

May 11, 2017

THE AGA KHAN RURAL SUPPORT PROGRAM

**Final Evaluation of
Enhancing Employability and Leadership for Youth (EELY) Project**



Final Report

Institute of Social Sciences

www.isspk.org



May, 2017

Acknowledgments

We wish to thank all who made it possible for us to complete this evaluation in a timely manner despite many challenges:

Mazhar Ali Khan and Irshad Khan Abbasi from AKF(P) for their support throughout the assignment;

Conrad Koczorowski and Sofia Jadavji of AKFC for providing valuable inputs into the evaluation design, instruments and the draft report;

AKRSP team members, particularly Yasmin Karim, Sherzad Ali, Maqsood Khan, and Salma Dawar, for providing a wealth of documentation, access to the AKRSP database, inputs on the initial findings, and organizing the field teams; and all the team members in the Gilgit Core Office and regional offices, in particular the MER Managers Khalid Jan (Gilgit), Waseem Abbas (Baltistan) Shumaila Mansoor (Chitral), who successfully organized field and key informant interviews during one of the most severe winters in GBC in living memory;

the local research team who conducted interviews and FGDs in the most challenging locations and weather: Marina Begum, Shahid Hussain and Nasreeen Bano in Gilgit; Mumtaz Hussain, Nasra Jaffar and Shakeela Batool in Baltistan; Mukhtar Ali, Farzana Ara and Nasima in Chitral.

We would particularly like to thank all those who shared information and views on a range of research questions, including government officials, LSO representatives, service providers, employers, and the youth of GBC.

Thanks too to the ISS staff who persevered for almost two months, and made repeated phone calls at all hours of the day and night to interview respondents across GBC: Abdul Hameed, Rodaba Hameed, Amjad Ali, Asma Sheraz, and Sahrish Ahmed; and Faiqa Ahmad for entering the endless flow of data in a timely manner.

We hope that this evaluation will contribute to the long drawn out process of empowering the youth of GBC.

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May 11, 2017

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Executive Summary

The key findings of the evaluation are summarized in the matrix below.

Criteria	Summary of Reasons for Rating
Relevance	Highly relevant to priorities of Canadian, Pakistani, GB, and KP governments and most stakeholders; some components (e.g. entrepreneurship, internship, leadership) were more relevant than others (e.g. life skills training); some stakeholders (e.g. urban young men and women, service providers) benefited more than others (e.g. employers, technical education institutions, women in remote and conservative areas)
Effectiveness	Demonstrated increase of the following in young men and women: marketable skills, employment, self-employment, enterprises, and incomes; participation and leadership in community organizations; positive attitudes towards government, private and community organizations; and sole or joint decision making. Increase in ECD classes, saving groups, and service providers. Engagement with governments resulted in enhanced budgets for youth development, sports facilities, youth center, KIU center, interest-free loans for unemployed youth, but GB youth policy not yet approved; no documented impact of life skills training; no impact on enrollment in technical education
Efficiency	Achieved or exceeded most employability and leadership targets for both young men and women; strategic partnerships led to collaboration and leveraging of resources; however, more targets were achieved in second half of project, resulting in too many activities in a short period of time, which affected the monitoring, mentoring and quality of programs; other issues included reliability of project database and quality of reports, budgets, and issues related to a number of training programs (theoretical nature of curriculum, difficult language of participant materials, variable quality of training delivery, insufficient time for skill development, unsuitable learning environment, no assessment of training impact)
Sustainability	Some components (e.g. enhanced budgets for youth development, sports facilities, youth center, KIU center, marketable skills, youth enterprises, ECD classes, saving groups, service providers, enhanced role of youth in community organizations) more likely to sustain than others (e.g. life skills, internships)
	Overall rating: 7.5 (maximum 10)

Recommendations to increase the relevance, effectiveness, efficiency and sustainability of a future program for youth development in GBC are summarized below.

Relevance

- An increased focus on reaching and involving youth, particularly women, from remote areas in project activities
- Improve selection processes to ensure appropriate selection of youth (including the possibility of inclusion of youth who are not members of community organizations)

- Have variable quotas for women in project activities, with a lower quota for women in highly conservative districts
- Re-think the internship program for regions in which opportunities for internship are limited
- Disseminate stories of successful local women employees and entrepreneurs (without identifiers) to motivate parents to allow young women to work, and to motivate employers to employ more women

Effectiveness

- Increase focus on development of vocational, technical and IT skills, in addition to the other skills identified in the employer survey
- Implement a gender sensitization program for men so that they may accept the changing gender roles of both men and women
- Follow environmental guidelines given in the excellent environmental review of EELY interventions commissioned by AKRSP to protect and conserve rather than pollute and degrade the rich natural resources of GBC.
- Re-think its agriculture value chain development strategy, which advocates setting up of franchise business of large input suppliers to increase supply of spray machines and use of pesticides, while the environmental study advocates for promotion of organic farming and cautions against use of chemical fertilizers (let alone pesticides)
- Implement the excellent recommendations to increase women empowerment in GBC in the Frida Khan report, including recommendations to strengthen WEE through interventions in the reproductive, productive, and community and political spheres.

Efficiency

- **Training:** employ full time high quality trainers with an in-depth understanding of the GBC context to: design quality training programs, manuals and materials (including adaptation of existing manuals / materials to the local context); design pre and post tests to assess knowledge, attitudes and skills of trainees, and for item analysis to improve training content and delivery; select quality service providers to conduct training; ensure adequate learning environment at training venues; monitor training quality and provide follow-up / support; re-design training and materials in the light of feedback of participant and trainers; have all training manuals and materials in both English and Urdu, and improve the quality of existing manuals and materials
- **Life skills training:** develop training manual and materials with a focus on skill development and experiential learning, and a minimum of theory; use master trainers to train teachers in life skills using trainer manual; ensure minimum variations in levels of trainees; allocate adequate time for sessions, with a continuous cycle of training and follow-up, rather than a one-off training; use feedback and assessment data to demonstrate the impact of training to the relevant authorities, so that the program may be mainstreamed in both public and private schools
- **Internship:** use the feedback of interns and host institutions to improve the internship program, including criteria and methodology for selection and orientation of hosts and interns; enhance linkages with organizations for placement of interns; develop job information dissemination system (or collaborate with existing system) and design a program for those completing internships to facilitate their joining the job market
- Simplify the financial management module so that it can be comprehended and used by laymen

- Work closely with implementing partners to minimize delays in activities, and ensure timely availability of resources
- Improve coordination with government to ensure support for setting up new businesses, including No Objection Certificates (NOCs) and registration
- Consider business groups for YMCA grant rather than individuals, as this would enhance the grant size, besides reducing AKRSP's transaction cost.
- Consider announcing an "Innovation Grant" for existing innovative enterprises and social development projects to encourage innovations and broaden the opportunities for youth leadership.
- Improve the project logframe and monitoring framework, and deploy a competent and well equipped team to closely monitor project implementation, and use the findings for course correction and removal of obstacles
- Provide regular feedback on field reports from staff as well as youth participants
- Continuously update the project data bases, including regular contact with alumni / graduates / cohorts through the use of IT (e.g. Facebook page, WhatsApp group, website, etc.)
- Improve staff capacity in data analysis and report writing, including, if necessary, recruiting of a quality staff member to lead the effort
- Improve budgetary planning, including the use of activity based budgeting, to ensure adequate available of funds throughout the project life cycle

Sustainability

- Work with the GB government for the announcement and implementation of its Youth Policy and the implementation of the loan program for unemployed youth and TVET strategy for GB
- Engage with the education department for inclusion of life skills in the curricula, and partner with public and private schools for inclusion of life skills training in their regular classes
- Encourage TVETs and other technical skills providers to increase their outreach to employers, and provide them the opportunity to recruit qualified and skilled interns against a stipend
- Consider the excellent recommendations given in AKRSP's summary of various Value Chain Studies for increase in productivity, market share, revenue, employment, and incomes in GBC

1. Introduction

1.1. Background

Gilgit-Baltistan and Chitral are in the unenviable position of having one of the highest literacy rates as well as one of the highest unemployment rates in Pakistan. In 2013 there were an estimated 689,000 youth (about 346,000 young men and 343,000 young women) in GBC between 15 and 35, about 31 percent of the total projected population of 2.2 million.¹ While literacy rates and higher education among the young men and women of GBC has grown astronomically, economic development has not kept pace with this development, with limited growth in jobs in the government and private sector, no industry worth the name, and the absence of a corporate sector. Young women and men are facing a range of problems emanating from limited access to economic opportunities, unemployment, poverty, low participation rate in labor market due to lack of employable skills, and limited participation in leadership and decision making processes in their communities. Young men were members of less than 20% of VOs in Gilgit and less than 40% in Baltistan, but 60% of VOs in Chitral. More than 87% of the WOs did not have any representation from young women in the Gilgit region and 97% of WOs in Baltistan, while nearly half of the WOs in Chitral had no involvement of young women in CBOs.

The GB government follows the federal government policies to a large extent. Unfortunately, youth development has not been a major priority for the Government of Pakistan. The National Youth Policy was finally approved in 2009, though implementation of this policy is yet to be seen. The Federal Government devolved the responsibilities to the provinces in 2010 as a result of the 18th amendment to the constitution. The renewed emphasis of the provincial governments to adopt the policy for youth development in their regions led to policy formulation by all four provinces.

Other challenges have included the absence of a skill development policy for youth, non-existence of a gems and mineral policy, and the absence of a Technical and Vocational Authority (TEVTA) for maintaining standards and accreditation, as in the provinces of Pakistan.

The Aga Khan Rural Support Program (AKRSP) has been working in Gilgit-Baltistan and Chitral (GBC) since 1982 to help improve the quality of life of the villagers. AKRSP's development approach gives primacy to the people and their abilities by creating and nurturing community based local institutions. AKRSP's efforts have focused on both social and economic domains through a number of community based interventions across GBC. For the last six years, with financial support of Global Affairs Canada (GAC), and technical and financial support of Aga Khan Foundation Canada (AKFC), AKRSP has been engaged in supporting youth development initiatives to address the growing issue of unemployment and limited civic engagement of youth in GBC.

EELY is a six-year (April 2011- March 2017), CAD 19 million project designed to increase the engagement of youth as productive and full members of GBC. EELY contributes to this objective through two complementary components which worked on both the supply and demand side: youth employability and youth leadership. The youth employability component seeks to enhance professional skills development and transitional support and enterprise

¹ Essential Solutions. Evaluation of Young Community Leadership Development Programme (YCLDP). Midterm Evaluation Report, March, 2015

support services. The leadership component works to promote, engage, and empower youth by enhancing youth participation in community and civic activities and institutions. It also works to create an enabling environment for youth development and improve their status as decision makers.

The following programs were designed to increase youth employability:

- Skill Development Program (SDP)
- Entrepreneurship Development Training (EDT)
- TVET Strengthening
- Tourism and Value Chain Enhancement
- Youth Life Skill Programs (YLSP)
- Youth Internship Program (YIP)

The Young Community Leadership Program (YCLDP) was focused on developing the leadership skills of youth. The Youth Micro-Challenge Awards and the Young Members of Community Based Saving Groups (CBSGs) were designed to enhance both employability and leadership skills. The Capacity Building of Government Officers / Elected Reps was designed to develop the capacities of government officials and elected representatives.

Acronyms and Abbreviations are given in **Annexure 1**, and references used in **Annexure 2**.

1.2. Evaluation Objectives and Questions

The primary objectives of the evaluation were:

- To determine the extent to which ultimate and intermediate outcomes have improved from those observed at the baseline
- Through a quasi-experimental approach, to determine if outcomes could be attributable to EELY

The evaluation was designed to:

- assess progress against the PMF
- assess the effectiveness, efficiency, relevance and sustainability of the various EELY components
- provide findings, conclusions, recommendations and lessons to inform and strengthen future AKRSP programming.
- feed into the end of project report to be shared with the donor and other stakeholders

The Terms of Reference are given in **Annexure 3**.

1.3. Evaluation Scope and Methods

Before finalizing the evaluation design we carried out an assessment of existing databases and reports of the project provided by AKRSP to identify information which was available and useable for the evaluation, and the gaps in data for which primary data would have to be collected. The Evaluability Assessment Report is given in **Annexure 4**.

AKRSP provided three datasets to be used for drawing the evaluation sample:

1. Labor Market Assessment (LMA) Baseline, 2012, conducted by MEDA

2. LMA Midline, 2014, conducted by AKRSP
3. EELY beneficiaries by intervention, collected and compiled by AKRSP

Each of the LMA datasets contained data of the following:

1. Youth Skill and Perception Survey (YPS)
2. Employer Survey (ES)
3. Service Provider Survey (SPS)

In the LMA Midline AKRSP used a panel survey approach. That is, they tried to locate and interview respondents listed in the LMA Baseline database. However, tracing respondents was difficult due to high mobility in youth population, older youth had exited the youth category, while children had entered the youth category. AKRSP therefore had to add new respondents in the survey in order to maintain the size of the database. In the case of the Employer Survey, AKRSP discovered that a significant number of ‘employers’ were actually one or two person setups, which did not meet the Employer criteria of providing employment to youth. Hence AKRSP decided to exclude all such ‘employers’ and replace them with ones who fulfilled the criteria. In the process the database increased from 1639 to 1859, as a number of new employers were identified who fulfilled the criteria.

Because of the foregoing, the LMA Midline databases were more reliable and valid as compared to the LMA Baseline databases, and the chances of tracing respondents, which is a key challenge, was likely to be higher for the former rather than the latter. Based on this finding, it was decided to use the LMA Midline databases for drawing the youth and employer samples.

In order to find out the proportion of midline respondents who had benefited from EELY interventions the data of the youth midline survey and the beneficiaries was merged, and duplicates were identified. Less than 15 persons from the midline had benefited from EELY interventions. In other words, the data collected at the midline was of youth who were not EELY beneficiaries. It was therefore decided to use the midline data as the control group and the beneficiary data as the intervention group for the evaluation. This decision was made at the start of the evaluation - the project never intended to have a treatment and control group to start with.

The evaluation design included a survey of a random sample from the LMA midline youth survey. The data of this sample, called the Evaluation Control sample, was compared with the LMA baseline and LMA midline youth survey data. This comparison enabled us to assess if the Control Group had undergone any change over time on key project indicators (e.g. employment status, income, decision making, participation in government or community organizations, etc.) despite the absence of participation in EELY activities (e.g. due to improvement in roads and law and order, resulting in an unprecedented boom in domestic tourism in the region). The comparison is illustrated in Table 1.

Table 1: Changes in Youth Skills and Perceptions (Control Group) Over Time

Year	2012	2014	2017
Survey	Baseline	Midline	Endline
Change		Midline versus Baseline ²	Endline versus Baseline Endline versus Midline

²² Already conducted by AKRSP

In addition, a random sample of respondents from the LMA Baseline Employer Survey (ES), which was repeated in the Midline LMA, was interviewed regarding recruitment practices and challenges in general, and with youth employees in particular. All data was disaggregated by region, sex, age, education, income, living environment, type of industry/sector, etc., depending on the needs of the analysis.

The same survey instrument was administered to a random sample of respondents drawn from the EELY beneficiary list, which included data of beneficiaries participating in EELY programs from 2012 to 2016. The data of this sample, called the Endline Beneficiary sample (2017), was compared with the Baseline/Midline LMA Data on key project indicators (employment status, income, participation in community organizations). In addition, the data of the Endline Beneficiary sample was compared with the data of the Endline Control sample (2017). The change measures are summarized below:

Change Measure 1: Endline Beneficiary Sample, 2017 versus Baseline (2012) and Midline (2014) LMA Data

Change Measure 2: Endline Beneficiary Sample, 2017 versus Endline Control sample, 2017

The detailed Evaluation Plan is given in **Annexure 5**. The quantitative evaluation instruments are given in **Annexure 6**.

Survey data was collected from 924 youth (47% women) and 319 employers (3% women) from GBC – the proportion of women employers was very low because traditionally women employment has been restricted to jobs or self-employment, and the employer database used was three years old. All survey respondents were interviewed by the ISS team via telephone, except for 177 youth beneficiaries, who were interviewed by local researchers engaged by ISS in the three regions as they were not accessible by phone. The Youth control group target was not achieved because, of the 200 control group respondents to be collected by AKRSP for interviews in the three regions, only 177 respondents were interviewed (23 less in Chitral due to blockage of roads for weeks due to unprecedented snow); moreover, of the respondents interviewed only 27 (23 from Chitral and 4 from Gilgit) were from the control group while the rest were EELY beneficiaries. This resulted in excess respondents in beneficiaries (mostly men) and a big shortfall in the control group. However, despite this shortfall, the size of the control group (183 youth, 52% women) was large enough for comparison with the beneficiary youth data (741 youth, 45% women) to assess the impact of EELY.

The ISS team leader and deputy team leader telephonically interviewed AKRSP teams associated with the EELY project, including AKRSP Core office, and the three regional offices. In addition they telephonically interviewed 30 key informants, including 11 government officials (one woman), 5 LSO reps (one woman), and 12 service providers (one woman) from all three regions, and two service providers based in Islamabad and Lahore. The government departments/ organizations included local government, agriculture, health, education, tourism, youth affairs and culture, from provincial and district governments. The service providers included AKDN agencies (AKPBSP, PDCN, PDCC), private trainers (enterprise development, life skills, management education, marketing, computer skills, etc.), religious scholars, sports organizations, development organizations, etc.

Six female and three male local researchers, 3 in each region, conducted 12 FGDs (5 men, 4 women, and 3 mixed). They covered all EELY capacity building groups except TVET Strengthening, and Tourism and Value Chain Enhancement, since data for the same was not available with AKRSP.

The qualitative evaluation instruments are given in **Annexure 7**.

The complete sample is summarized in Table 2:

Table 2: Sample by Data Source

Data Source	Quantity
Youth Skills and Perception Survey, 2017 (beneficiaries)	741 respondents
Youth Skills and Perception Survey, 2017 (control group)	183 respondents
Employer Survey, 2017	319 respondents
Key Informant Interviews	30 respondents
FGDs of Beneficiaries	12 FGDs

1.4. Sample Details

1.4.1. Youth Skills and Perception Survey, 2017

Half of the sample of 924 youth was from the Gilgit region, 28% from Baltistan region, and 22% from Chitral district. Gilgit was over-represented and Chitral was under-represented in the sample as compared to the midline survey, while Diamer only had 22 respondents (2.4%). Chitral was under-represented because almost none of the landline phone numbers provided by AKRSP were accessible, and most of these were from Chitral. Also Chitral had been highly over-represented in the original midline LMA sample, where it constituted almost one-third of the total GBC sample, even though Chitral was only one of eight districts in GBC. Some 53% of the sample was male and 43% female, with a greater proportion of females in Chitral (56%) and Hunza (55%), and the lowest proportions in Ghizer (28%) and Astore (31%); interestingly, 41% of Diamer respondents were female. Some 43% of the youth were married and 54% were unmarried of which 7% were 15-19 years old, 33% were 20-24 years old, 33% were 25-29 years old, 19% were 30-35 years old, and 8% were 36-40 years old. Some 64% of the sample was living in a rural area, 19% in a town in a rural area, and 17% in the district headquarters. Half of the youth had a graduation or higher degree, 38% had a secondary or higher secondary education, 8% had a primary or middle education; and only 3% had no schooling. The data shows that the sample had a high representation of rural youth, but a very low representation of uneducated youth.

Graphs showing details of the Youth Survey sample are given in **Annexure 8**.

1.4.2. Employer Survey

Some 62% of the sample of 319 employers was from the Gilgit region, 21% from Baltistan region, and 18% from Chitral district. Gilgit was over-represented and Chitral was under-represented in the sample as compared to the midline survey – the reasons were the same as in the youth survey. Some 70% of the employers were owners, while 30% were managers, of which only 3% were women. Some 41% of employers were living in a rural area, and 36% in an urban area, of which 26% were 20-29 years old, 39% were 30-39 years old, 24% were 40-49 years old, and 12% were more than 49 years old. Some 38% of employers had a graduation or higher degree, 46% had a secondary or higher secondary education, 9% had a primary or middle education, and 6% had no schooling.

Graphs showing details of the Employer Survey sample are given in **Annexure 8**.

1.5. Evaluation Team

ISS has a team of social scientists, including psychologists, sociologists, anthropologist, educationists, and IT professionals, with wide experience in the field of research, training, evaluation, and assessment. The team for the EELY evaluation included the following:

1. Mr. Rafiq Jaffer, Psychologist, Team Leader, 40 years of experience in research, training and evaluation
2. Ms. Razia Jaffer, Anthropologist, 35 years of experience in research, training and evaluation
3. Professor Mr. Abdul Hameed, Head, Department of Psychology, FCC University, Lahore, 35 years of experience in teaching, research and evaluation
4. Professor Ms. Rodaba Hameed, former Head, Department of Psychology, Lahore College Women University, over 30 years of experience in teaching, research and evaluation
5. Mr. Amjad Ali, Educationist, 20 years of experience in training, teaching, research and evaluation
6. Ms. Asma Sheraz, Psychologist, gender specialist, Kinnaird College for Women, 7 years of experience in teaching, research and evaluation
7. Ms. Sahrish Ahmed, Psychologist, Counsellor, Data Manager, ISS since 2013
8. Ms. Faiqa Ahmad, Sociologist, Computer Assistant, ISS since 2013.

In addition nine Junior Researchers, including three men and six women, were recruited from Chitral district and Gilgit and Baltistan regions for the survey. All of them had postgraduate degrees in education or social sciences, and had previous experience of quantitative and qualitative research.

2. Evaluation Findings

The evaluation findings are presented according to the evaluation questions regarding relevance, effectiveness, efficiency, and sustainability. Differences by variables (e.g. gender, education, region/district, location, etc.) in the survey data are only mentioned where such differences were statistically significant ($p < .05$).

2.1. Relevance

In the context of increasing literacy and unemployment rates, and the devolution of powers to the provinces, the launching of AKRSP's EELY Programme in 2011 was very timely. A project designed to increase youth employment and civic participation was naturally highly relevant to the needs of the local population as well as the priorities of the Pakistan, Khyber Pakhtunkhwa and G-B governments. The EELY project planned to target 189,000 youth residing in GBC through two components of employability and leadership development.³

Right after graduation I easily got a job. So this intervention was timely. I have not seen any other institution here in our area offering internship program, so it was not possible without AKRSP. – Male FGD member, YIP Skardu

The project was also highly relevant to the objectives of its financial sponsors, namely the Canadian government, which has been a long-time supporter of the Aga Khan Foundation. The Canadian government has been providing resources for AKRSP since its very inception, with a clear gender equality focus, and a strong emphasis on women economic empowerment, particularly the most vulnerable women in remote rural communities. These objectives were an integral part of the EELY project design.

The EELY project design took into consideration the great diversity of the population in terms of their location (from remote villages to highly urbanized populations), economic status (from the ultra poor and highly vulnerable to the financially secure populations), gender, age (15-35 years), education levels (from illiterate to those with postgraduate degrees), mindsets (from the most conservative to the highly liberal), role in the economy (producers, traders, employers, service providers, entrepreneurs, etc.), sector (government, private, civil society), employment status (employed, underemployed and unemployed), diverse interests of youth, etc. It also addressed the needs of youth who had degrees but lacked marketable skills and experience. It helped increase awareness of youth about the job market and its requirements, business development, life skills, savings and working in community organizations, and helped them to develop linkages with organizations, and technical and professional personnel. EELY was also opportune in that it came at a time when the role of the electronic and social media was expanding, tourism was booming, and CPEC was starting to offer openings for skilled human resources.

AKRSP provided the opportunity to beneficiaries according to their interest area, e.g. environment and wildlife, teaching and education, community development, under the EELY project. – Male FGD member, YLCDP Chitral

After completing education, young people dream of high positions and good jobs, but from this internship program we learnt about real life realities. We got to know the type of skills

³ ibid

and competencies required by these institutions as well as what type of manners we need to exhibit while working in such institutions. – Female FGD member, YIP Skardu

The baseline Labor Market Assessment (LMA) also helped in fine tuning the project in accordance with the demographics, cultural sensitivities, and needs of various regions/districts. Thus, for example, the program was modified in keeping with the conservative mind set towards women and the hostile attitude toward NGOs and micro-finance in some areas. The project also took affirmative action to ensure participation of women, including reserved quotas, lowering of criteria for entry-level tests and selection process, using women trainers where male trainers were not acceptable, etc.

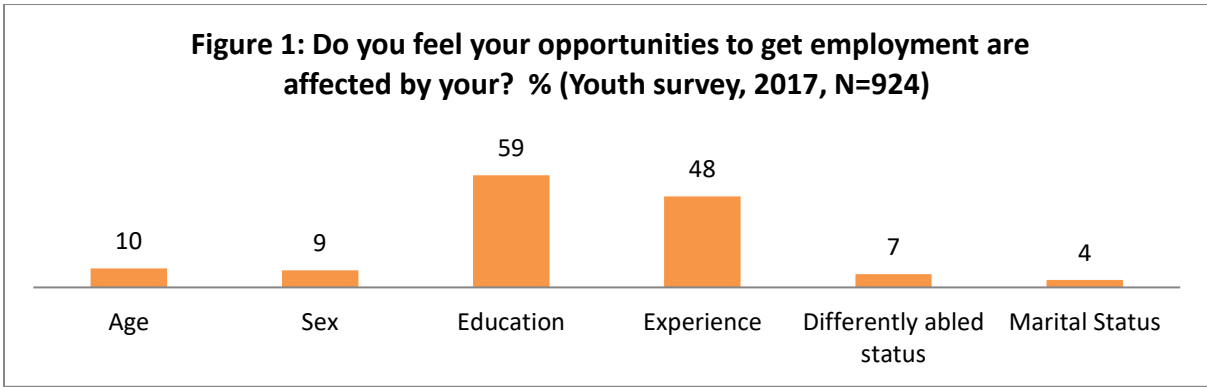
We were afraid of taking loans from banks because of the interest; this program has resolved such issues. Now we take loans fearlessly in time of need. – Female FGD member, CBSG Skardu

Working for empowerment of young women in Diamer district was a major challenge. The project made many modifications in its approach and adopted innovative measures to benefit women. The active involvement of local religious leaders helped in reducing resistance against the project to a considerable extent. Posting of female teachers in girls schools led to a manifold increase in girls' enrolment, setting up vocational centres in *madrassas* led to hundreds of women acquiring marketable skills, and tailoring shops attached to each *madrassa* led to women earning incomes in a socially acceptable manner.

Women were not allowed to give their clothes to male tailors for stitching. There was only one old woman tailor in the area. After the vocational center, many women learnt to sew clothes. Now many women have started working as tailors, and when they started earning some money, their male family members also acknowledged their work. The shopkeeper who is running the shop bought stuff with her husband and set up the shop and now her business is going really well. After the Ulema Council was convinced, the people have started saying that there should be some arrangement for our girls' education. Now after three years, this change has happened. The Ulema Council suggested that the women should be given training for hygiene, health and dress making. When the mountain water flows, it makes its own way, and so will the women. – Manager, Diamer project

It goes to the credit of AKRSP that it avoided the traditional project approach of focusing on one part of the problem, usually the easy part (e.g. skill development). Rather, AKRSP did a thorough analysis of all the factors and actors involved, and adopted a holistic approach which tried to address all parts of the puzzle. This, of course, made the project far more complex than typical development projects, and posed considerable challenges to AKRSP, particularly since working with youth was not its forte to start with.

Data collected by the evaluators through the youth survey also found evidence of the need and relevance of the project for youth. For example, more than half the youth said that their education and experience were critical in being considered for a job – in the midline survey only 10 to 14% youth mentioned these factors. This suggests that education and experience have become far more important factors in getting employment as compared to only a few years ago, indicating the growing competition and demand for higher qualifications and experience. EELY interventions were highly relevant in that they helped youth to improve their skills as well as gain experience through internships.



Some of the actions taken by the project were highly appreciated in government circles, included provision of IT skills training to all officers and engineers in the whole Baltistan region, provision of diploma level technical skills in mother and child health and antenatal and post natal care to young women from remote rural areas of Gilgit region, training local women in processing and preservation of foods.

While the project made an active effort to reach the most remote and vulnerable populations, and took affirmative action for a high representation of young women, educated youth with access to urban centres were able to benefit more from the project compared to those in remote rural locations. Even getting the message across was a major challenge in this regard, in a region where a large section of the population lack access to regular electricity, telecommunication facilities, and poor infrastructure. The costs to reach such populations and provide them with the opportunities that EELY offered was prohibitive, and AKRSP succeeded in this regard to a limited extent. There was also concern about the lack of opportunities for internships in underdeveloped regions because of the absence of industries and IT firms.

Some complaints were heard regarding the selection criteria and process, for example inclusion of students in entrepreneurship training or disinterested youth in internships; and selection filters (e.g. Masters degree for youth, membership of LSOs, no age relaxation, etc.). While the former complaints may be justified, it can be expected that the numbers not benefiting from a program like EELY are naturally likely to be much higher than those that did benefit; in which case the number of complaints were actually quite low in number.

The objective of having 50% representation of young women in the program was achieved in many cases, but was unrealistic for conservative areas like Diامر district, and professions which are typically practiced by men (e.g. masonry, welding, carpentry). Rural women also faced major challenges of mobility. This is evident from the Employer Survey, in which 70% employers said that they only hired men because of the nature of the work, cultural reasons and family restrictions on women mobility.

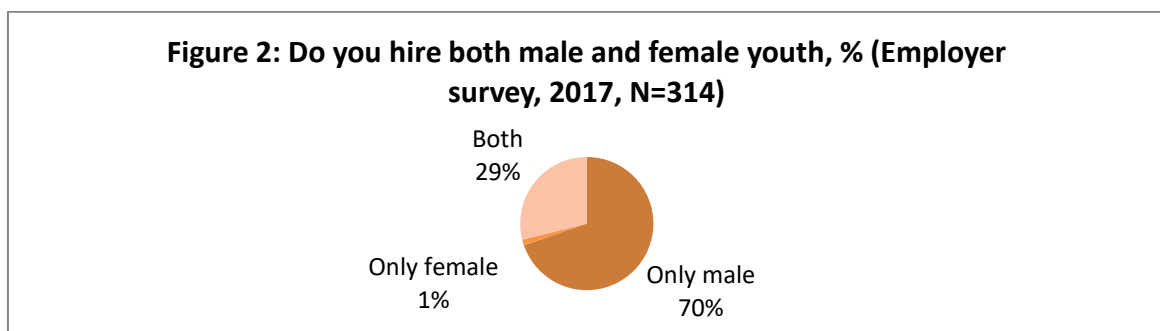
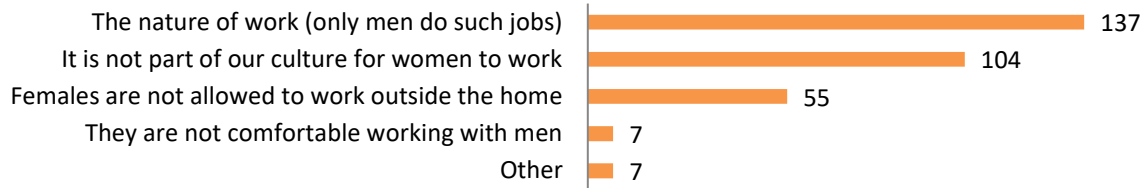


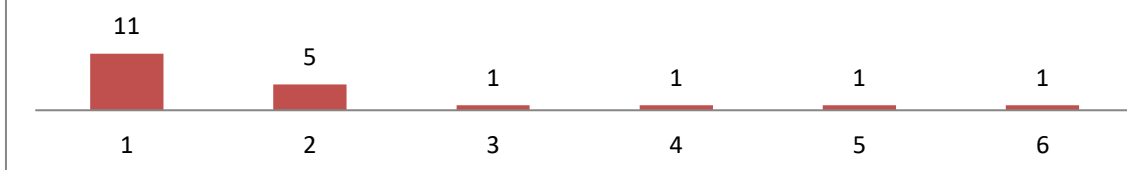
Figure 3: Reasons for not hiring young females (Employer survey, 2017, N=319)



The project also did not significantly impact employers, as is evident from the fact that three-fourth of employers (73%) surveyed during the evaluation did not know about EELY, and only 20 employers (6.5%) had employed a total of 39 youth (17 females) benefiting from the EELY program, with half of them only employing one such youth - the responses of these 20 employers are given in Figure 4. This happened because the project did not directly engage with the employers that were surveyed in the baseline or midline.

Awareness varied by district, with highest awareness in Ghizer (45%), Ghanche (43%), Chitral (37%), and lowest in Gilgit (17%), 19% in Skardu, Astor and Diamer, and 24% in Hunza. There was a clear relationship between awareness of EELY and education, with 42% of employers with 14 years or higher education having awareness, compared to 14-22% for those with no or only school education. However, there was no relationship between the number of persons or youth employed and awareness of EELY.

Figure 4: How many youth have you employed who benefited from EELY interventions (Employer survey, 2017, N=20)



We constantly heard the refrain in FGDs of youth and interviews of key informants that the project only served a small section of the youth of GBC, and it should have been of a longer duration. We do not consider this a criticism of the project. Rather it is a call to increase the scope and duration of a future project so that the work that has been initiated can be spread to larger sections of the youth population.

There were also variations in the relevance of various program components. For example, the Life Skills Program was critical in introducing teachers and students to important life skills, but tried to cover too many skill areas in a limited time, and failed in influencing schools to incorporate the training in the school curricula, a change requiring policy level intervention. Most participants of entrepreneurship training could not start businesses because of a lack of required seed money. The Skill Development Program provided highly needed skills to young men and women, including specialized skills such as research, data entry and analysis, and report writing, but failed to get women into programs traditionally in the male domain, e.g. masonry, carpentry, border trade, etc. The Youth Internship program was highly acclaimed as it helped a large number of unemployed youth to get valuable experience, and many also got employment in the process. However, in some cases the host institution was not interested in having or making use of interns, because of which

interns did not get the knowledge and skills for which the internship program was designed, or the interest of the intern was not taken into consideration.

I got enough knowledge to start a business, but with the passage of time and growth of business, more knowledge was required, such as record keeping, networking, marketing, quality enhancement and branding. - Male FGD member, Astor

I was placed in an organization without asking my interest. The field was irrelevant to me. So it did not meet my needs fully. - Male FGD member, YIP Skardu

A common complaint was also the short duration of many programs, including entrepreneurship training, life skills, skill development, internship, etc. Use of English manuals and training materials, and deficiencies in the Urdu manuals used, are likely to have reduced the relevance and effectiveness of some of the materials.⁴

Conclusion:

The EELY project catered to the priorities of Pakistani, KP, GB and Canadian governments and a large range of stakeholders in GBC, including youth, LSOs, employers, service providers, and academia. Most of the program components were highly relevant to the needs of most stakeholders. However, some stakeholders (e.g. more educated youth) were able to benefit more than others (e.g. less educated women from remote rural areas), because of greater access to EELY programs. Employers did not receive the same project attention as other stakeholders.

2.2. Effectiveness

EELY was designed to increase engagement of youth as productive and full members in Gilgit-Baltistan and Chitral. The project had the following intermediate outcomes:

- Increased and more equitable employability of young men and women in Gilgit-Baltistan and Chitral
- Increased and more equitable engagement between and among male and female youth leaders, community institutions and local government to address the needs of youth in Gilgit-Baltistan and Chitral

This section, which constitutes the bulk of the report, reviews the extent to which these outcomes have been achieved, and the extent to which they have contributed to the achievement of the ultimate outcome. Evidence is provided from four main sources, i.e. studies conducted by AKRSP, mostly in preparation for the mid-term review; the two surveys conducted for the endline evaluation, namely the Youth Skills and Perception Survey, and the Employer Survey; and findings from the FGDs and key informant interviews.

2.2.1. Enhancing Employability

Intermediate Outcome 1: Increased and more equitable employability of young men and women in Gilgit-Baltistan and Chitral

⁴ An analysis of the Urdu training manual on Participatory Development used by AKRSP revealed a very poor quality of translation and a large number of typos and other errors. For example, the term participatory development is translated/written in four different ways on the same page.

2.2.1.1. Findings from AKRSP Studies

A series of AKRSP studies in late 2014 and early 2015 in preparation for the mid-term review of EELY found considerable evidence of impact of EELY interventions on the employability of youth in GBC.

A tracer study was able to locate and interview 337 out of 2299 (14.7%) youth trained under the Skill Development Program (SDP). The study found a 5% increase in employed youth from 5% to 11%, 22% increase in self-employed youth from 41% to 63%, 13% reduction in unemployed youth from 28% to 15%, and an increase of 133% in the average monthly income from Rs. 4,038 to Rs. 9,416. All three regions showed significant improvement on all indicators. There were clear gender differences, with 15% men and 7% women employed, but 57% men and 70% women self-employed. Notably, even before EELY intervention the percentage of self-employed women (49%) was far greater than self-employed men (34%) – why this was so is not clear.⁵

Another tracer study designed to assess the impact of Entrepreneurship Development Training (EDT) was only able to locate 11% of 620 EDT trainees trained between 2012 and 2014 (which gives the number of respondents at 68 – not mentioned in the report – a small number to draw any meaningful conclusions). Nevertheless, the study found that the percentage of functional enterprises increased by 19% in Gilgit, 22% in Baltistan, and 9% in Chitral. There were considerable sectoral variations, with 79-82% enterprises in Gilgit and Chitral involved in services, and 65% of Baltistan enterprises involved in marketing. Average monthly incomes increased from Rs. 8,875 to Rs. 12,781 in Gilgit (44%), Rs. 17,935 to Rs. 37,935 in Baltistan (112%), and Rs. 7,170 to Rs. 11,925 in Chitral (66%). Average worth of assets increased from Rs. 47,625 to Rs. 75,750 in Gilgit (59%), Rs. 134,021 to Rs. 263,521 in Baltistan (97%), and Rs. 55,600 to Rs. 119,534 in Chitral (115%). The report does not provide any explanation for the great regional variations in incomes, assets and percentage increases.⁶

The AKRSP Chitral team interviewed a random sample of 25 out of 150 (17%) EELY interns trained under YIP in Chitral, and found that a third of the interns were employed (40% of women and 27% of men) and two-thirds were unemployed, and two-thirds of those employed were interned in AKRSP. About two-thirds of those employed said that the internship had played a role in their getting employment.⁷ The small sample size makes it difficult to generalize the findings.

The main objective of the Youth Micro-Challenge Award (YMCA) is to promote more equitable and sustainable participation and integration of young men and women in social and market systems through providing wider range of services to youth organizations and developing appropriate enterprise opportunities for youth. A qualitative study of 37 out of 87 recipients of the YMCA found positive outcomes of the awards in terms of increased incomes through entrepreneurship awards, and increased expenditures on family health and education.⁸

⁵ Aga Khan Rural Support Program. Tracer Study on Skill Development Program, April, 2015

⁶ Aga Khan Rural Support Program. Impact of Enterprise Development Trainings: Executive Summary, undated

⁷ Aga Khan Rural Support Program, Chitral. Assessing the Role of Youth Internship Program on Youth Employability, undated

⁸ Ahmed, Pervaiz. Evaluation of Youth Micro Challenge Award. Enhancing Employability and Leadership for Youth Programme in Gilgit, Baltistan and Chitral. February, 2015

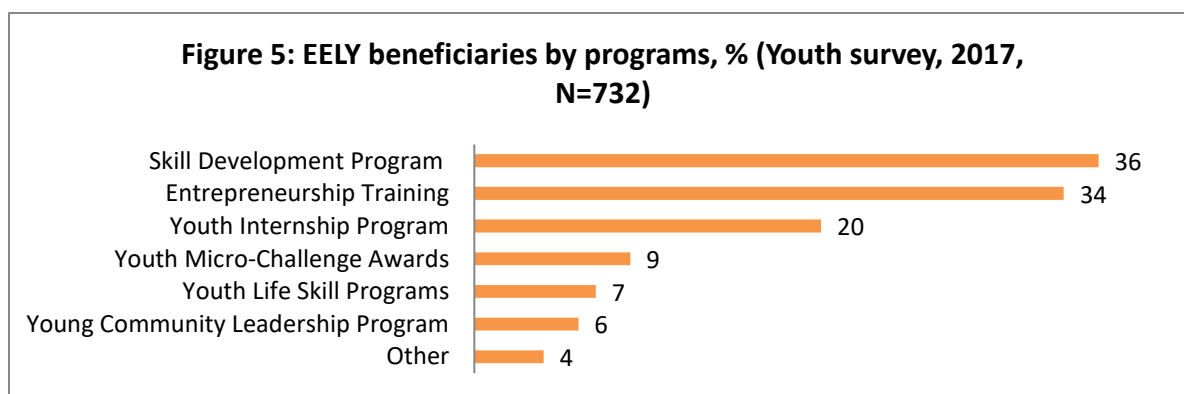
AKRSP made concerted efforts to promote selected value chains to increase youth employability, including high value horticulture, domestic tourism, and Greenwood. Some important initiatives in this area included introduction of a new certified variety of potato seed in disaster hit Gojal valley, training in traceability system which will enable beneficiaries to receive Traceability Bar Code for national and international trading. One of the important positive findings of an AKRSP tracer study of value chain interventions was a significant shift from services to processing and production enterprises. Other positive developments included a significant increase in employment and increase in income from domestic tourism.⁹

Conclusion:

There is considerable evidence from AKRSP studies of increase in employment, enterprises, and incomes of youth participating in EELY programs, with a high possibility that these developments were a result of EELY interventions. However, except for the skill development study, the small sample sizes reduce the generalizability of the findings.

2.2.1.2. Findings from the Youth Skills and Perception Survey (2017)

Four-fifths of youth in the survey sample had participated in AKRSP/EELY programs, including 82% of men and 78% of women. A greater proportion of youth from Gilgit (86%) and Baltistan (84%), compared to Chitral (64%) had participated in EELY programs. A third of respondents had attended a skill development program, a third had attended an entrepreneurship program, a fifth had participated in internships, while a smaller proportion had attended youth life skills or community leadership programs or received a youth micro-challenge award (Figure 5).



The status of youth regarding their economic / work status is given in Figures 6 and 7. The data shows that one-third of the surveyed youth was self-employed, one-fourth was employed on a salary or wage, an additional 7% were working and studying at the same time, while 17% were unemployed. The most common sources of income was professional, technical and related work, business, sales, or trading, while home based work, service, administrative and managerial jobs, and agriculture also provided income to a substantial number of youth. A very significant proportion of youth (44%) started their own business or income generating activity during the last two years.

⁹ Aga Khan Rural Support Program. Value Chain Tracer Study, April, 2015

Figure 6: Economic / work status, % (Youth survey, 2017, N=994)

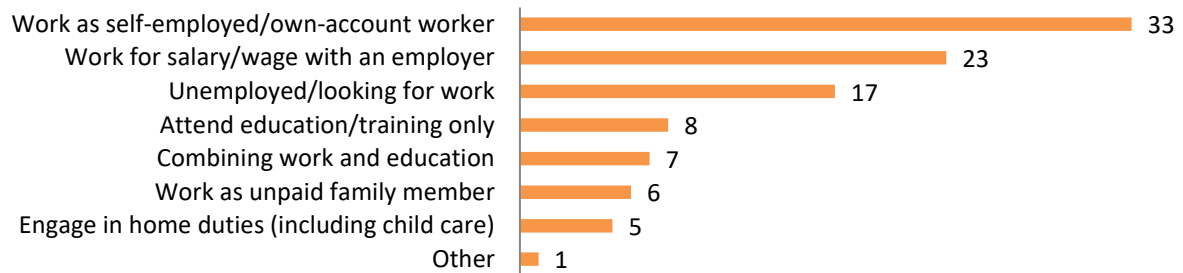
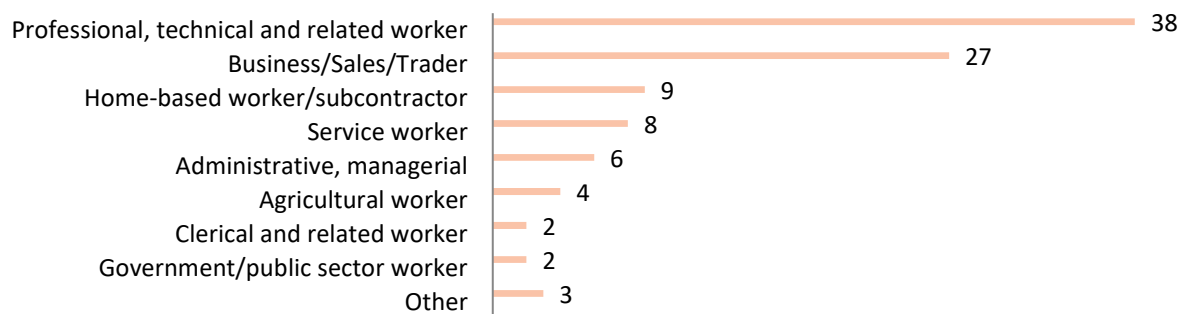


Figure 7: Main source of income, % (Youth survey, 2017, N=591)

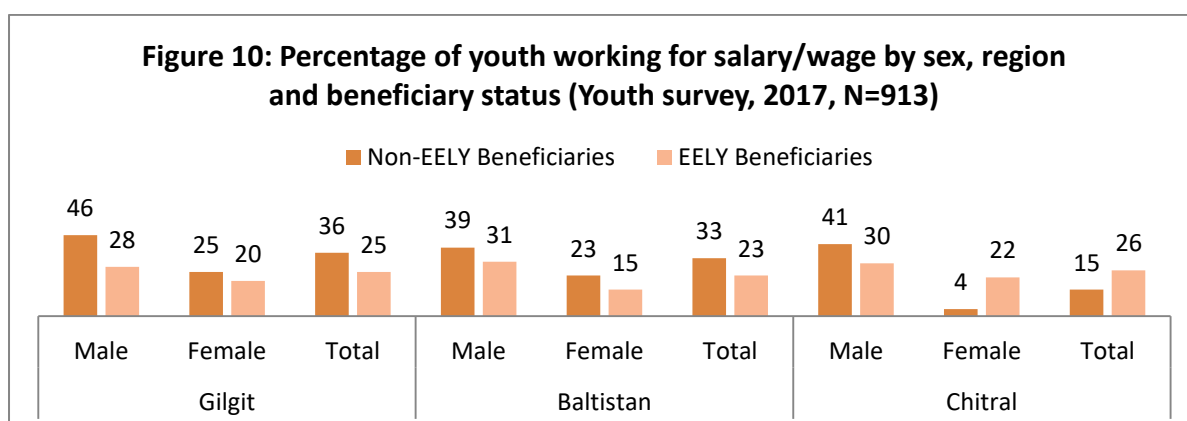
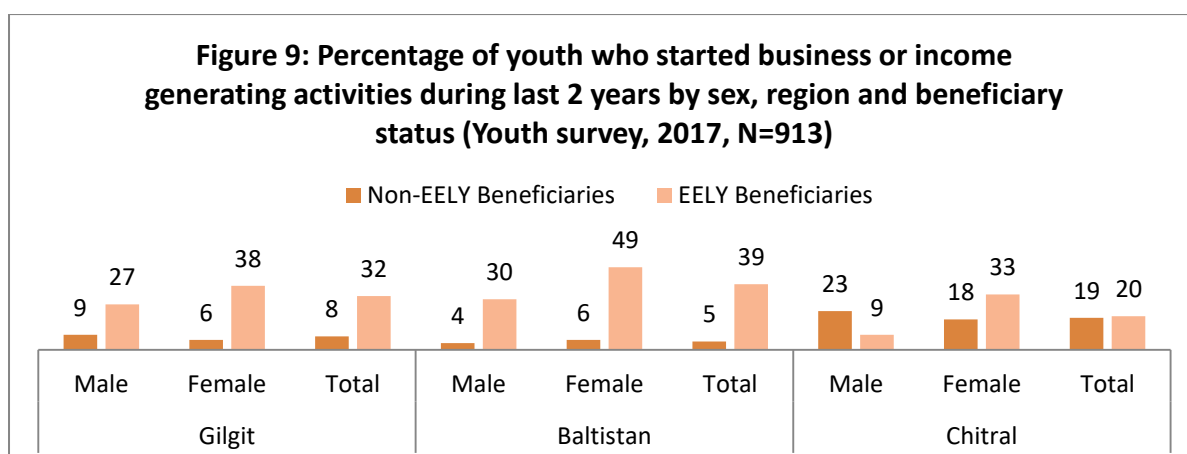
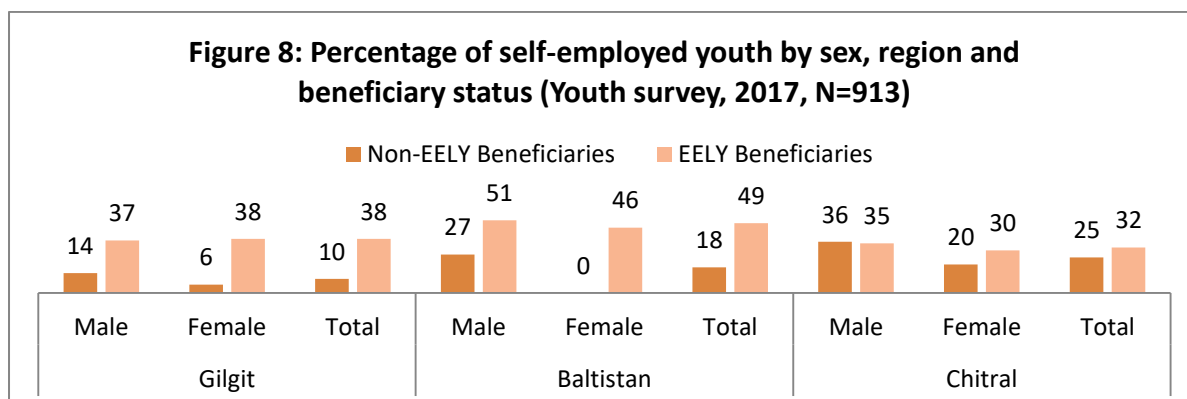


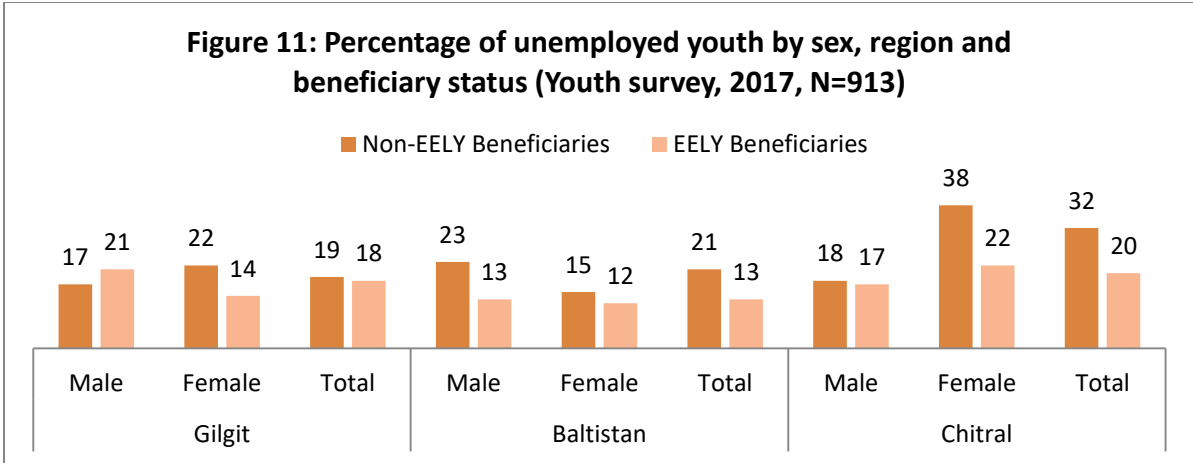
A far greater proportion of beneficiary (40%) compared to non-beneficiary (18%) youth were working as self-employed workers, indicating a **substantial impact of the project in creating self-employment in youth**. A greater proportion of beneficiary (29%) compared to non-beneficiary (16%) youth were involved in business and trade, while a greater proportion of non-beneficiary (54%) compared to beneficiary youth (36%) were involved in professional and technical work. This finding was further supported by the fact that 48% of beneficiary youth had started their own business or other income generating activity during the last two years, compared to only 26% of non-beneficiary youth - this figure was highest for YMCA beneficiaries (68%), followed by EDT (57%), and YIP (52%), and lowest for YCLDP (32%). Moreover, 25% of non-beneficiary youth was unemployed, compared to 17% of beneficiary youth, and 23% of non-beneficiary youth was engaged in unpaid family work / home duties, compared to only 9% of beneficiary youth, supporting the hypothesis that **EELY was able to reduce youth unemployment**.

There were clear **gender** differences in economic / work status. One-third of men (31%) worked for a salary/wage, compared to only 18% women, while 31% men compared to 22% women were involved in business and trade. However, the gender gap in self-employment was much lower, with 38% of men and 33% women being self-employed. In fact 62% women compared to 32% men said that they had started their own business or other income generating activity during the last two years, indicating that the project had maximum impact in supporting young women to start businesses or other income generating activities. As expected a greater proportion of women compared to men worked as unpaid family labor (11% women versus 2% men) and in home duties (12% women, no men). Regarding the latter, AKRSP staff were of the view that men did engage in home duties, but were reluctant to admit it, as it was viewed as a 'feminine' activity. This indicates a need for more gender sensitization of men to accept their changing gender roles.

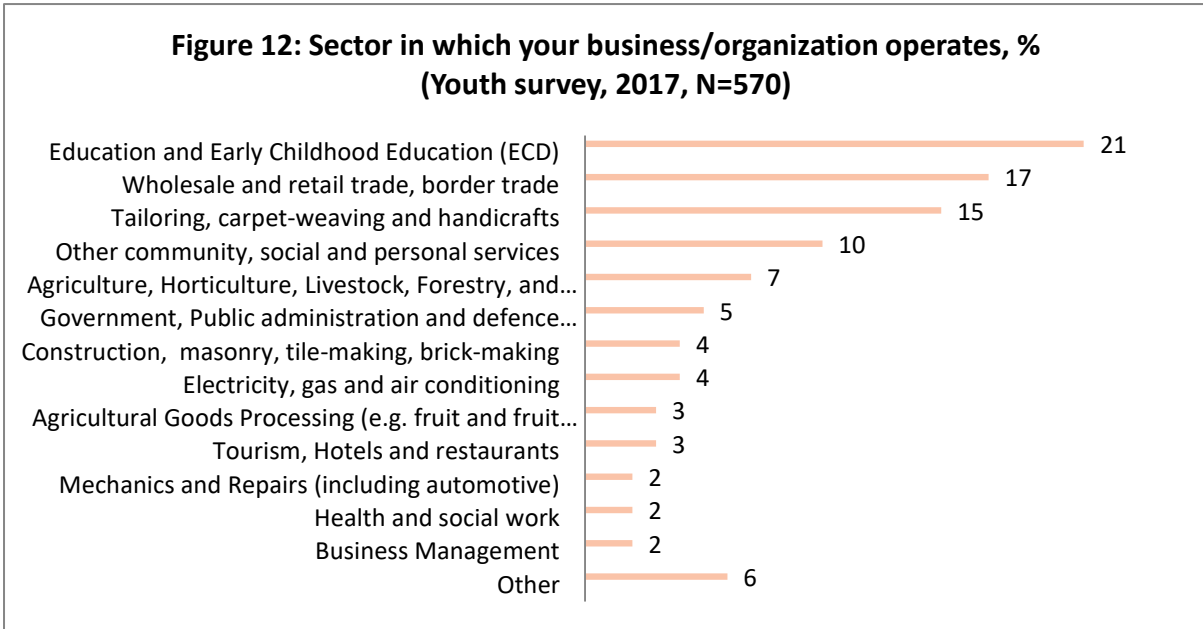
A greater proportion of youth of Baltistan (44%), compared to Gilgit (33%) and Chitral (30%) regions, was **self-employed** – this was also supported by the fact that 21% of the youth of Baltistan was involved in trade, compared to 16% Gilgit youth and 11% Chitral youth. The reason for this difference in employment patterns is not evident.

Further analysis (Figures 8 to 11) shows that a far greater proportion of young men and women beneficiaries compared to non-beneficiaries, in all regions, except young men in Chitral, were self-employed, including those who started their business in the last 2 years. The difference was highest in young women in Baltistan, followed by Gilgit. On the other hand, a far greater proportion of young men and women non-beneficiaries compared to beneficiaries in all regions, except male youth in Gilgit, were unemployed.

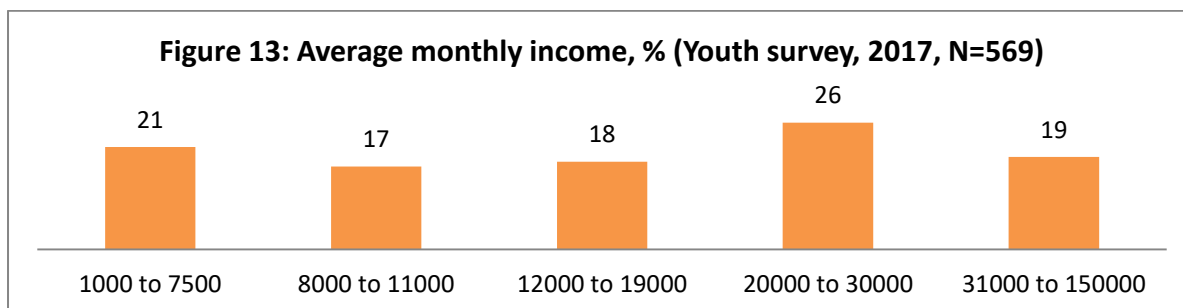




Most of the women (more so in Chitral) were involved in tailoring, carpet-weaving and handicrafts (33%) and in running ECD centres (30%). However, some professions only had men working in them (e.g. construction/masonry, transport and storage, tourism/hotels, electricity/air conditioning, water supply/plumbing), and a lesser proportion of men (15%) were involved in agriculture/horticulture/livestock/forestry/fishing, government/public administration/defense (Figure 12).



The average monthly income of the youth with an income source was Rs. 21, 253. This is two and a half times the average monthly income of Rs. 8,603 reported in the baseline LMA survey, 2012. There was a significant difference in the mean income of youth participating in EELY projects (21,911) compared to non-participants (17,173), However, incomes of salaried persons (22,144) were higher than those of self-employed youth (20,865). This is possibly due to the fact that businesses normally take two to three years before generating significant profits. Nevertheless, even an average monthly income of Rs. 20,000 shows that self-employed youth were doing quite well. Within the different beneficiary categories, a greater proportion of YMCA and YLSP beneficiaries had highest incomes. The data suggests that the **project has had a significant impact in improving employability, particularly self-employment, among youth, and contributed to a significant improvement in their incomes.**

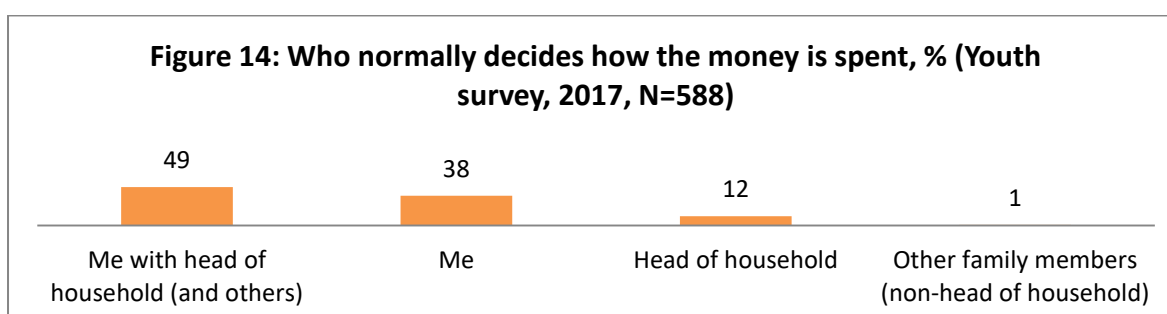


Further analysis reveals that young women beneficiaries had significantly higher mean monthly incomes than female non-beneficiaries in all regions, with the difference being highest in Chitral, where beneficiary women had more than three times the average monthly income of non-beneficiary women. Young beneficiary men in Chitral had the highest monthly incomes of all categories, more than double the men in the non-beneficiary group. The data shows that the project had greatest impact on youth incomes in Chitral, and on women incomes in all regions. The reasons for the regional differences are not evident.

Table 3: Average Monthly Income (PKR) by Region, Sex and Beneficiary Status (Youth survey, 2017, N=569)

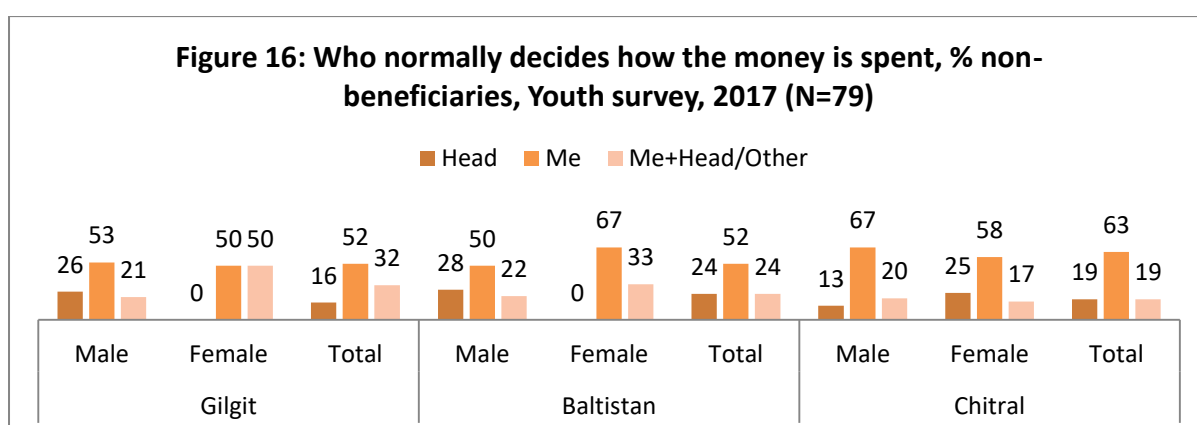
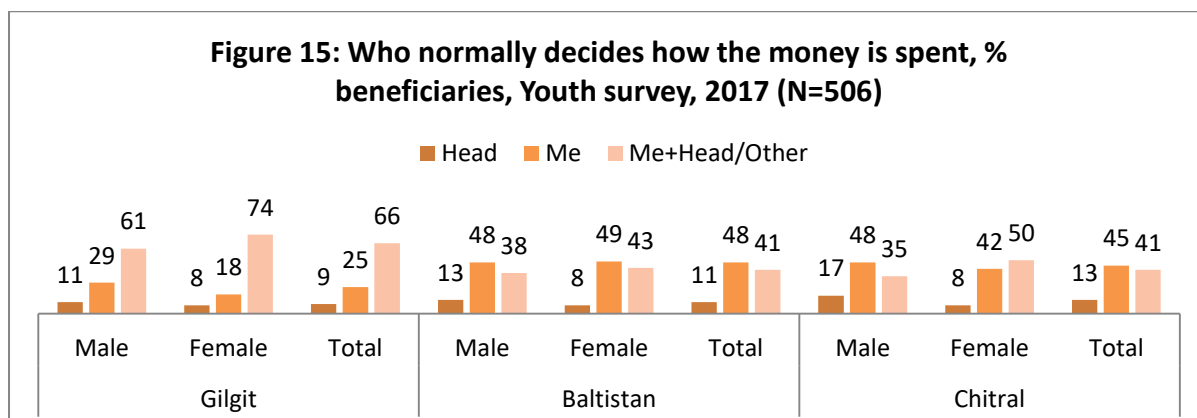
Respondent Category	Gilgit			Baltistan			Chitral		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Non-EELY Beneficiaries	23200	11363	19131	25250	11333	23052	14333	6375	10796
EELY Beneficiaries	23326	16440	20593	26826	13850	21113	34698	19388	27721

Decisions regarding spending of the income earned by youth were, in most cases (87%), taken by themselves or in consultation with family members (Figure 14). More women (57%) than men (44%) said that they took decisions regarding spending of income in consultation with family members, while more men (40%) than women (35%) said that they took decisions alone. Decisions taken alone were significantly more common in non-participating (54%) compared to participating (35%) youth, and in Chitral (50%) and Baltistan (49%) compared to Gilgit (27%) regions, whereas decisions taken in consultation were more common in participating (54%) compared to non-participating (24%) youth, and in Gilgit (61%) compared to Baltistan (39%) and Chitral (36%) regions.

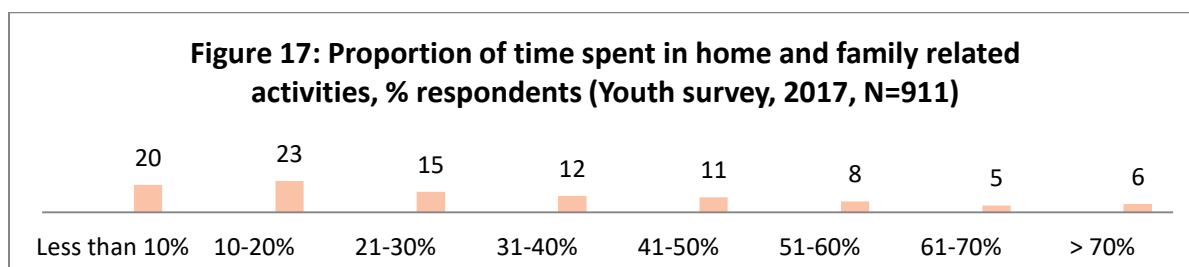


Further analysis (Figures 15 and 16) reveals that a greater proportion of women compared to men beneficiaries in all regions (more so in Gilgit) decided about spending their income in consultation with their family members. However, half the women beneficiaries in Baltistan and 42% in Chitral, compared to only 18% in Gilgit, said that they took the decision on their own. Similarly, half the men beneficiaries in Baltistan and Chitral, compared to only 29% in Gilgit, said that they took the decision on their own. On the other hand, a greater proportion

of men and women non-beneficiaries in all regions said that they took decisions regarding spending income on their own.

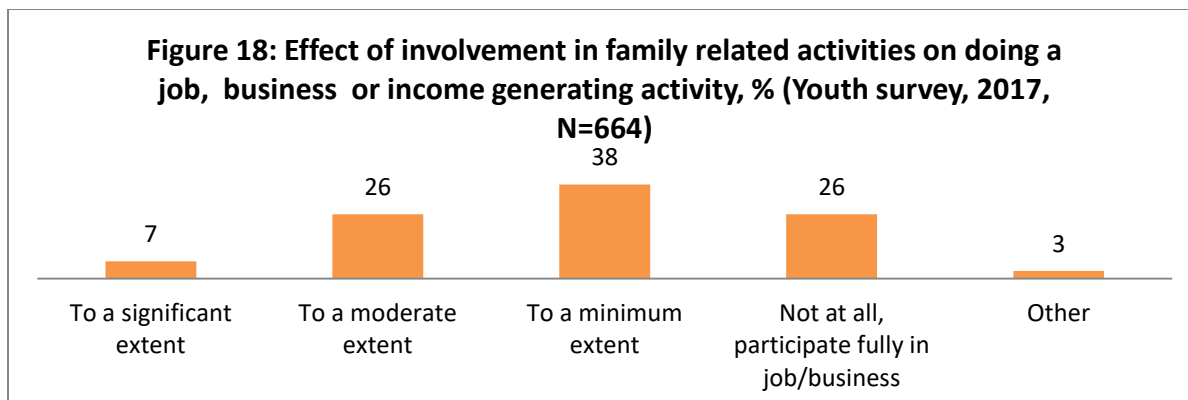


The amount of time spent on home and family related activities was fairly evenly distributed among the youth (Figure 17). However, there were clear gender differences, with two-thirds of men (66%) compared to only 15% of women saying that they spent 20% or less time on these activities while 57% women compared to only 6% men said that they spent 40% or more time on home and family related activities. Also a greater proportion of beneficiary (45%) compared to non-beneficiary (31%) youth said that they spent 20% or less time on these activities, while only 15% beneficiary compared to 34% non-beneficiary youth said that they spent 40% or more time on home and family related activities. The latter indicates **greater involvement of beneficiary youth in activities outside the home.**

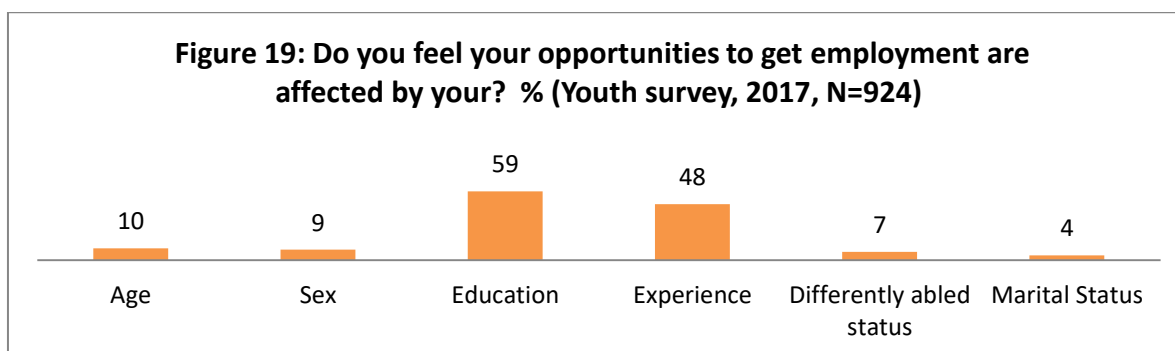


One-third of youth said that there was a significant or moderate impact of their involvement in family related activities on doing a job, business or income generating activity, while two-thirds said that there was minimum or no impact (Figure 18). There were clear gender differences, with 59% men compared to only 39% women saying that they said that there was minimum or no impact, while one-third women (34%) compared to only 18% men saying that there was a significant or moderate impact. Also a greater proportion of participating (32%)

compared to non-participating (18%) youth said that there was minimum impact. The latter further supports the idea of **greater involvement of beneficiary youth in activities outside the home as a result of EELY interventions.**



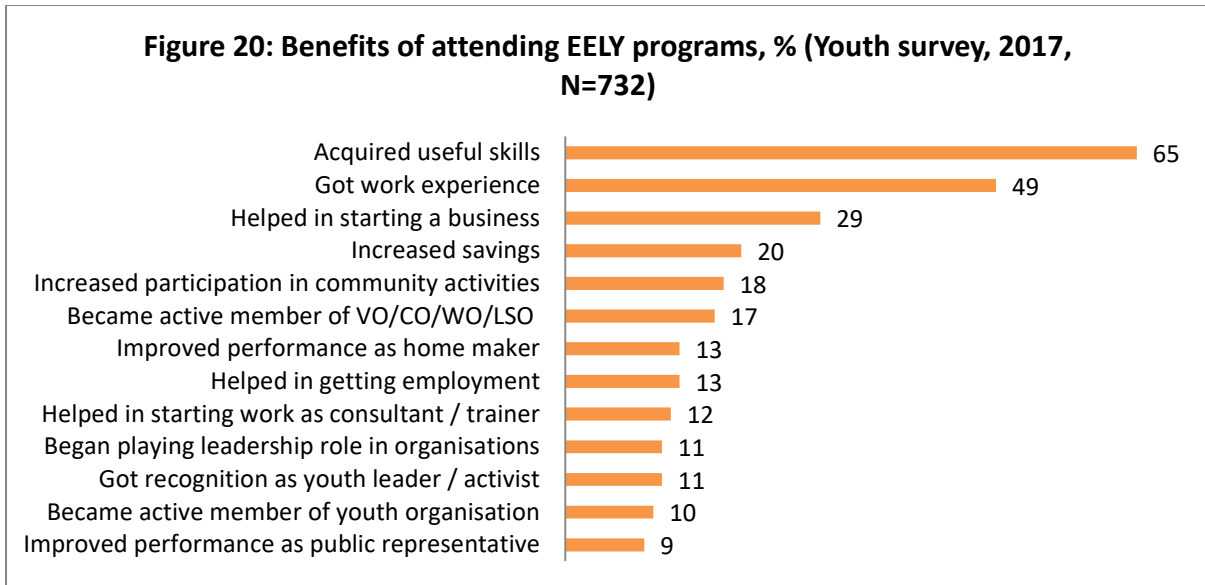
Education (59%) and experience (48%) were the most cited factors influencing employment opportunities, while fewer youth mentioned age, sex, differently abled status, and marital status (Figure 19). In addition 4% youth mentioned corruption/contacts as influencing factors, while 9% said that they had never applied for a job. A significantly greater proportion of women (17%) compared to men (3%) mentioned gender as a constraining factor, more so in Baltistan, which supports the findings of the employer survey where preference for recruiting men over women in a majority of jobs was expressed. A greater proportion of beneficiary (61%) compared to non-beneficiary youth (55%) mentioned education, while a far greater proportion of beneficiary (52%) compared to non-beneficiary youth (36%) mentioned experience as factors influencing employment opportunities. The data further reinforces the finding that **youth participating in the project were more involved in seeking employment opportunities.** A greater proportion of youth in the Gilgit region mentioned education and experience as factors influencing employment opportunities, compared to Baltistan and Chitral.



The benefits of attending EELY programs identified by the largest number of youth included acquisition of useful skills (65%) and work experience (49%), and increased participation in community activities/organizations (more than 50% cumulative) (Figure 20). Quite a few youth also mentioned help in starting a business (29%) and increase in savings (20%). A smaller number of youth mentioned improved performance in home duties (13%), help in getting employment (13%), help in becoming a consultant/trainer (12%), and improved performance as a public representative (9%).

While there was no difference by gender, there were clear differences by region and the type of program attended. A greater proportion of those participating in YIP mentioned acquisition of useful skills (83%) and work experience (73%), and help in getting employment (36%),

compared to participants of other programs, while a greater proportion of YMCA awardees mentioned help in starting a business (63%), and a greater proportion of EDT graduates mentioned increased savings (36%).

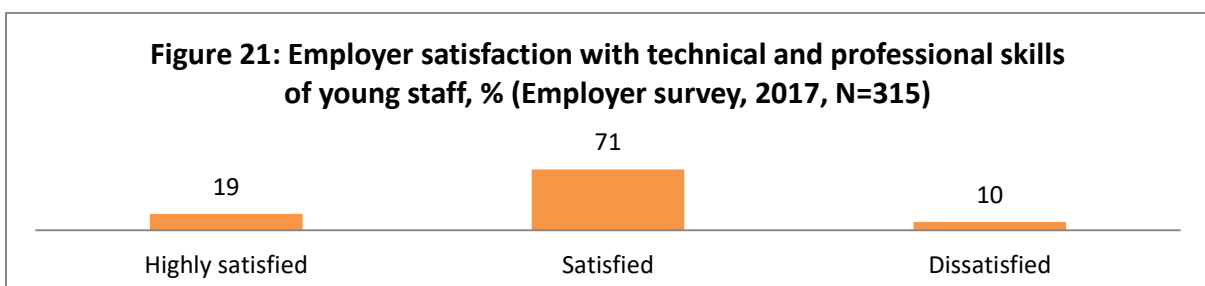


Conclusion

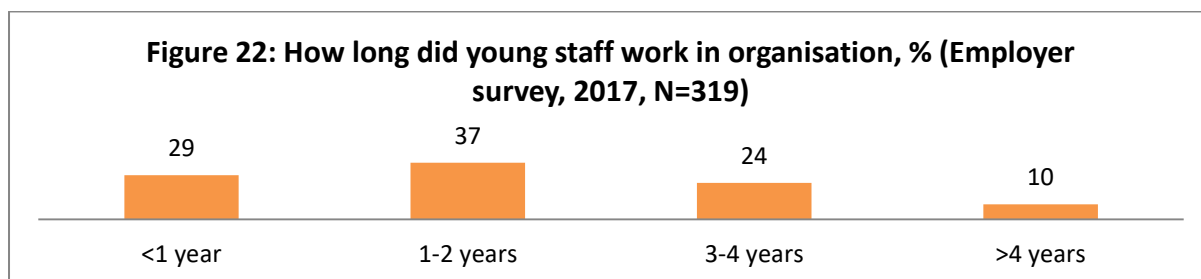
The youth survey provides further evidence of increase in employment, enterprises, incomes and savings of youth participating in EELY programs, with clear support for the hypothesis that these developments were a result of EELY interventions. Participating youth were also spending less time on home and family related work and more time outside the home, and were more involved in seeking employment opportunities, as evidenced from the fact that they mentioned education and experience as factors influencing employment opportunities much more than non-participating youth. It is not clear why a greater proportion of non-participating youth took decisions alone, while more participating youth tended to take decisions in consultation.

2.2.1.3. Findings from the Employer Survey

The Employer survey found that the overwhelming majority of employers (90%) were satisfied with the technical and professional skills of their young staff (Figure 21). It is interesting that a similarly high rate of satisfaction was found among employers across Pakistan in a 2015 national HEC survey involving 375 organizations/companies. These findings go against the commonly held view regarding the poor quality of graduates produced by educational institutions. A possible explanation is that, with a high supply of educated youth available and limited employment opportunities, organizations are able to hire the best among the available youth. Also staff is likely to have improved their skills working with their current or previous organizations.



The majority of employers (83%) said that young staff had left their organization, mostly within two years of joining the organization. The most common reason for leaving was a better job opportunity (59%), which indicates expanding opportunities in the job market. Other reasons included further education/training, adjustment in job, and family demands (Figures 22 and 23).



More than half of the employers (58%) said that they faced problems in recruiting required staff. Common problems mentioned in recruiting men included difficulty in finding men with necessary skills, followed by experience, and high salary expectations. The most commonly cited skills which were difficult to find were vocational or technical skills, followed by information technology, communication and interpersonal skills, language skills, time management, dealing with finances and numbers, problem-solving and analytical skills, teamwork, and leadership and management skills.

A comparison of the data with that of previous surveys shows that only 28% employers in the endline found it difficult to find men with necessary skills/training, compared to 57% in midline and 61% in the baseline, while only 8% employers faced the same difficulty in recruiting women, compared to 20% in the baseline and 32% in the midline. This indicates an **increase in the supply of skilled manpower, a development which could partially be attributed to EELY interventions.**

While more employers (30%) faced the problem of high salary demand in the endline compared to the baseline (21%) and midline (16%), there has been a dramatic drop in the proportion of employers facing this problem in recruiting women, from 35% in the baseline to only 2% employers in the endline. One possible reason for this maybe a greater supply of skilled women during the past few years against fewer jobs (Figures 24 to 26).

Figure 24: Challenges faced by employers in recruiting men, % (Employer survey, 2017)

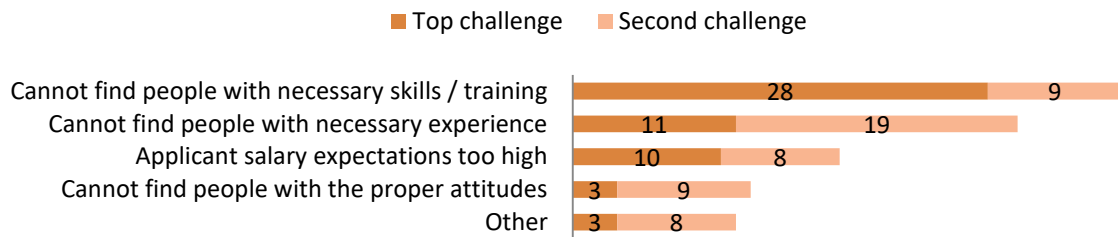


Figure 25: Top challenges faced by employers in recruiting men and women, % (Employer survey, 2017)

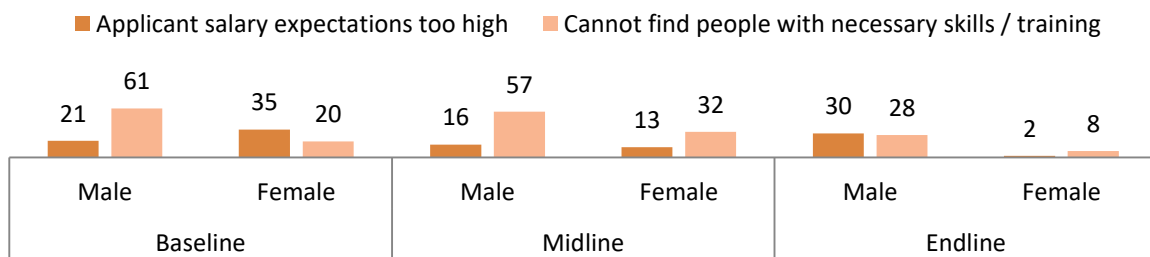
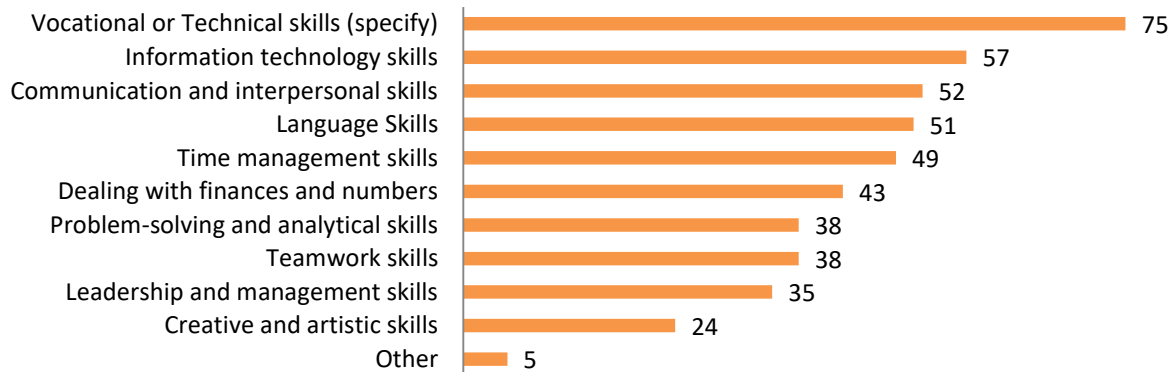


Figure 26: What skills are difficult to find? (Employer survey, 2017)



Three-fourths of employers (77%) said that they faced problems in recruiting youth workers. The same reasons were cited as for recruiting workers of all ages (skills, experience, salary expectations). The missing skills identified were also similar to those commonly cited for recruiting workers of all age groups, except that language skills were mentioned by the second highest number of employers after vocational or technical skills. Far more reasons were mentioned for hiring of male compared to female workers, since the majority of employers did not employ females (Figures 27 to 29).

Figure 27: Challenges in recruiting male youth workers, % (Employer survey, 2017, N=130)

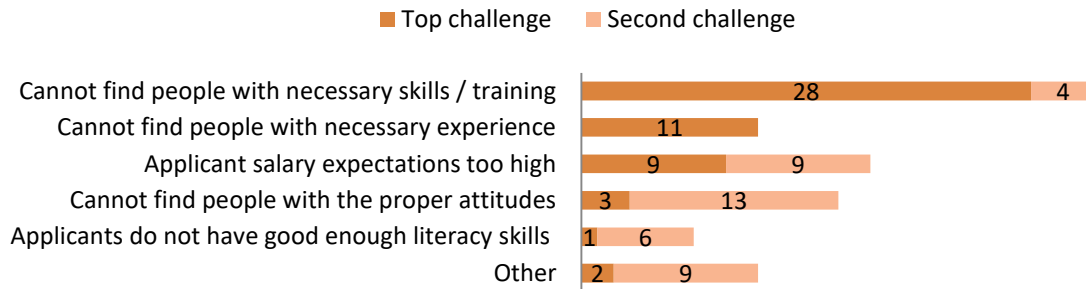


Figure 28: Challenges in recruiting female youth workers (Employer survey, 2017, N=48)

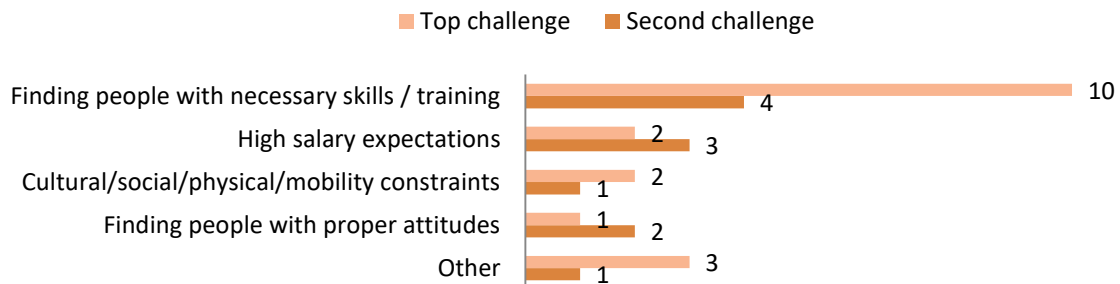
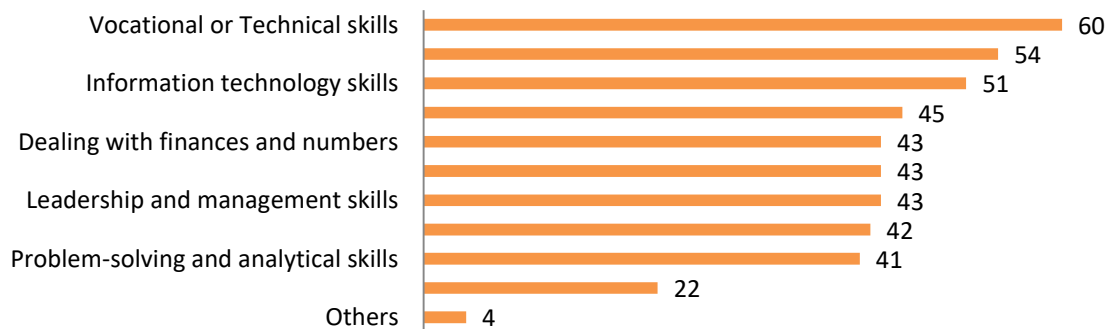
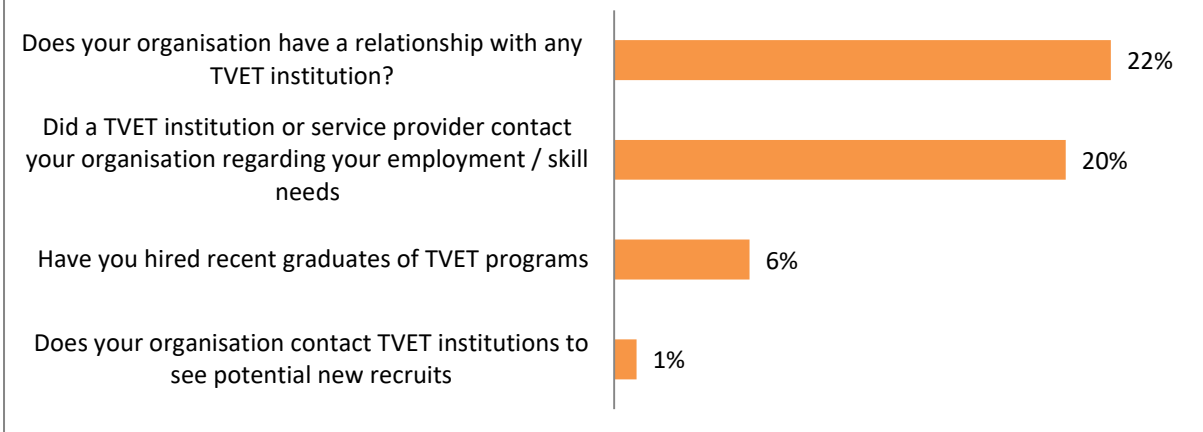


Figure 29: What skills are difficult to find in youth (Employer survey, 2017)



About a fifth of employers said that they had a relationship with TVET providers, and said that they had been contacted by a TVET institution or service provider regarding the employment/skill needs of their organization (Figure 30). However, only 6% employers said that they had hired a graduate of TVET programs, and only 1% said that they contacted TVETs to see potential new recruits. The data indicates that a significant portion of TVET institutions / service providers seem to be making an active effort to gather employer needs to tailor their courses accordingly. Again, it is possible that EELY may have played a role in this regard.

Figure 30: Relationship with TVET providers, % (Employer survey, 2017)



Conclusion

The Employer survey found that most employers were satisfied with the technical and professional skills of their young staff. However, many youth had left the organization, mostly for better job opportunities, which indicates expanding opportunities in the job market. Most employers faced problems in recruiting skilled staff, though less than in the baseline and midline surveys, indicating an increase in the supply of skilled manpower. There was a drastic reduction in problems in recruiting women over this time period. TVET institutions / service providers seem to be making an active effort to gather employer needs to tailor their courses accordingly. It is possible that EELY may have played a role in these developments.

2.2.1.4. Findings from FGDs and Key Informant Interviews

There were two key impacts of the EELY program related to youth employability. One was an increase in employment of youth, and the second was an increase in entrepreneurial opportunities. Each of them are discussed separately

Increased employment

A number of youth participants of FGDs reported increase in their professional capacity, including interpersonal and technical skills, communication and presentation skills, research and teaching skills, confidence to participate in interviews, debates and discussions, interaction with the public, and networking and sharing information with peers, as a result of the EELY program. Many of them shared examples of youth (including themselves) getting employed as a result of the exposure, skills, contacts and mentoring received during the EELY program, particularly the internship.

In Baltistan alone more than 200 youth interned for one year in 20 to 25 departments, including banks, education department, district administration, banks, forest department, livestock, and tourism etc. Besides a one year stipend, they received a certificate after completion of the internship.

After completing education, young people dream of high positions and good jobs, but from this internship program we learned about the realities of life. We got to know the type of skills and competency required by these institutions as well as the type of manners we need to exhibit while working in such institutions. - male FGD member, YIP Skardu

A number of youth got employment due to EELY interventions. This was evident from the information provided by AKRSP, FGD participants, service providers, and government officials. For example, 42 young men and women got placement in various scheduled banks due to AKRSP partnership with the Institute of Business Management. A number of qualified young women were trained at AKUH as technologists and neurologists for a year, all of whom are employed. Some 45 women from remote rural area were selected in newly established or upgraded government hospitals. After ICT training, matriculate students got jobs in organizations throughout Pakistan. For the first time young women from GB attended custom clearing training and were appointed for these jobs, including some at the Karachi seaport. Of the forty men receiving ICT training at AKUIED PDCN, 20 got jobs in schools, firms and offices, while about 100 women trained in ECD got jobs in schools. PDCN shared the placements of 35 of these trainees, including 20 men and 15 women.

The internship gave a push to understanding career selection and starting a career. The learning during YIP was more valuable than knowledge acquired during my academic career, and resulted in my getting a job. – Male FGD members, YIP Chitral

A number of women also reported gaining employment as a result of EELY interventions, particularly those who participated in the internship. A key impact of the internship was a change in the attitude of parents, particularly in less developed parts of the region, that young women could work in a safe environment. Some women also got jobs through the information shared on the Facebook page which was formed after a batch completed their training or internship. Women also got into non-traditional jobs like Radio Jockeys (RJs) in FM 99, and even traditionally male jobs such as wood work, stone masonry, painting buildings, electrician, household appliances, etc.

I completed M.A from KIU and was at home because there were no opportunities in our male dominated society in Astore, and my parents hesitated to send me for a job out of the region. By attending the YIP I proved that I could work safely in this male dominant society and increased the level of trust of my parents. Now I am working as a teacher in Army Public School. I am neither dependent upon my family nor am I a passive frustrated youth. I earn money from my job and support my family as well. – female FGD member, Astor

It was not considered good for a female to work with an NGO. After getting awareness about health and hygiene from the institution I was working with, I conducted awareness sessions for villagers. This conveyed a message that like men, women can also work anywhere. In the next few months, more and more females will try to seek work in NGOs. - female FGD member, YIP Skardu

Increased entrepreneurial opportunities

Many youth mentioned how participation in EELY programs brought about a dramatic change in their lives and those of their families. Youth were able to use training in entrepreneurship and seed money provided through YMCA to start both traditional and innovative businesses. Traditional businesses started by youth included repair of motorbikes, plant nursery, and sale of vegetables and fruits. Some young men developed an e-store and sold products made by rural women in Chitral, earning about Rs. 50,000 per month. Some youth in Gilgit promoted local traditional foods, while an organization in Baltistan trained young men and women in camera work, editing, and script writing, which led to some young men becoming camera men and writing scripts for their livelihood.

I got training in entrepreneurship and won micro challenge award of Rs. 50,000. I did a market analysis and learnt that there was no bike repairing services in the entire Nagar district. So I sold my own bike, invested Rs. 100,000, and purchased basic machinery and accessories for bike repairing. In three months I earned Rs. 250,000. It developed me and

my business from zero to this stage. Now I am an independent business person. – Male FGD member, Gilgit

I attended the entrepreneurship training and received a micro challenge award for my nursery business. I have my sale point at Ghadhi Bagh, Gilgit and started selling plants from 2015 onwards. I am earning Rs. 20 to 35 thousand every day. I bought the plants from Swat and earned Rs. 200,000 in one season. If we grow plants in our own nursery, we can earn millions here. We received encouragement, motivation and funds from AKRSP EELY. – Male FGD member, Gilgit

Case Study: Foods of Gilgit Baltistan

The youth have started eating fast food and our traditional organic food is almost vanishing. I saw two women in Gilgit who were selling pakoray and samosay. I asked them why they didn't sell traditional food. The next time when I went there they were making traditional food in their small restaurant. The demand for their food was very high. Our herbal tea bozlanj was very common in that restaurant. Some dishes take one to two months for cooking, in utensils made of wood, stone and copper. The old ladies in the villages know about these dishes. Some other people also showed interest in the traditional food.

There are about 30 traditional dishes in Gilgit Baltistan, including desserts and soups. These foods are vanishing, and we wanted to revive them. These foods are our identity. There are some people in Gojal who know the recipes of these traditional foods. The youth comes back to this area in July and August. The senior women will demonstrate how this food is made and the youth will document this activity. This will be a bilingual cookbook of traditional recipes. We will also collect traditional utensils. The Gilgit youth liked the idea, and want to know about the traditional food and the use of the local ingredients like apricots, almonds etc in our dishes, ingredients available in the area. AKRSP also liked the idea and supported us.

Tourism has picked up recently, and our traditional things will come into the market. The youth coming to the area during the peak season can sell traditional food and earn enough to sustain themselves for the whole year. There are 20 youth who are working with me on and off. I also worked with Pameer Media.

I went to Austria once where people from every country were asked to wear traditional clothes and make their traditional drink and food on an event. Those who were not wearing the traditional clothes were not allowed to enter from the gate. When I shared my idea with a French photographer to write a cookbook of our traditional food, he really liked the idea and asked me to look for a good publisher and designer and publish the book and get it translated in many other languages as well. He also offered to translate it into French.

One comment that we heard consistently from all stakeholders was that young women were more interested in learning, were more regular, and performed better than young men in most courses and programs. Young women in particular made good use of the opportunities provided by EELY to start their own small businesses. EELY raised their awareness regarding the opportunities available, and provided them with the necessary confidence, motivation, skills, experience, and seed money to start their own ventures. Many women set up shops, or sold their products directly in the market rather than through middle men. This in turn motivated other women to start their own small businesses, reassured their families that women could do well as entrepreneurs, and brought in well-needed income to poor families.

We were completely unemployed. After EELY intervention I started poultry business and launched a green house at home. After bearing all household expenses we are saving a large amount of money. We have started setting up Friday and Sunday market, which has facilitated the whole area because they can get fresh vegetables and fruits on a cheaper rate

from these markets. In addition, by seeing our success in businesses, AKRSP provided us with the facility of water channel and drinking water pipe lines. – female FGD member, CBSG Skardu

I was sewing clothes of my family members but could not earn money at home. I was just a liability at my home doing domestic work. Then I applied for EELY entrepreneurship training. After training I started a handicraft center. Now I provide training, produce bed sheets, sceneries, clothes, school uniforms and handicrafts. In summer we received huge demand from shopkeepers, hotels and guest houses. Now I have employed seven other women in my center. We have started production and sale of school uniform on nominal charges in local market and customers got confidence. Now we are financially sound enough to support our families as well. – Female FGD member, Astore

My wife and sister learnt photography and became photographers, which has facilitated women in having their photographs and videos made at occasions like marriages and, women functions. Before this, women hesitated in letting men take their pictures.- male FGD member, EDT Khaplu

The largest number of young women set up ECD centers for young children. These centers proved to be a good source of livelihood for many young women and also met the growing community demand for such facilities for their young children.

After receiving entrepreneurship training and the micro-challenge award, I established ECD centre and conducted parent education program regarding ECD. We identified children with special needs and placed them in our ECD centres. We started a campaign to identify such children and announced in mosques and jamatkhanas about ECD, and conducted sessions for parents. It helped to work on behavior management in children and parents. – female FGD member, YMCA Gilgit

Besides youth, the project also impacted service providers. Some service providers in Chitral reported an increase in the demand for their services after working with the EELY program.

Conclusion

Interviews and focus group discussions with stakeholders further reinforced the finding that the project helped young men and women, particularly interns, to gain exposure, skills, contacts and mentoring, leading to employment in both the public and private sectors. Employment of women in non-traditional sectors contributed to changing societal stereotypes about male and female jobs. The project was even more successful in helping youth, particularly those receiving micro challenge awards, to set up small enterprises, a number of which flourished in a short period of time. Women did better than men both in their participation in EELY programs and in setting up enterprises.

2.2.2 Enhancing Leadership

Intermediate Outcome 2: Increased and more equitable engagement between and among male and female youth leaders, community institutions and local government to address the needs of youth in Gilgit-Baltistan and Chitral

2.2.2.1. AKRSP Studies

A study of the Basic Youth Life Skill Component was unable to assess the impact of the courses on students due to their non-availability. They found that few mentors were delivering special classes, and they were unable to incorporate the themes in the school

curriculum.¹⁰ It is obvious that any such systemic change will require interventions at the highest policy levels, particularly with the Curriculum Wing of the Education Departments of GB and KP.

An assessment of public sector engagement for youth development in GBC under EELY noted some important initiatives taken by AKRSP, including supporting the district government in Chitral to organize festivals, establishment of Youth Resource Centre in the Social Welfare Department in Booni, With AKRSP's financial support, representatives of Chitral District Youth Forum traveled to Peshawar and secured Rs. 30 million public sector funds from the Ministry of Tourism & Youth for the construction of a Youth Complex in Chitral. Some initiatives already taken by the government in GB include the Chief Minister's interest free loan programme for unemployed youth and TVET strategy for GB.¹¹ However, the GB youth policy is yet to be approved.

The Young Community Leadership Development Program (YCLDP) focuses on developing a batch of 25 to 30 young men and young women annually as trainers, facilitators, coaches and mentors to promote leadership qualities among the youth and to enhance their participation. The young community leaders are provided with the opportunity of class room learning on different development themes by experts and subject specialist followed by their engagements in concerned LSOs with a transfer projects. The basic idea is to multiply these trainings at grass root level with help of local community institutions under the supervision of AKRSP and LSOs. The transfer projects target young people living with geographical jurisdiction of implementing LSOs. In order to ensure delivery of services provided by YCLDP alumni at grass root level, each alumnus had to pledge to serve with the LSO for a year via a written contract. A study to evaluate the YCLDP found that 93% of the youth alumni trained by the program served LSOs for more than one month. Their services included ensuring inclusion of women, youth, poor and vulnerable in community organizations, helping COs in leadership changes, promoting meetings and savings, developing constitutions, and Village Development Plans. Benefiting LSOs reported a significant improvement in participation, leadership, and social understanding among youth after the implementation of the project. About half the alumni contested or occupied a leadership position in a CBO after the training.¹²

Besides entrepreneurship the Youth Micro Challenge Award (YMCA) was also designed to promote youth participation in community organizations and an active role in promoting and supporting social causes. A qualitative study of 37 out of 87 recipients of the YMCA found that youth groups were able to address a youth or community related social, economic or environmental issue, thus promoting youth engagement in social and leadership development, and in the decision-making process.¹³

Conclusion

The studies by AKRSP show positive impact of various EELY programs on youth, including their participation in and support to community organizations, and involvement in social and leadership development. Positive government initiatives

¹⁰ Ahmed, Pervaiz. A Tracer Study on the Impact of Basic Youth Life Skill Component. Enhancing Employability and Leadership for Youth Programme in Gilgit, Baltistan and Chitral. 2015

¹¹ Ahmed, Pervaiz. Assessment of Public Sector Engagement for Youth Development in GBC under EELY Programme. September, 2014

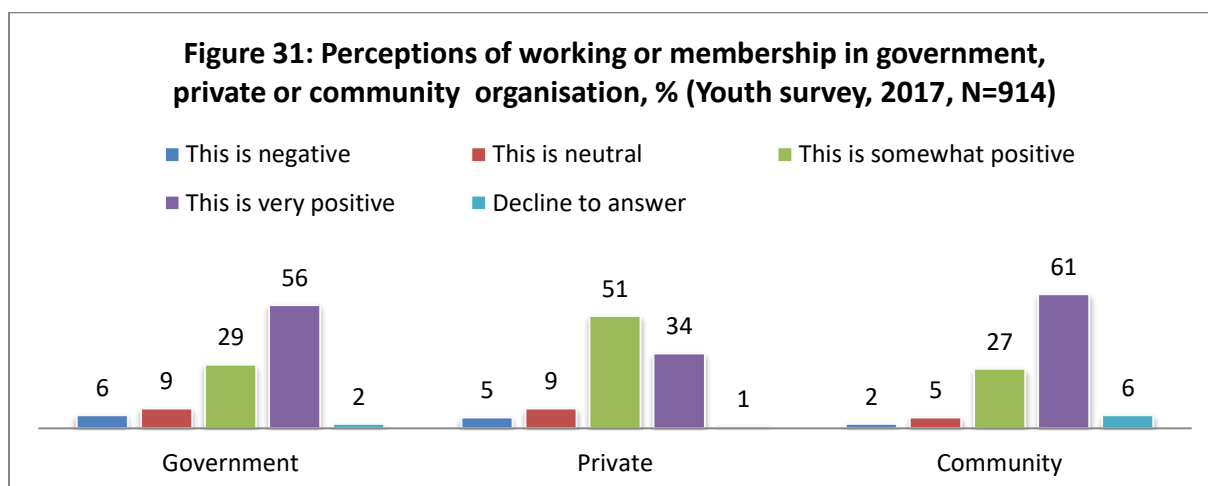
¹² Essential Solutions. Evaluation of Young Community Leadership Development Programme (YCLDP). Midterm Evaluation Report, March, 2015

¹³ Ahmed, Pervaiz. Evaluation of Youth Micro Challenge Award. Enhancing Employability and Leadership for Youth Programme in Gilgit, Baltistan and Chitral. February, 2015

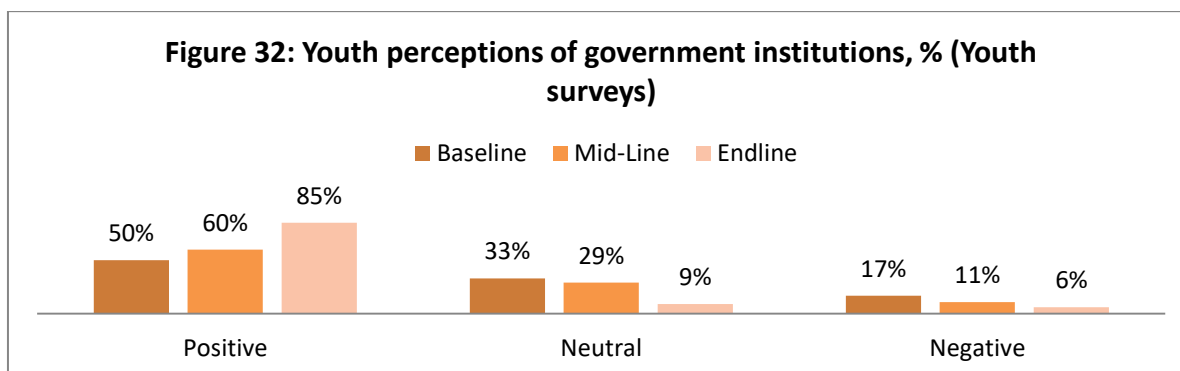
for youth, some of them supported through the EELY project, included provision of interest free loans, sports facilities, cultural festivals, establishment of youth resource centres, and a TVET strategy.

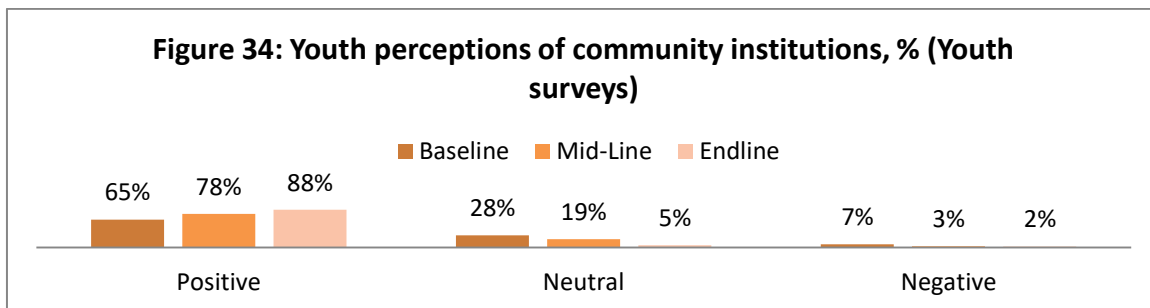
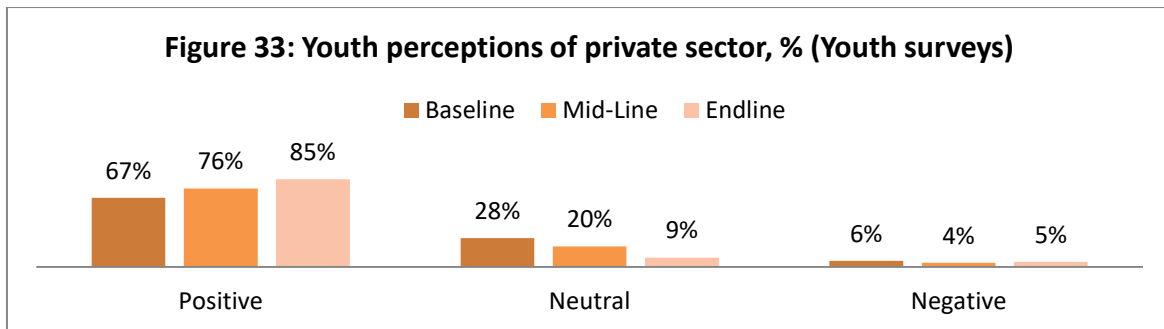
2.2.2.2. Findings from the Youth Skills and Perception Survey

Perceptions of youth about working or membership in government, private and community organizations were generally quite positive, with 85 to 88% youth having positive views about all three types of organizations (Figure 31). Membership of community organizations received the maximum number of 'very positive' (61%), followed by government organizations (56%), with private organizations trailing at 34%. A greater proportion of project beneficiaries (57.3%) said that affiliation with a government institution would be very positive, compared to non-beneficiaries (48.9%), while a smaller proportion of women (2.1%) compared to men (8.6%) said that such affiliation would be negative. Women's views about the private sector were significantly more positive than that of men, with 20% men compared to 8% women considering this as negative or neutral, and 44% women compared to 25% men considering this as very positive.



A comparison of perceptions of youth regarding institutions over time shows a steady increase in positive attitudes towards all three types of institutions compared to both the baseline and midline (see Figures 32 to 34).





Further analysis (Figures 35 to 40) shows that beneficiary young women in general had more positive perceptions than beneficiary young men for all institutions, with the exception of Chitral, where young beneficiary men had more positive perceptions toward community institutions compared to women. In the case of non-beneficiary youth, more men than women had positive attitudes toward government and community institutions, except for Gilgit, where the reverse was true. On the other hand, women had more positive attitudes towards the private sector compared to men, except for Gilgit.

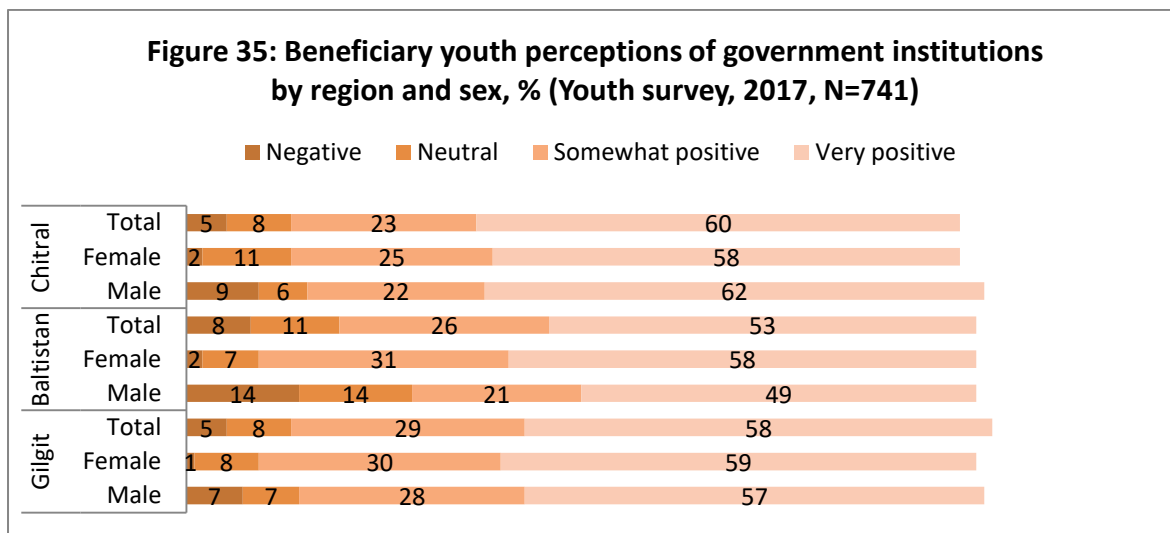


Figure 36: Beneficiary youth perceptions of private institutions by region and sex, % (Youth survey, 2017, N=741)

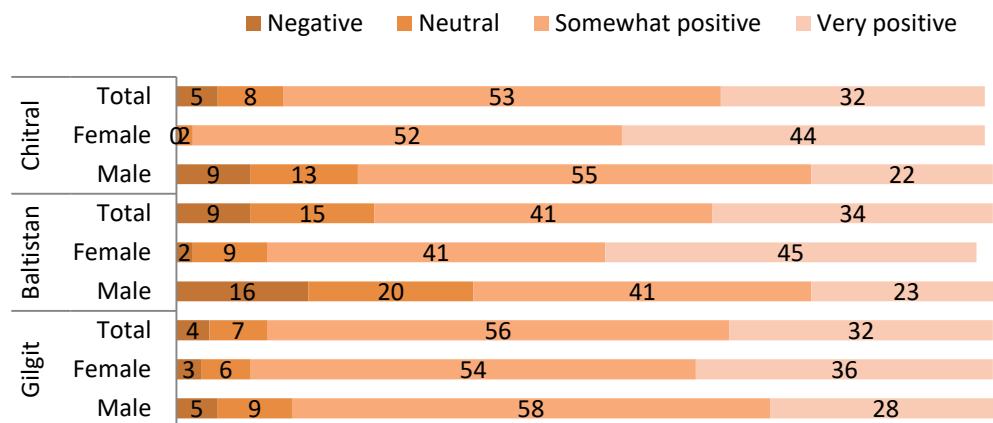


Figure 37: Beneficiary youth perceptions of community institutions by region and sex, % (Youth survey, 2017, N=741)

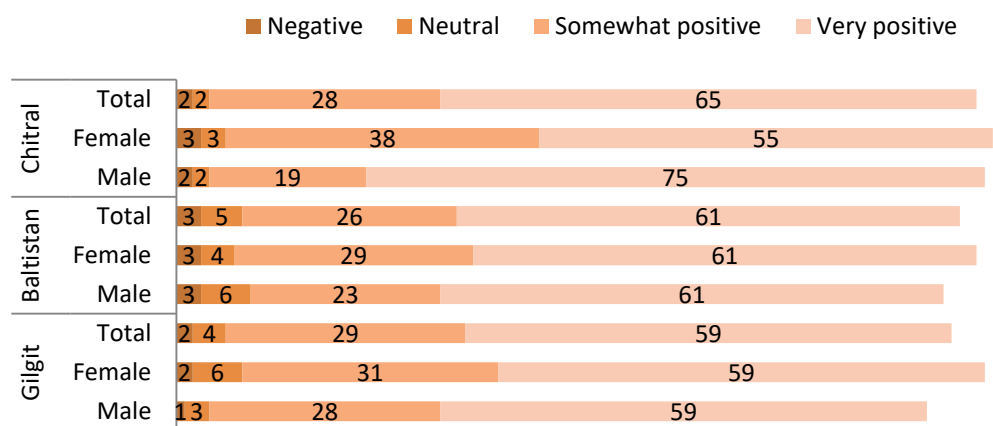


Figure 38: Non-beneficiary youth perceptions of government institutions by region and sex, % (Youth survey, 2017, N=183)

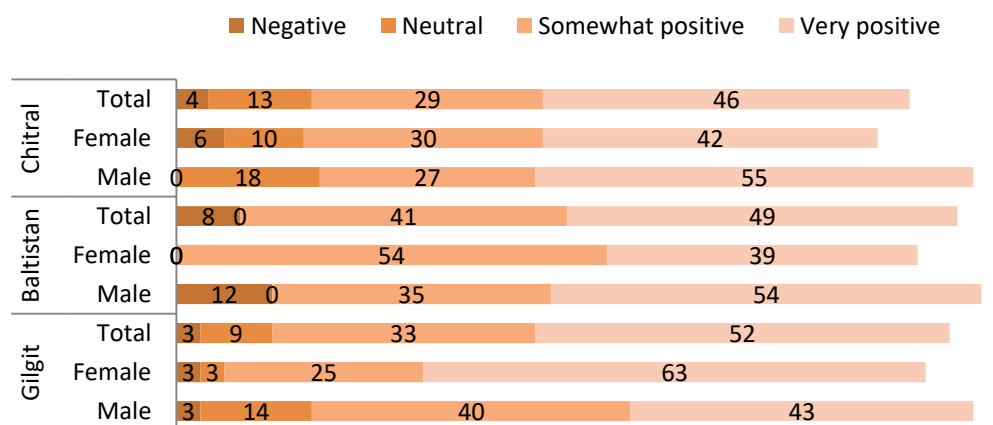


Figure 39: Non-beneficiary youth perceptions of private institutions by region and sex, % (Youth survey, 2017, N=183)

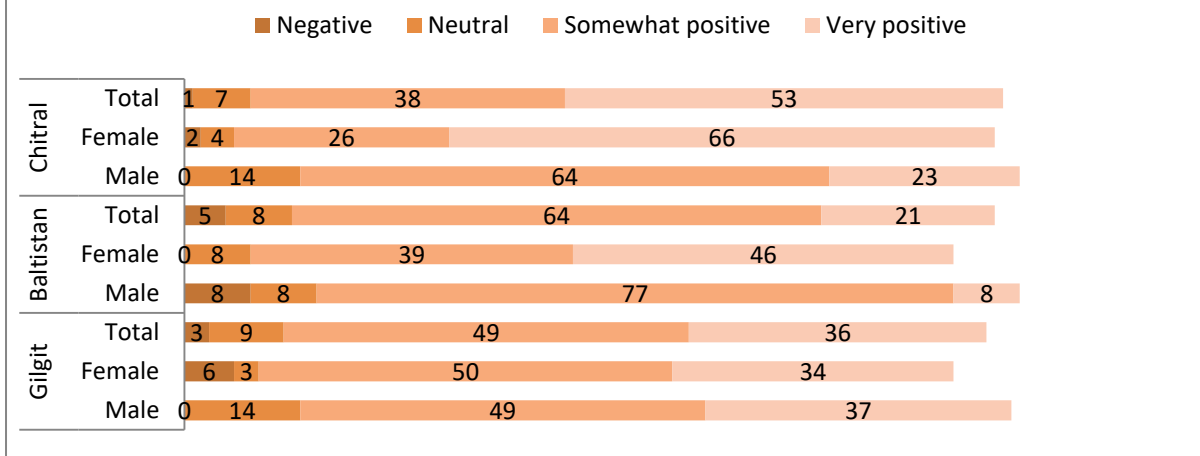
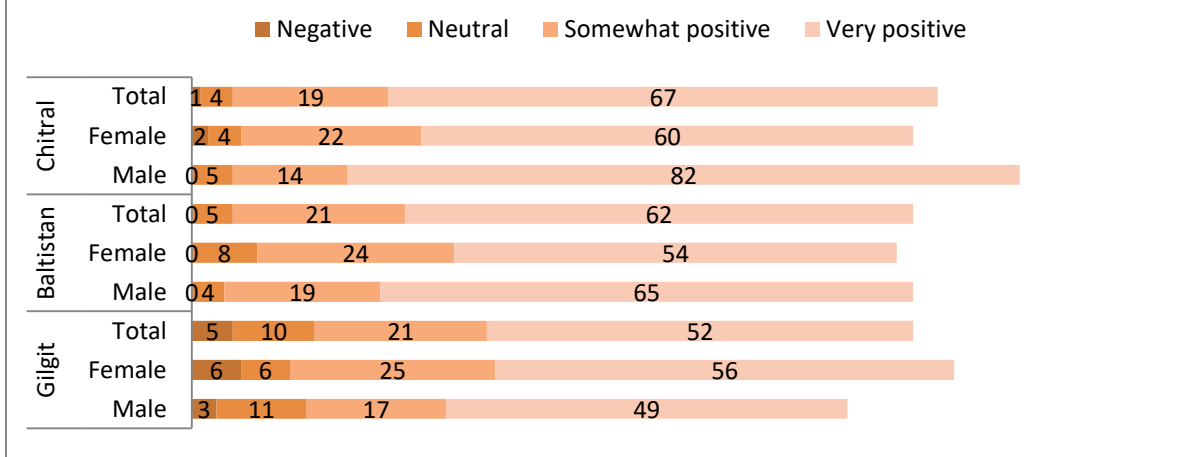


Figure 40: Non-beneficiary youth perceptions of community institutions by region and sex, % (Youth survey, 2017, N=183)



A large proportion of youth were members of an LSO, VO, WO or CO. Since there is an overlap between these categories, and since it is mandatory for an LSO member to be a member of at least one of the other three types of organizations, therefore there is a natural overlap between these memberships. Notably, 9% of youth were members of a youth organization. There is a significant increase in membership of youth in various organizations between the baseline and midline on the one hand, and the endline survey on the other, showing how the growth in youth membership has picked up during the last two years (Figure 41). This indeed bodes well for the future of community organizations in GBC.

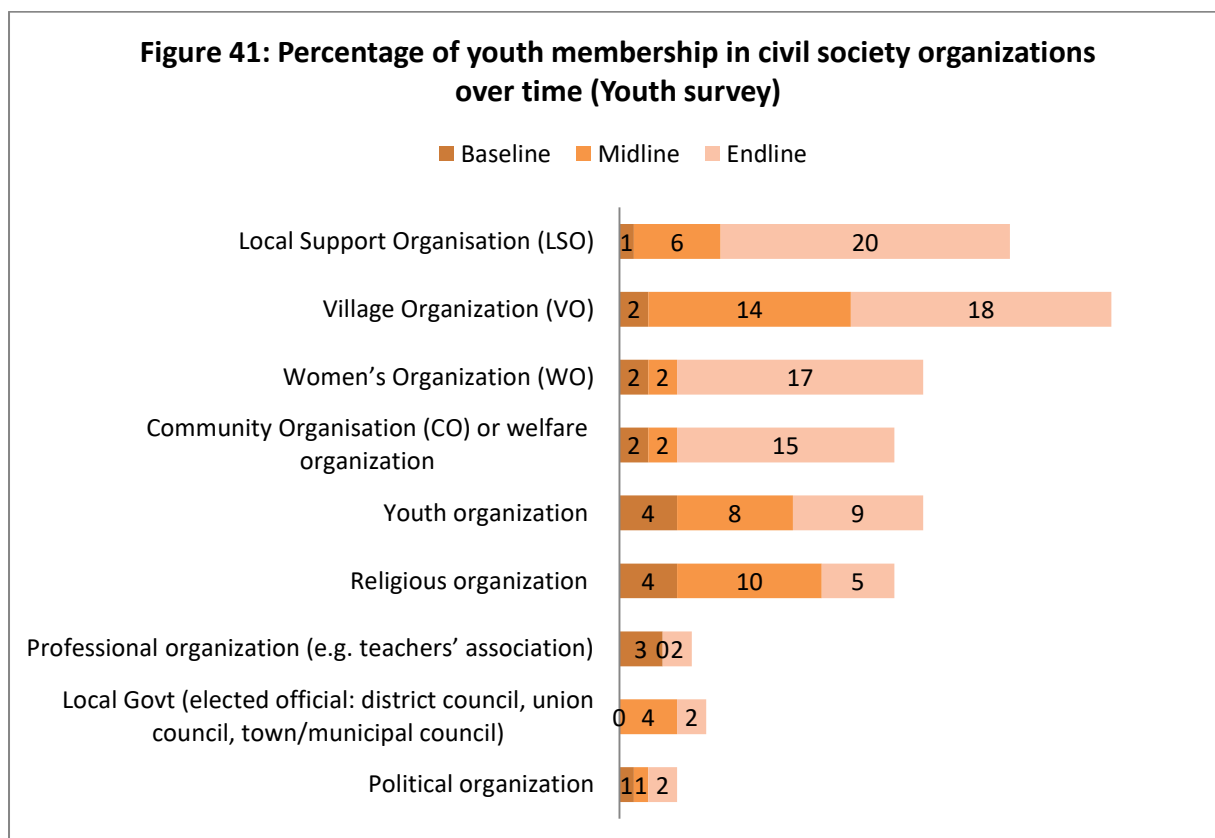
A significantly greater proportion of beneficiary compared to non-beneficiary youth were members of VOs (22% versus 12%) and COs (16% versus 11%) and youth organizations (10% versus 6%). In addition 15% of beneficiary youth were members of other organizations (religious, political, professional, business, environmental) compared to only 6% of non-beneficiary youth, and 20 EELY beneficiary youth were elected local government members, compared to only two non-beneficiary youth.

From a gender perspective there is a good gender balance, with 411 women and 444 men members in various organizations, many of which are sex-segregated (e.g. VO, WO, CO).

Some encouraging figures include 90 women and 97 men LSO members, and 13 women and 9 men elected Local Government members.

A greater proportion of youth from Baltistan were members of LSOs (25%) and VOs (28%), while a greater proportion of youth from Chitral were members of WOs (24%).

The data strongly indicates that the project has contributed to an increase in the participation of youth in civil society organizations.



The majority of youth said that they made decisions, including decisions regarding household expenses, jointly with another family member. A significant number mentioned sole decision making for own education, travel and work. For financial decisions, a significant number mentioned own education, food and especially clothing, and to start a business activity. No role in decision making was mentioned by a greater proportion of men, compared to women, and so was sole decision making in cases like education, work, travel, starting a business activity, and even purchasing clothes. On the other hand, a greater proportion of women compared to men mentioned joint decision making in most matters (Figures 42 and 43).

A comparison of decision making reported by youth in baseline and midline surveys shows a clear trend towards increased sole or joint decision making and a significant decrease in 'no role in decision' for both young men and women (Figures 44 to 46). This is a clear indication of increasing empowerment of youth of both genders. It was, however, not possible to compare this with the endline data as the midline data is reported for low and high investment areas, but not for the sample as a whole.

Figure 42: Areas of household decision-making (youth survey)

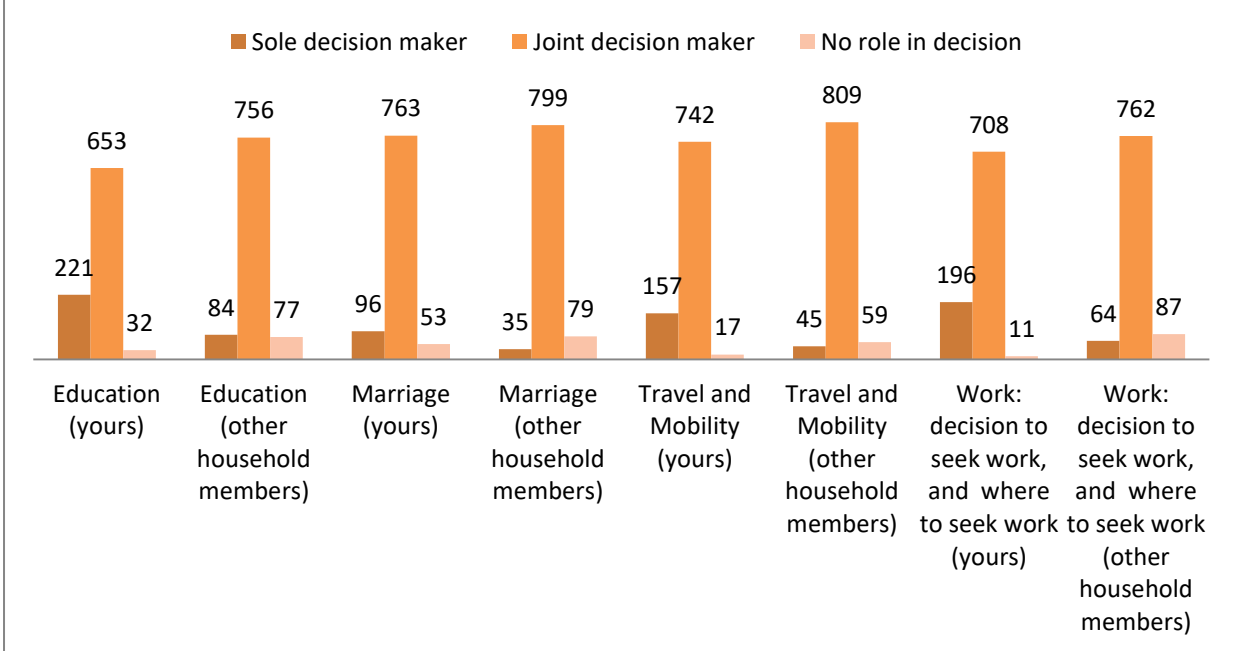


Figure 43: Financial decisions within household (youth survey)

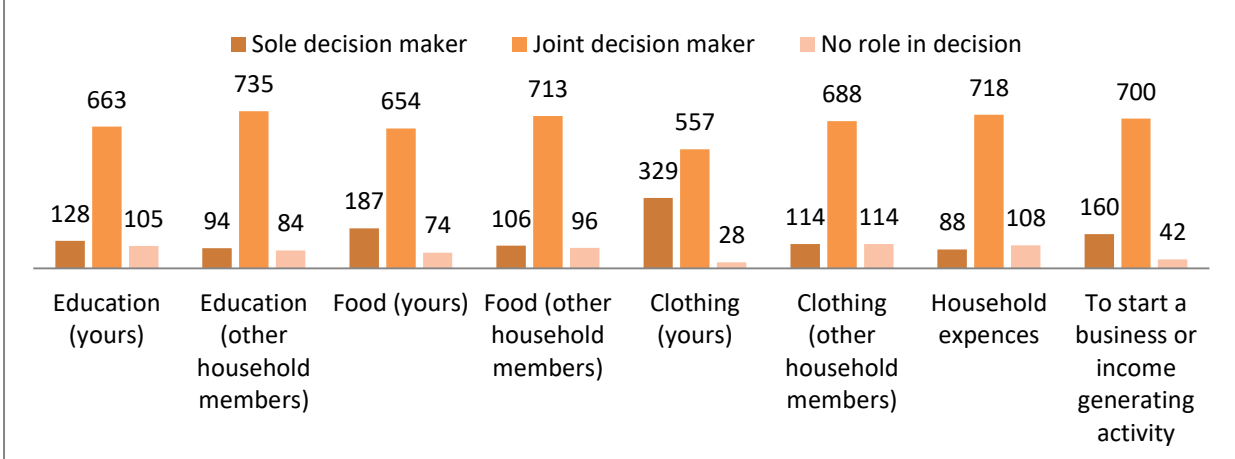
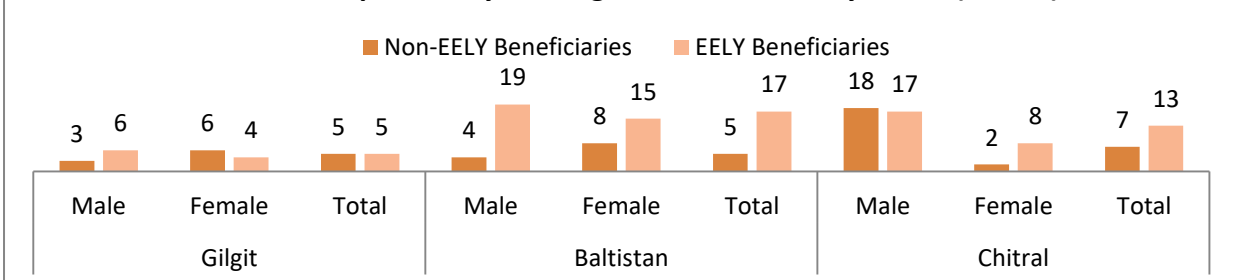
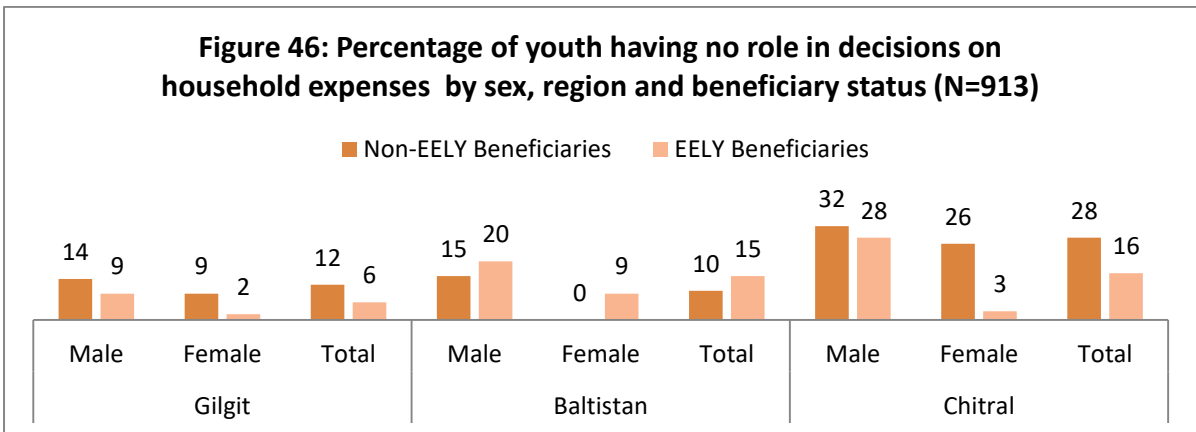
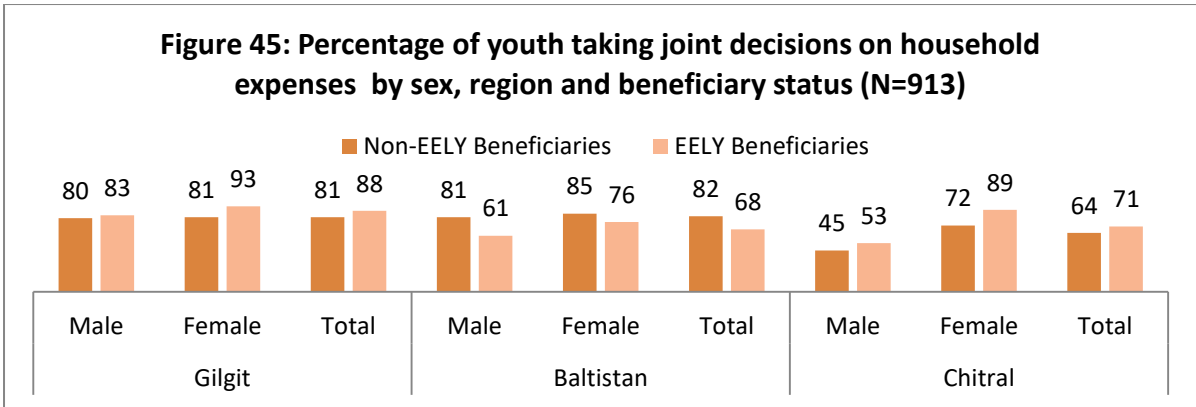


Figure 44: Percentage of youth taking decisions on their own on household expenses by sex, region and beneficiary status (N=913)





A greater proportion of youth who had attended the YCLDP mentioned increased participation in community organizations/activities, help in starting work as a consultant/trainer (32%), and improved performance as a public representative (27%), compared to participants of other EELY programs.

Conclusion

Perceptions of youth about working or membership in government, private and community organizations were quite positive, with significant improvement in perceptions since the baseline and midline surveys. A large number of youth, including a high proportion of young women, were members of community organizations, with a significant increase in membership over the last two years, more so among EELY program participants. Most youth said that they made decisions, including decisions regarding household expenses, jointly with another family member. There is a clear trend towards sole or joint decision making rather than no role in decision making for both young men and women compared to the baseline and midline, indicating increasing empowerment of young men and women.

2.2.2.3. Findings from FGDs and Key Informant Interviews

Most youth participants of FGDs were highly appreciative of the skills that they developed through EELY support, including social mobilization and leadership skills. Many LSO members also mentioned the notable increase in youth membership and youth leadership in LSOs and other community organizations. According to them 31 new youth-led organizations, including 17 female and 14 male, were formed in Chitral, while similar figures were provided by LSOs in Hunza. Reportedly 14 young women became chairpersons of LSOs in GBC. There were also reports of increased participation of girls and young women in sports in Chitral (see Case Study below).

The orientation session of YIP was so fruitful. We learnt so many things in four days which we could not learn in our four years degree program in the university. It enhanced my professional, technical, and communication skills. In university I was not able to do any presentation in front of my class, but after the training I got confidence and my presentation skills improved. I participated in seven countries conference in Bangkok and made a presentation on 'Environmental economy and food security in Gilgit Baltistan', which was also my research work. – male FGD member YIP, Gilgit

An environmental organization in Booni won YMC award to publish a booklet 'Wildlife in Chitral'. Initially they sold 2000 copies, but later KP government purchased 35000 copies for all KP government schools. We established a Wildlife/Environmental Academy with that income, which is financially stable. – member, FGD YLCDP, Chitral

After graduating in 2009 DM in Lower Chitral DM joined a community organization. He participated in the SDP and learnt about various organizations working for youth development. By virtue of knowledge and skills obtained from the SDP he became a lecturer in Chitral, and was rated as one of the best teachers in the university. He also became an active community activist and led a procession of 5000 people against illegal deforestation in the region. Thus EELY gave the sense of protection for preservation of natural resources. He regards the Tree Tsunami project of KP government as a result of his voice against violence. He also raised a voice for seats for minorities. – member, FGD YLCDP, Chitral

Case Study: Sportswomen of Chitral

There was no concept of women's participation in sports in Chitral. After activities through EELY support they have started participating in volleyball, badminton and table tennis and we have registered them with the Pakistan Sports Board. After training, 12 girls were sent to Peshawar as coaches. They trained 25 more women coaches and now we have 37 female coaches. They train students in schools and colleges, and also charge some fee for training students.

We made rules of games that children did not know about and prepared teams at regional and district levels. We made sports recreation centers for men and women in Garam Chasham, Susoom, and Booni. There are 15 women who are playing right now, one of whom is in-charge of sports at district level in Garam Chashma on a voluntary basis. They got a chance for the first time to play games. They gained confidence and went to other cities for tournaments. Patrons gave prizes to successful players. Some women are running recreational centers voluntarily, and also take monthly fees, admission fee and also fine students who don't follow the rules. These recreational centers are solely run by women.

The landed gentry, religious leaders and even the MPA opposed the program, but we took a stand and handled the situation. We got continuous support from AKRSP from 2012 to 2016. The confidence of the women participant was boosted. This was out of question earlier. TV channels also covered their events. The idea of voluntary work has also come. Now we have women sports coaches at local level. The local community is taking responsibility and this program is being monitored, so it will sustain. The district government has demanded funds from the provincial government. We want the females to take initiatives in creating sports events and plans. A sports gala happened in Chitral and women secured many top positions in that event. There are 10 male coaches trained by the Pakistan Football Association, of whom 5 are trained as referees. Two male soccer players have become members of Bahrain World Sports Team.

Conclusion

Interviews and focus groups with stakeholders further reinforced the finding that the project had contributed to a significant increase in new youth organizations, and

involvement of youth, including women, in existing organizations, including in leadership positions. Increased participation of young women in sports was a welcome development.

2.3. Efficiency

Under the intermediate outcome of **Youth Employability** the EELY project had two key results:

1. Employability skills
2. Entrepreneurship and employment creation

EELY project had achieved the following outputs by September, 2016:

Employability Skills

- Two labour market surveys, 9 qualitative studies and mini surveys (an additional four studies were completed by January, 2017)
- Developed MIS (MELD)
- Provided TA to 23 service providers and facilitated participation in 20 key sector events / forums and learning trips

Entrepreneurship and employment creation

- Value Chain Development (VCD): Conducted Value Chain Analysis (VCA) of 11 sub-sectors, developed 7 VCD plans, linked 7 value chain market actors, and supported 52 interventions in selected value chains at product, process and market level based on VCAs
- Entrepreneurship: Conducted 38 awareness raising workshops, provided technical support to 25 Business Support Providers (BSPs), trained 4,062 youth (2559 women and 1503 men) in entrepreneurship, gave 269 YMC Awards, and supported 9 youth-led service providers

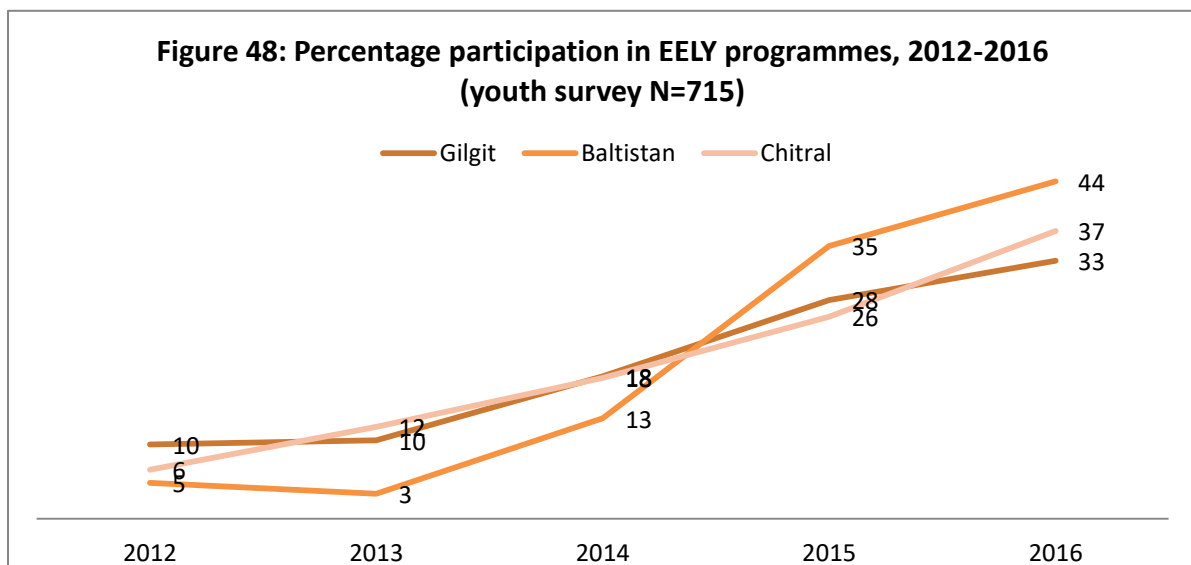
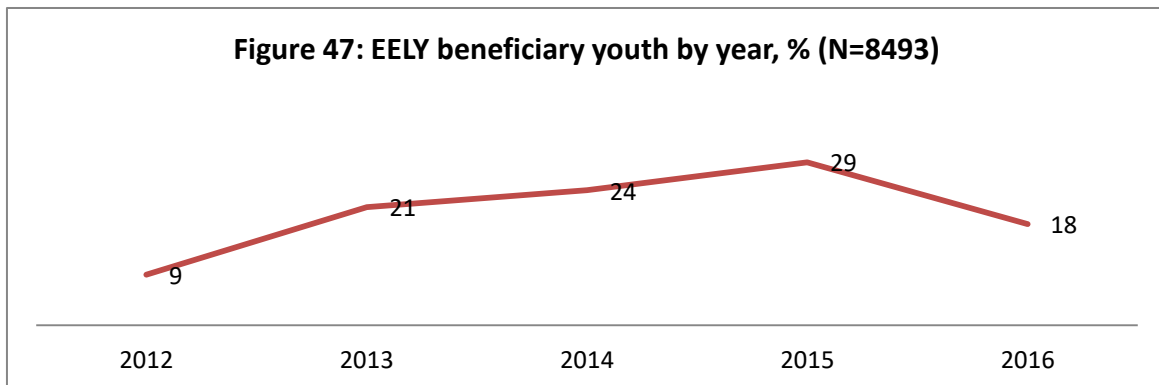
Under the intermediate outcome of **Civic Participation and Leadership** the EELY project achieved the following outputs:

- Gave 178 YMCAs to youth organizations (social component), including 30% to young women-led organizations, reaching 4200 beneficiaries
- Developed and maintained Youth Portal
- Supported partners to organize 40 award ceremonies and 212 events, including youth festivals, assemblies, camps, and caucuses, and partnered with 15 public sector departments in 8 districts
- Trained 135 Master Trainers (50% women), who trained 5100 youth in Youth Life Skills & Leadership Development
- Supported and organized 45 sensitization events on DRR and youth action
- 85 LSO Youth Development Plans developed/updates, and 145 LSO youth service initiatives supported
- 97 Young Community Leadership Development Program (YCLDP) participants trained for multiplication in LSOs
- Supported LSOs to form 430 CBSGs with 6677 members (96% youth) and provided follow-up support to 658 CBSGs
- Trained 436 (30% women) LSO reps, including gender pairing, TOT and multiplication

- Supported 85 LSOs in LSO management and sustainability, conducted 2 SATs and 3 studies, and supported 65 LSOs for compliance, quality assurance, certification, and self-assessment
- Supported GB (including DPAP) and KP (Chitral) 30 government priorities in implementing government youth priorities, 34 youth events, 48 PPP events between LSOs and Line Departments, organised 23 lobbying and advocacy events, and supported LSO network in Diamer

An analysis of cumulative progress achieved against targets up to 30th September, 2016 shows excellent progress against targets, with 76% targets achieved or over-achieved, remaining 16% on schedule to be achieved, and only 9% targets which are lagging behind, mostly related to supporting governments. This shows that the project has been highly efficient in achieving its outputs.

There is, however, a caveat. Almost 70% of the targets were achieved during the second half of the project, as compared to 30% in the first half. For example an analysis of 8,493 beneficiaries provided by AKRSP shows 24% beneficiaries participating in EELY programs in 2014, 29% in 2015 and 18% in 2016 (see Figure 47). The Youth Survey conducted by ISS found this distribution even more skewed, with 83% of beneficiaries attending EELY programs in the last 3 years of the project (see Figure 48). However, the latter data is more likely due to selection issues, as it was easier to contact beneficiaries who had participated recently, as compared to those who had participated 4 or 5 years ago.



While it is typical of large new projects to spend their first year in preparation of their Project Implementation Plan (which was produced in 6 months), staff recruitment, purchase of necessary equipment, setting up of required infrastructure, etc, AKRSP also had to face the challenge of entering into a domain which was outside its traditional repertoire of forming and supporting community organizations, rural infrastructure development, capital formation, and provision of skills related to rural development. In addition a number of project activities were delayed owing to the precondition of completion of LMA survey and generation of initial findings, and the designing/re-designing and testing of selected programs. Hence, despite the signing of the contract in March, 2011, only 9% of beneficiaries had attended an EELY program by the end of 2012.

The disadvantages of this uneven pace of delivery of services are: uneven distribution of staff work load (troughs and peaks), with less utilization of staff capacities in the early years, and over-use in the final years, and the difficulty of assessing impact on long term indicators like employment and income, when two-thirds of beneficiaries have received services one or two years before the closing of the project. For example, most businesses take two to three years before showing a significant profit, and many do not even survive for this duration.

Studies by AKRSP, interviews of service providers, and focus groups with youth identified a number of examples of **efficient functioning** of EELY.

A study of 45 female and 51 male youth graduates of the YCLDP found that attendance of participants during training was very high, 91% of alumni designed and implemented at least one transfer training in their respective LSO, 100% of alumni developed a training manual and provided training material to youth, and they trained 1422 young men and 1351 young women.

Most youth participants of FGDs appreciated the role of AKRSP, and said that no other NGO in GBC had the capacity to implement a project of the magnitude of EELY, while the government lacked the capacity to deliver a high quality program spread over a large region. Many service providers appreciated the help and support provided by AKRSP during project implementation, and its role in project monitoring.

The project benefited greatly from **strategic partnerships** with government organizations / departments of GBC, as well as non-government and private organizations. The skill development programs benefited greatly from the support of NAVTEC, KIU, PDCN, PDCC, and large NGOs like KADO. Collaboration with the Culture, Youth, Sports and Tourism departments led to a substantial increase in the annual budget for youth promotion; collaboration in hosting a number of festivals in Chitral; promotion of tourism activities in GBC; setting up of a sports stadium and promotion of sports activities, particularly for girls and young women, in Chitral. Local hotels also contributed to these initiatives. The project was also able to get government support for training of 90 youth as heavy machine operators. Partnership with LSOs facilitated the project in selection of youth for training, increased involvement of youth in LSO affairs, and development and implementation of youth development plans by LSOs. Partnership with the DPAP and the Ulema Council enabled the project to get a foothold in Diامر district, and carry out various activities for young men and women of the district.

At the same time, there were a number of **issues** affecting project efficiency, including selection of youth, timing of activities, issues related to training (curriculum, materials, quality of training, duration / timing of activity, environment, assessment of impact), monitoring and support during implementation, coordination with government / stakeholders, cooperation of host institutions, issues related to implementing partners / service providers, reliability of project database, quality of project reports, and budgetary issues.

Recruitment / selection of participating youth

A number of youth were dissatisfied with the manner in which the EELY trainings were advertised, including the use of posters, the complicated application form, and short time for applying, which were unsuitable for youth, particularly women, in remote rural areas with low level of education. Others objected to the requirement of membership of an organization for applying, which prevented a number of youth from applying. Some interns also questioned the selection of interns who were only interested in becoming an intern rather than in learning, or appointment of interns in institutions not matching with their interests and needs.

Timing of activities

A number of service providers mentioned delays in project activities (e.g. trainings, reports), because of which activities had to be conducted during harsh winters or after the winter vacations. They attributed these delays due to delays in approval, lack of funds, unavailability of LSOs in some areas, non-availability of trainers, or schools being busy in exams or their preparation.

Training environment

A number of service providers questioned the use of venues like hotels for conducting training, which were often noisy, and lacked basic learning resources like library, computer laboratory, and continuous electric supply.

Curriculum

A number of service providers were critical of the life skills program, because of its focus on theory, knowledge and understanding, rather than skill development, and the lack of tailoring to the local context/needs. They also felt that the financial management module was short in duration and difficult for many participants.

Training materials

A common criticism was the use of English materials for rural youth and in Urdu medium schools. There were also deficiencies in the training manuals used by the trainers. For example, a review of the Participatory Development Manual (Urdu version) by the evaluator revealed almost 20 mistakes on the first page, including typos, wrong translations, language errors, etc. Also there was no title or table of contents. Being a literal translation, the language used is extremely stilted, and difficult to understand.

Quality of training / trainers

Criticisms of trainers included: shallow understanding of topics / lack of knowledge/expertise, theoretical knowledge, lack of understanding of the GB context, use of English as the training medium, inability or unwillingness to learn and improve/change, and late arrival for sessions. An elected female representative even criticized the trainers of a particular program for being harsh with the female participants. Other issues included dilution of training quality during replication, large variations in age and ability of participants (e.g. the life skills sessions included 13 year old students as well as employed persons over 25 years of age), resulting in low participation by younger and less able and domination by older and more able participants.

Duration/timing of activity/training

The general view was that project activities were conducted in haste. Service providers were critical of the large training targets and the short time to achieve them. Both service providers and participating youth were of the view that the sessions on life skills were rushed, and it was not possible to teach seven life skills in a period of 12 to 15 hours, especially if the training was being conducted after school hours. Some youth participants said that they could not learn the basic techniques of business through a short entrepreneurship training. Some internees said that the internship period was too short for

gaining the necessary experience and skills, and even this time was reduced from three to two months for the later batches.

Assessment of training impact

The project lacked a system of assessing the impact of training on participants. Most training programs did not have pre and post tests, and those that did often consisted of self assessment by participant themselves, rather than assessment of their knowledge, skills, and its application by the trainers. In the rare cases where pre and post tests involved assessment by the trainer, they were limited to assessing knowledge, rather than its application. Most training workshops were one-time, without any system of follow-up or feedback of the use or impact of the training.

Monitoring and support during project implementation

One of the most common complaints of youth beneficiaries was the lack of monitoring, follow-up and mentoring/support by AKRSP staff. Many interns said that there was no check on the attendance of interns in the host institutions, let alone assessment of their performance, and no guidance or mentoring. Interns provided feedback to AKRSP at the end of their internship, which resulted in stricter monitoring and holding back of stipend for interns with high absenteeism. However, many interns complained that they did not receive any feedback on their reports. There were also a few reports of lack of monitoring of enterprises set up through EELY support.

After placing us in different institutions, we were not provided with a job description. I didn't know what to do. In the beginning I used to waste the whole day just sitting on the chair. This issue was not resolved by AKRSP; however I resolved it myself by observing the other colleagues and asking them what to do, and how. In this way I developed my own job description. – female FGD member, YIP

A number of service providers also pointed out issues related to project monitoring, including the absence of a monitoring framework, no funds for monitoring, weak monitoring capacity, and absence of field monitoring or support by AKRSP and donors.

Coordination with government / stakeholders

Some youth faced problems due to a gap between AKRSP, EELY project activities and government organizations. A number of new enterprises faced problems in getting NOCs from the government, and in registering their businesses.

Cooperation of host institutions

A number of interns mentioned lack of cooperation or support from host institutions, which deprived interns of any useful or meaningful learning. It included delays in accepting interns, only taking administrative and clerical help from the interneers, not providing working space, and, especially in government institutions, not involving interneers in official activities, saying that were interneers and would have to go after two or three months. Such behavior created frustration and low self-esteem in some of the youth. In some cases an interneer was considered a burden when his/her qualifications or skills were not considered relevant to the needs of the organization. A number of trainers/resource persons complained that the school management did not cooperate with them for institutionalizing life skill training in their school.

Issues related to implementing partners / service providers

Some respondents, more so from the government, questioned the use of external private service providers, many of whom, according to them, lacked the necessary skills, understanding of local context, and time due to their own priorities, to provide the required services. Some also questioned sending a few government officials to an expensive private

university for training, contending that the money would have been better spent by organizing the same training for a larger number of officers in GB.

MIS Issues

The beneficiary lists provided by AKRSP did not contain the lists of a number of beneficiary categories, including TVET Strengthening, Tourism and Value Chain Enhancement, Young Members of Community Based Saving Groups. The beneficiary lists that were provided had much less number of beneficiaries than the numbers mentioned in the TORs (especially for SDP, YIP, YCLDP, and YLSP). There were also overlaps between some categories of beneficiaries, e.g. TVET, EDT and SDP.

A more serious issue was that the project did not use the LMA baseline survey to select participants / beneficiaries for project interventions. Hence it was not possible to use a before-after design to see the impact of project activities on baseline respondents. This also explains why (a) the evaluators (as well as the EELY team) could not locate most of the youth using the phone numbers provided by AKRSP, and (b) the majority of employers did not know about EELY, and did not employ EELY graduates in any significant numbers.

These issues also pose questions about the reliability of the participant database maintained by AKRSP, and the systems for follow-up of graduates and updating of data.

Quality of project reports

There are a number of weaknesses in the reports produced by AKRSP or by consultants engaged by AKRSP. Some reports have no dates on them, making it difficult to estimate the currency of the findings. Others provide data in percentages only without giving the total number of respondents (e.g. Value Chain Tracer Study), which makes it impossible to give weightage to the data. Some reports include calculation errors (for example, the Tracer Study on Skill Development shows 113 out of 1241 respondents traced in Gilgit region, which comes to 9%; however, the report gives a figure of 13% in the text and 18% in the graph), raising questions about the reliability of the data and its conclusions. In some cases the sample size is too small to make any reliable generalization (e.g. the study on YIP had a sample size of 25). The LMA midline report provides data for a number of indicators according to areas with high and low EELY intervention, but not for the data as a whole, which prevents comparison with both the baseline and the endline data for the same indicators. Often significant findings are presented as routine data without highlighting their significance. None of the reports provide statistical analysis of the findings (e.g. significance of the difference between baseline and midline, men and women, etc.), making it difficult to assess the value of the data. Such weaknesses point to the need to improve the statistical analysis and reporting capacities of AKRSP.

Budgetary issues

A number of youth said that they were unable to start their businesses due to a lack of funds, with some finding the YMCA amount insufficient to run and sustain a proper business. Some interns also said that they faced difficulties in staying in towns away from their homes when the stipend was reduced from rupees ten thousand to rupees six or seven thousand.

Some service providers also faced problems due to budget constraints, resulting in reduction or cancellation of activities, over burdening their staff, or covering the expenses from one's own budget. Some service providers attributed the problems to a lack of clear or timely planning by AKRSP, and inadequate budget allocations. EELY staff also identified lack of human and financial resources as a major constraint in the project.

A related problem was the lengthy formal procedures of AKRSP which service providers had to deal with, especially related to project expenses.

Conclusion:

EELY did exceptionally well in achieving and often exceeding its defined targets. However, the slow start led to over loading of activities in the second half of the project, affecting project monitoring, support and quality, and creating difficulties in assessing impacts of late interventions. The project capitalized on its strategic partnerships with key stakeholders to facilitate youth selection, formulate and implement youth development plans, leverage resources, hold collaborative events, and operate in hostile environments. Issues affecting project efficiency included lack of targeting of baseline respondents, selection of youth, timing of activities, issues related to training (curriculum, materials, quality of training, duration / timing of activity, environment, assessment of impact), monitoring and support during implementation, coordination with government / stakeholders, cooperation of host institutions, issues related to implementing partners / service providers, quality of MIS and project reports, and budgetary issues.

2.6. Sustainability

There are a number of positive developments which have taken place in the last five years which point to **sustainability** of project results linked to EELY interventions. These include: manifold increase in the number of service providers / trainers for developing marketable skills of youth, and their link up with public sector organizations, who provide them regular support; establishment and functioning of centers for development of youth skills in KIU; significant increase of youth, including female, membership in community organizations, with many youth in leadership positions; significant increase in the number of youth organizations, including young women organizations; substantial increase in the number of youth with marketable skills, including skills required by employers, skills for setting up and running their own businesses or community organizations, as well as increased self-confidence and leadership potential; increase in the number of young men and women who are employed or running their own businesses, including some in the most conservative areas of GBC; increase in market demand for youth trained through EELY; increase in teachers teaching life skills to students, or ECD to young children; continuation of savings groups even after closure of project.

There have also been significant developments at the **policy level**. Given the long term role of the state for youth development, AKRSP supported the governments of KP and GB in formulating their youth development strategies, policies and programs. AKRSP also engaged the public sector in implementing EELY programs to build its capacity for youth development programming and to ensure sustained support to CSOs working on youth issues. AKRSP signed MoUs with the provincial governments of KP and GB to formalize its partnership for the implementation of the relevant components of the project. However, no institutional mechanism exists to review the progress on the partnership status.

Khyber Pakhtunkhwa launched its first Youth Policy in November, 2016. It provides resources for supporting micro-finance to youth for self-employment, 5% job quota in universities, social assistance and employment insurance programs for unemployed youth. AKRSP supported the KP government in the formulation of its tourism and youth policies, and has been supporting the tourism and youth departments in implementing these policies. The budget for tourism has increased by over 100 times during the last few years. Work on two big stadiums is going on in Chitral. A youth center has been built and it will be functional after inauguration soon.

While the GB government is yet to approve its long-standing youth policy draft, it has taken a number of positive steps for youth development, including the Chief Minister's interest free

loan program for unemployed youth, TVET strategy for GB, and a manifold increase in the annual budget for youth.

The **external environment** has also become more conducive to the maintenance of project results. Some indicators of this change include: increased demand for women interns from both public and private sector institutions; number of NGOs as well as government institutions working on youth and women issues; willingness of a number of families in highly conservative areas to send their girls to school, and their young women to work in NGOs, and to take loans on interest; and an increasing acceptance of entrepreneurship as an alternative source of livelihood for youth.

Being a female working with an NGO was not acceptable in our society. People of this area boycotted us, and my family and I were asked to leave the village. We were forced to leave the programs and organizations, but we didn't listen to them and kept on working. Then they spread baseless lies that the vegetables grown in green houses cause diseases like cancer. Later AKRSP mobilized the community through influential persons, including religious scholars, which slightly changed the mind of our people. Now the situation is different and a large number of people have joined NGOs. – female FGD member, CBSG, Skardu

The environmental/wildlife academy has some active members. Four in each team visit various schools and colleges on request to deliver lectures and talks on environmental and wildlife issues and their solutions. They are paid enough to cover the expenses and save some money for the organization for voluntary activities. – male FGD member, YIP Chitral

The following case study from Chitral is an excellent example of how sustained support to youth can lead to cultural change.

Changing mindsets through sports

Ten male coaches from Chitral were trained by Pakistan Football Association, of whom five were trained as referees. Teams were prepared at regional and district level. Two men have become members of the Bahrain World Soccer Team.

There was no concept of women's participation in sports in Chitral. Girls started participating in volleyball, badminton and table tennis, and were registered with the Pakistan Sports Board. Girls gained confidence and went to other cities for tournaments. Patrons gave prizes to successful players. After training, 12 girls were sent to Peshawar as coaches. They trained 25 more women coaches, and now there are 37 female coaches. They train students in schools and colleges, and also charge some fee. There are 15 women who are playing now, and one of them is in-charge of Sports at the District Level in Garam Chashma. She is doing this work voluntarily.

Sports recreation centers for men and women were established in Garam Chashma, Susoom and Booni. Some women are running centers for girls voluntarily, or charge monthly fees. They also take admission fee and fine students who break the rules. These centers are run solely by women.

A sports gala was held in Chitral and women secured many top positions in that event. TV channels also covered the events. The local landlords, religious leaders and even the MPA opposed the program. We took a stand and handled the situation. We got continuous support from AKRSP. The confidence of the women participants was boosted. This was out of question earlier.

The idea of voluntary work has also come. The local community is taking responsibility and this program is being monitored, so it will sustain. The district government has demanded funds from the provincial government for sports activities.

Coordinator and sports activist, sports organization, Chitral

While these developments are quite encouraging, it is clear that EELY has only impacted a small proportion of the socio-economic and political landscape, and many of the challenges of youth unemployment, poverty, limited economic opportunities in the region, poor infrastructure, conservative social attitudes, particularly toward women, slow government machinery, and vested political interests continue to dominate the scene. Hence the need for subsidized assistance for programs to develop youth skills, entrepreneurship, and employability, and support to the government to bring about required changes in policies and budgets, still remains quite relevant. However, the enabling environment created by EELY, in which all stakeholders have been sensitized, and youth issues and their solutions have been highlighted, is likely to make the task of any future youth development project easier. And of course AKRSP and other development actors are much better placed to cater to this critical development agenda.

Conclusion

The EELY project has led to a number of sustainable outcomes, including increase in marketable skills, employment, businesses, service providers for youth development, youth organizations, and participation of youth in community organizations. Changes at the policy level include the formulation of youth and tourism policies in KP and increased budgets for youth and tourism in GBC. There are also signs of an increasing acceptance of youth in community organizations and in running businesses, and a greater acceptance of young women in non-traditional roles. While there is a long way to go, future projects can build on the skills, experience, and enabling environment fostered by EELY.

3. Conclusions and Recommendations

3.1. Conclusions

The EELY project catered to the priorities of Pakistani, KP, GB and Canadian governments and a large range of stakeholders in GBC, including youth, LSOs, employers, service providers, and academia. Most program components were highly relevant to the needs of most stakeholders. However, some stakeholders (e.g. more educated youth) were able to benefit more than others (e.g. employers, less educated women from remote rural areas).

Both AKRSP studies and the youth survey provide evidence of increase in employment, enterprises, incomes and savings of youth participating in EELY programs. Participating youth were also spending less time on home and family related work and more time outside the home, and were more involved in seeking employment opportunities.

Interviews and focus groups with stakeholders reinforced the finding that the project helped young men and women, particularly interns, to gain exposure, skills, contacts and mentoring, leading to employment in both the public and private sectors. Employment of women in non-traditional sectors contributed to changing societal stereotypes about male and female jobs. The project was even more successful in helping youth to set up small enterprises. Women did better than men both in their participation in EELY programs and in setting up enterprises. There was a significant increase in new youth organizations, and involvement of youth, including women, in existing organizations, including in leadership positions.

Perceptions of youth about working or membership in government, private and community organizations were quite positive, with significant improvement in perceptions since the baseline and midline surveys. A large number of youth, including a high proportion of young women, were members of one or more community organizations, with a significant increase in membership of youth in various organizations over the last two years. Most youth said that they made decisions jointly with another family member. There is a clear trend towards sole or joint decision making rather than no role in decision making for both young men and women compared to the baseline and midline, indicating increasing empowerment of young men and women.

Most employers were satisfied with the technical and professional skills of their young staff. However, many youth had left the organization, mostly for better job opportunities, which indicates expanding opportunities in the job market. Most employers faced problems in recruiting staff with the requisite vocational and technical skills. However, the shortage was less as compared to the baseline and midline, indicating an increase in the supply of skilled manpower. There was a drastic reduction in problems in recruiting women over this time period. TVET institutions / service providers seem to be making an active effort to gather employer needs to tailor their courses accordingly. EELY may have played a role in the increase in skilled manpower and the proactive role of service providers.

EELY did exceptionally well in achieving and often exceeding its defined targets. However, the slow start led to over loading of activities in the second half of the project, affecting project monitoring, support and quality, and creating difficulties in assessing impacts of late interventions. The project capitalized on its strategic partnerships with key stakeholders to facilitate youth selection, formulate and implement youth development plans, leverage resources, hold collaborative events, and operate in hostile environments. Issues affecting project efficiency included lack of targeting of baseline respondents, selection of youth, timing of activities, issues related to training (curriculum, materials, quality of training, duration / timing of activity, environment, assessment of impact), monitoring and support

during implementation, coordination with government / stakeholders, cooperation of host institutions, issues related to implementing partners / service providers, quality of MIS and project reports, and budgetary issues. Measures to address these and related issues are presented in the next section.

The EELY project has led to a number of sustainable outcomes, including increase in marketable skills, employment, businesses, service providers for youth development, youth organizations, and participation of youth in community organizations. Changes at the policy level include the formulation of youth and tourism policies in KP and increased budgets for youth and tourism in GBC. There are also signs of an increasing acceptance of youth in community organizations and in running businesses, and a greater acceptance of young women in non-traditional roles. While there is a long way to go, future projects can build on the skills, experience, and enabling environment fostered by EELY.

3.2. Recommendations/Lesson Learnt

Since the project has been completed the recommendations are more in the form of lessons learnt to be used in designing future projects for youth empowerment, or for a possible second phase of EELY or a related project. They are presented under the same headings as the evaluation criteria.

Relevance

While the project was high on relevance, the following actions would further enhance its relevance for potential beneficiaries:

- An increased focus on reaching and involving youth, particularly women, from remote areas in project activities
- Include youth and employers identified during the baseline survey among beneficiaries of project activities
- Improve selection processes to ensure appropriate selection of youth (including the possibility of inclusion of youth who are not members of community organizations)
- Have variable quotas for women in project activities, with a lower quota for women in highly conservative districts
- Re-think the internship program for regions in which opportunities for internship are limited
- Disseminate stories of successful local women employees and entrepreneurs (without identifiers) to motivate parents to allow young women to work, and to motivate employers to employ more women

Effectiveness

The following steps would enhance the effectiveness of a future project on youth development:

- Increase focus on development of vocational, technical and IT skills, in addition to the other skills identified in the employer survey
- Implement a gender sensitization program for men so that they may accept the changing gender roles of both men and women

- Provide necessary information and follow environmental guidelines given in the excellent environmental review of EELY interventions commissioned by AKRSP to protect and conserve rather than pollute and degrade the rich natural resources of GBC.¹⁴
- Re-think its agriculture value chain development strategy, which advocates setting up of franchise business of large input suppliers to increase supply of spray machines and use of pesticides¹⁵, while the environmental study advocates for promotion of organic farming and cautions against use of chemical fertilizers (let alone pesticides)
- Implement the excellent recommendations to increase women empowerment in GBC in the Frida Khan report, including recommendations to strengthen WEE through interventions in the reproductive, productive, and community and political spheres.¹⁶

Efficiency

- **Training**: employ full time high quality trainers with an in-depth understanding of the GBC context to: design quality training programs, manuals and materials (including adaptation of existing manuals / materials to the local context); design pre and post tests to assess knowledge, attitudes and skills of trainees, and for item analysis to improve training content and delivery; select quality service providers to conduct training; ensure adequate learning environment at training venues; monitor training quality and provide follow-up / support; re-design training and materials in the light of feedback of participant and trainers; have all training manuals and materials in both English and Urdu, and improve the quality of existing manuals and materials
- **Life skills training**: develop training manual and materials with a focus on skill development and experiential learning, and a minimum of theory; use master trainers to train teachers in life skills using trainer manual; ensure minimum variations in levels of trainees; allocate adequate time for sessions, with a continuous cycle of training and follow-up, rather than a one-off training; use feedback and assessment data to demonstrate the impact of training to the relevant authorities, so that the program may be mainstreamed in both public and private schools
- **Internship**: use the feedback of interns and host institutions to improve the internship program, including criteria and methodology for selection and orientation of hosts and interns; enhance linkages with organizations for placement of interns; develop job information dissemination system (or collaborate with existing system) and design a program for those completing internships to facilitate their joining the job market
- Simplify the financial management module so that it can be comprehended and used by laymen
- Work closely with implementing partners to minimize delays in activities, and ensure timely availability of resources
- Improve coordination with government to ensure support for setting up new businesses, including NOCs and registration
- Consider business groups for YMCA grant rather than individuals, as this would enhance the grant size, besides reducing AKRSP's transaction cost.

¹⁴ Aga Khan Rural Support Program. Environmental Review of Selected EELY Interventions in Gilgit Region, undated. The report provides a detailed environmental impact assessment checklist for projects such as LSO Youth Development Plans, YMC Awards, value chain additions (e.g. Greenwood seasoning, domestic tourism, horticulture, fruit processing), DRR Plans, etc.

¹⁵ Aga Khan Rural Support Program. Value Chains Studies – Summary, undated

¹⁶ Khan, Frida. A Gendered Assessment of the EELY Programme in Gilgit, Baltistan and Chitral. June, 2016

- Consider announcing an “Innovation Grant” for existing innovative enterprises and social development projects to encourage innovations and broaden the opportunities for youth leadership.
- Improve the project logframe and monitoring framework, and deploy a competent and well equipped team to closely monitor project implementation, and use the findings for course correction and removal of obstacles
- Provide regular feedback on field reports from staff as well as youth participants
- Continuously update the project data bases, including regular contact with alumni / graduates / cohorts through the use of IT (e.g. Facebook page, WhatsApp group, website, etc.)
- Improve staff capacity in data analysis and report writing, including, if necessary, recruiting of a quality staff member to lead the effort
- Improve budgetary planning, including the use of activity based budgeting, to ensure adequate available of funds throughout the project life cycle

Sustainability

- Work with the GB government for the announcement and implementation of its Youth Policy and the implementation of the loan program for unemployed youth and TVET strategy for GB
- Engage with the education department for inclusion of life skills in the curricula, and partner with public and private schools for inclusion of life skills training in their regular classes
- Encourage TVETs and other technical skills providers to increase their outreach to employers, and provide them the opportunity to recruit qualified and skilled interns against a stipend
- Consider the excellent recommendations given in AKRSP’s summary of various Value Chain Studies for increase in productivity, market share, revenue, employment, and incomes in GBC, including:
 - Creating and supporting lead enterprises in the region to provide inputs and support market linkages
 - Capacity building in branding, marketing, and accessing information
 - Training producers / service providers in modern production techniques, and using and accessing high quality inputs
 - Supporting technological innovations and accessing technology through necessary institutional arrangements
 - Establishing community based processing/storage facilities
 - Building/strengthening of associations of producers / service providers
 - Policy advocacy for improving extension (including financial) services, training on crop management, disease control, R&D for new varieties, and improvement of infrastructure

Annexures

1. Abbreviations and Acronyms

AKDN	Aga Khan Development Network
AKFC	Aga Khan Foundation Canada
AKF(P)	Aga Khan Foundation Pakistan
AKPBS	Aga Khan Planning and Building Services
AKRSP	Aga Khan Rural Support Program
AKU–IED	Aga Khan University-Institute for Educational Development
CAD	Canadian Dollars
CBO	Community Based Organization
CBSG	Community Based Saving Group
CEO	Chief Executive Officer
CM	Community Mobilizer
CO	Community Organization
CSO	Civil Society Organization
DPAP	Diaper Poverty Alleviation Program
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ECED	Early Childhood Education & Development
EDT	Entrepreneurship Development Training
EELY	Enhancing Employability and Leadership in Youth
ES	Employer Survey
FGD	Focus Group Discussion
GBC	Gilgit Baltistan Chitral
ICT	Information & Communication Technology
ISS	Institute of Social Sciences
KIU	Karakorum International University
KP	Khyber Pakhtunkhwa
LG	Local Government
LMA	Labour Market Assessment
LSO	Local Support Organization
M&E	Monitoring and Evaluation
MELD	Monitoring Evaluation Learning Database
MER	Monitoring Evaluation and Research
MIS	Management Information System
MoU	Memorandum of Understanding
MTR	Mid-Term Review
NAVTEC	National Vocational & Technical Education Commission
NGO	Non-Government Organization
OECD	Organization for Economic Cooperation and Development
PDCC	Professional Development Centre Chitral
PDCN	Professional Development Centre North
PDT	Professional Development Teacher
PMC	Program Management Committee
PMF	Performance Monitoring Framework
PSC	Program Steering Committee
RSP	Rural Support Program
SDP	Skill Development Program
YCLDP	Young Community Leadership Program
YIP	Youth Internship Program YIP
YLSP	Youth Life Skill Programs
YMCA	Youth Micro-Challenge Awards
TNA	Training Needs Assessment
ToT	Training of Trainers

TVET	Technical Vocational Education & Training
VEC	Village Education Committee
VO	Village Organization
WO	Women Organization
YSPS	Youth Skills and Perception Survey

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3. Terms of Reference



THE AGA KHAN RURAL SUPPORT PROGRAM
Request for Proposal and Terms of Reference (ToR) for
Final Evaluation of 'Enhancing Employability and Leadership for Youth (EELY)' Project

1. Introduction

The Aga Khan Rural Support Program (AKRSP) has been working in Gilgit-Baltistan and Chitral (GBC), Pakistan to help improve the quality of life of the villagers. AKRSP's development approach gives primacy to the people and their abilities by creating and nurturing community based local institutions. AKRSP's efforts have focused on both social and economic domains through a number of community based interventions across GBC. For the last five years, with financial support of Global Affairs Canada (GAC), and technical and financial support of Aga Khan Foundation Canada AKFC, AKRSP has been engaged in supporting youth development initiatives to address the growing issue of unemployment and limited civic engagement of youth in GBC.

AKRSP is seeking a consultant/consulting firm to conduct an evaluation to measure the ultimate and intermediate outcomes of the Enhancing Employability and Leadership for Youth (EELY) project that has underway in GBC for the past six years. Proposals are expected to:

- Be cost effective;
- Be scientifically innovative and rigorous;
- Incorporate the assessment of gender equality in the evaluation design (based on the project interventions and beneficiaries)
- Adhere to high standards of quality and ethical integrity; and
- Include evaluator(s) who demonstrate prior experience in conducting evaluations of related projects/programs and who can commit to strict deadlines and deliverables.

2. Project Background

EELY is a six-year (April 2011- March 2017), CAD 19 million project designed to increase the engagement of youth as productive and full members of GBC. EELY contributes to objective through two complementary components which worked on both the supply and demand side: youth employability and youth leadership. The youth employability component seeks to enhance professional skills development and transitional support and enterprise support services. The leadership component works to promote, engage, and empower youth by enhancing youth participation in community and civic activities and institutions. It also works to create an enabling environment for youth development and improve their status as decision makers. The table below outlines the key project interventions and the corresponding beneficiaries for each to give a sense of the scope of the project.

Intervention	Female Beneficiaries	Male Beneficiaries
Youth Internship Program	860	1,140
Skill Development Program	1,134	2,106
Entrepreneurship Training	1,671	2,043
TVET Strengthening	1,362	2,044
Tourism and Value Chain Enhancement	1,145	1,718
Youth Micro-Challenge Awards	178	267
Young Community Leadership Program (YCLDP)	1,201	2,439
Youth Life Skill Programs	3,156	3,156
Capacity Building of Government Officers / Elected Reps	25	76
Young Members of Community Based Saving Groups (CBSGs)	5,609	1,068
Total	16,342	16,055

3. Objectives of the Final Evaluation

The primary objectives of the evaluation are:

- To determine the extent to which ultimate and intermediate outcomes have improved from those observed at baseline.
- Through a quasi-experimental approach, to determine if outcomes can be attributable to EELY.

The evaluation will assess progress against the PMF and will assess the effectiveness, efficiency, relevance and sustainability of the various EELY components and will provide findings, conclusions, recommendations and lessons to inform and strengthen future AKRSP programming. The final evaluation will also feed into the end of project report that will be shared with the donor and other stakeholders.

4. Scope of Evaluation

The evaluation will take place in various phases:

Preparatory Phase

This phase will include:

- An inception call to contextualize the evaluation study and agree on the time line
- Evaluability assessment: Data for the majority of indicators in the PMF are already available. The consultant/consulting firm will conduct an evaluability assessment in terms of the reliability and credibility of existing data and the need to collect further data.
- An assessment of the primary data to be collected, including any additional qualitative data that has not been collected to date
- The design of an evaluation plan including (but not limited to) sampling strategy, data to be collected, data quality assurance protocols, methodology, data analysis plan and reporting plan.
- Development of data collection tools
- Development of a manual to guide enumerator data collection and entry, including data quality assurance practices (if deemed necessary)
- Sharing of all of the above with AKRSP/AKFP for agreement

Fieldwork Implementation Phase

This phase will include:

- Piloting and finalization of all data collection tools
- Recruitment and training of enumerators/researchers
- Data collection, supervision, data entry and cleaning on a cost-effective platform

Methodology and Design

Since the evaluation will be more focused on the assessment of ultimate and outcomes of the project, therefore the evaluator is expected to employ a more responsive methodology that can allow the use of existing quantitative data and evidences at maximum including LMA midline survey and tracer surveys to update the status of indicators. Where required, primary data will be collected through alternative methods such as telephonic survey since currently, Government does not allow NGOs conducting house to house surveys in GBC.

Data analysis and Reporting:

This phase will include:

- Data analysis and triangulation
- Share findings with relevant stakeholders (including AKRSP/AKF teams) for validation and discussion
- Update the status of the indicators in the PMF

- Prepare the first draft of the evaluation report (including an executive summary, conclusions, recommendations and lessons) and share it with relevant stakeholders, including AKRSP and AKF
- Prepare the final report
- Deliver a final presentation to relevant stakeholders

5. Deliverables

1. Evaluability assessment report
2. Evaluation plan (as outlined above)
3. Final primary data collection tools
4. Criteria for recruitment of enumerators/researchers
5. Fieldwork manual (if determined as necessary)
6. Draft evaluation report with updated PMF indicators (Baseline versus Endline)
7. Final report, including final tools, data set in SPSS/Spreadsheet or compatible format, and transcripts

6. Qualifications and experience

The consultant/consulting firm sought should demonstrate:

- Expertise in evaluation of similar programs including proven experience of designing and implementing a summative evaluation
- Capacity in collecting data and producing quality evaluation reports, preferably for international non-profit organizations or multilateral agencies
- The team coordinator must have at least a Master's Degree in a relevant field, with expertise and results in development research/evaluation, assessment and evaluation of rural development projects/programs
- Experience in Result Based Management (RBM) and quantitative and qualitative data collection and analysis
- Knowledge and experience in youth development and institutional development issues
- Fluency in English and Urdu is mandatory
- Proven ability to adapt global youth development, employability and labor market concepts and analyze the regional context with particular focus on workforce development and civic engagement
- Ability to produce high quality work under tight timeframes

7. Timeframe

This consultancy is expected to commence by December 10, 2016 and be concluded by February 10, 2017.

8. Preparation and Submission of Bids

Qualified and interested parties are asked to submit bids with the following:

- 1) **Cover letter:** A one-page cover letter signed by a responsible official of the bidding agency/individual consultant.
- 2) **Detailed technical proposal:** A proposed plan of 2-3 (excluding Annexes) including:
 - a) Introduction: A brief overview of the assignment as understood by the bidding agency and a brief statement of the team's overall technical approach
 - b) Sampling strategy and rationale, proposed methodology for data collection and analysis, proposed approach for an evaluability assessment, quality assurance procedures and ethical considerations
 - c) Study team composition including their roles and respective level of effort
 - d) Timetable for completion of major activities
- 3) **Annex A - Cost proposal:** A detailed budget for completing the proposed work.
- 4) **Annex B - Resumes:** CVs of all staff members assigned to the consultancy.
- 5) **Annex C - References:** For at least the lead consultant (if not also the others), a list of three former or current clients for whom similar work has been done, together with their addresses and telephone numbers.

Submissions should be made via email by 5:00 PM, November 15, 2016 to: **altaf.hussain@akrsp.org.pk** with the subject title: Evaluation EELY Project. Only shortlisted candidates will be contacted. If you have any questions concerning this RFP, please contact **sherzad@akrsp.org.pk** in writing no later than November 5, 2016. Oral or verbal questions will not be answered. Only written questions will be answered.

AKRSP reserves the right to add or delete information, or otherwise amend the contents of this RFP during the period of preparation of proposals. AKRSP reserves the right to extend the period specified for presentation of proposals.

All proposals, once submitted, shall constitute firm offers and may not be retracted for a period of ninety (90) days following their submission. It is understood that bidding agencies assume the cost of preparation and submission of proposals.

9. Evaluation and Selection of Consultant(s)

The criteria for evaluating the proposals are as follows:

Criteria	Score (points)
Research design and scientific merit	35
Budget and budget justification	15
Corporate capability and experience in research related to youth development, employability and institutional development	15
Soundness of quality control measures	10
Understanding of the study/evaluation objectives	10
Extent to which gender equality is incorporated in evaluation design	5
Overall innovativeness of the proposal	5
Time table	5
Total	100

AKRSP will offer a fixed price contract to the bidding agency that offers the most useful, cost-effective proposal, as per the requirements in this RFP. AKRSP reserves the right to reject any and all proposals received and to award no contract as a result of this RFP. It is anticipated that the contract will be awarded no later than December 5, 2016.

Annex 1: EELY - Ultimate Outcome and Intermediate Outcome Indicators

Expected Result	Ref . #	Performance Indicator	Baseline
ULTIMATE OUTCOME Increased engagement of youth as productive and full members in Gilgit-Baltistan and Chitral	A1	Proportion of representatives in GB Assembly, local government and community organizations who fall in the youth age group	11% of men GBLA members are young men (3/27), 40% of women GBLA members are Young women. Comm orgs = 23%
	A2	Post-Secondary enrolment rates in technical institutions in GBC	0.70%
	A3	Monthly earnings of the target group	Average monthly income of PKR 8,603
	A4	Size of target market in selected value chains	Agriculture goods processing: 12.4% Tourism, hotels & restaurants: 1.5% Construction, masonry: 7.5%
INTERMEDIATE OUTCOME LEVEL			
1.0 EMPLOYABILITY 1.0 Increased and more equitable employability of young men and women in Gilgit-Baltistan and Chitral	1.1	% of young men and women employed, unemployed and underemployed (self-employed and wage employed) in GBC by gender, age, youth cohort, and sector of employment	71.3% of men employed, 28.7% men unemployed, 48.2% of women employed, 51.8% women unemployed
	1.2	Youth perceptions about equitable employability (disaggregated by youth cohort, gender, age, sector and region)	Over all 11.9% faced discrimination, District wise it is Gilgit 12.8%, Ghizer 9.9%, Astore 0%, Diامر 19.5%, Hunza Nager 23.8%, Skardu 18.5%,
	1.3	% of female youth with control over financial decisions	2.2% of female youth report they are sole decision makers on hh expenditures.54.1% report they are joint decision makers. 41.6% report they have no role.
2.0 LEADERSHIP 2.0 Increased and more equitable engagement between and among male and female youth leaders, community institutions and local government to address the needs of youth in Gilgit-Baltistan and Chitral	2.1	# and type of public, community, private sector policies, services, and practices that are youth and gender sensitive and enable greater participation of young men and women	A separate study will be conducted
	2.2	% of young men and women in local administrative bodies	11% of men GBLA members are young men (3/27), 40% of women GBLA members are Young women. Comm orgs = 23% District Councils and Union Councils do not exist after 2008
	2.3	% of the total annual budget allocated for the development of youth by the local administrative bodies	0.7% of annual budget
	2.4	% of youth and women contributing to household decisions	Sole= M(24%), F(14%) Joint= M(54%), F(54%) No role= M(22%), F(32%)
	2.5	Youth perceptions of local government, private sector, and community institutions	Positive= Gov (50%), PS(67%), CI(65%) Negative= Gov (17%), PS(6%), CI(7%) Neutral= Gov (33%), PS(28%), CI(28%)

4. Evaluability Assessment Report

1. Introduction

This report is based on a review of documents related to the EELY provided by AKFC and AKRSP, including PMF, PIP, baseline and midline LMAs, progress reports, evaluations, research studies, tracer studies, etc. The following databases were also reviewed:

- LMA baseline study
- LMA midline study
- MELD

2. Evaluability Assessment

Assessment of various documents reviewed is given below.

2.1. PMF:

AKRSP has been struggling with the finalization of the PMF of EELY. This is evident from the fact that the PMF indicators finalised in December, 2013 and those given in the evaluation TORs do not fully correspond. The latter is in some ways an improvement on the 2013 final version. However, it still suffers from inconsistencies in its vertical and horizontal logic. For example:

Vertical logic issues:

- One of the indicators of the Ultimate Outcome (11% of men GBLA members are young men (3/27), 40% of women GBLA members are Young women. Comm orgs = 23%) is also the indicator for the Intermediate Outcome 2.0. This is partly due to the overlap in the language of the Intermediate and Ultimate Outcomes.
- There is no logical link between the indicators of the Intermediate Outcomes and Ultimate Outcome indicator A2 (Post-Secondary enrolment rates in technical institutions in GBC)

Horizontal logic issues:

- A2 (Post-Secondary enrolment rates in technical institutions in GBC) is not an indicator of the Ultimate Outcome (*Increased engagement of youth as productive and full members in Gilgit-Baltistan and Chitral*)
- The indicators on financial independence/decision making are indicators of the Ultimate Outcome rather than the Intermediate Outcomes

Issues related to the PMF will be discussed with AKF and AKRSP after the presentation of the preliminary findings of the evaluation.

2.2. LMA:

The instruments for conducting the LMA were very thoroughly designed, and the baseline reports of the four studies provide a comprehensive and in-depth view of the situation of youth employability and leadership in GBC. Replication of the survey design for the midline survey provides a good picture of change in the sample on critical indicators during the first half of the project.

Two issues, however, stand out. One, the disproportionate representation of Chitral (one-third of youth survey respondents) in both LMAs raises questions about the representativeness of the sample for GBC as a whole. Secondly, and more importantly, almost none of the members of the LMA youth sample participated in EELY activities.¹⁷ If a significant number of the baseline respondents had participated in EELY activities, the difference in the change between the intervention (EELY

¹⁷ On merging the data of the LMA youth survey with the data of the participants of EELY programs, I surprisingly discovered that less than 1% of the youth sample had participated in EELY activities.

participants) and the control group (no EELY participation) would have provided evidence of attribution of change to EELY interventions. The AKRSP M&E lead concurred with this observation.

The graphic presentation of data also leaves much to be desired, e.g. data of baseline and midline of one indicator being given in separate graphs, rather than in one graph, making it difficult to gauge change over time. A separate report comparing baseline and midline data was, however, much more useful. The end-line evaluation would provide the final round of data for comparison and assessment of change in the baseline/midline sample.

2.3. Progress reports:

The EELY progress reports provide an excellent overview of the achievements of the project over time, and demonstrate that the project has achieved or surpassed most of its targets. This provides solid evidence for project efficiency, i.e. conversion of inputs into outputs, with greater results using the same resource allocations (more bang for the buck, to use Canadian parlance).

One area where evidence is lacking is the direct impact of training. While there is a mention of the use of pre and post tests in some training workshops, we did not see or receive any pre / post data of the large numbers of training workshops conducted by the program. Such data would be valuable in assessing the effectiveness of training.

2.4. Evaluations and tracer studies:

These provide valuable evidence of the outcomes of project interventions, including internships, enterprise development, skill development, life skills training, young community leadership development, youth micro-challenge awards, etc. They will serve as useful secondary data for gauging project effectiveness and impact.

The quality of reports reviewed varied from good to not so good. In a couple of reports the number of respondents is missing, and all data is given in percentages, making it impossible to determine the number of beneficiaries. The difficulties in tracing respondents were a major challenge, affecting the randomness of the samples drawn for the studies.

2.5. Databases:

MELD is an excellent system for project monitoring and learning, and has no doubt contributed to the high rate of achievement of project targets.

While the MELD database includes data of beneficiaries of seven EELY interventions, it does not have the beneficiary data of the following interventions:

- TVET Strengthening
- Tourism and Value Chain Enhancement
- Young Members of Community Based Saving Groups (CBSGs)

According to the M&E team this data resides with the concerned service providers or LSOs. Hence it was not possible to include the beneficiaries of these interventions in the study sample.

The LMA baseline and midline databases are very comprehensive, and include data on a wide range of indicators.

3. Conclusion

The secondary data reviewed provides a good basis for assessing the efficiency, effectiveness and impact of the project. Collection of additional primary data, focused on the intermediate and ultimate outcomes of the project, would complement the secondary data provided by AKF/AKRSP. The same is discussed under the Evaluation Plan.

5. Evaluation Plan

1. Introduction

The focus of this evaluation is to assess the extent to which the EELY project has contributed to the achievement of its intermediate and ultimate outcomes, and to what extent is the achievement attributable to EELY interventions. It is also meant to assess the efficiency, relevance and sustainability of EELY interventions.

There is also an emphasis on making maximum use of existing data collected by the project against the PMF, and collecting additional primary data (if required) using alternates to a household survey, such as a telephone survey.

This evaluation plan is based on the evaluation TORs, the evaluability assessment of secondary data, discussions with the AKFP and AKRSP teams, and the assessment of the likely response rate of respondents.

2. Evaluation Design

AKRSP provided three datasets to be used for drawing the evaluation sample:

- LMA Baseline, 2012, conducted by MEDA
- LMA Midline, 2014, conducted by AKESP
- EELY beneficiaries by intervention, collected by AKRSP

Each of the LMA datasets contained data of the following:

- Youth Skill and Perception Survey (YPS)
- Employer Survey (ES)
- Service Provider Survey (SPS)

In the LMA Midline AKRSP used a panel survey approach. That is, they tried to locate and interview the respondents listed in the LMA Baseline database. They were only partly successful in this. The key issue was tracing the respondent, considering the fact that there was high mobility in the youth population of GBC, older youth had exited the youth category, while younger youth had entered the youth category on reaching 15 years of age. AKRSP therefore had to add new respondents in the survey in order to maintain the size of the database. In the case of the Employer Survey, AKRSP discovered that a significant number of 'employers' were actually one or two person setups, which did not meet the criteria for the Employer category, and would not serve the purpose for which they were selected, i.e. to provide employment to youth. Hence AKRSP decided to exclude all such 'employers' and replace them with ones who fulfilled the criteria. In the process the database increased from 1639 to 1859, as a number of new employers were identified who fulfilled the criteria.

Because of the foregoing, the LMA Midline databases are more reliable and valid as compared to the LMA Baseline databases, and the chances of tracing respondents, which is a key challenge, is likely to be higher for the former rather than the latter. Based on this finding, it was decided to use the LMA Midline databases for drawing the youth and employer samples.

In order to find out the proportion of midline respondents who had benefited from EELY interventions the data of the youth midline survey and the beneficiaries was merged, and duplicates were identified. Less than 15 persons from the midline had benefited from EELY interventions. It was therefore decided to use the baseline and midline data as the control group and the beneficiary data as the intervention group for the evaluation.

In order to assess the likely response rate of respondents, SMSs were sent to all the respondents having a cell number, and those not responding or those only having a land line number were called to determine if and when they would be available for a telephone interview. While the majority of phones did not connect at all, about 15% respondents responded, and most of them agreed to being interviewed. This exercise was done to have an idea of the response rate.

A random sample will be drawn from the LMA midline youth survey who will fill a survey instrument. The data of this sample, to be called the Evaluation Control sample, will be compared with the LMA baseline and LMA midline youth survey data. This comparison will enable us to assess if the Control Group has undergone any change over time on key project indicators (e.g. employment status, income, decision making, participation in government or community organizations, etc.) despite the absence of participation in EELY activities (e.g. due to improvement in roads and law and order, resulting in an unprecedented boom in domestic tourism in the region). The comparison is illustrated in Table 1.

Table 1: Changes in Youth Skills and Perceptions (Control Group) Over Time

Year	2012	2014	2017
Survey	Baseline	Midline	Endline
Change		Midline versus Baseline ¹⁸	Endline versus Baseline Endline versus Midline

In addition, a random sample of respondents from the LMA Baseline Employer Survey (ES), which was repeated in the Midline LMA, will be interviewed regarding recruitment practices and challenges in general, and with youth employees in particular. All data will be disaggregated by region, sex, age, education, income, living environment, type of industry/sector, etc., depending on the needs of the analysis.

The same survey instrument will be administered to a random sample of respondents drawn from the EELY beneficiary list. The data of this sample, to be called the Endline Beneficiary sample, will be compared with the data of the EELY beneficiaries on key project indicators (employment status, income, participation in community organizations). In addition, the data of the Endline Beneficiary sample will be compared with the data of the Endline Control sample. The change measures are summarized below:

Change Measure 1: Endline Control Sample versus Baseline/Midline Control Data

Change Measure 2: Endline Beneficiary Sample versus EELY Beneficiary data

Change Measure 2: Endline Beneficiary Sample versus Endline Control sample

Regarding the OECD evaluation criteria mentioned in the TORs, the methodology for assessing them are summarized in the matrix below:

Area of Evaluation	Key Questions	Data Source
Effectiveness	What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program? What are the key factors that have influenced the achievement or non-achievement of the objectives?	Documentation review KIs with project staff Youth Survey Employer Survey FGDs, KIs with beneficiaries and employers KIs with other stakeholders
Relevance	To what extent has the program addressed needs of populations? What are the key gender inequality issues and barriers that have been addressed by the project?	Documentation review KIs with project staff Youth Survey Employer Survey FGDs, KIs with beneficiaries and employers KIs with other stakeholders
Efficiency	To what extent have interventions been implemented on time? What factors are impeding interventions, if any?	Documentation review KIs with project staff

¹⁸18 Already conducted by AKRSP

Area of Evaluation	Key Questions	Data Source
Sustainability	What is the likelihood that results/benefits will continue after the end of the EELY program? Is the external environment conducive to the maintenance of results?	Documentation review KIs with project staff FGDs, KIs with beneficiaries and employers KIs with other stakeholders

An outline of an Evaluation Plan is given in **Annex 1**, including PMF indicators, indicator definitions, data disaggregation, baseline figures, evaluation methodology, and the question number in the YPS for each indicators. The sources of data were modified after inputs received during the Inception meeting.

3. Sampling Strategy

We will draw stratified random samples from the following databases:

- Midline LMA Youth Skills and Perception Survey
- Midline LMA Employer Survey
- Beneficiaries of six EELY interventions (separately for male and female)

Using the Sample Size Calculator of the Creative Research Systems, with a Confidence Level of 95%, a Confidence Interval of 5, and a response rate of 50%, the sample sizes are as follows:

Table 2: Population and Samples by Database

Database	Population			Sample		
	Male	Female	Total	Male	Female	Total
Youth Skills and Perception Survey	695	891	1586			309
Employer Survey	1714	144	1858			319
EELY beneficiaries	4406	4780	9186	353	356	709
Total			12631			1337

In order to ensure that we have beneficiaries from each intervention type in the sample, we will use a proportionate sampling methodology. We will calculate the proportion of each intervention category separately for male and female beneficiaries, and then draw the sample according to their proportion size. For example, female beneficiaries of the Youth Internship Program constitute 14% of the overall female beneficiaries across all intervention groups. We will use the list of Youth Internship Program female beneficiaries to choose a random sample that constitutes 14% of the overall sample. We will repeat this process for each intervention group (see Table 3).

Table 3: Beneficiary Sample by Intervention Group and Sex

Intervention	Female Beneficiaries	Proportion of Female Beneficiaries	Female Sample	Male Beneficiaries	Proportion of Male Beneficiaries	Male Sample
Youth Internship Program	670	14.00%	50	578	12.94%	46
Skill Development Program	1,264	26.44%	94	1,418	31.75%	112
Entrepreneurship Training	1,947	40.73%	145	1,627	36.43%	129
Youth Micro-Challenge Awards	458	9.58%	34	340	7.61%	27
Young Community Leadership Program (YCLDP)	153	3.20%	11	257	5.75%	20
Youth Life Skill Programs	289	6.04%	22	246	5.51%	19
Total	4781	100%	356	4466	100%	353

The sample lists provided to the enumerators will contain three types of respondents:

- Randomly selected sample (in Arial Black)

- Randomly selected substitute sample (in ***bold italics***): equal in number to the selected sample
- Non-selected respondents (neither bold nor italics)

For telephone interviews enumerators will be instructed to first contact the numbers in the selected sample (in Arial Black). If they are unable to contact and interview anyone in the sample, then they will contact the substitute sample (in ***bold italics***) nearest to the selected sample and contact and interview that person. If they are unable to contact and interview anyone in the substitute sample, then they will contact the non-selected respondent nearest to the selected sample and contact and interview that person.

Once we have a list of respondents who have agreed to participate, we will analyse their profile in terms of gender, location, availability of phone, etc. Respondents from those categories which have a lower representation among those interviewed compared to the population profile will be randomly selected and the list will be provided to AKRSP for arranging interviews in the field. One can expect more women, more respondents without phones (or phone numbers that do not connect) and in remote locations in this list, among other categories.

4. Evaluation Instruments

The following tools will be used for the evaluation:

- Youth Skill and Perception Survey Questionnaire (YPS)
- Employer Survey Questionnaire
- Focus Group Guidelines
- Key Informant Interview Schedule

The first two instruments will be based on the instruments used in the baseline and midline LMA surveys with necessary modifications. The YPS questionnaire will include the location, sex, age, marital status, living environment, education status, economic/work status, source of income and sector, average monthly income, decision making role, time spent in reproductive role, perceptions of discrimination and of government institutions, the private sector and community organizations, membership of organizations, participation in EELY programs and its benefits, etc. The Employer Survey Questionnaire will include the location, sex, living environment, type and sector of business, duration of working in enterprise, recruitment challenges, etc.

The FGDs and KIIs will explore the reasons for the responses of the respondents in greater depth in order to understand the changes experienced as a result of participating in EELY programs, the context in which they participated, and the challenges experienced. Some case studies will be developed using the qualitative data.

5. Data Collection

The survey instrument will be pilot tested by calling male and female respondents from the midline survey and the EELY beneficiary databases. Each interview will be conducted by a different ISS researcher, with the others listening in and providing feedback after the interview. The objectives would be to address any issues involved, improve interview quality, and increase inter-interviewer reliability. Changes will be made in the survey instrument in the light of the pilot testing. If necessary, the instrument would be translated into Urdu.

Primary data from randomly selected respondents of the midline survey (YPS and ES), and those who participated in various EELY interventions, will be gathered by the ISS research team through telephone interviews. The draft survey instruments, which are separately attached, will be the same for both categories of respondents. The respondents for the telephone interviews have already been selected and identified, or are in the process of being identified.

Discussions with the AKRSP team revealed the likely challenges for the ISS researchers to travel to Gilgit and Chitral, considering the harsh weather, limited flights after the PIA plane crash, the closing of the Lowari tunnel (to be crossed in order to travel by road to Chitral). In the light of these challenges the interviews in the districts will be conducted by local enumerators (half men and half women) recruited and trained by ISS, as they will have no problems in reaching the designated

venue, will be able to conduct the interview in the local language, and the respondents will be at greater ease in communicating with local researchers in their own language. AKRSP has volunteered to bring respondents in the sample to a central location in the district for interview, since there is a bar on conducting household interviews.

In addition all interviews of AKRSP teams, partner LSOs, service providers, and key government officials will be conducted jointly by the team leader and the deputy team leader via telephone, with AKRSP arranging conference calls in its regional offices, or the team leader directly contacting the stakeholder concerned. A possible strategy could be to devote one full day to each regional office, with back to back interviews throughout the day. Where the numbers are large (e.g. partner LSOs), up to six respondents from different LSOs will be invited for a focus group discussion. All interviews and FGDs would be recorded, and notes would also be taken.

A draft work plan is given in Annexure 3.

6. Data Entry and Analysis

An SPSS data sheet would be designed for data entry of the survey instrument, and data entry would begin as soon as the first set of interviews is conducted. A statistical analysis of data will be conducted in SPSS to assess the significance of difference between the midline and evaluation responses of the Intervention Group (before-after analysis). In addition the significance of difference between the evaluation responses of the intervention and control groups will be determined in order to eliminate the impact of extraneous variables that may have influenced both the intervention and control groups.

The Pearson Chi-square test would be applied for all comparisons, including significance of the difference between percentages (e.g. employment status, decision making, membership in govt/community organizations, discrimination, perceptions of government, private sector and community organizations, benefits of attending EELY programs, etc.), while the T test would be applied to determine the significance of the difference between means (e.g. average monthly income). Data will be disaggregated by region, sex, age, education, income, living environment, time use, etc., depending on the needs of the analysis.

All qualitative data will be transcribed and arranged according to the evaluation question. They will include key identifiers (e.g. sex, location, employment status, etc.) in order to analyse the responses according to responded characteristics.

7. Quality Assurance Procedures

The key quality assurance strategy will be to use experienced and senior ISS researchers rather than junior enumerators for all data collection except some field interviews. This strategy was used to evaluate a large SPO project, which included KIIs, FGDs, and some 600 telephone interviews. Interviews conducted by the senior ISS researchers were of far better quality than those conducted by junior researchers, mainly because of the skills required to create rapport, explain questions, probe answers, and decide which response category to tick, all of which becomes much more difficult in a telephonic compared to a face-to-face interview. The local researchers to be recruited from GBC will mostly be male and female AKUIED M.Eds, who have previous research experience and strong references.

The strategy of piloting the initial interviews by the whole research team together will help to clarify questions, probes, responses to possible queries, and expand the list of possible answers, which will help to increase inter-interviewer reliability, and make the instrument more objective and comparable. Regular meetings between team members will ensure that issues, queries and problems are swiftly addressed.

The ISS data management and data entry team also has vast experience of data management. The Data Manager will make random checks of entered data, and will ensure that data entry errors are less than 5%, which is standard practice.

All meetings with AKF, AKRSP and other stakeholders will be conducted by the Team Leader and Deputy Team Leader.

8. Ethical Considerations

Respondents will be informed that their responses would remain confidential, and their identity would not be disclosed outside the evaluation team under any circumstances. They would be informed that they had the right to refuse to answer any questions in the interview, and to not participate in the interview. Only those respondents will be interviewed who agree to being interviewed. Those not agreeing will be replaced with respondents in the additional sample. In the case of under 18 youth, consent of the guardian will be obtained where possible.

9. Reporting Plan

The report will include the evaluation objectives, methodology, limitations, key findings and their analysis, conclusions, and recommendations for a similar future project. The methodology will describe in detail how the respondents were sampled (e.g. how gender and geography were sampled across different parameters as reflective of the total youth beneficiaries of EELY), the data collection processes, the challenges experienced in contacting respondents and conducting interviews, and related issues. Data will be disaggregated by region, sex, age, education, living environment, time use, etc. Based on the evaluation design the report will clearly show the impact of the project on key PMF indicators.

10. Evaluation Team

The evaluation team will include the following:

1. Mr. Rafiq Jaffer (RJ): Team Leader, ISS
2. Ms. Razia Jaffer (RZ), Deputy Team Leader, ISS
3. Professor Abdul Hameed (AH), Senior Researcher, ISS
4. Professor Rodaba Hameed (RH), Senior Researcher, ISS
5. Mr. Amjad Ali (AA), Senior Researcher, ISS
6. Ms. Asma Sheraz (AS), Researcher
7. Ms. Sahrish Ahmad (SA), Data Manager, ISS
8. Ms. Faiqa Ahmad (FA), Computer Assistant, ISS

In addition six Local Researchers (LR), including three women and three men, will be recruited from Gilgit, Skardu and Chitral to conduct face-to-face interviews. The criteria for recruitment of enumerators are as follows:

- Masters degree holder
- Experience of conducting field interviews
- Able to translate interview questions from English into local language
- Physically available in Gilgit, Skardu or Chitral for one week during which interviews are to be conducted
- Reference from a credible source (e.g. an established research organization)
- Not associated with AKRSP or EELY project (to avoid conflict of interest or bias)

A number of AKUIED graduates have been identified from the regions who will be recruited and trained by the ISS team leader and deputy team leader.

Annexure 1: Outline of EELY Evaluation Plan

Expected Result	Ref. #	Performance Indicator	Indicator Definition	Disaggregation	Baseline	Endline Methodology	YPS Q. No.
ULTIMATE OUTCOME Increased engagement of youth as productive and full members in Gilgit-Baltistan and Chitral	A1	Proportion of representatives in GB Assembly, local government and community organizations who fall in the youth age group	% of GBLA and CO members who are young men or women (15-35 years)	Region, sex, age,	11% of men GBLA members are young men (3/27), 40% of women GBLA members are Young women. Comm orgs = 23% (YPS?)	Record of GBLA, Chitral LG and COs (Yasmeen Karim)	
	A2	Post-Secondary enrolment rates in technical institutions in GBC	% of youth enrolled in technical education	Region, sex, age, living environment, income,	0.70% (YPS)	Youth Perception Survey (YPS)	B8
	A3	Monthly earnings of the target group	Average monthly income of respondent	Region, sex, age, education, living environment, time use,	Average monthly income of PKR 8,603	YPS	B13
	A4	Size of target market in selected value chains	Percent of youth employed by sector	Region, sex, age, education, living environment, time use	Agriculture goods processing: 12.4% Tourism, hotels & restaurants: 1.5% Construction, masonry: 7.5%	YPS	B12
INTERMEDIATE OUTCOME LEVEL							
1.0 EMPLOYABILITY 1.0 Increased and more equitable employability of young men and women in Gilgit-Baltistan and Chitral	1.1	% of young men and women employed, unemployed and underemployed (self-employed and wage employed) in GBC by gender, age, youth cohort, and sector of employment	% of young men and women employed, unemployed and underemployed (self-employed and wage employed)	Region, sex, age, education, living environment, time use	71.3% of men employed, 28.7% men unemployed, 48.2% of women employed, 51.8% women unemployed	YPS	B9
	1.2	Youth perceptions about equitable employability (disaggregated by youth cohort, gender, age, sector and region)	Youth perceptions of discrimination in getting employment	Region, sex, age, education, income, living environment, time use,	Over all 11.9% faced discrimination, District wise it is Gilgit 12.8%, Ghizer 9.9%, Astore 0%, Diامر 19.5%, Hunza Nager 23.8%, Skardu 18.5%,	YPS	C1
	1.3	% of female youth with control over financial decisions	% of female youth with control over financial decisions	Region, sex, age, education, income, living environment, time use,	2.2% of female youth report they are sole decision makers on hh expenditures. 54.1% report they are joint decision makers. 41.6% report they have no role.	YPS	C4

2.0 LEADERSHIP	2.0 Increased and more equitable engagement between and among male and female youth leaders, community institutions and local government to address the needs of youth in Gilgit-Baltistan and Chitral	2.1	# and type of public, community, private sector policies, services, and practices that are youth and gender sensitive and enable greater participation of young men and women	# and type of public, community, private sector policies, services, and practices that are youth and gender sensitive and enable greater participation of young men and women		A separate study will be conducted	N/A	
		2.2	% of young men and women in local administrative bodies	% of GBLA and CO members who are young men or women (15-35 years)	Region, sex, age, education, income, living environment, time use,	11% of men GBLA members are young men (3/27), 40% of women GBLA members are Young women. Comm orgs = 23% District Councils and Union Councils do not exist after 2008	Record of GBLA and COs (Yasmeen Kareem)	C2
		2.3	% of the total annual budget allocated for the development of youth by the local administrative bodies	% of the total annual budget allocated for the development of youth by the local administrative bodies		0.7% of annual budget	Latest annual budget (Yasmeen Kareem)	
		2.4	% of youth and women contributing to household decisions	% of youth and women contributing to household decisions	Region, sex, age, education, income, living environment, time use	Sole= M(24%), F(14%) Joint= M(54%), F(54%) No role= M(22%), F(32%)	YPS	C3
		2.5	Youth perceptions of local government, private sector, and community institutions	Percentage of youth having positive, neutral or negative perceptions about local government, private sector, and community institutions	Region, sex, age, education, income, living environment, time use,	Positive= Gov (50%), PS(67%), CI(65%) Negative= Gov (17%), PS(6%), CI(7%) Neutral= Gov (33%), PS(28%), CI(28%)	YPS	C5 to C7

Annexure 2: Midline Survey Respondents by District, Sex, and Phone Availability

Tehsil	District	No phone contact			Phone available			Total		
		Man	Woman	Total	Man	Woman	Total	Man	Woman	Total
Astore	Astore		3	3	17	25	42	17	28	45
Chilas	Diamer	3		3	17		17	20	0	20
Aliabad	Hunza			0	10	21	31	10	21	31
Chitral	Chitral	9	44	53	109	104	213	118	148	266
Daghoni	Ghanche	2	14	16	21	22	43	23	36	59
Danyore	Gilgit		2	2	19	19	38	19	21	40
Darel	Diamer	6		6	13		13	19	0	19
Gilgit	Gilgit	2	4	6	19	20	39	21	24	45
Gojal	Hunza	1		1	5	10	15	6	10	16
Gupis	Ghizer		3	3	13	14	27	13	17	30
Jaglote	Gilgit	1	1	2	9	10	19	10	11	21
Ishkoman	Ghizer		2	2	5	7	12	5	9	14
Khaplu	Ghanche	8	15	23	54	63	117	62	78	140
Kharmang	Skardu	7	15	22	4	2	6	11	17	28
Lotkoh	Chitral	4	7	11	29	47	76	33	54	87
Mashabrum	Ghanche	2	13	15	31	30	61	33	43	76
Mastuj	Chitral	4	21	25	51	84	135	55	105	160
Nagar 1	Nagar		2	2	6	13	19	6	15	21
Nagar 2	Nagar			0	9	18	27	9	18	27
Punial	Ghizer		3	3	19	18	37	19	21	40
Rondu	Skardu	9	14	23	15	9	24	24	23	47
Shigar	Skardu	13	28	41	22	12	34	35	40	75
Shounter	Astore	3	11	14	21	22	43	24	33	57
Sikandarabad	Hunza			0	5	8	13	5	8	13
Skardu	Skardu	22	47	69	27	18	45	49	65	114
Tangir	Diamer			0	7		7	7	0	7
Torkhow	Chitral			0	9	10	19	9	10	19
Yasin	Ghizer		2	2	12	22	34	12	24	36
Total		96	251	347	578	628	1206	674	879	1553

Annexure 3: Work Plan

Activity		Level of Effort (ISS Team)									Week
		RJ	RZ	AH	RH	AA	AS	SA	FA	En	
1	Read documents, conduct Evaluability Assessment, prepare report, draw samples	4									1-2
2	Inception call in Islamabad	1									2
3	Contact telephone respondents, confirm availability			2	2	2	2				2
4	Prepare Evaluation Plan	2									3-4
5	Prepare data collection tools, field manual	4	1								3-4
6	Pilot test survey tools, train researchers, finalize tools	2	2	1	1	1	1	1			3-4
7	Identify, recruit, train local GBC researchers	1									3-4
8	Design SPSS data entry sheets							2			4
9	Telephone interviews		8	15	15	15	15	15			4-7
10	Supervise data collection		3								4-7
11	Data entry								20		4-8
12	Supervise data entry, clean, code qualitative data							13			4-8
13	Interview AKRSP teams, other stakeholders (phone)	5	5								4-6
14	Transcribe qualitative field data		3								5-7
15	Data collection in GBC									6x6	5-6
16	Generate tables, graphs	2						4			9
17	Data analysis and triangulation	3	1								10
18	Share findings with stakeholders (lsb), update PMF indicators	1									10
19	Write draft report	9									11-12
20	Write final report	3									13
21	Final presentation to stakeholders (lsb)	1									13

En=Enumerators

6. Evaluation Instruments - Quantitative

EELY End-line Evaluation Youth Interview Survey

A Survey Details

A1 Questionnaire code: _____ A2 Name of interviewer: _____

A3 Interview Date (day/month/year): _____ A4 Interview start-time: _____

A5 District: _____ A6 Tehsil: _____

A7 Union Council: _____ A8 Village: _____

A9 Category of respondent (choose only one category from your respondent list):

	Program	Yes	No
A9.1	Did not participate in EELY programs	1	2
A9.2	Youth Internship Program	1	2
A9.3	Skill Development Program	1	2
A9.4	Entrepreneurship Training	1	2
A9.5	Youth Micro-Challenge Awards	1	2
A9.6	Young Community Leadership Program (YCLDP)	1	2
A9.7	Youth Life Skill Programs	1	2

B Youth Profile

B1 Name of respondent: _____

B2 Phone number of respondent: _____

B3 Sex of respondent:

Female	1
Male	2

B4 Age of respondent:

15-19 years	1
20-24 years	2
25-29 years	3
30-35 years	4
36-40 years	5

B5 What is your current marital status?

Never married	1
Engaged to be married	2
Married	3
Separated/divorced	4
Widowed	5

B6 Please describe your living environment:

Rural Area (including villages)	1
Town in rural area (which has health, education and market facilities)	2
District Headquarters	3

B7 What is the highest level of education that you have completed?

No schooling	1	Go to B9
Madrassa	2	
Primary education (1-5)	3	
Middle education (6-8)	4	
Vocational education	5	
Technical education	6	
Secondary school (9-10)	7	
Higher secondary school (11-12)	8	
Graduation (College/ University/ Religious institution)	9	
Master's	10	
Doctoral or post-doctoral	11	
Other (please specify _____)	99	

B8 What is your current education status:

I am taking a break from education	1
I have completed my education	2
I am currently studying in:	
a Madrassa	3
a primary school	4
a middle school	5
a vocational school	6
a technical school	7
a secondary school	8
a higher secondary school	9
at graduation level (college/university/religious institution)	10
at Masters level	11
at Doctoral, post-doctoral level	12

B9 What is your economic/work status? **[MULTIPLE RESPONSES POSSIBLE]**

Combining work and education	1	Continue
Work for salary/wage with an employer	2	
Work as self-employed/own-account worker	3	
Attend education/training only	4	Go to B15
Unemployed/looking for work	5	
Work as unpaid family member	6	
Engage in home duties (including child care)	7	
Unable to work due to sickness or disability	8	
Other (please specify _____)	99	

B10 What is your main source of income or livelihood?

Professional, technical and related worker	1
Administrative, managerial	2
Clerical and related worker	3
Business/Sales/Trader	4
Agricultural worker	5
Factory/production/extraction worker	6
Government/public sector worker	7
Armed forces (Police, Army)	8
Home-based worker/subcontractor	9
Service worker	10
Housework / domestic work	11
Other (please specify _____)	99

B11 Did you start your own business or some income generating activity during the last two years?

Yes	1
No	2

B12 In which sector does your business, or the organization you work for, operate?

Education and Early Childhood Education (ECD)	1
Agriculture, Horticulture, Livestock, Forestry, and fishing	2
Government, Public administration and defence (police and military)	3
Construction, masonry, tile-making, brick-making	4
Transport and storage	5
Agricultural Goods Processing (e.g. fruit and fruit processing)	6
Wholesale and retail trade, border trade	7
Health and social work	8
Other community, social and personal services	9
Tailoring, carpet-weaving and handicrafts	10
Mining, quarrying and processing (precious and semi-precious stones)	11
Tourism, Hotels and restaurants	12
Electricity, gas and air conditioning	13
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	14
Finance/insurance	15
Mechanics and Repairs (including automotive)	16
Carpentry	17
Business Management	18
Information and communications technology (ICT), including computers	19
Other (please specify _____)	99
Decline to answer	999

B13 On average how much do you earn in a month (from all income sources combined)? Rs. _____

B14 Who normally decides how the money is spent? **[READ FIRST FOUR OPTIONS]**

Me	1
Head of household	2
Me with head of household (and others)	3
Other family members (non-head of household)	4
Not willing to disclose	999

B15 Approximately what percentage of your time is spent in home and family related activities, such as child care, cooking, housekeeping, household shopping, fetching wood and water, taking care of in-laws, elderly, disabled persons, etc.

Less than 10%	1
10-20%	2
21-30%	3
31-40%	4
41-50%	5
51-60%	6
61-70%	7
> 70%	8
Don't know	9

B16 To what extent has your involvement in home and family related activities affected your participation in doing a paid job, or a business, or some income generating activities?

To a significant extent	1
To a moderate extent	2
To a minimum extent	3
Not at all, participate fully in job, business, or income generating activities	4
Not allowed to work for money	5
Never had the desire to work for money	6
Don't know	7
Other (please specify _____)	99

C Youth Perceptions: Life, Work, and Community Engagement

C1 Do you feel your opportunities to get employment are affected by your:

	Yes	No
C1.1 Age	1	2
C1.2 Sex	1	2
C1.3 Education	1	2
C1.4 Experience	1	2
C1.5 Differently abled status	1	2
C1.6 Marital Status	1	2
C1.7 Other (please specify _____)	1	2

C2 Do you have a membership in any of the following institutions: **[READ ANSWERS AND SELECT ANY THAT APPLY]**

Code	Type of Institution	Yes	No
C2.1	Local Govt (elected official: district council, union council, town/municipal council)	1	2
C2.2	Local Support Organization (LSO)	1	2
C2.3	Village Organization (VO)	1	2
C2.4	Women's Organization (WO)	1	2
C2.5	Community Organization (CO) or welfare organization	1	2
C2.6	Youth organization	1	2
C2.7	Environmental organization	1	2
C2.8	Religious organization	1	2
C2.9	Political organization	1	2
C2.10	Professional organization (e.g. teachers' association)	1	2
C2.11	Business Associations, Networks and Cooperative Societies	1	2
C2.99	Other (please specify _____)	1	2

C3 For each of the following areas of household decision-making, please identify whether you generally make decisions on this matter alone, jointly with another family member, or if you do not make the decision at all.

- 1 = sole decision-maker
- 2 = joint decision-maker, with another family member
- 3 = no role in decision
- 98 = not applicable

C3.1 Education (yours)	
C3.2 Education (other household members)	
C3.3 Marriage (yours)	
C3.4 Marriage (other household members)	
C3.5 Travel and Mobility (yours)	
C3.6 Travel and Mobility (other household members)	
C3.7 Work: decision to seek work, and where to seek work (yours)	
C3.8 Work: decision to seek work, and where to seek work (other household members)	

C4 For each of the following areas of household decision-making, please identify whether you generally make financial decisions within the household alone, jointly with another family member, or you do not make the decision at all.

- 1 = sole decision-maker
- 2 = joint decision-maker with another family member
- 3 = no role in decision
- 98 = not applicable

C4.1 Education (yours)	
C4.2 Education (other household members)	
C4.3 Food (yours)	
C4.4 Food (other household members)	
C4.5 Clothing (yours)	
C4.6 Clothing (other household members)	
C4.7 Household expenses	
C4.8 To start a business or income generating activity	

C5 Imagine the following: you are affiliated with a government institution (use local govt. for Chitral)

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

C6 Imagine the following: you work in the private sector

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

C7 Imagine the following: you are a member of a community organization

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

D Program Participation

D1 Did you attend any programs organised by AKRSP / EELY?

Yes	1	Continue
No	2	End interview
Don't know	3	Continue

D2 Which programs did you participate in? (read out list and mark the ones attended)

	Program	Yes	No
D2.1	Youth Internship Program	1	2
D2.2	Skill Development Program	1	2
D2.3	Entrepreneurship Training	1	2
D2.4	TVET Strengthening	1	2
D2.5	Tourism and Value Chain Enhancement	1	2
D2.6	Youth Micro-Challenge Awards	1	2
D2.7	Young Community Leadership Program (YCLDP)	1	2
D2.8	Youth Life Skill Programs	1	2
D2.9	Young Members of Community Based Saving Groups (CBSGs)	1	2
D2.10	Other (please specify _____)	1	2
D2.11	Don't know	1	2

D3 In which year did you participate in the program(s)? **[MULTIPLE RESPONSES POSSIBLE]**

2012	1
2013	2
2014	3
2015	4
2016	5
Don't know	6

D4 If attended after 2014, in which month attended? (write mmyy): _ _ _ _

D5 If employed, when did you start your last employment? (write mmyy): _ _ _ _

D6 What were the benefits of attending this program(s)? **[MULTIPLE RESPONSES POSSIBLE]**

	Benefits	Yes	No
D6.1	Acquired useful skills	1	2
D6.2	Got work experience	1	2
D6.3	Helped in getting employment	1	2
D6.4	Helped in starting a business	1	2
D6.5	Helped in starting work as a consultant / trainer	1	2
D6.6	Increased savings	1	2
D6.7	Increased participation in community activities	1	2
D6.8	Became an active member of VO/CO/WO/LSO	1	2
D6.9	Became an active member of a youth organization	1	2
D6.10	Began playing a leadership role in groups/organizations	1	2
D6.11	Improved my performance as a public representative	1	2
D6.12	Improved my performance of domestic activities / chores / as a home maker	1	2
D6.13	Got recognition as a youth leader / activist	1	2
D6.14	Other (please specify _____)	1	2
D6.15	Don't know	1	2

A10 Interview End Time: _____

Questionnaire for Employer Survey

A Survey Details

A1 Questionnaire code: _____ A2 Name of interviewer: _____
 A3 Interview Date (day/month/year): _____ A4 Interview start-time: _____
 A5 District: _____ A6 Tehsil: _____
 A7 Union Council: _____ A8 Village: _____
 A9 Urban/Rural: _____

B Enterprise/Employer Profile

B1 Full name of respondent: _____

B2 Position of Respondent: _____

Owner	1
Manager	2

B3 Sex of respondent:

Female	1
Male	2

B4 Age of respondent:

20-29 years	1
30-39 years	2
40-49 years	3
>49 years	4

B5 Education of respondent:

None	1
Madrassa	2
1-5 years	3
6-10 years	4
11-12 years	5
13-14 years	6
> 14 years	7

B6 Name of the enterprise: _____

B7 Address of the enterprise _____

B8 Phone number of respondent: _____

B9 When was the enterprise established?

<4 years ago	1
4-10 years ago	2
11-20 years ago	3
21-30 years ago	4
>30 years ago	5

B10 Is it registered?

Yes	1
No	2

B11 How long has the respondent worked in this enterprise? ____ months

B12 What would best describe the enterprise/business?

Personal business / sole proprietorship	1
Family business	2
Partnership	3
Government/public sector enterprise	4
Branch of an international enterprise/company	5
Private national/local company	6
Non-profit organization (secular) / community organization	7
Religious organization	8
Other (please specify – B12os)	99

B13 In which sector/industry does this enterprise/organization operate? **[MULTIPLE RESPONSES POSSIBLE]**

Education and Early Childhood Education	1
Wholesale and retail trade, border trade	2
Transport and storage	3
Construction, masonry, tile-making, brick-making	4
Carpentry	5
Tourism, Hotels and restaurants	6
Tailoring, carpet-weaving and handicrafts	7
Agriculture, Horticulture, Livestock, Forestry, and fishing	8
Agricultural Goods Processing (e.g. fruit and fruit processing)	9
Mechanics and Repairs (including automotive)	10
Mining, quarrying and processing (precious and semi-precious stones)	11
Electricity, gas and air conditioning	12
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	13
Business Management	14
Information and communications technology (including computers)	15
Finance/insurance	16
Scientific and technical activities	17
Government, Public administration and defence (police and military)	18
Health and social work	19
Other community, social and personal services	20
Other (please specify: B13os)	99

C Recruitment Practices and Challenges

C1 Approximately how many people work in your organization? _____

C2 Of them, how many are young people (15 to 35 years age)? _____ IF NONE, GO TO C10

C3 Calculate and write percentage of youth staff _____%

C4 Do you hire both male and female youth?

Only male	1	Go to C6
Only female	2	
Both	3	

C5 If you do not hire young females, what are the reasons for not hiring them? **[MULTIPLE RESPONSES POSSIBLE]**

It is not part of our culture for women to work	1
Females are not allowed to work outside the home	2
The nature of work (only men do such jobs)	3
They have family demands / pressures which affect their work	4
They are unable to travel or stay in other locations over night	5
They require special treatment (maternity leave, child care, etc.)	6
They do not stick around for sufficient time (e.g. marriage)	7
They are not comfortable working with men	8
Mixing of young women with male staff creates problems	9
Other (please specify: C5os)	99

C6 How satisfied are you with the technical and professional skills of your young staff members?

Highly satisfied	1
Satisfied	2
Dissatisfied	3
Highly dissatisfied	4

C7 Have any of your young staff left your organization?

Yes	1	Continue
No	2	Go to C11

C8 If yes, how long did they work in your organization? **[MULTIPLE RESPONSES POSSIBLE]**

<1 year	1
1-2 years	2
3-4 years	3
>4 years	4

C9 If yes, what were the reasons for youth leaving? **[MULTIPLE RESPONSES POSSIBLE]**

Further education / training	1
Got a better job opportunity	2
Family / marriage / child birth	3
Transfer of family to other location	4
Unable to adjust to work environment / demands	5
Other (please specify: C9os)	99

C10 If you do not hire young people, what are the reasons for not hiring them? **[MULTIPLE RESPONSES POSSIBLE]**

They lack required qualification	1
They lack relevant experience	2
They lack skills	3
They lack good work habits	4
They lack honesty / integrity	5
They do not stick around for sufficient time	6
Other (please specify: C10os)	99

C11 Have you faced problems recruiting kinds of workers you require for your enterprise or business?

Yes	1	Continue
No	2	Go to C17
Don't know	3	

C12 What challenges have you faced in recruiting workers?
 [READ THE LIST AND ASK THE RESPONDENT TO RANK THEIR TOP TWO CHALLENGES]

CHALLENGES	Men		Women	
	C12.1A 1st	C12.1B 2nd	C12.2A 1st	C12.2B 2nd
Cannot find people with necessary skills / training	1	1	1	1
Cannot find people with necessary experience	2	2	2	2
Cannot find people with local language skills	3	3	3	3
Applicants do not have good enough literacy skills	4	4	4	4
Applicant salary expectations too high	5	5	5	5
Difficulty forecasting staffing needs	6	6	6	6
Applicants do not have proper documentation	7	7	7	7
Cultural/social/physical/mobility constraints for women	8	8	8	8
Ethnicity/sectarian issues	9	9	9	9
Cannot find people with the proper attitudes	10	10	10	10
Other (please specify: C12os)	99	99	99	99

C13 If you cannot find people with the necessary skills, what are the missing skills?

Code	Type of Skills	Yes	No
C13.1	Information technology skills	1	2
C13.2	Language Skills	1	2
C13.3	Communication and interpersonal skills	1	2
C13.4	Dealing with finances and numbers	1	2
C13.5	Problem-solving and analytical skills	1	2
C13.6	Leadership and management skills	1	2
C13.7	Time management skills	1	2
C13.8	Teamwork skills	1	2
C13.9	Vocational or Technical skills (specify)	1	2
C13.10	Creative and artistic skills	1	2
C13.99	Other (please specify C13os _____)	1	2

C14 Have you faced problems recruiting youth (15-35 years) workers you require for your enterprise or business?

Yes	1	Continue
No	2	Go to C17
Don't know	3	

C15 What challenges have you faced in recruiting youth workers?
 [READ THE LIST AND ASK THE RESPONDENT TO RANK THEIR TOP TWO CHALLENGES]

CHALLENGES	Men		Women	
	C15.1A 1st	C15.1B 2nd	C15.2A 1st	C15.2B 2nd
Cannot find people with necessary skills / training	1	1	1	1
Cannot find people with local language skills	2	2	2	2
Applicants do not have good enough literacy skills	3	3	3	3
Applicant salary expectations too high	4	4	4	4
Difficulty forecasting staffing needs	5	5	5	5
Applicants do not have proper documentation	6	6	6	
Cultural/social/physical/mobility constraints for women	7	7	7	7
Ethnicity/sectarian issues	8	8	8	8
Cannot find people with the proper attitudes	9	9	9	9
Other (please specify: C2os)	99	99	99	99

C16. If you cannot find youth with the necessary skills, what are the missing skills?

Code	Type of Skills	Yes	No
C16.1	Information technology skills	1	2
C16.2	Language Skills	1	2
C16.3	Communication and interpersonal skills	1	2
C16.4	Dealing with finances and numbers	1	2
C16.5	Problem-solving and analytical skills	1	2
C16.6	Leadership and management skills	1	2
C16.7	Time management skills	1	2
C16.8	Teamwork skills	1	2
C16.9	Vocational or Technical skills (specify)	1	2
C16.10	Creative and artistic skills	1	2
C16.99	Other (please specify C18.99os_____)	1	2

C17 Does your company have a relationship with any Technical and Vocational Training (TVET) institution?

Yes	1
No	2
Don't know	3

C18 Did a TVET institution or service provider contact your company regarding your employment / skill needs?

Yes	1
No	2
Don't know	3

C19 Does your company contact TVET institutions to see potential new recruits?

Yes	1
No	2
Don't know	3

C20 Have you hired recent graduates of TVET programs?

Yes	1
No	2
Don't know	3

C21 Are you aware of the AKRSP EELY (Enhancing Employability and Leadership of Youth) project?

Yes	1	Continue
No	2	End interview

C22 How many youth have you employed who benefited from EELY interventions (skill training, internship, awards, leadership development, etc.)?

___ (Write 0 for none, or the number of youth employed) **[IF 0, STOP INTERVIEW]**

C23 If youth employed, how many were female?

___ (Write 0 for none, or the number of female youth employed)

A10 Interview end-time: _____

7. Evaluation Instruments - Qualitative

**Enhancing Employability and Leadership of Youth (EELY)
Endline Evaluation Consent Form – Key Informant Interview (Telephonic)**

Hello, my name is _____ and I am working with the Aga Khan Development Network to carry out the endline evaluation of the Enhancing Employability and Leadership of Youth (EELY) project. Your name was provided to us by AKRSP as one of the active stakeholders of this project.

Purpose

The overall objective of the interview is to evaluate the relevance, efficiency, effectiveness, impact and sustainability of the project, and elicit recommendations for a similar future project.

Voluntary Participation

All participation in this interview today is voluntary. You are free to decide if you want to take part or not. If you do agree to take part now, you can also change your mind at any time during the interview, without any implications. If you choose to end your participation during the interview, we will not use any information provided by you up to that point.

Procedures

The interview will take about 30 to 45 minutes and will include questions about relevance of the project, its efficiency and effectiveness, its impact and sustainability, and recommendations for a similar project. There are no right or wrong answers and we hope that you will share your experiences with us.

Risks and discomforts

During the interview, you may choose not to answer a question without giving a reason and I will proceed. If there are parts of the interview that you do not want to participate in, you are also free to not participate; but I hope you will stay in the interview until the end. If you choose to end your participation in the interview, none of your responses will be used.

Benefits

The information generated from the interview, based on your participation, will help us to understand how our project has been effective or could have been improved. It will inform future activities and interventions that we hope to implement in this area.

Confidentiality and Anonymity

All information provided during the interview will be kept confidential and will not be shared with anyone outside the project implementers. The completed Consent Form and notes taken will be placed together and secured for only the people involved in the research. In addition, your name will not be used in the findings of the report, nor used in any way that may allow for individual participants to be known by people not involved in the study. We will however note down some of your personal characteristics on a separate sheet – but only for the purpose of aggregating information. Your individual identity or name will not be noted on this form. If you agree, we would like to audio record the interview. The recording will only be used to ensure accuracy in our notes, and will be destroyed following the completion of the study.

Contact information

For more information about this study, you can contact the researchers who are responsible: Rafiq Jaffer (03224886178) and Razia Jaffer (03234811635).
Do you have any questions that you would like to ask?

Consent Statement

The preceding information has been read to me. I have had the opportunity to ask questions about it and they have been answered to my satisfaction. I consent voluntarily to be a participant in this interview and understand that I have the right to withdraw from the discussion at any time.

- I agree to participate (*please tick*) I do not agree to participate (*please tick*)
- I agree to audio recording (*please tick*)

I, the undersigned, have fully explained the relevant details of this interview to the respondent to consent.

Interviewer's Name: _____
Interviewer's Signature: _____ **Date:** _____

KEY INFORMANT INTERVIEW (TELEPHONIC) – GUIDING QUESTIONS

Methodology

Read out the consent form in a conversational style. Answer any questions that the respondents may have regarding the interview. After receiving the consent, ask the first question. If the question warrants any probes, or there is a need for any clarification, ask clarifying questions. Then proceed to the second question. If at any point you feel that a particular question has been already answered, skip the question. However, if you are not sure, ask the question. At the end of the interview thank the respondent(s) for their time and valuable inputs.

Demographic information of respondent:

Name: _____

Sex: _____

Position: _____

Organization: _____

Location: _____

Involvement in project: _____

EELY Project Team

Evaluation component	Questions
Relevance: To what extent has the program addressed needs of populations	To what extent has the project addressed the needs of men and women, boys and girls?
Effectiveness: What are the key results achieved since the onset of the program?	What are the key results achieved since the onset of the project?
Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	What are the key factors that have influenced the achievement or non-achievement of the objectives?
Efficiency: To what extent have interventions been implemented on time? What factors are impeding interventions, if any?	To what extent have interventions been implemented on time? What factors, if any, have impeded interventions?
Relevance: What are the key gender inequality issues and barriers that have been addressed by the project?	What are the key gender inequality issues and barriers that have been addressed by the project? How well have these issues been addressed?
Effectiveness: What are the key gender equality results that have been achieved since the onset of the program?	What are the key gender equality results that have been achieved since the onset of the project? How do you know?
Sustainability: Is the external environment conducive to the maintenance of results?	How has the environment of the target community changed since the start of the project? What about around expectations for men and women, or other social norms?
Efficiency: To what extent have interventions been implemented on time? What factors are impeding interventions, if any?	Was this project different than most AKRSP projects? If so, what specific challenges did you face? How did you address them?
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program?	What is the likelihood that results/benefits will continue after the end of the EELY project? Is this different for different groups of beneficiaries? Why do you think so?
Sustainability: Is the external environment	Is the external environment conducive to the maintenance

conducive to the maintenance of results?	of results? Please explain.
Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	Based on your experience with the project, what would you recommend for any future AKRSP projects?

Service Providers

Evaluation component	Questions
Effectiveness: What are the key gender equality results that have been achieved since the onset of the program?	What was your experience of working with male and female youth under the EELY project?
Relevance: What are the key gender inequality issues and barriers that have been addressed by the project?	Were there any challenges or benefits of working with men? What were they? How did you deal with them?
Relevance: What are the key gender inequality issues and barriers that have been addressed by the project?	Were there any challenges or benefits of working with women? What were they? How did you deal with them?
Efficiency: To what extent have interventions been implemented on time? What factors are impeding interventions, if any?	What support did you receive from AKRSP EELY staff in providing services?
Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	Did AKRSP develop your capacity to provide services to male and female youth under the EELY project? If yes, what capacities were developed? How did you use those capacities?
Effectiveness: What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program?	What was the result of the services provided to male and female youth? Were there any differences between male and female youth? Can you give me some examples?
Effectiveness: What are the key results achieved since the onset of the program?	How do you know these results happened? (Prompt: did you conduct some type of assessment?)
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program?	Will the result of the services that you provided to male and female youth continue? How do you know?
Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	If there was another project of this nature in the future, what should it include? What should be continued, and what should be changed?

Government officials

Evaluation component	Questions
Effectiveness: What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program?	What in your view has been the impact of the EELY project on male and female youth in GBC? Were there any differences for males and females? Please provide examples.
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program?	Has there been any impact of the EELY project on government policies related to youth, labour, youth employment, safe work environments, education, etc. If yes, what kind of impact? Please provide examples. How are these changes likely to impact male and female youth? Please provide examples.
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program?	Has there been any change in government budget for male and female youth in the last 5 years? Was there any link between these changes and the project?
Effectiveness: What are the key factors that	If there was another project of this nature in the future,

have influenced the achievement or non-achievement of the objectives?	what should it include? What should be continued, and what should be changed?
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LSOs

Evaluation component	Questions
Effectiveness: What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program?	<p>Do you see any changes in LSOs compared to five years ago? Has there been any increase in the participation of youth in LSOs? If yes, is this increase true for both male and female youth?</p> <p>Has there been any increase in the number of youth taking up leadership roles in LSOs? If yes, is this increase true for both male and female youth?</p> <p>Do you see any changes in jobs/employment compared to five years ago? Has there been any increase in youth employment during this time? If yes, is this increase true for both male and female youth? Has it led to increase in incomes of youth? Both male and female youth?</p> <p>Do you see any increase in entrepreneurship in GBC compared to five years ago? If yes, has there been any increase in youth becoming entrepreneurs during this time? If yes, is this increase true for both male and female youth? Has it led to increase in incomes of youth? Both male and female youth?</p> <p>Do you see any increase in disaster risk reduction and management awareness and skills in GBC compared to five years ago? If yes, has there been any increase in youth involvement in disaster risk reduction and management during this time? If yes, is this increase true for both male and female youth?</p> <p>Any other significant changes in male and female youth during the past five years?</p>
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program? Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	Did the EELY project play any role in producing the changes mentioned earlier? If yes, what kind of role? Is this change sustainable? How?
Effectiveness: What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program?	<p>Did you find that staff within your respective LSOs have increased their capacity since being engaged with AKRSP's EELY? In what way? Have specific skills in gender equality analysis and integration been developed?</p> <p>If yes to the above, have you noticed any changes in the LSOs to show that the increased skills have been used?</p>
Effectiveness: What are the key factors that have influenced the achievement or non-achievement of the objectives?	If there was another project of this nature in the future, what should it include? What should be continued, and what should be changed?

**Enhancing Employability and Leadership of Youth (EELY)
Endline Evaluation Consent Form – Focus Group Discussion**

Hello, my name is _____ and I am working with the Aga Khan Development Network to carry out the endline evaluation of the Enhancing Employability and Leadership of Youth (EELY) project.

Purpose

The overall objective of the focus group discussion is to learn about the benefits that you received by participating in the EELY project,

Voluntary Participation

All participation in this focus group discussion today is voluntary. You are free to decide if you want to take part or not. If you do agree to take part now, you can also change your mind at any time during the discussion, without any implications. If you choose to end your participation during the discussion, we will not use any information provided by you up to that point.

Procedures

The focus group discussion will take about one hour and will include questions about the benefits of training, internship, entrepreneurship, employment, savings, awards, seed funding, and other EELY interventions. There are no right or wrong answers and we hope that you will share your experiences with us.

Risks and discomforts

During the discussion, you may choose not to answer a question without giving a reason and we will proceed. If there are parts of the discussion that you do not want to participate in, you are also free to not participate; but we hope you will stay in the discussion until the end. If you choose to end your participation in the focus group discussion, none of your responses will be used.

Benefits

The information generated from the focus group discussion, based on your participation, will help us to understand how our project has been effective or could have been improved. It will inform future activities and interventions that we hope to implement in this area.

Confidentiality and Anonymity

All information discussed during the focus group discussion will be kept confidential and will not be shared with anyone outside the project implementers. The completed Consent Form and notes taken will be placed together and secured for only the people involved in the research. In addition, your name will not be used in the findings of the report, nor used in any way that may allow for individual participants to be known by people not involved in the study. We will however note down some of your personal characteristics on a separate sheet – but only for the purpose of aggregating information. Your individual identity or name will not be noted on this form. If you agree, we would like to audio record the focus group discussion. The recording will only be used to ensure accuracy in our notes, and will be destroyed following the completion of the study.

Contact information

For more information about this study, you can contact the researchers who are responsible: Rafiq Jaffer (03224886178) and Razia Jaffer (03234811635).

Do you have any questions that you would like to ask?

Consent Statement

I have read the preceding information, or it has been read to me. I have had the opportunity to ask questions about it and they have been answered to my satisfaction. I consent voluntarily to be a participant in this focus group discussion and understand that I have the right to withdraw from the discussion at any time.

- I agree to participate (*please tick*) I do not agree to participate (*please tick*)
- I agree to audio recording (*please tick*)

Respondent's Signature: _____ **Date:** _____

Thumbprint of the respondent named above if they cannot write: _____

I, the undersigned, have fully explained the relevant details of this focus group discussion to the participants to consent.

Facilitator's Name: _____

Facilitator's Signature: _____ **Date:** _____

FOCUS GROUP DISCUSSION WITH BENEFICIARIES – GUIDING QUESTIONS

District: _____

Sex: _____ No. of Participants: _____

Methodology

BEFORE THE FOCUS GROUP:

Set the TIME: The focus group should be at least 60 minutes and no more than 90 minutes.

Pick the PLACE: It should be at a place that is convenient for people to get to, comfortable for everyone, and quiet. You don't want to hold a focus group in a room where others are walking in and out, or where there is another activity going on.

Have the participants seated in a circle where possible, with the moderator and note taker a part of the circle, and the note taker seated at the immediate right of the moderator. Code each participant with a number, starting from number 1 for the person sitting on the immediate right, and moving in an anti-clockwise manner, from 1 to 8 or whatever is the last number. The same codes should be used to identify respondents in the notes.

DURING THE FOCUS GROUP:

INTRODUCE YOURSELF, THE PURPOSE OF THE FOCUS GROUP, AND GROUND RULES.

Explain the purpose of the focus group.

Thank participants for being there, and let them know that they are important to your study.

Explain the facilitator's and recorder's roles and ask permission to video or audiotape. Get signed consent forms.

Establish ground rules (e.g., everyone should participate; all ideas are equally valid; there are no right or wrong answers).

Ask if there are other agreements to add.

USE AN ICE-BREAKER TO INTRODUCE EVERYONE AND INCREASE COMFORT.

ASK YOUR QUESTIONS.

Use the list of questions in the given order as far as possible.

Use open-ended questions.

Ask follow-up questions like, "Tell me more about what you are saying."

Keep the discussion moving and on topic.

Ensure that participants feel safe and respected.

Encourage people to have different ideas.

Make sure every participant has an opportunity to speak and to listen.

Stay neutral! Avoid reinforcing one point of view over another.

Help people expand on their comments by asking follow-up questions like, "Can you give an example of what you mean?" or "Can you say more about that?"

Use body language that shows you are interested in what people are saying.

Set up a group dynamic. If people are talking too much to you and not to the group, tell them you are going to leave the room for a few minutes to let them talk about a particular issue and when you return you want to know what they came up with together.

Allow for silence. Pause before changing topics or asking follow-up questions.

This is the time that people who are hesitating may jump into the discussion.

Read the scenarios given below. Choose the ones relevant to the group members. Read out the relevant scenario, and ask participating members to close their eyes and imagine the scenario. Give them a few minutes to carry out the exercise. Then ask them to open their eyes and describe what they saw one by one. Record their comments.

Complete all the questions and scenarios given on the next page.

CLOSE THE DISCUSSION.

Thank everyone for coming.

Let them know how you will use the information.

AFTER THE FOCUS GROUP:

Review your audio/video tape of the discussion. Transcribe your notes verbatim on the same day as the FGD, and email them to ISS.

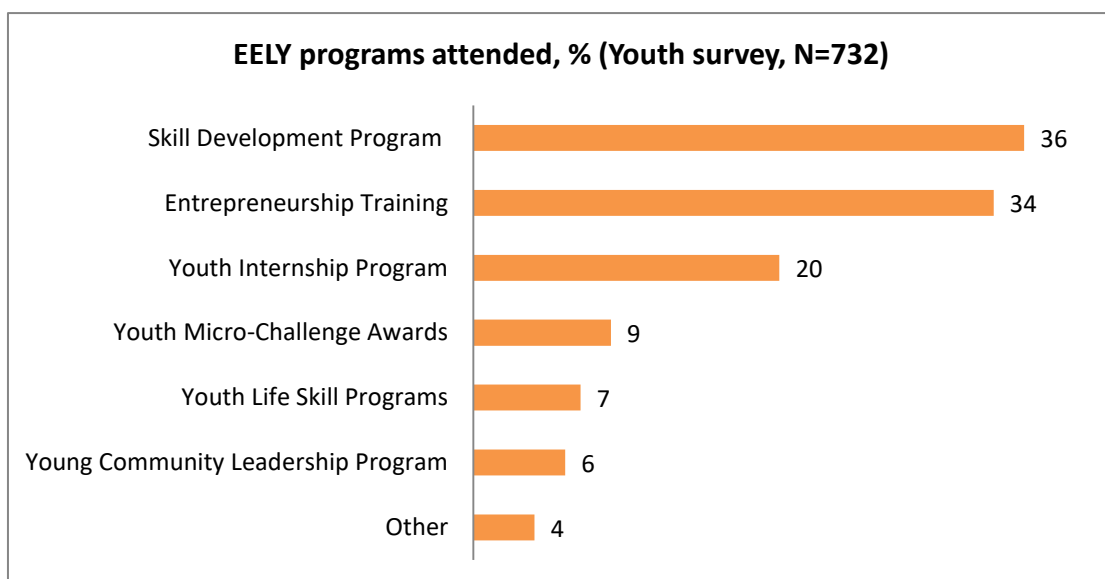
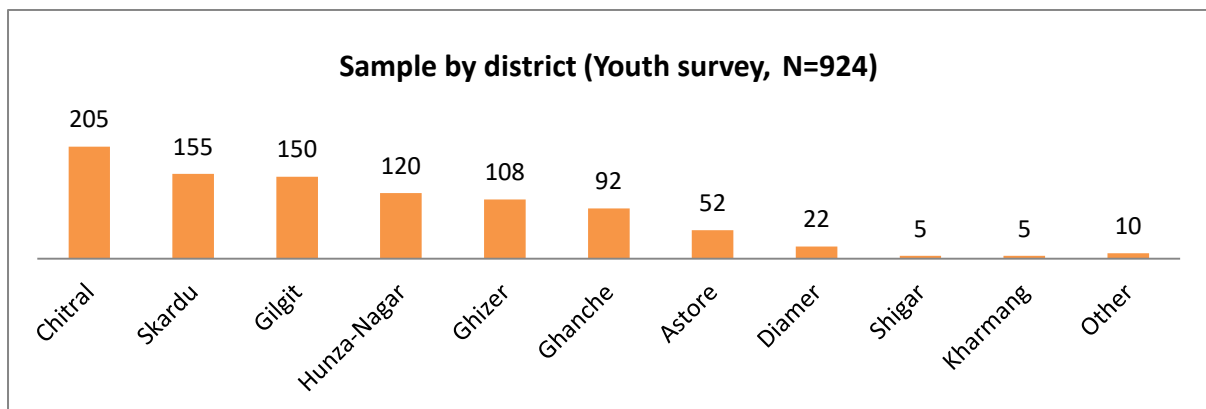
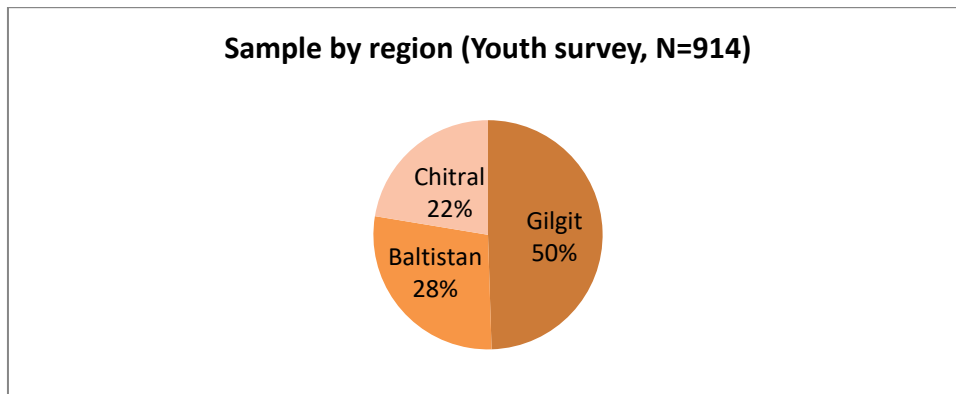
FGD Questions and Scenarios

Evaluation component	Questions	Method
Effectiveness: What are the key results achieved since the onset of the program? What are the key gender equality results that have been achieved since the onset of the program?	How did men and women in your area benefit from being a part of AKRSP's EELY interventions? (Remind participants of the various EELY interventions). How? Please provide examples (explore for training, internship, entrepreneurship, employment, savings, awards, seed funding, other benefits)	<p>Scenario #1</p> <p>Close your eyes and relax. Imagine Iqbal. He just completed the EELY internship program / EELY training program / received seed funding from EELY to start a small business / received a Youth Micro Challenge Award (YMCA) from EELY [<i>select whatever is appropriate</i>] at XX. What is he doing now? What will he likely be doing in 6 months? In one year?</p> <p>Repeat the exercise with someone named Fatima.</p>
Relevance: To what extent has the program addressed needs of populations?	Do you think that the EELY interventions met the needs of young men and women fully or partially?	Ask this question after completing the scenario exercise mentioned earlier.
Efficiency: To what extent have interventions been implemented on time? What factors are impeding interventions, if any?	Were these interventions carried out in a timely manner? Would these benefits have been possible without AKRSP's EELY project?	<p>Scenario #2</p> <p>Close your eyes and relax. Imagine that there was no AKRSP EELY project in your area. What do you see? Now what is life like for Iqbal? For Fatima?</p>
Relevance: What are the key gender inequality issues and barriers that have been addressed by the project?	What issues/barriers, if any, did men or women face in being involved in the EELY project? Can you give some examples? Did the project address these issues? If yes, how? If not, why do you think that is?	Ask these questions after completing the first scenario exercise.
Sustainability: What is the likelihood that results/benefits will continue after the end of the EELY program? Is the external environment conducive to the maintenance of results?	How likely are these changes likely to sustain over the next five years? Why or why not? Is the external environment conducive to the maintenance of results?	Repeat the first scenario exercise, this time asking what participants see five years later. Ask the possible reasons for what they perceived.

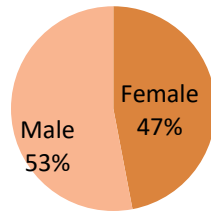
8. Evaluation Sample

8.1. Youth Survey Sample

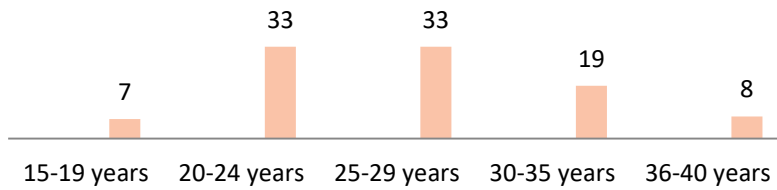
The youth sample included 452 youth from Gilgit region, 257 from Skardu region, and 205 from chitral region.



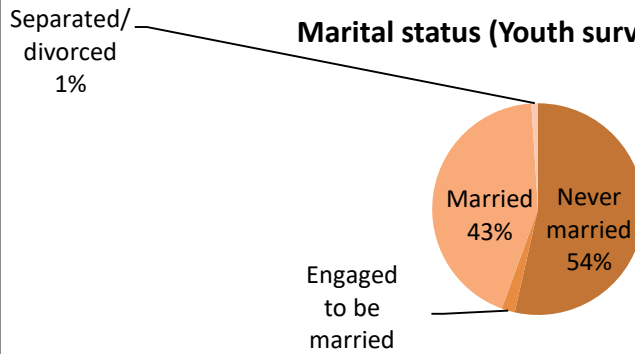
Sex of respondents (Youth survey, N=924)



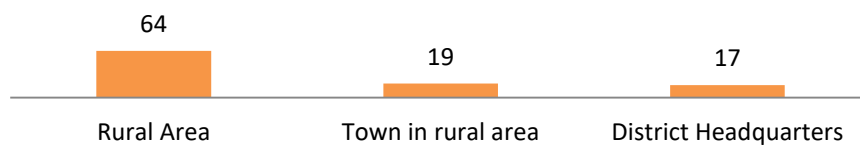
Age of respondents, % (Youth survey, N=920)



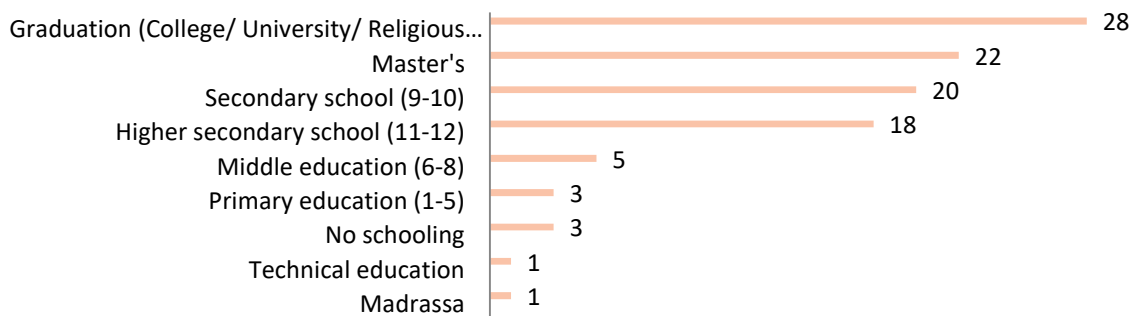
Marital status (Youth survey, N=919)



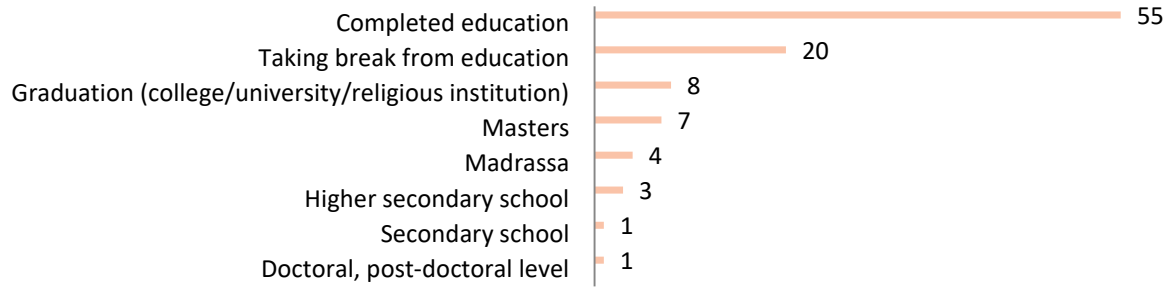
Living environment (Youth survey, N=919)



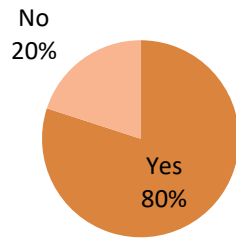
Highest level of education completed, % (Youth survey, N=919)



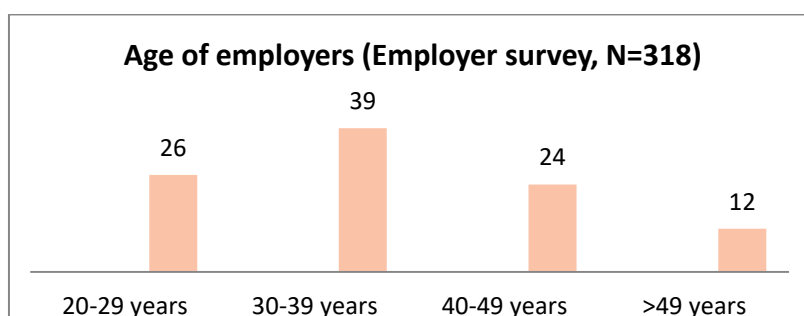
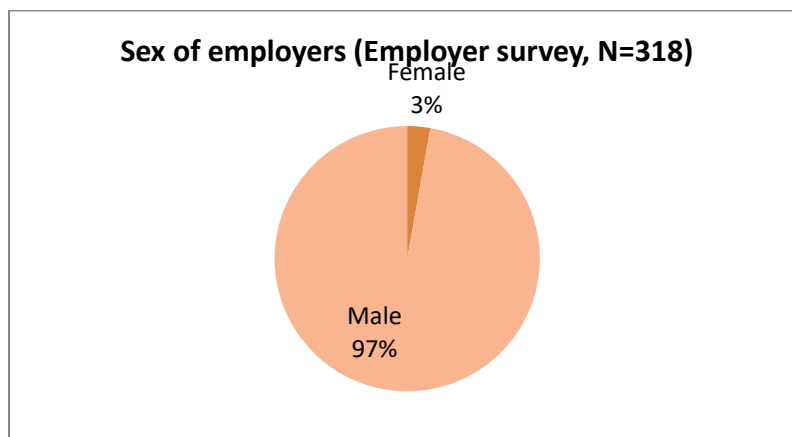
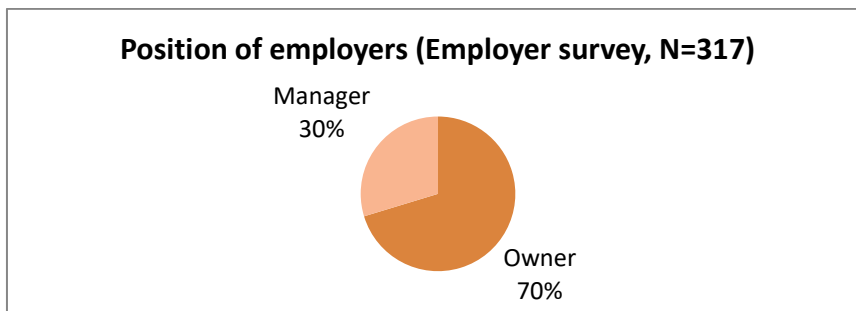
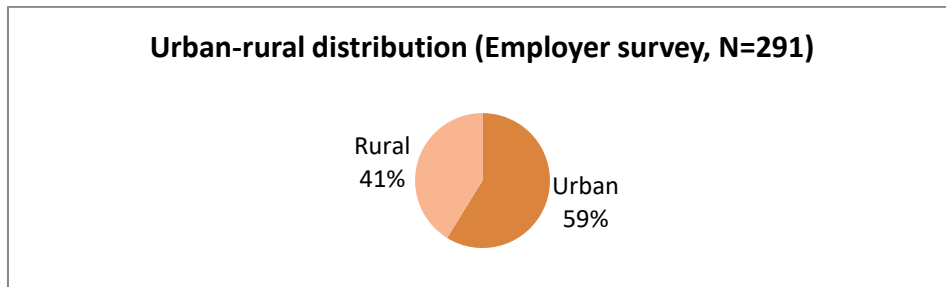
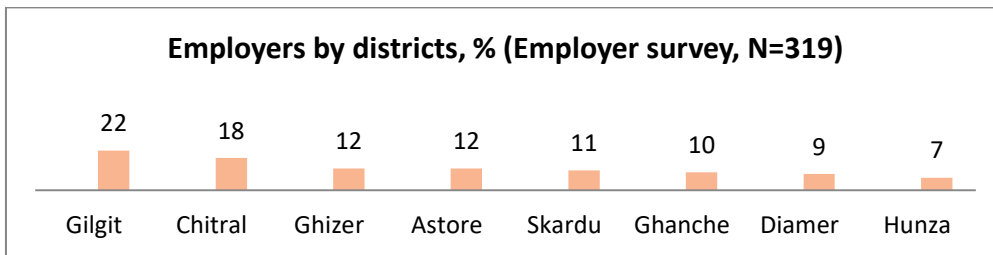
Current education status, % (Youth survey, N=881)

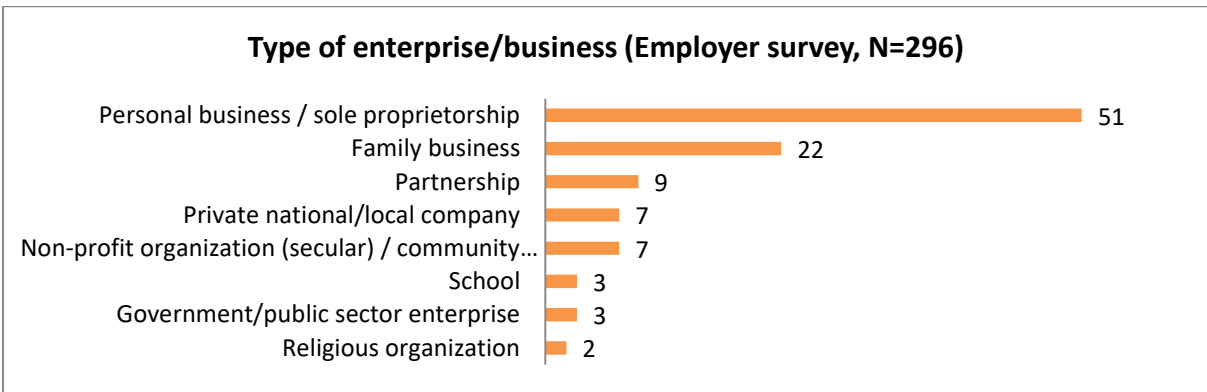
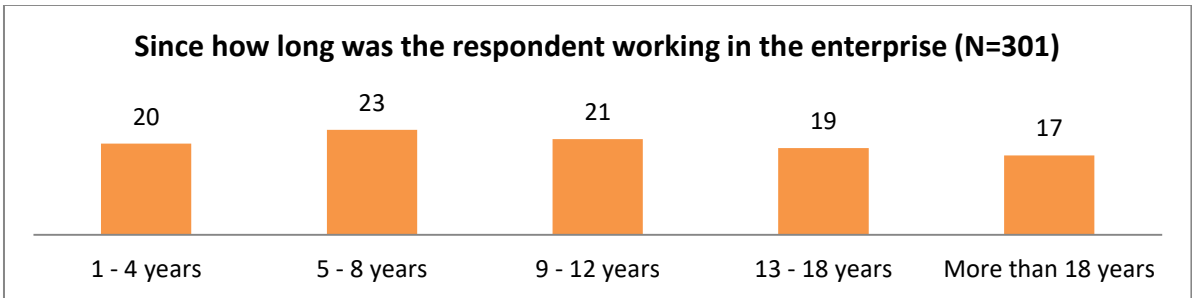
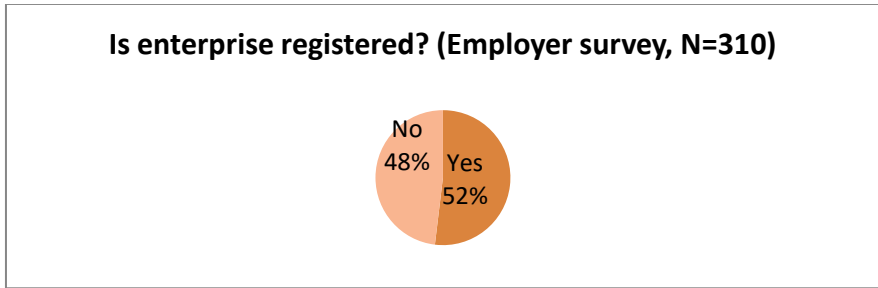
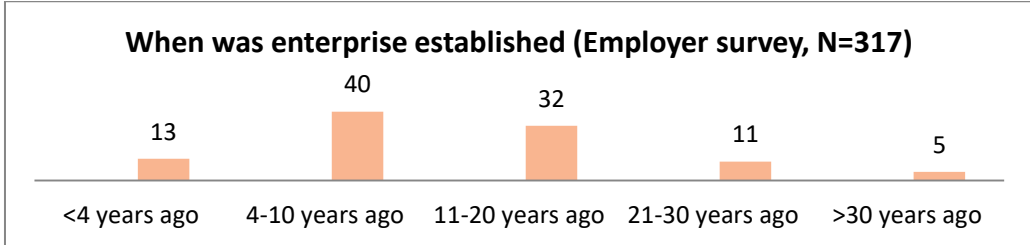
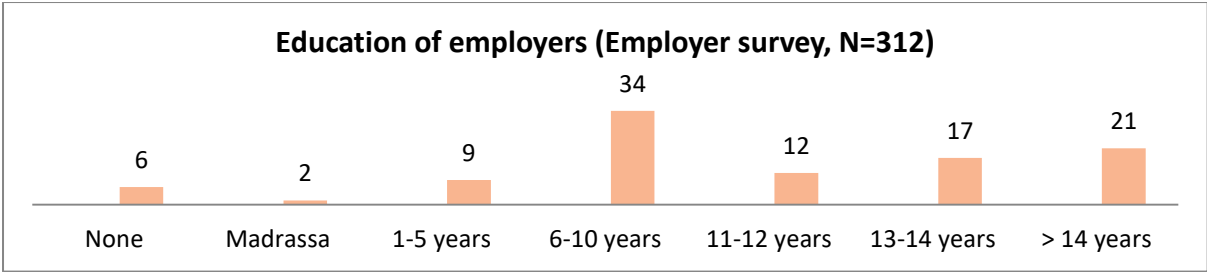


Attended AKRSP/EELY programme (Youth survey, N=913)

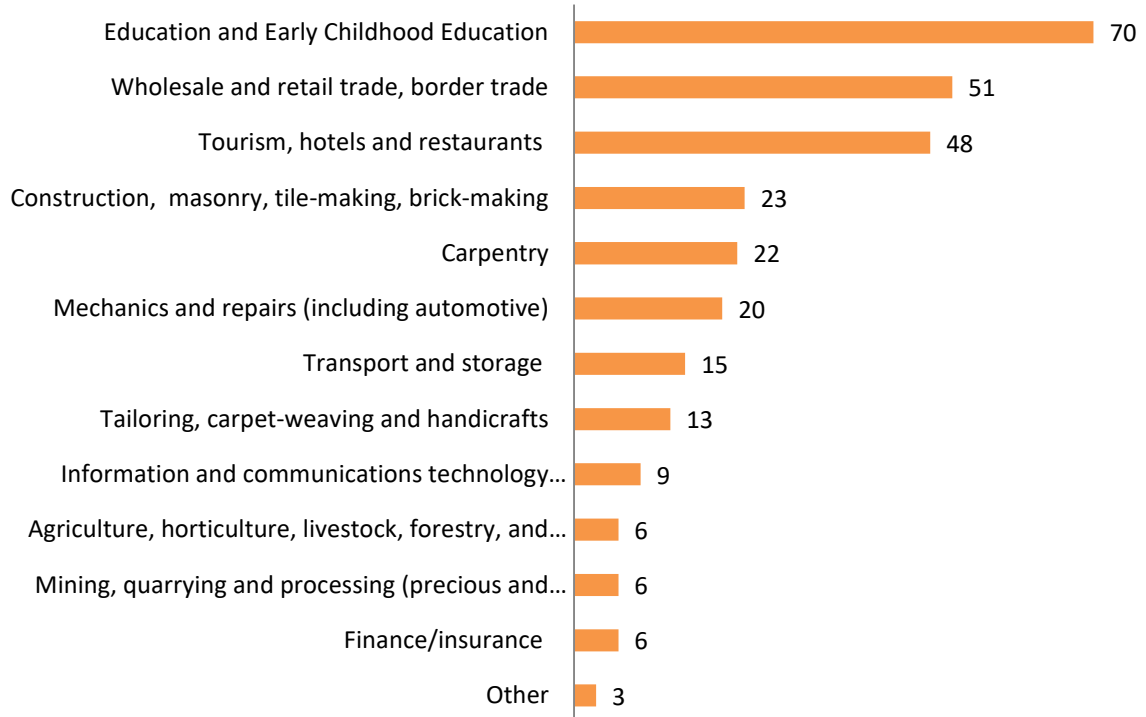


8.2. Employer Survey Sample

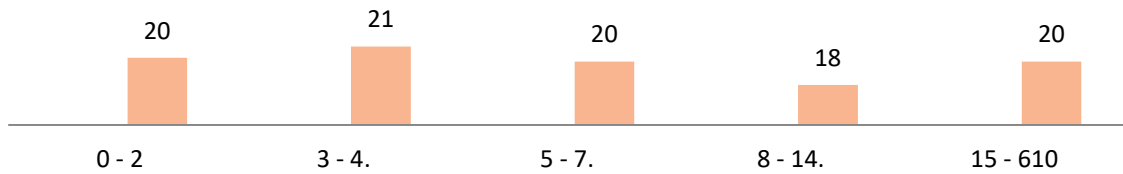




Sector/industry in which enterprise /organisation works (N=319)



No. of people working in organisation, % (Employer survey, N=319)



Number of young people (15 to 35 years) working in organisation (Employer survey, N=313)

