also very important to create a mechanism to support employment through industry-academia partnership in order to send the trained women to the industry. Furthermore, not only strengthening the linkage of women to employment through industry-academia collaboration, but also upgrading the training institutes and contributing to the industry by capturing and reflecting the needs of the industry and technological collaboration. For the sustainability of the employment support for women in training institutes, it is necessary to incorporate the activities of industry-academia partnership into the employment support system, and it is also effective to promote MOUs for strengthening employment collaboration between companies and training institutes.
  - Building on the partnerships created through the fashion shows of the three C/P (training institutes) realized in the third phase of the project, it is expected that the institutes will boost

Pakistan's apparel industry through the sectors and fields in which they are specialized. Furthermore, we would like to recommend initiatives to promote the SDG target of 'ensuring sustainable consumption and production patterns' in the Pakistani fashion industry, not only through the three training institutes, but also by expanding cooperation with universities and companies, taking advantage of Pakistan's textile raw material production areas.

(2) Expansion of female employment mentioned in the 3<sup>rd</sup> Textile Policy

- The inclusion of a chapter dedicated to women in the third draft of the Textile Policy by the Textile Wing of the Ministry of Commerce is a major achievement. It is recommended that women's participation be positioned as a national strategy, and that each item such as developing women's skills and creating an environment in which women can work comfortably should be implemented. The Project formed a public-private partnership task force to develop policy recommendations, strategies and action plans for the third draft of the Textile Policy for the Textile Wing, Ministry of Commerce. The implementation of these action plans will contribute to the expansion of female employment in the textile industry.
  - The strategic objectives of the Action Plan for increasing female employment consist on five: 1) Strengthening Skills Development Training Programs for Women, 2) Promotion of Awareness Programs to Transform the Mindset for the Promotion of Female Participation, 3) Improvement of Female Friendly Environment in the Workplace as well as Training Institutions, 4) Establishment of Data Management System to Capture Sex-Disaggregated Data, and (5) Promotion of Award Certification to the Industry for the Promotion of Female Participation. It is crucial to promote the expansion of female employment through public-private partnerships at the policy and implementation levels of these action plans.
  - At the time of the task force meeting for policy recommendations, a major topic of discussion was how to change the community's mindset toward women's participation and employment. Even if approaches are taken to encourage women to go to school and work, it is impossible to achieve women's participation without the support of the community, including male family members and community leaders who have the power to make decisions. Considering the fact that awareness of women's participation is gradually changing in the community in Pakistan, it is significant to focus on awareness-raising activities to promote female participation.
- (3) Development of female workers and female top and middle management in the textile industry/Creation of a sustainable system
- There is a shortage of female workers and female top and middle management in the textile

industry and the need of training for those females has been increasing. As the cultural norms in Pakistan dictate that women workers should be supervised by women, it is necessary to increase the number of female managers as the number of female workers increases.

- The National Textile University (NTU), which specializes in textiles and is a comprehensive university, is also planning to establish an advanced Textile & Fashion Design Center exclusively for women in order to train female textile and apparel specialists. In the Project, FETI provides courses mainly for female worker-level stitchers, while NTU provides courses for female top and middle management, which is expected to have a mutual effect for the industry. It is expected that FETI, PKTI and PRGTTI will play a role as satellite schools to experience the stitching course in order to contribute to the development of human resources who can provide leadership in the field.
  - In the textile and apparel industry, there is an increasing need for female workers and female top and middle management. The target institutes, FETI, PKTI and PRGTTI, have received requests from companies to send their female graduates. Masood Textile Mills, a readymade garment manufacturer and exporter that employs about 20,000 people, currently has about 6,000 female employees. They have set a target of 50% female employment by 2025 and needs skilled female workers and top and middle management personnel. Interloop, a major company that receives orders from UNIQLO to manufacture socks, has also launched a women's empowerment program. They are making efforts to employ women. Furthermore, the SAPPHE yarn, fiber, and denim manufacturing plant, which has few female employees, is beginning to focus on hiring women as its client's demand. Levies has said that it will cancel its contract if it does not increase female employment to 40% by 2023 as a compliance measure. Thus, it is necessary to strengthen the development of female workers, female top and middle management, and the creation of a system that can provide the female workforce to the industry on a continuous basis.
  - Furthermore, in promoting female employment it is very significant to promote female friendly working environment and to conduct awareness-raising activities for the industry, women and the community at a time.
- (4) Support for the development of women's employment promotion and career education in Pakistan
- Lessons learned from the women's employment support activities of the project indicate that there are constraints on women's technical education and employment, but these tend to be even stricter when it comes to employment. Although attitudes vary according to regional

and family values, resistance to women's employment remains deep-rooted in Pakistani society, and women's economic participation is low. The challenge is to reach out to the mindset of women themselves and their communities. Furthermore, this is common not only in the textile sector but also in other sectors. The need to improve the enabling environment for women's economic participation is raised. These include the need to establish systems to promote women's employment at the field and policy level, to promote women's career education, to educate women and communities, and to collaborate with industry and academia. One suggestion is to establish a system for career education for women at the policy and field level at educational institutions such as universities, institutions, and vocational training schools. The low level of women's economic participation is a challenge for Pakistani society, and economic development is essential with women's participation.

(5) Establishment of educational institutions for the advancement of women

- In considering the future, it is very important not only to continue current initiatives, but also to create a large number of second and third generation teachers and students to renew the field of women's activities. We would like to suggest the strong significance of establishing an educational institution that can accept women from all backgrounds and conditions, and nurture and develop their talents. Gabrielle Chanel", a girl from an orphanage who went from being a stitcher to a fashion revolutionary. Or a second or third Chanel, like Alexander McQUEEN, who grew up as the sixth son of a poor taxi driver in London (he is LGBTQ) and after leaving school, honed his skills as a tailor and financed his own education at Central Saint Martin's School, where he became a world-class designer. We are convinced that the next Chanel, the next McQueen, is potentially in Pakistan.
- 1) The fashion industry is a field in which women have many opportunities and many professions in which they can aspire and dream. For example, the range of jobs includes designer, pattern maker, textile designer, embroidery designer, model, stylist, make-up artist, photographer, sound and stage director, buyer, merchandiser, visual merchandiser, public relations, sales, supervisor (area manager), e-commerce, production management, sales representative, jewelry designer, shoe designer, sewing staff, color coordinator, esthetician, nail specialist, fashion magazine journalist, lingerie designer and many more. It is also a field where Pakistan needs a lot of human resources in the near future, but there is a huge shortage of young women with these skills.
  - 2) In order for these Pakistani women to acquire education and skills, there should be not only a four-year university system, but also two-year and short-term (three-months and six-months) courses, specializations, universities, colleges and vocational schools that

cover all subjects, in order to facilitate their families' understanding and encourage women to learn. In addition, it is necessary to have institutions where it is easy to enter from any course and to learn practical skills, where it is possible to skip a grade or transfer midway through the course of study. For example: transfer to a college after 6 months of specialization. Establishment of a system whereby students can transfer to a university after completing a college is required. Also they can transfer to a doctoral course depending on their ability, etc.

- 3) Many of the existing university students are affluent. Moreover, many female graduates choose not to work after graduation and to do house work. We would also strongly suggest that all women who want to work, have to work but want to find a dream job, and are in agony because they have no financial options and cannot utilize their talents, need educational institutions with scholarships and tuition support to enable them to acquire skills without financial challenges.
- (6) Further continuation and promotion of pattern making trainings aimed at strengthening production capacity for high value-added textile products
- In order for Pakistani apparel/textile companies to step up from OEM to ODM in the future, the continuation of pattern making instruction and human resource development in this field at training institutes will continue to be important. However, at present, even the teachers who have received TOT are not able to imagine completed product made of patterns and to simulate the sewing procedure. In particular, they do not understand sewing methods and procedures for details. In the future, it will be necessary to follow up on pattern making and sewing techniques. Even after the completion of the Project, further cooperation between pattern makers and sewers is needed.
  - In addition, there is a possibility of strengthening cooperation between the training institutes and companies if the training institutes can learn sewing techniques for woven fabrics. However, if they obtain sewing techniques not only for knitted fabrics but also for woven fabrics, especially for heavy clothing such as coats, suits, and dresses, it will be possible for them to improve productivity, capacity, and quality in manufacturing, to create more variations in the production of each item, and to deepen cooperation with other companies.
  - From this point of view, there is a need for training institutes to offer courses in sewing techniques for woven fabrics, especially for heavy clothing, and it is necessary to teach sewing techniques of each detail (collar, lapel, pocket, and zipper) for this type of fabrics. In order to do this, more experts in sewing techniques are needed.

- (7) Continued support for human resource development for the textile and apparel industry in light of the global situation
- The environment surrounding apparel production is undergoing a major upheaval, such as the boycott of products using cotton from China's Xinjiang Uyghur Autonomous Region, which was triggered by human rights issues in the region, the fraudulent certification of organic cotton in India, and Bangladesh's departure from LDC countries in 2026. It can be said that Bangladesh is in the midst of a major upheaval. Based on this situation, there are expectations for Pakistan's textile and apparel industry.
  - In 2020, the European Commission extended the Generalized System of Preferential Tariffs, GSP Plus (tariff-free), until 2022, in particular for Pakistan's textile industry's cooperation in providing employment opportunities for women. In addition, Pakistan's textile exports from 2010 to 2021 have attracted attention by expanding by 22.9% compared to the previous year. Pakistan, the world's fourth largest cotton producer, is a promising base for the production of home textiles such as towels, T-shirts, sheets, work clothes, and jeans using #8~36 cotton yarn, which is most in demand for practical clothing, and is recognized worldwide. Japanese trading companies and private companies are beginning to be interested in manufacturing in Pakistan.
  - However, from the 1990s to the present, the FOB price in Pakistan has continued to be high. Compared to the FOB price of denim fabric sewn in Pakistan, the FOB price of denim fabric exported and sewn in Bangladesh is lower. The only reason for the high FOB price of apparel products in Pakistan is that the sewing cost is high. Yet, in general, the FOB price of apparel products in labor-intensive industries is proportional to labor costs, and labor costs in Cambodia and Myanmar, which are ASEAN, and the ones in Sri Lanka and Pakistan in Southwest Asia are generally the same, so further cost reductions are essential to compete with Asian countries.
  - It is also well known that in the global market, fast fashion and SPAs have become the mainstream, inexpensive products are becoming more common, and countries and companies with low production costs are attracting attention. Therefore, the following factors can be considered as contributing to high costs.
    - 1) High corporation tax and VAT, government refunds and income tax
    - 2) Logistics costs (logistics expenses and days) from the apparel production areas of Lahore and Faisalabad to the loading port of Karachi. It is about 8,000 km.

- 3) Cost push due to sewing requiring more processing steps than cotton - cotton yarn (or synthetic fiber blends) - cotton fabric/knitted fabric, and the possibility of higher FOB prices due to cost accumulation.
  - 4) Most accessories (buttons, etc.) are imported (YKK is produced in Karachi), which may lead to higher FOB prices.
  - 5) The contractor system (textile and apparel companies are mainly under the contractor/contractor system, whereby the contractor/contractor is responsible for arranging workers and managing the production process, and the company does not employ workers when there is no production, or when there is no stable annual order flow.
  - 6) Equipment is not designed to meet the needs of the maximum production period. There is a lot of idle equipment. It is Toyota's way of avoiding this problem by levelling out the busy and off-peak periods, but this is not being done. The problem is linked to the contractor system.
- The following measures could be taken to improve the above.
    - 1) Labour productivity improvement and kaizen => middle management training
    - 2) Leveling of production without creating busy and off-peak periods (stable orders throughout the year. Stabilization of production by making highly fashionable cut-and-sew garments in the busy season and underwear in the quiet season) ⇒ Sewing workers are skilled and highly productive, quality is stable and FOB prices are lower) ⇒ Business model reform
    - 3) Training of middle management => Kaizen (process and quality kaizen) to improve labour productivity, practical skills to improve productivity, continuous training of personnel who understand the real workplace.
    - 4) There is a need to strengthen the level of educational institutions/specialist engineering colleges and higher technical colleges for the training of middle management. Teachers focus on human resources and practical skills that can guide experts from enterprises. The education period should be 2~3 years, with 50% of the education focused on academics such as engineering management methods, 50% on manufacturing (sewing) practices, with emphasis on internships, and educational institute that teaches not only management and production technology, but also skills as a form of education. For example, if there is a diagonal crease in the stitching of

a shirt collar, quality kaizen cannot be achieved without knowledge of sewing and equipment.

- 5) Evening courses for working people to study, specialized subject enrolment systems, and the establishment of open colleges to re-educate and raise the standard of industry workers.
- 6) Established courses ⇒ Comprehensive content from OEM to ODM and domestic demand (developing fields). (a) Design, (b) Patternmaking (including CAD), (c) Production management/process design and management, (d) QC and QM as quality control/improvement methods.
- 7) The subjects include (a) sewing manufacturing (T-shirts, blouses, jeans, etc. => possibility of working with FETI), (b) design, (c) patternmaking, (d) CAD patternmaking, (e) management technology IE, (f) quality control, (g) knowledge of sewing equipment (practical content for writing sewing specifications, the training for maintenance personnel is not needed), (h) textile knowledge, etc. in line with CBM, (i) 5S, kaizen and other liberal arts subjects.

End of the Report