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LIST OF ACRONYMS

CO	Community Organization
COP	Chief of Party
COR	Contracting Officer's Representative
DIH	District Industrial Homes
DO	Development Objective
GESI	Gender Equity & Social Inclusion
GOP	Government of Pakistan
GOPb	Government of Punjab
GTTI	Government Technical Training Institute
HHRD	Helping Hand for Relief & Development
ICT	Information & Communication Technology
IR	Intermediate Result
IRM	Institute for Rural Management
LOE	Level of Effort
LOP	Life of Program
LTTA	Long Term Technical Assistance
MCCI	Multan Chamber of Commerce and Industry
MoU	Memorandum of Understanding
M&E	Monitoring & Evaluation
MF	Mojaz Foundation
MIS	Management Information System
NGOs	Non-Governmental Organizations
NOC	No Objection Certificate
OJT	on the job training
PPAF	Pakistan Poverty Alleviation Fund
PPP	Public Private Partnership
PSDF	Punjab Skills Development Fund
PVTC	Punjab Vocational Training Council
PYWD	Punjab Youth Workforce Development
RAC	Refrigeration and Air Conditioning
RMEA	Repair and Maintenance of Electrical Appliances
SO	Strategic Objective
STTA	Short Term Technical Assistance
SWD	Social Welfare Department
TBD	To Be Decided/Determined
TIs	Training Institutes
TOR	Terms of Reference
TVET	Technical & Vocational Education and Training
TEVTA	Technical Education & Vocational Training Authority
TUSDEC	Technology Upgradation and Skill Development Company
USAID	United States Agency for International Development

A Year of Cementing Partnerships and Initiatives



Figure 1: The Inking of the partnership between TEVTA Punjab and PYWD project in the presence of the US Counsel General, Lahore



Figure 2: Project Beneficiaries in district Multan demonstrating their confidence with skills acquired



Figure 3: Forging of the BISP and PYWD Project strategic alliance in the presence of Ms. Marvi Menon, Federal Minister

I. Executive Summary

During the first year, the PYWD Project successfully addressed all necessary legal; regulatory and administrative requirements for efficiently operating in Pakistan, including securing NOCs from Provincial and District governments; meeting USAID vetting eligibility requirements of its subcontractors; and establishing project offices and mobilization of staff. Further, the PYWD Project established enduring partnerships with the public, private and development sectors and formalized contractual arrangements with major training providers. While the project initiated its program activities in the 2nd quarter and began producing results in the 3rd quarter, full-scale program implementation took a foothold in the last quarter of year 1.

The PYWD Project created a new bar for USAID projects in Pakistan by fulfilling all regulatory compliance activities for legally operating at the federal, provincial and priority districts' level. It attained its NOC from the Home Department, Government of Punjab, Pakistan initially for six months, and then followed it up by a renewal for a year. Similarly, alliances were created with Technical and Vocational Training Authority (TEVTA)¹, Punjab Vocational Training Council (PVTC)² and Social Welfare Department (SWD), who are the premier training providers in the targeted districts. Cognizant of private sector's role in the project, a strategic partnership was formalized with Bahawalpur Chamber of Commerce and Industry, which through its industry/employer's network, is extending the requisite support to PYWD project in opening economic opportunities for the youth beneficiaries of the project.

Another major collaboration forged during the year was the partnership with the Benazir Income Support Program (BISP)³. This partnership will provide the PYWD project with direct access to BISP's database of marginalized (based on Poverty Score Card) families, which will further improve the targeting of the vulnerable youth segment in the focused districts. Through the use of this database, the PYWD project will be able to better validate its selection of marginalized youth for project's training, self-employment and entrepreneurial streams, thereby extending its reach to those living in extreme poverty.

Coupled with the strong focus on collaboration and coordination with government and the private sector, the PYWD project garnered significant momentum in implementing the activities envisaged under each project component. The project partnered with 53 Community Organizations (COs) and identified a pool of 439 individuals during May 2017 for skills development training through TEVTA's training institutes located in the four focused districts. These numbers increased to 102 Community Organizations (COs) and 2,696 individuals mobilized for training by the end of 1st year through the deployment of a team of Short Term Technical Assistance (STTA) professionals to fill the void created by un-boarded subcontractors⁴. Orientation sessions and consultative meetings were organized with local communities through COs. During these meetings, project teams initiated dialogue on peace building, social bonding,

¹ www.tevta.gop.pk

² www.pvtc.gop.pk

³ www.bisp.gov.pk: BISP is Pakistan's largest social safety net scheme designed for ultra-poor by the federal government.

⁴ Sub-contractors that were unable to acquire NoCs to operate in the targeted districts and/or comply with USAID vetting requirements.

project's concept and its available opportunities and selection of youth for enrollment to vocational training.

The project's ongoing 'community youth events' have been designed to bring energy, creativity, empowerment, enthusiasm for new ideas, and confidence among marginalized youth. On the nation's Independence Day on 14 August 2017, the PYWD team arranged a series of community and youth events in target districts to commemorate and launch initiatives with youth and local community members. The project productively engaged more than 1,250 youth in these community-based youth engagement events. The events were led by local youth and served as a medium of free expression, shaping their socio-economic views towards technical and vocational education and society in general.

Under the community engagement component, the PYWD project also began organizing the community (including youth volunteers) into REFLECT groups to deliberate on local common issues/problems. The groups' meetings are being facilitated by PYWD project staff to discuss and identify small community development scheme/initiatives to address these identified issues/problems. The PYWD Project will then partly support these schemes that will provide immediate benefits to- as well as foster a sense of collective ownership within- the community. In the first year, five (5) REFLECT circle initiatives in Lodhran district already began positively shaping the attitudes of marginalized communities through collective participation and the identification of concrete development schemes.

The project also facilitated exposure visits of more than 200 high-school children to TVET institutes where an orientation on the TVET sector as an alternate career option after high-school for those from the most marginalized families was provided.

Having participated in youth awareness sessions (focusing on behavioral change and available opportunities) organized under the auspices Component I, the mobilized youth were interviewed, screened and registered for various training and development programs organized with government-owned TVET institutes particularly TEVTA, PVTC and SWD-as part of Component II activities. The project started its first enrolment in the 3rd quarter (April – June 2017), whereby 1,314 marginalized youth (767 girls and 547 boys) were enrolled in 48 TVET programs (courses) in different institutes managed by PVTC, TEVTA, and Sanatar located in the focus districts. Further, follow-on activities to these institutional training programs leading to self-employment, apprenticeships and private-led training programs also commenced during the last quarter of the year. The PYWD project enrolled 20 women in the dress making vocation whereas 375 youth was enrolled with three private institutes in hospitality, tourism, livestock development and services sector. The PYWD project secured employment commitments from around 60 employers for these enrolled 375 youth. The project has successfully managed to minimize drop-outs in its training programs.

The project is successfully heading towards its first graduating class in Oct-Nov 2017 and has established alliances with Trade Testing Board (TTB) and Punjab Board of Technical Education (PBTE) to ensure recognized certification for its project beneficiaries. The PYWD training and human development team, in coordination with the placements team; the training partners and industry has also shortlisted training

programs for the October 2017 and January 2018 sessions to ensure maximum economic opportunities for the youth residing in four districts.

Institutional Capacity building is an integral component of PYWD project. During the year the project team collected and consolidated data of 141 public and private sector training institutions working in the focus districts. The project carried out capacity assessment of these institutes through floating a questionnaire designed to assess the physical infrastructure, teachers' profile, trades and willingness to partner for capacity building. Of these 141 institutes, 103 responded and their data was analyzed based on defined grading criteria. With the subcontract signed with IRM, this activity will be in full implementation from October 2017.

Upon the request of Deputy Commissioner, Muzaffargarh, the PYWD project established a woman training center as a special initiative under the institutional capacity building component. The district government provided the community center building located at Turkish colony, Muzaffargarh to house the new training center. The Turkish colony was built for the flood-affected population and the local administration requested PYWD to transform this building into a training institute for women residents of the colony, as well as surrounding areas. The project equipped the building with state-of-the-art machinery and equipment related to 3 trades (i.e. dress making, embroidery and beautician) along with relevant furniture and fixtures. The institute was declared as a sub-campus of Sanatzar (Industrial Home), Muzaffargarh and was inaugurated by the Deputy Commissioner, Muzaffargarh. Out of the total of 22 institutes, which PYWD project has targeted to be capacitated, the Turkish colony training center is now deemed as complete and the project plans to capacitate the remaining 21 institutes in Year II.

To complement the project components and specifically targeting rural women of focus districts, the PYWD began finalizing the basis for a partnership with the Punjab Skills Development Fund (PSDF) to jointly implement the 'Skills for Market Linkages' program. As per this proposed program's features, 1,100 women residing in PYWD project districts will be mobilized and engaged in a year-long program to gain skills in Commercial Tailoring, Embellished Textile and Hand Embroidery, and followed by entrepreneurial training to enable market linkages that would ensure a sustainable livelihood. At the end of the program, the PYWD project will transfer over the training machines and related equipment to the graduated trainees and will also arrange for the provision of microfinance loans to qualified trainees through its partner- Akhuwat microfinance. The joint program is likely to become operational from January 2018.

Another activity that will be contributing towards demand-driven skills development--leading to employability-- is validation of skills gap analysis. The project initiated the study in the last quarter with a literature review of the previously conducted skills gap studies by TEVTA, PVTC, PSDF and USAID already completed. Focus group discussions/sessions have also been conducted with businesses, industries and training providers of agriculture, manufacturing and services sector. The feedback of these focus groups has been extremely productive and will accordingly be incorporated in upcoming initiatives of capacity building and skills development training.

In conclusion, Year I has set-forth the direction for PYWD project to begin accelerating its intended results and contributing broadly to USAID's stabilization efforts in the region. The project has gained significant momentum, it has positioned itself as an important player in supporting the development of the youth in Punjab, and through the forging of strategic alliance with highly credible partners, it is poised in Year 2, to help a larger number of youth hailing from marginalized communities.

This first-year annual progress report is organized in the following areas to document progress made on the PYWD Project:

Section II provides a background of the project.

Section III lists the major activities undertaken, benchmarks achieved, and performance standards attained during this reporting period.

Section IV discusses the problems encountered by the project, their status and proposed solutions to new or ongoing problems.

Section V provides a few success stories.

Section VI highlights the best practices that were adopted by the PYWD Project.

Section VII discusses the Monitoring, Evaluation and Learning updates.

Section VIII provides an overview of the communication and outreach component.

Section IX reflects on financial information over the reporting period.

Section X provides PYWD project's updated organizational chart.

II. Background

USAID awarded the Punjab Youth Workforce Development (PYWD) Project to Louis Berger on May 18, 2016 with certain conditions to be met before full-scale mobilization for project implementation. During the pre-mobilization phase, Louis Berger was directed by USAID to complete mandatory local registrations, as well as acquire the No-Objection Certificates (NOC) from the relevant government departments to be able to work in the project's focus districts. Louis Berger completed its registration formalities in Pakistan on August 11, 2016 and USAID issued a notice to proceed on September 29, 2016. Louis Berger subsequently secured a 6-month NOC on December 13, 2016, which has since then been extended until June 19, 2018.

The NOC issued to Louis Berger by the Home Department, Government of Punjab required the project's subcontractors to obtain their respective NOCs prior to mobilization and PYWD Project implementation. In addition to the NOC conditionality, USAID required the PYWD Project subcontractors to seek 'vetting' approval prior to project implementation. FINCON and IRM were the only subcontractors who were able to secure their respective NOCs⁵, thereby resulting in Louis Berger cancelling its teaming arrangements with the remaining three community mobilization partners (Bunyard, Mojaz, HHRD). Louis Berger then requested USAID for approval to directly implement program activities originally assigned to these subcontractors, which USAID approved in May 2017.

Louis Berger quickly put together an alternate delivery strategy for program implementation, including the introduction of new program initiatives/subcontractors, namely the Skills for Market Linkages Program (in collaboration with Punjab Skills Development Program), TVET training with TEVTA, PVTC and Industrial Home and microfinance activities with Akhuwat Microfinance. Louis Berger also established its own field-based program implementation offices in Multan and Bahawalpur. As these new initiatives/subcontractors were being finalized with USAID, Louis Berger recruited short-term personnel in the interim to expedite the remaining program activities starting in June 2017. These measures were taken to ensure smooth program implementation and minimize any further delays.

At the end of year I, Louis Berger and its current subcontractors, met all the compliance and administrative approval requirements, including NOCs; approvals by various provincial and district government entities and USAID vetting; and, the PYWD project implemented a significant portion of the approved Year I Workplan. The initiated program activities are now serving as the foundation for expediting PYWD program results.

⁵ Even though FINCON and IRM received NOCs, significant delays in getting their USAID vetting approvals led to their subcontracts only being finalized on June 1, 2017 and October 1, 2017 respectively.

Program Overview

The USAID-PYWD Project is a 3-year project funded by USAID and implemented by the Louis Berger Group (Louis Berger). The program is intended to promote economic growth by improving opportunities for youth and building socially-constructive attitudes among the communities. This 3-year effort includes active community engagement to encourage socially constructive attitudes and generate employment opportunities for at-risk youth in the disadvantaged communities, thereby endeavoring to mitigate extremism and instability. The focus districts for the PYWD Project are Bahawalpur, Lodhran, Multan, and Muzaffargarh.



Figure 4: Map of Selected Districts

The Project will have a far-reaching impact on the communities in the selected areas through three main project components as outlined below:

- I. **Community Engagement:** Under this component, community organizations are involved in identification of youth and promotion of socially constructive behavior among the youth, including opening prospects for skills development and gainful economic opportunities.
- II. **Institutional Capacity Building:** This component involves upgrading the capacity of 22 local institutions to offer modern, market-driven courses that better equip students for gainful employment or entrepreneurship.
- III. **Access to Workforce Education and Training:** Under this component, PYWD project is enabling vulnerable and marginalized youth to seize new work-learning opportunities and build skills--valued by employers--to increase their income.

The PYWD Project was conceptualized to transform the growing “youth bulge” of Pakistan, especially in focus districts of South Punjab, into a growth dividend through provision of opportunities to acquire market-led skills that promote employment and entrepreneurship. The project has two broad results to complement USAID’s stability efforts in Pakistan:

- to increase youth economic opportunities; and
- to enhance socially constructive attitudes and beliefs among youth and their communities.

The project is targeting 10,000 youth aged between 16-29 years, out of which at least 35% will be women.

III. Major Activities

This section of the report highlights the major activities planned and conducted during the year. The activities are classified per the individual project components of Community Engagement, Institutional Capacity Building and Access to Workforce Education and Training.

I) COMMUNITY ENGAGEMENT

The engagement of community in the target districts is the first step of community mobilization. During the year, the Project's community engagement team expanded its outreach by conducting field-based activities such as identification of COs, identification of marginalized youth, youth awareness sessions, REFLECT circle sessions, and exposure visits of school children to TVET institutes. Several local-level collaborations were developed with the influential in the community and other key stakeholders who volunteer and are willing to extend their support in implementation of the PYWD Project activities for marginalized youth of focus districts. The Project is continuously generating support for implementation through robust community mobilization initiated during the year and is expanding its programmatic outreach.

I.1. Identify and engage existing COs in four districts

The identification and mobilization of new COs is reflective of the PYWD Project's ability to penetrate

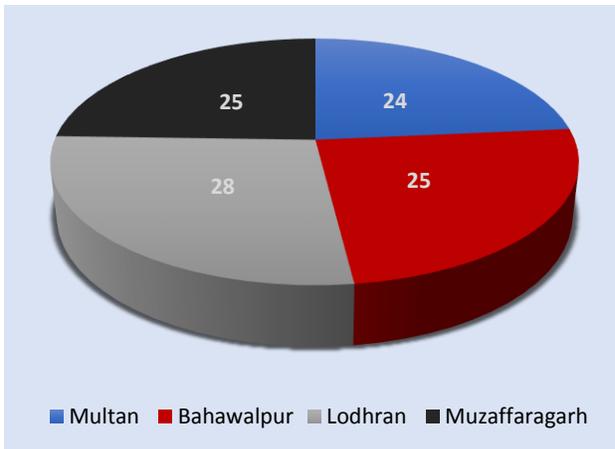


Figure 5: Identified COs in Target Districts

and productively engage with communities in four target districts. CO identification is carried out as part of community mobilization. COs utilize their outreach in the community to engage marginalized groups in project's community resilience support activities and are especially helpful in nominating marginalized youth for program participation. The PYWD Project has successfully identified 102 COs in the four target districts during the year; Multan, Bahawalpur, Muzaffargarh and Lodhran. **Figure 5** exhibits a district-wise break-down of the identified COs.

I.2. Consultative meetings with selected COs in four districts

A consultative meeting is a forum where the identified CO/NGO/CBOs' members meet in a group of 10-15 individuals. The CO meetings may include only males or females or both. The rationale for conducting a consultative session is to orient newly identified/engaged COs about the PYWD Project activities and its community engagement modalities. A consultative session provides an opportunity for the PYWD team to advocate and promote its agenda, and to inform CO members and community about potential benefits the project will offer to them and to the youth selected through their nominations.

During the first year, 92 consultative meetings were held with identified COs. District-wise meeting details is provided in **Figure 6**.

I.3. Identification of vulnerable and marginalized youth

The thematic philosophy of the project revolves around marginalized youth. Once the community has identified COs and subsequently has conducted consultative meetings, the next step is the identification of marginalized youth from the community. As part of the community engagement strategy, youth identification is to be done systematically through members of COs. After a detailed briefing on the Project, the PYWD Project staff share criteria regarding the identification and selection of the marginalized youth. The criteria are strictly adhered to so that only the most deserving, marginalized and vulnerable have a chance of selection.

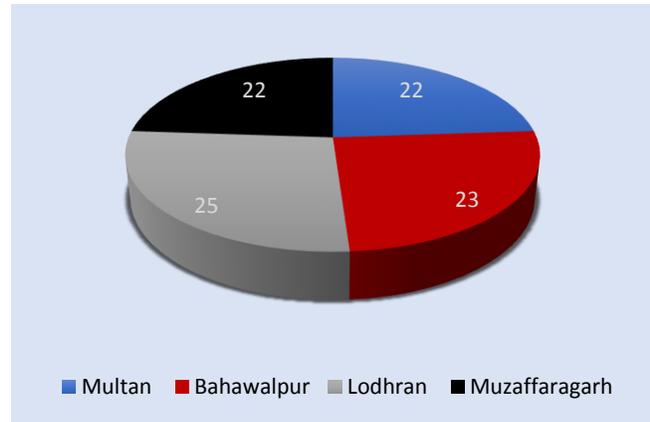


Figure 6: Consultative Meetings with COs

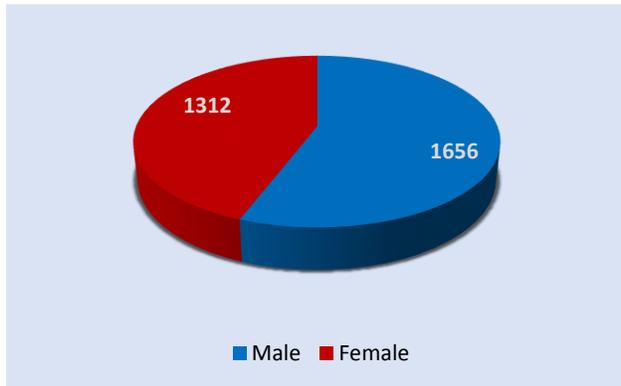


Figure 7: Identified Youth in Target Districts

Using this participatory community mobilization process, the PYWD team has successfully identified 3,070 youth. Out of which, 55% are male, whereas 45% are female-which is above the project goal of 35%. **Figure 7** reflects the gender-wise breakup of the identified youth.

I.4. Awareness sessions for youth in four target districts

The next step in the community engagement phase is to conduct awareness sessions for identified youth. A youth awareness session involves 30 to 40 youth (male and female). The purpose of the session is to inform youth about the PYWD Project, including its objectives and major activities. The sessions are organized in close consultation and in the presence of members of the COs who identified the youth.

This year, 2,798 youth participated in youth awareness sessions. Of which, 47% were women. The inclusion of women is instrumental in successfully further link them to training programs and institutions.

By district, the highest turnout was in Muzaffargarh. This explains the high number

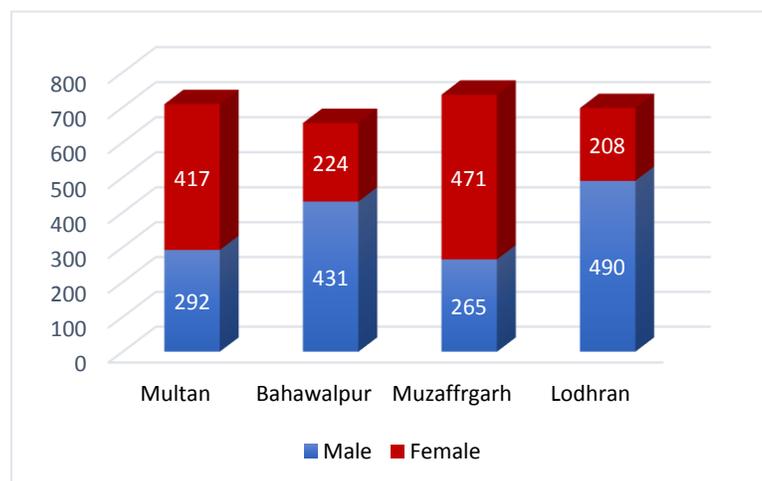


Figure 8: Youth Awareness Sessions (Male & Female)

of identified youth in this district. District-wise with female and male breakup of conducted awareness sessions is given in **Figure 8**.

Community Feedback & Voices Inclusion

Community members, including youth, voiced their desire for increased inclusion in project teams' interaction at the local levels. The feedback from community members during the consultative meetings, awareness sessions and community engagement events was gathered during the year. The relevant inputs are being incorporated as part of project's upcoming planned interventions. Important feedback received from the field-level is encapsulated in **Table I** below.

Table I: Feedback/Recommendations shared by locals during community mobilization process

Community Recommendations	Proposed Incorporation Plan
<p>Promotion of Indigenous Trades: Sheep wool cutting & Rilli (traditional quilts) making have good self-employment prospects in Bahawalpur district.</p>	<p>Given that these trades have the potential for income generation through self-employment, the PYWD project will evaluate the inclusion of these trades as part of the value proposition to training and MF partners.</p>
<p>Desired New Trades: Course on Online E-Work, Photography, Videography, Computer Hardware, Poultry Management, Interior Designing, Web Designing, Farm Management, Rickshaw Mechanic and Mobile Phone repair trades may be adopted.</p>	<p>Validation of skills gap studies is being conducted. PYWD Project may consider new/innovative trades for adoption in comparison to the associated employment potential. The PYWD Project may consider some of these trades as feasible based on the validation once it is completed.</p>
<p>Access to Finance: Loan amount should be up to PKR. 100,000</p>	<p>PYWD Project's micro-finance component is based upon the concept of Revolving Fund. There is a cap value (max. PKR. 50,000) to be observed as part of 1st loan installment. However, the youth beneficiary may subsequently avail more loan installments upon successful repayment of the initial loan amount or other credit evaluation processes of the MF lender.</p>
<p>Monthly Stipend: Stipend amount should be increased as other projects are giving stipend value up to PKR. 3,000 per month</p>	<p>PYWD Project's 1st year's learning reveals that the stipend incentive doesn't necessarily ensure youth's commitment to self-progression. The identification of right individuals is key to sustainability of training. PYWD Project will stick to its stipend value of PKR. 1,500 per month which suffices the youth transportation expenses.</p>
<p>Social Inclusion: Widows and persons with disabilities (PwDs) should be preferred</p>	<p>PYWD Project is planning to launch a dedicated program for this segment of the marginalized youth. In this regard, PYWD Project is in contact with the district government to access details on registered disabled individuals to be considered for PYWD Project interventions. Trade prioritization, along with</p>

institutional/apprenticeship training opportunities will be tapped to benefit the most deserving.

Also, there is built-in mechanism of government's district disability board (having representation of TEVTA) to analyze and decide on individual disability cases for selection in specific trades. The PYWD Project will adhere to the prevailing standards while examining specific cases.

Social Inclusion: Young men & women with no education also be included in the training sphere

Illiterate youth, who fall under the targeted marginalized beneficiaries' category, will be chosen for specific trades as part of the project's direct apprenticeship program, particularly for informal apprenticeship program.

Increased Mobility: Pick-up and Drop-off services should be arranged in far flung areas especially for girls

The same falls beyond the scope of project. However, project's regional staff always facilitates the day-to-day issues faced by beneficiaries. Dedicated local transportation (rickshaw) for girls with shared monthly fare is being facilitated, where required.

1.5. Community engagement events commemorating Pakistan's Independence Day

To promote positive and constructive behaviors of youth in target districts, they must be exposed to healthy activities like sports and other cultural events. One of the major highlights during the last quarter of the PYWD Project was the conducting of four community engagement events, one in each district, focused primarily on youth engagement. The PYWD Project chose Pakistan's Independence Day as the overall theme of these events. These events helped engage young girls and boys along with their parents and community members to feel integrated locally into the



Figure 9: Youth actively participating in event at Bahawalpur social fabric of society. They also contributed towards positive branding of USAID as a support mechanism for marginalized groups in the area through the PYWD Project. More than 1,250 participants attended these events, which reflects the momentum of activities built up through youth participation, alongside support of district government. **Figure 10** provides district-wise details on participation by youth.

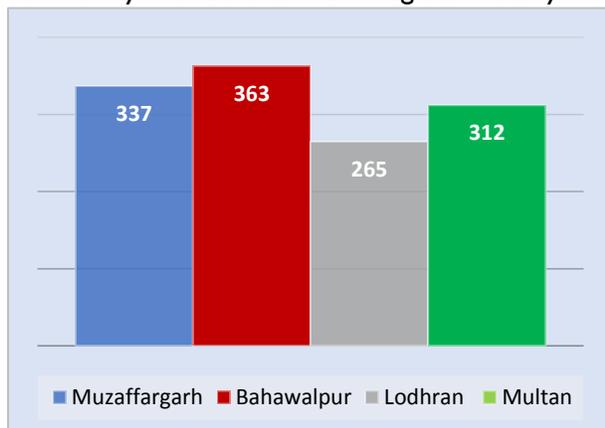


Figure 10: Community participation in Events

Among participants, youth turned out in high numbers, as the events were organized at training institutions. The highest number of participants were at the event in Bahawalpur, along with a fair participation of youth and community members in the remaining three districts. The spirit of the young girls and boys was worth witnessing; for most of them, this was their first opportunity to express their feelings and learn positive lessons from the speeches, motivational lectures, skits, tableaux and cultural demonstrations.



Figure 11: Few glimpses from the events: Young girl delivering speech, stage performance, a participant on wheelchair and group photo

To capitalize on these events, the Project invited key guests from city district governments, training institutions, and relevant partners, who were very supportive of these events. The trainees, who are part of the PYWD training courses, were also given an opportunity to showcase their talents by participating in stage theatre, singing & speech competitions and comedy skits, which generated positive enthusiasm among the youth participants. These events marked a great success in engaging youth in the target districts and for constructively shaping their attitudes.

Feedback from community participants – Focus Group Discussions (FGD):

The impact of these events on youth and their families was captured through formal feedback sessions with the participants. The Monitoring & Evaluation (M&E) Team collected participants' feedback through focus group discussions (FGDs) to gauge the effectiveness of these events. The feedback was gathered from parents of enrolled youth, community members and elders (responsible for nominating the youth)

in the area. The district field monitors administered the questions in the local language and recorded the responses on the questionnaire. Of respondents, 83% shared that it was the first time they and their children had participated in such an event. Among other feedback gathered, a high percentage (69%) (**Figure 12**) reported that they felt that this event contributed towards improving a spirit of nationalism in their children. Subsequently, 18% and 13% of the respondents communicated that the event will have enhanced social cohesion and improve better civic and cultural sense respectively.

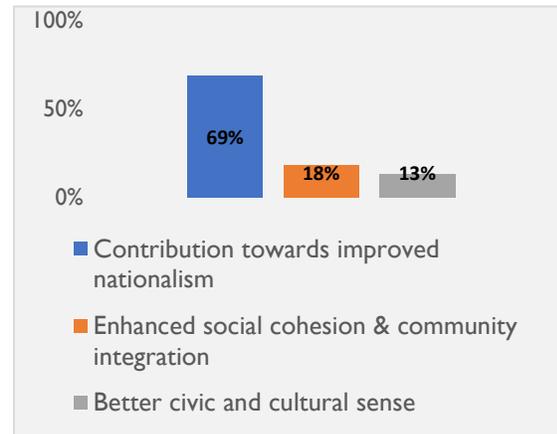


Figure 12: Feedback from Participants

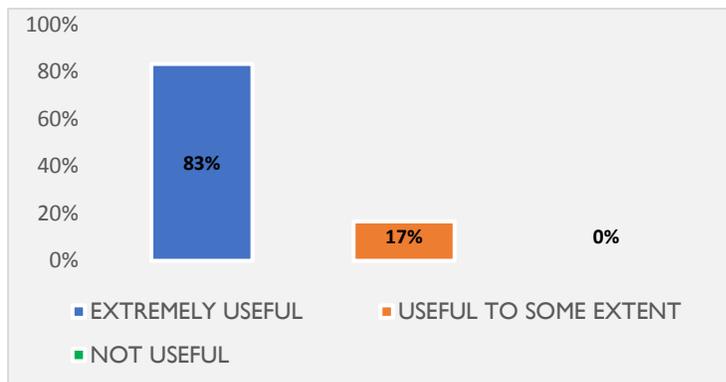


Figure 13: Effectiveness of the events

The respondents were asked to further rate the effectiveness of this event in building positive behavior amongst their children as extremely useful, useful to some extent, or not useful. An overwhelming number of respondents (please see **Figure 13**), 83% rated the events as extremely useful for their children. Likewise, the remaining 17% reported that this event was useful to some extent.

These FGDs also resulted in many suggestions and positive thoughts shared by the respondents. They expressed their opinions with regards to the conducted events in local language. A few noteworthy responses captured by the data collection team included:

- Mothers attending these events have become comfortable with the atmosphere available for their children. *“We will share the project’s message at community level to convince more young girls for participation in the available opportunities under this project”.*
- Events like these help involve introverts (girls & boys) in positive activities and perform on stage. This will help boost their self-confidence.
- These events provided an excellent opportunity to the parents and locals from diverse segments of community for having a positive interaction and sharing common local matters, with an affirmation to stay connected in future.
- Several new learning opportunities for youth were prominent through the activities performed and information shared in the events.
- Females of these districts rarely get a chance to participate in such events. It helped females to take time out of their daily routine and experience a unique positive environment.

The project secured representation from district governments, media, civil society, political leaders, other government departments, and training institutions (see below table – **Table 2**).

Table 2: Key Guests participated in the events

Venue of Event	Designations of key Guests
GTTI(W) Qasimpur Multan	District Manager TEVTA, Ms. Kholi Amjad (Member Punjab Assembly); Social Welfare Department Officers; all principals of GTTI and VTI; members of COs, parents of trainees
GTTI (B) Lodhran	Deputy Commissioner Lodhran; all principals of GTTI and VTI; members of COs, parents of trainees
GTTI (B) Bahawalpur	Mr. Samee Ullah Chaudhry (Media Advisor-Chief Minister), President Press Club; all principals of GTTI and VTI; members of COs, parents of trainees
Industrial Home, Muzaffargarh	Deputy Commissioner Muzaffargarh, Manager Sanatzar, Deputy Director Social Welfare; all principals of GTTI and VTI; members of COs, parents of trainees

I.6. REFLECT Circle/Group formation and sessions

As part of the initial project design, the PYWD Project strategy called for the implementation of small Community Physical Infrastructure (CPI) schemes to identify and address local issues using a participatory development approach. The identification of CPI schemes is being done through REFLECT circles/groups with the assistance of COs. A REFLECT circle/group is an innovative, participatory approach for participatory learning and social change. Women and men come together in groups to democratically discuss the issues relevant to them. PYWD project's REFLECT circle approach is aimed at engaging community to act collectively in creation of a local-level forum, learning the value of their voice, realizing effectiveness of developing local consensus-based development proposals, and seek possible avenues of linkage with government and identification of small CPI schemes to be implemented in the community through PYWD project support.

The PYWD Project initially designed the REFLECT approach to consolidate representation of 5-6 COs and 25-35 chosen members. However, it soon found a challenge in convening 5-6 Cos due to the physical distances between them. Moreover, the budget for the CPI scheme was found to only be sufficient for smaller initiatives benefitting a smaller physical area, not the medium or larger schemes. After deliberations with community and COs, it was decided that REFLECT circles may be formed by an individual CO with volunteers from the community being engaged with the CO to support the entire REFLECT approach.

The formation of REFLECT circle/group at the community level was initiated in the last quarter of the year. (The delayed start was due to the change in implementation strategy deemed necessary owing to certain subcontractors being removed due to non-receipt of NOCs.) Two COs in Lodhran were initially identified, and five REFLECT circle sessions were conducted (**Figure 14**). **Table 3** reflects the details related to REFLECT circle sessions conducted during September 2017.



Figure 14: A REFLECT circle session being conducted by the PYWD community mobilization team

Table 3: Details of REFLECT Circle sessions held and schemes identified

Location	CO Name	# of Sessions	Priority CPI Scheme
Village 14/M, UC 46, Tehsil Dunyapur, District Lodhran	Plan Public Welfare organization	3	Soiling of the road
Village 26/M, UC 47, Tehsil Dunyapur District Lodhran	Christian Development Organization	2	Installation of Water Supply Pipe

REFLECT circle sessions were arranged at strategically neutral places to avoid any associated community biases and at locations accessible to community leaders, CO members and other influential members of the community. Through this process, group members successfully built consensus on their priority needs, namely soiling of the main road by Plan Public Welfare and installation of a water supply pipe by the Christian Development Organization (as referred to in **Table 3** above).

The proceedings of the sessions held at the Plan Public Welfare Organization are summarized in **Figure 15:**

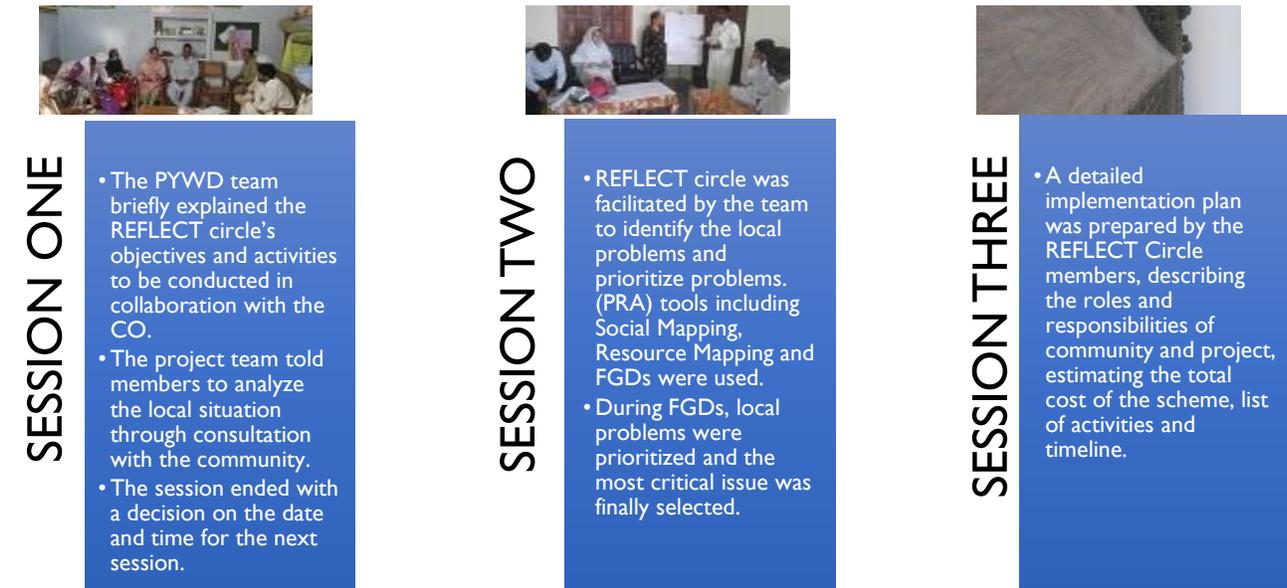


Figure 15: Proceedings of the sessions held in Plan Public Welfare Organization, Lodhran

I.7. Exposure visits of high-school students to TVET training institutes

There is no mechanism in place in which school students can become aware of the importance of the technical and vocational education. To address this gap, the project organized high-school students' visits to different TVET institutes to raise their awareness of such programs/institutions and to see TVET as a viable education path, especially for marginalized youth who are disproportionately more likely to be unable to pursue higher level education. More than 200 students (100 female and 133 male) from four different high schools visited different training institutes (**Figures 16 & 17**).



Figure 16: TVET institution's Instructors counselling students about different trades and skills

At these sessions, a detailed presentation was given by the management of training institutes to the students explaining the variety of trade-specific skills that can be acquired, the employment scope of these skills, and the overall importance of technical and vocational education for pursuing self- and paid-employment streams. Following the presentation, the students visited classrooms and workshops/labs for

further learning and exposure. These exposure trips generated strong interest among students in the demonstrated trades/vocations.



Figure 17: High-school students from girls' schools receiving an orientation session and exposure to Beautician trade

2) INSTITUTIONAL CAPACITY BUILDING

To ensure effective and sustainable training opportunities for youth, the PYWD Project intends to upgrade the training delivery profile of 22 institutes, under its Institutional Capacity Building Component. Better training means the local and regional labor markets have greater access to skilled and dexterous workers; thus, enhanced economic opportunities for the local youth. The key to success of Institutional Capacity Building Component, however, lies in the stringent assessment of the capability training institutes on TVET delivery and placements as well as maintaining strong ties with industry for a demand-driven TVET system. During the first year, the Project consolidated a list of 141 training institutes (TIs) working in the public and private sectors in the four districts of PYWD Project through contacting Qualification Awarding Bodies (TTB, PBTE, PVTC) and TEVTA. These institutes were approached through a questionnaire to assess their capacity and capability⁶. The PYWD Project received responses from 103 training institutes; with a 100% response rate from public sector training providers (TEVTA/PVTC/Sanatzars) and a low response rate from private sector training institutes (i.e., only 13 out of 51). The low rate is due to the closure of some of these private institutes in the focused districts; also confirmed through follow-up visits by the team. **Table 4** reflects detailed statistics on the responses received:

Training Provider	Total # of Institutes	Data Collected
TEVTA	46	46
PVTC	39	39
Sanatzar (SWD)	05	5

⁶ The pool of 141 TIs has been identified through contacting TEVTA and Trade Testing Board (TTB). TEVTA is a sole authority in the province with a charter to register TIs providing technical and vocational education in the province. TTB has a mandate for testing and certification, thus serving as a strategic source to align the number of TIs working in the four districts of PYWDP. There are 46 TEVTA institutes, 39 PVTC institutes, 5 Sanatzars and around 51 private institutes. These total to 141 institutes which include main-, sub- and satellite- campuses.

Private	51	13
Total	141	103

Table 4: Training provider wise responses received from district-based training institutes

The data gathered from 103 institutes was analyzed to screen TIs that not only met the criteria but also to identify the capacity building support required to improve the quality of training. The screening has been done institutionally (separately for TEVTA, PVTC and Sanatzar institutes) based on a PYWD established grading criteria, including the readiness of the TI to initiate demand-driven training for new trades for youth.

2.1. Upgradation of District Industrial Homes Institute, Turkish Colony Muzaffargarh

Under the institutional capacity building component, retooling of the District Industrial Home sub-campus in Turkish Colony in Muzaffargarh was undertaken. The initiative was undertaken by the PYWD project as a special initiative to help facilitate the inhabitants of Turkish colony and at the request of the District Department.

The project supported the Department with the provision of curricula compliant machines and equipment pertaining to Domestic Tailoring, Hand & Machine Embroidery and Beautician skills. The institute was also provided with TEVTA-recognized curricula to impart training that are at par with the provincial standards. Further, the Project has planned to provide nationally-recognized contemporary curricula of Competency Based Training and Assessment (CBT&A) to the institute for national and international recognition of its graduates. With the induction of contemporary machines, tools and equipment, the institute has tremendously improved its service delivery capacity and enrollment has increased. The local administration expressed their gratitude to the PYWD Project and USAID for providing requisite infrastructure that has brought a noticeable shift in service delivery of vocational training.

In the upcoming year, the Project plans to carry out teachers' training for the instructors in teaching methodologies including CBT&A. The Project also plans to build awareness among the staff on career counseling so that they can provide further assistance to the trainees to help them make informed career decisions. The drastic difference in the service delivery capacity of the institute after upgradation and retrofitting is illustrated below (**Figure 18**):



Before and after the transformation of the Domestic Tailoring class at the Industrial Home



Before and after the transformation of the Hand & Machine Embroidery class at the Industrial Home



Figure 18: Before and after the transformation of the Beautician class at the Industrial Home

2.2. Partnerships for Institutional Capacity Building

In the context of creating partnerships with the private sector for sustainable outcomes, the Project established contacts with Atlas Honda, Haier and Orient. They will leverage their resources to build institutional capacity in the form of either providing tools/equipment for upgradation of labs/workshops, training of trainers and/or supporting the curricula improvement for more robust, inclusive demand-driven training. Atlas Honda and Haier have agreed to partner with the PYWD Project in its institutional capacity building initiative whereas Orient extended its support in offering employment to PYWD Project beneficiaries at their factory. The prospects of creating public-private partnerships for institutional capacity building have also been explored for the beauty sector, and two prospective partners have been identified and will be brought on-board once the retooling activity starts by PYWD Project sub-contractor IRM.

3) ACCESS TO WORKFORCE EDUCATION AND TRAINING

3.1. TRAINING AND HUMAN DEVELOPMENT

The PYWD project evidenced successes throughout the year in the shape of partnerships with the relevant federal and provincial Government entities and enrollment of students in a good variety of demand-driven trades. The PYWD team successfully placed trainees for skills development training programs in project's partner training providers, including Technical and Vocational Education Training Authority (TEVTA), Punjab Vocational Training Council (PVTC) and District Industrial Home (DIH). The youth are enrolled in demand-driven trades, with a high ratio of female trainees. The merit-based selection criterion along with strict adherence to level of marginalization was employed in final selection of youth beneficiaries for training programs.

Table 5 presents the Project's training portfolio (i.e., training provider wise status of enrolled trainees in more than 60 ongoing classes within the public/private sector training institutes of project's focus districts):

Training Provider	Identified	Interviewed	Enrolled	Retained (as of date)	Target
TEVTA	378	320	253	220	200
Industrial Home	170	154	134	112	100
PVTC	1,455	1,270	1,014	978	850
Private Institutions	965	409	395	395	300
Total	2,968	2,153	1,796	1,705	1,450

Table 5: Training provider wise enrolled and retained trainees as of date

Number of retained trainees placed in institutions were above the planned target. The Project adopted the strategy to initially enroll per class trainees in excess to the planned numbers to cope for the expected dropouts. There were dropouts initially, however, due to stringent and responsive planning, the retention is still on the higher side; batches of TEVTA and District Industrial Homes (DIH) are close to graduation with six-month certification-scheduled to be completed in October and November 2017. There is an additional class of female trainees comprised of five batches running in District Industrial Home (DIH), Social Welfare Department, Government of Punjab at Muzaffargarh. This is a special initiative taken for the female youth whose families living as displaced personnel in Turkish colony, Muzaffargarh.

The major accomplishments of PYWD Project in the domain of Training and Human Development during the year are given in detail in sub-sections below.

3.1.1. Signing MoUs with provincial and federal government departments

Memoranda of Understanding (MoUs) were signed with key federal and provincial government authorities to establish partnerships and collaborations for the placement of trainees, support for smooth project implementation, and improved targeting of the vulnerable youth through access to poor families identified

in the national poverty targeting database. The PYWD team successfully signed MoUs with institutions including BISP, TEVTA, PVTC and Social Welfare Department, Government of the Punjab.

MoU with Benazir Income Support Program (BISP)

The PYWD Project signed a MoU with Benazir Income Support Program (BISP) for effective targeting of marginalized youth and subsequently provision of improved socio-economic opportunities to deserving households in focus districts. This MoU calls for the joint action and collaboration of BISP and PYWD project to achieve the common goal of taking the households out of poverty by linking them to the complementary initiatives that promote economic self-sufficiency through the transfer of employability and entrepreneurial skills. More specifically through this MoU, BISP will support the PYWD Project to identify, screen and select marginalized youth for training and placement from the BISP database of the beneficiary families as per the project-specific selection criteria.



Figure 19: MoU signing between BISP and PYWD project

The Chief of Party, PYWD Project Mr. Qaisar Nadeem and DG BISP, Dr. Muhammad Najeeb Khan, in the presence of Secretary BISP, Sardar Azmat Shafi signed the MoU (**Figure 19**). Ms. Marvi Memon the Minister of State/Chairperson BISP was also present at the occasion. The Chairperson BISP appreciated the design and strategies of PYWD Project and stated that the success of this project would develop an interesting case study leading to establishment of a graduation model for rest of the world. She further directed the BISP team for timely provision of data, and reiterated that close cooperation between both parties is needed to achieve the best possible results for the betterment of the poorest of poor in project's focus districts.

MoU with TECHNICAL EDUCATION AND VOCATIONAL TRAINING AUTHORITY (TEVTA)

TEVTA is the leading technical and vocational education provider in Punjab province with the largest network of training institutions. A series of meetings held between the PYWD Project and TEVTA's senior management eventually resulted in a tangible permanent partnership among both entities. The PYWD Project signed a MoU with TEVTA Punjab in March 2017 for increased collaboration in skills training and placements while utilizing TEVTA's network of institutes and resources in project's focus districts.

The MoU signing ceremony was held on March 22, 2017 at the TEVTA Secretariat in Lahore. TEVTA Chairperson Mr. Irfan Qaiser Sheikh and Chief of Party Mr. Qaiser Nadeem signed the MoU on behalf of TEVTA and the PYWD Project (**Figure 20**). The U.S. Consul General to Lahore Mr. Yuriy Fedkiw, Chief Operating Officer TEVTA Mr. Jawad Ahmed Qureshi, USAID's COR for PYWD Project Mr. Waseem Ashraf, PYWD Project's Training Component Team Lead Mr. Imtiaz Malik and other officials of both entities were also present at the occasion.

The outcomes of this MoU which have already being realized, are:

- i. TEVTA being part of the Government of Punjab, helps smooth renewals of NOCs for Louis Berger and its subcontractors;
- ii. Serves as a basis for the Project to form partnerships/MoUs with other relevant public sector provincial and national organizations/departments;
- iii. Resulting in enhanced ownership, perception and credibility of the Project at the district level;
- iv. PYWD project is utilizing ready-to-use structures and resources to reduce implementation costs;
- v. PYWD project is making best use of TEVTA's lessons learned, success stories, research products, etc. to further improve its programming; and
- vi. Through project's capacity building component, contribute towards priority ventures within TEVTA, ensuring the sustainability of interventions (e.g. curricula upgradation, labs/workshops retooling etc.)



Figure 20: MoU signing between TEVTA and PYWD project

MoU with PUNJAB VOCATIONAL TRAINING COUNCIL (PVTC)

PVTC is another important public-sector partner which has strategic importance in the Punjab province in the TVET sector. PVTC's mission to "alleviate poverty by imparting demand-driven skills training to enhance employability for disadvantaged youth"⁷ is directly aligned with the PYWD Project's outcomes. A MoU between Louis Berger and PVTC was signed on March 6, 2017 at PVTC Secretariat Lahore. Both the parties agreed for a select number of youth to be enrolled in PVTC district-based institutes for demand-driven training courses that would lead to employment, self-employment and entrepreneurship. PVTC has strong experience working with the private sector and other development partners.

The MoU is serving as the basis for project's continued partnership with PVTC during the year and is expected throughout the length of project (LOP). In addition to leveraging PVTC's training and placement resources, the project will look to utilize PVTC's innovative products such as its Social Entrepreneurship and Service Learning Course⁸, which has been incorporated into the curriculum of its Vocational Training

⁷ <http://www.pvtc.gov.pk/About%20Us/AboutUs.aspx>

⁸ <http://www.pvtc.gov.pk/YesNetwork/SESL.aspx>

Institutes, to contribute to the Project's initiative to build more positive social attitudes. These courses are designed not only to engage students in solving social problems facing their communities but to also help them build a better future for themselves.

MoU with SOCIAL WELFARE DEPARTMENT, DISTRICT MUZAFFARGARH

A Memorandum of Understanding was signed between Louis Berger & Social Welfare Department, Muzaffargarh District on April 25, 2017 at the office of the Deputy Commissioner, Muzaffargarh (**Figure 21**). Sanatzar is working under Social Welfare Department, Government of Punjab with the vision of providing an equitable and well-functioning social protection system anchored with the principles of empowerment and inclusion for all- particularly the marginalized women. The scope of the MoU includes:



Figure 21: MoU Signing between Louis Berger and Social Welfare Department district Muzaffargarh

- To provide skills development training through Sanatzar to the marginalized youth (women) supported through the PYWD Project.
- To facilitate PYWD's pass-out from Social Welfare's Sanatzar Institute in the job placement opportunities.
- To provide support in the capacity building of the trainers from the Social Welfare (Sanatzar), selected by the PYWD Project through its capacity building component.
- To upgrade the selected Sanatzar institutes through project's capacity building component.

3.1.2. Enrollment of selected youth

Enrollment timelines have been aligned with the annual schedule of both TEVTA and PVTC for short courses (3 to 6 months). Training institutes are responsible for imparting technical skills as per the training curricula, trainee's attendance, skill competency assessments, overall performance, etc. with regular reporting to the PYWD Project as per a pre-agreed frequency.

Before final enrollment, the educational certificates of participants were verified (online) from the websites of relevant regulatory boards. In comparison to the annual targets, the yearly progress has been quite satisfactory with regards to the completed enrollments, keeping in view the inherent project's operational delays as highlighted in the Background section above. The response from youth has been overwhelmingly positive, especially from enrolled women, who recognized the opportunity as life-changing.

An adequate number of trainees were enrolled during the year in TVET institutions under the PYWD project. The project enrolled a total of 1,310 trainees during the year as part of project’s institutional training (institute-based training), leading to self-employment stream for marginalized youth. These enrolments are done in district-based institutes of TEVTA, Industrial Home & PVTC in project’s four focus districts. **Figure 22** reflects the trade-wise breakup of enrollments in percentage form.

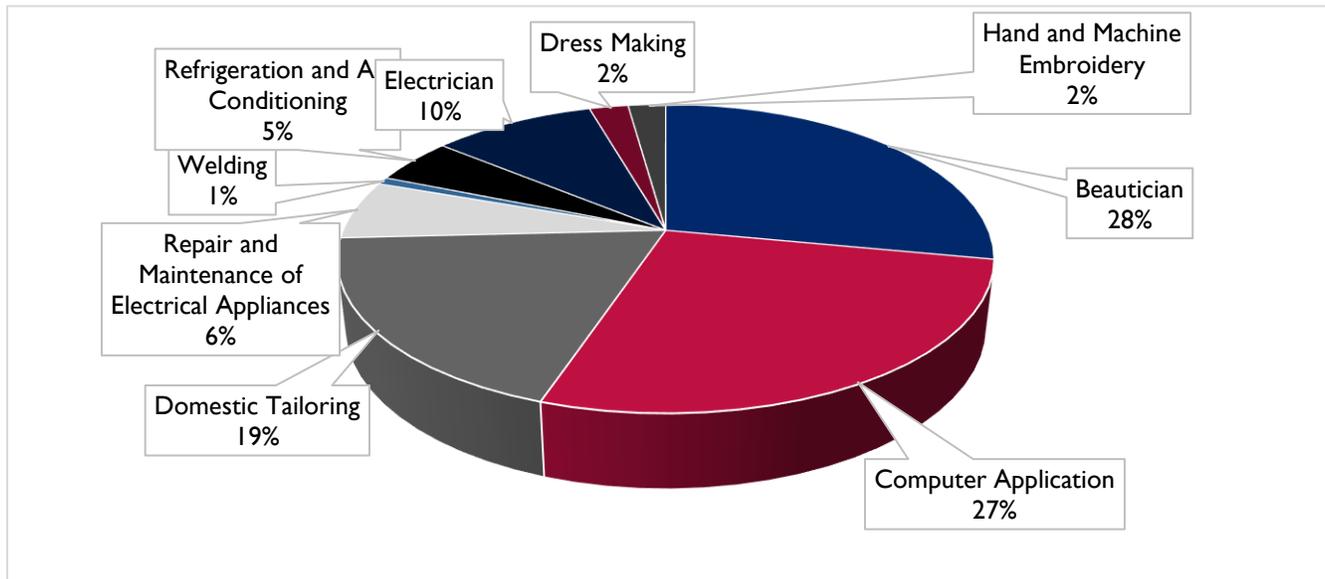


Figure 22: Trade-Wise Enrollments in Percentage form, as of date

Despite hindrances and challenges of dropouts, the PYWD Project in partnership with training institutions is still able to retain a high percentage of trainees in the classes. **Figure 23** demonstrates the actual number of retained students enrolled against the targets in PVTC, TEVTA and Industrial In all institutions, the the number of trainees are well above the targets-reflective of the projects proactive approach and proper planning.

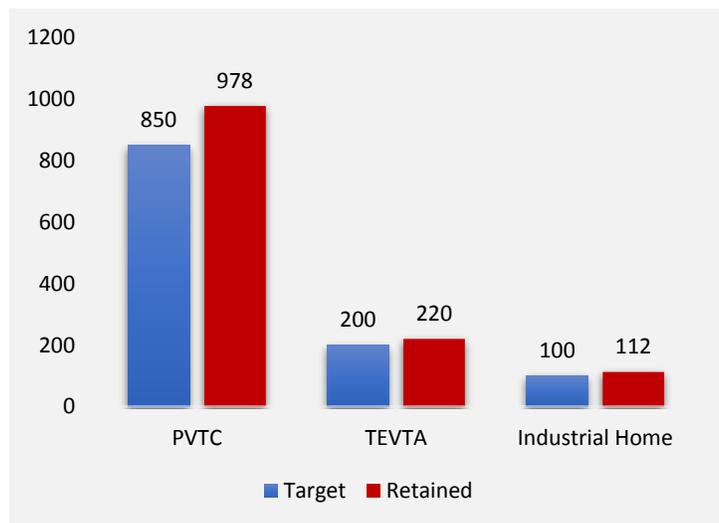


Figure 23: Training Provider wise status of trainees’ retention

3.1.3. Analyses of trainees’ performance

As part of provision of training services to the PYWD Project, the training providers through their training institutes are responsible for periodic (monthly, mid-term and final) performance evaluation of trainees. In review of the Project’s first batch enrollment initiated in April 2017 through eight institutes of TEVTA, the mid-term examination was conducted by the institutions during August 2017 (Figure 24). The purpose of the examination was to evaluate the skills level of trainees with a focus on the trade-specific competencies. The result shared by principals of institutions in theory & practical assignments have been predominantly satisfactory.

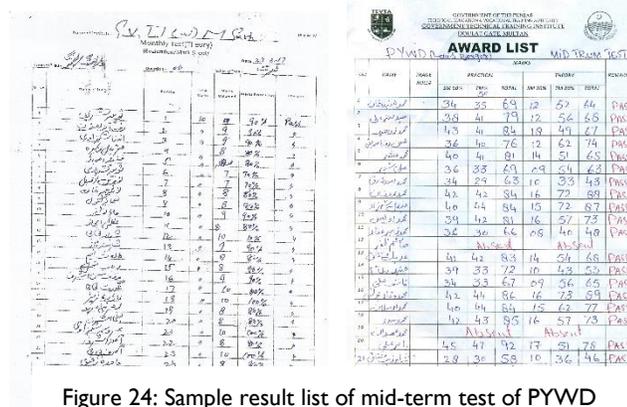


Figure 24: Sample result list of mid-term test of PYWD

EMPOWERMENT AND ENCOURAGEMENT OF FEMALE YOUTH

The female in classes performed better, and marked outstanding performance. They completed their project lesson plans in time, and stitched model dresses successfully, which will be displayed as their **“Masterpiece”** in convocation ceremony.

The PYWD project has effectively synchronized activities’ implementation amongst the three project components. The project’s outreach through active engagement with Union Councils (UCs) have provided a strong base for identification--and further enrollment--of youth across the four focus districts. The following figure (Figure 25) provides geo-spatial view of project’s outreach to UCs and enrolled youth in training institutes:

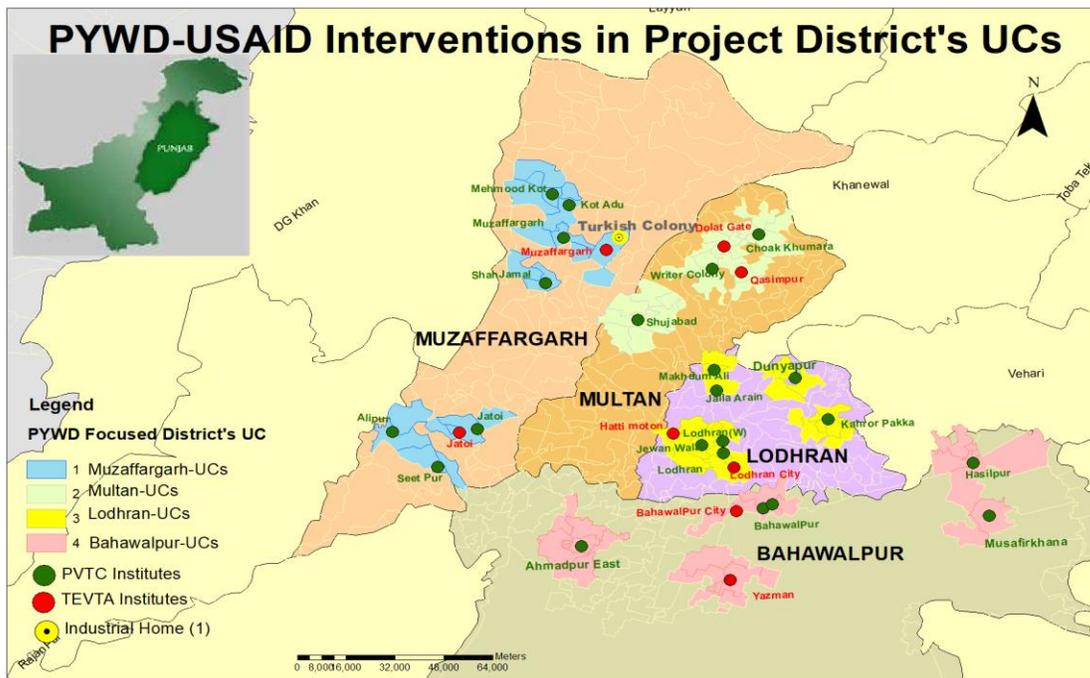


Figure 25: Geo-spatial mapping of project’s outreach and enrollments in training institutes

3.1.4. Registration of examination & certification with Trade Testing Board (PBTE) Punjab

The PYWD Project is following prevailing national standards with regards to ongoing training programs at TEVTA, PVTC and District Industrial Homes. The Project's first batch was initiated with TEVTA during April 2017. The duration of ongoing courses at TEVTA for the trades of electrician (for men) & domestic tailoring (for women) is six months having a total of 220 enrolled students. These classes are due to be completed in October 2017. In September 2017, the PYWD Project successfully partnered with the Trade Testing Board (TTB) for registration of its trainees. TTB has subsequently agreed to hold the examinations of all trainees by the end date of classes (i.e., in the last week of October 2017). For the certification, TTB will follow its criteria strictly. As per TTB's criteria, trainees having a minimum of 70% attendance during the course will be eligible for appearance in exams; further they will have to pass the exam and the completion of the course module. Trainees, who will adhere to these criteria will be awarded with TTB's recognized certificates on their pass-out graduation ceremony.

3.1.5. Innovative Program with PSDF – Skills for Market Linkages

The PYWD Project built a partnership with Punjab Skills Development Fund (PSDF) for an innovative 12-month training-leading to self-employment program titled "Skills for Market Linkages". The program aims to increase the income of marginalized girls/women in nine (9) districts of Punjab, including PYWD project's four districts of Bahawalpur, Lodhran, Multan and Muzaffargarh.

Through this innovative initiative, the technical services will be outsourced to a service provider(s), selected after competitive bidding process of PSDF, who will be given the responsibility of establishing facilitation centers in all four focus districts and enrollment of 1,100 marginalized girls/women in these facilitation centers. There will be around 40-60 facilitation centers, established in the suburbs, semi-suburbs and rural areas of PYWD project's focus districts covering all the tehsils, however, the number may vary per district depending upon the mobilization of females per Union Council and the outreach of service provider (s). These facilitation centers will house training-cum-production units for women beneficiaries for imparting quality training aimed at enhanced employment (paid/self-employment) prospects.

3.1.6. Issuance of ATM stipend cards to trainees

The PYWD Project has made it a mandatory requirement that all stipend disbursements be done through formal banking channels through provision of ATM cards to each trainee. An Automated Teller Machine (ATM) card will be issued to each trainee and the monthly stipend will be transferred to trainees through formal banking channels and accessible in person or by using ATM cards. For disbursement of stipend through ATM cards, a trainee must open an account in a designated bank. This initiative was taken to ensure transparency, to help ensure the stipend goes directly to the beneficiaries, and to encourage financial inclusion.

As the target population of the project is marginalized and underprivileged, many of them are unbanked, unaware of the benefits of having a bank account and the use of an ATM card. The PYWD team raised awareness about the importance of bank account and the utility of the ATM cards. The purpose of this

initiative was to improve the behavior of trainees, and introduce them to banking channels, along with a transparent and efficient transfer of stipend into the accounts of trainees.

The biggest challenge encountered was the unavailability of Computerized National Identity Card (CNIC) or B-form, a mandatory requirement for an account opening. Most of the trainees, especially women, were reluctant to apply for the attainment of national CNIC cards. It was a tough task to change the perception of those who are currently living with no formal identification, but who also wanted to avail



Figure 26: PYWD project supporting women empowerment and social awareness – ATM cards distributed among students in district Muzaffargarh

training. They were of the view that it will cost them money; the process of issuance is cumbersome and lengthy; and that they did not see the need for the same. However, with assistance and support from the PYWD Project team, 73 trainees received assistance on how to approach NADRA for the attainment of their CNICs.

3.1.7. Management Information System (MIS)

A comprehensive Management Information System (MIS) has been developed and implemented to maintain the data of all trainees and to track and measure their progress in terms of employment/income increase, along with other relevant modules covering the Institutional Capacity Building, Placements and M&E data. The following progress has been achieved during the current year:

- Implementation of Community Engagement Module encompassing the layouts for CO Registration, Youth Nominations through CO and Youth Basic Information (after Identification)
- Implementation of Trainee Registration Module
- Creation of Training Institutes, Courses and capturing locations (till Union Council level)
- Implementation of tracking youth for training programs, attendance and placements
- Development of Security & Registration Module, covering Users creation and assigning layouts & rights to Users of the application
- A reporting module to generate report based on the analysis of the data entered of trainees enrolled and placed in various TVET institutions.

- Development of dynamic Dashboards, presenting analysis drawn through the project's database

The PYWD Project has chosen a phased approach for the development and institutionalization of the MIS within its programmatic structure (Figure 27). During the 1st year, the project successfully developed and implemented Version I (covering basic data entry of youth and institutes) and Version II (standard reporting, dashboard, attendance management). The project will complete Version III (the final version) in the beginning of the 2nd year. It will include enhanced query-based reporting, tracking of trained youth, user-specific dashboards and other specialized features. However, the MIS will be a LIVE system and will continue to update based upon the changing programmatic requirements.

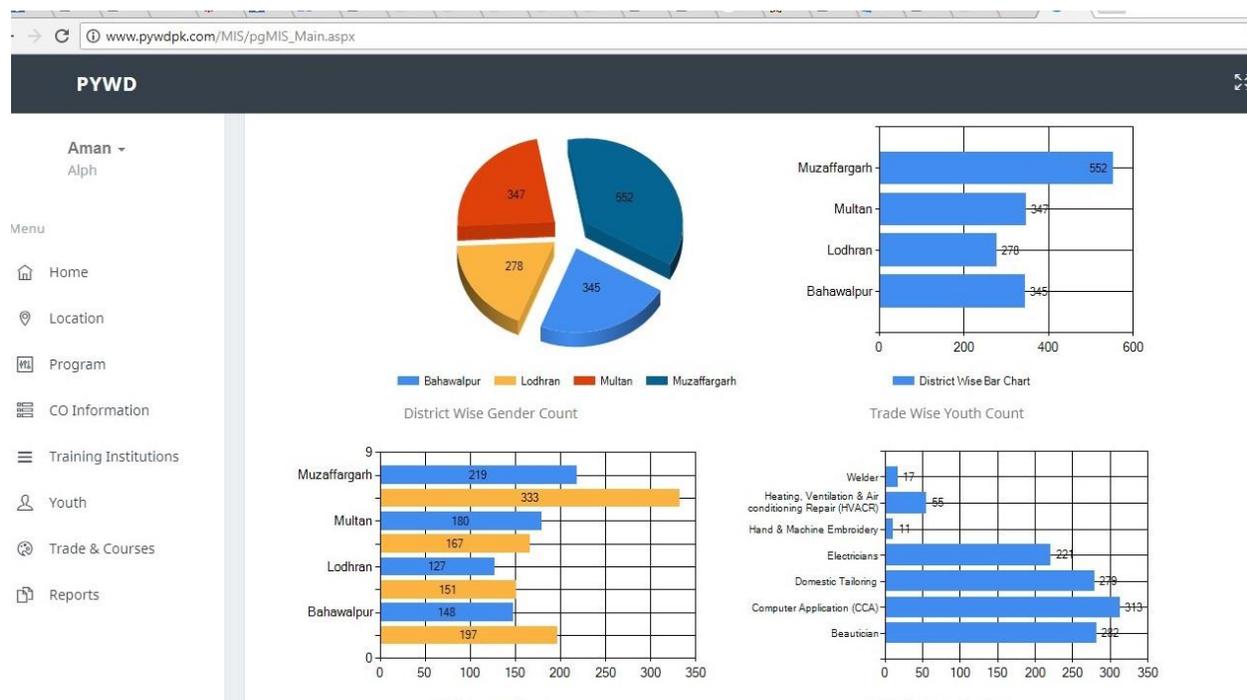


Figure 27: PYWD project's MIS Dashboard's snapshot

3.1.8. Validation of Skills Gap Studies

Recognizing the significance of demand-driven training system for accomplishing project results, the PYWD Project seeks to conduct a skills gap analysis to identify and prioritize the needs for technical and vocational trainings in the project geographical areas and forge strong linkages between training institutes, employers and community for sustainable and productive training outcomes. The objective is to improve and uplift service delivery profile of local training institutes on one hand, and enhance the opportunities offered to the local marginalized and vulnerable youth, on the other. The outcome of the study will be market driven trades, placement opportunities and proper training avenues available in the districts for imparting proficiency in demand driven skills.

During the current year, the Project initiated the study by engaging a short-term consultant to assess the potential of different trades and industrial sectors. The inferences have been drawn through the skills gap study already conducted by various stakeholders in the public/private sector including TEVTA, PVTC and

GiZ. To validate the findings and to gauge the feedback of stakeholders, the Project organized three FGDs in Multan in September 2017. The three sessions were planned according to the sectoral bifurcations.

The first FGD was for the manufacturing sector and a good turn-out of around 30 participants was witnessed from the private sector and training institutes. Another session focusing on the services sector was held on the same day and majorly packed with hospitality, travels & tourism, IT and education sector. A dedicated session was arranged on the second day for the agriculture and livestock sector where small, medium and large farm owners were present and contributed valuable feedback on the required skills and possible placements for the youth.

The sessions were productive in aligning the Project to the current skills and trade requirements at the local façade and facilitated the Project in identifying gaps that can be bridged through project activities and interventions. As per the preliminary findings of the report, the project observed huge demand in garment/textile, local crafts, food & beverages, packaging, hospitality, tourism, customer services, agriculture and livestock sector. A few training prospects with industry were also explored due to limited institutional training infrastructure. The project will share the final report in the first quarter of year 2.

3.2. PLACEMENTS (OJTs/APPRENTICESHIPS/PAID-EMPLOYMENT/SELF-EMPLOYMENT)

3.2.1. Placement Seminar held at Bahawalpur

To create sustainable and efficacious economic outcomes for youth, the Project initiated engaged the private sector and organized a seminar on 'Establishing partnerships with Businesses & Industry' with significant participation from the business community, government, and other stakeholders on 25 March 2017. It proved to be an important event in mobilizing private sector businesses for supporting the project in identification of market demands and pursue permanent job placements. Following were the key take-aways from the seminar:

- **Local Requirements & needs for the Industry:** The project should tailor its program according to local requirements.
- **Detailed Analysis:** A detailed analysis of local industry requirements should be made before implementing the project.
- **Cultural Activities and Handicrafts:** Participants unanimously agreed on promotion of cultural activities, traditional crafts, and local heritage as part of project implementation. They shared experiences of other donors/projects having trained local population in new skills and neglecting cultural trades and crafts which damaged the local heritage.
- **Increased Incentives:** Participants shared that stipends for youth for on-the-job training in the project be brought up to the level of minimum wage. An amount lower than that would not be enough to incentivize the youth to participate in the Project.

- **Placement Driven:** The participants held the view that the main purpose and focus of the PYWD Project should be on placements. “There have been many training programs, but none have successfully placed the youth,” stated most of the participants.
- **Encourage On-the-Job Training:** There was agreement among the participants that in conjunction with institutional training, an on-the-job training approach should be adopted.
- **New Trades/Sectors Identified:** The new trades and sectors identified in the seminar were:
 - Food and Beverage / Hospitality Training with placement offered by President BCCI
 - Marketing/Sales training with placement offered
 - Pesticide training with placement offered
 - Participants also mentioned the biggest industrial setup in the area was of cotton mills and flour mills
- **Gender Sensitivity:** The issue of gender sensitive training was raised, for which appropriate mechanisms will be developed such as collaborating with the Women's Chamber and providing training close to the homes of female youth.

3.2.2. Enrollments in private sector for on-job training/employment program

The sustainability of the TVET sector program could be ensured through proper placement, and apprenticeship programs in private or public-sector institutions. One of the objectives of the PYWD Project is to expand economic opportunities for the communities and provide them sustainable livelihoods. During the current year, the project successfully enrolled 395 youth trainees in training and placement/apprenticeship programs. These selected youth will be trained in different demand-driven and employer-led trades and subsequently, will be placed in jobs.

The project has enrolled these 395 students in some innovative trades, keeping in mind the diversity and ever-changing demand of industry and businesses. The break-up of the sector-wise enrollments is such that a batch of 75 trainees have been enrolled in livestock, 125 in hospitality, 50 in tourism and around 100 in the services sector. A handful of female trainees (70 to be specific) were enrolled in dress designing and making and service & office assistant trade to develop their skills according to the contemporary demands and industry standards. Few indigenous and innovative trades; fast food & baking, jewelry making, food and beverages, event management and travel management were chosen based on industry demand (**Figure 28**).

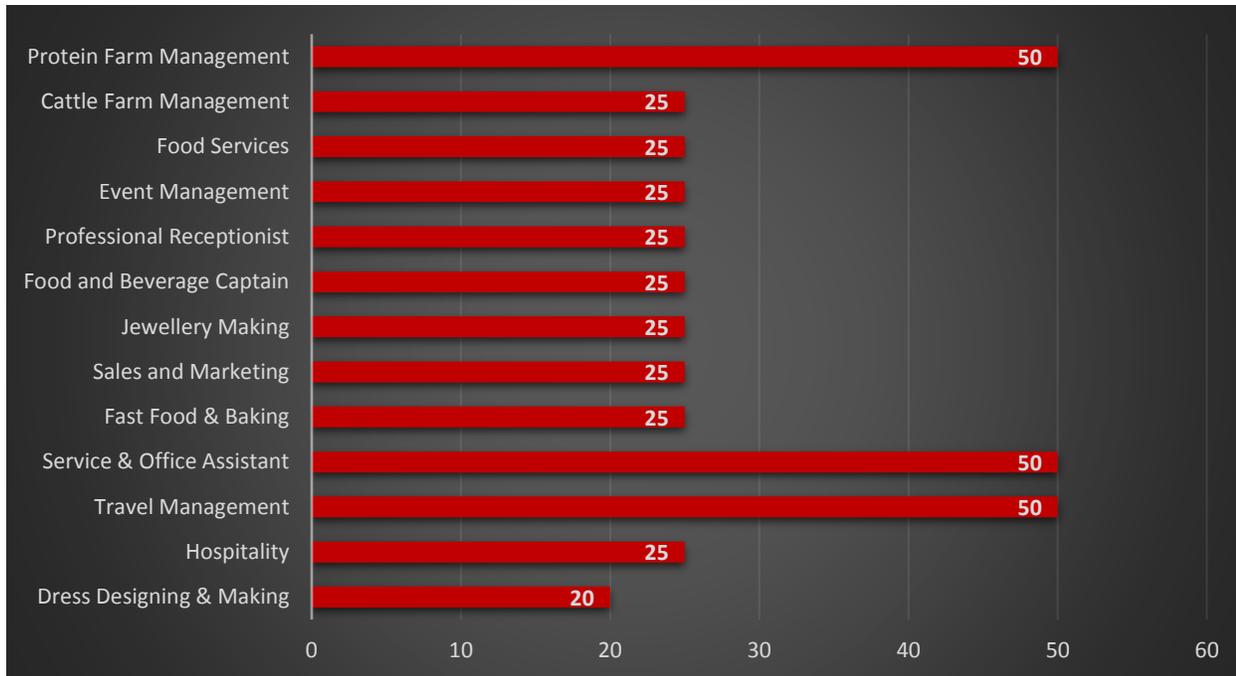


Figure 28: Trainees placed in different Trades as part of placement and apprenticeship program

3.2.3. Employers Commitment Letter, Collaborations and Partnerships

The PYWD Project aims to ensure placement by working with chambers of commerce & industry, trade associations, and employers. Measuring the demand prior to training helps promote a demand-driven system aimed at employability. In this context, private sector-led demand for around 500 skilled workers from 100 employers was gathered, and the project received 'Employment Commitment Letters' from districts Multan, Lodhran and Bahawalpur for job placement of around 500 trainees after completion of training courses. In addition, informal sector employers were brought into the formal sector and were registered with the government authorities. Subsequently, new linkages for apprenticeship and placement opportunities, were developed with local industry, trade associations and Multan Chamber of Commerce and Industries (MCCI).

During the year, the Project approached and sensitized around 200 employers of formal and informal sector about the PYWD project and its objectives. The project developed links with around 100 formal and informal employers for exploring the avenues of job placement, apprenticeship and on-the-job training opportunities for youth trained under the PYWD Project.

To promote gender integration and equity, the Project encouraged and engaged women entrepreneurs. An orientation session was organized for the representatives of Women Chamber of Commerce and Industry, Bahawalpur and Multan. Another objective was to explore areas of collaboration for engaging and maximizing women participation in workforce at the local façade.

The project has created affiances with four training and placement providers namely; Aziz Fatima Garments, Exclusive International, Hospitality Concerns and Future Horizon Solutions for providing training and placement in following trades;

- 1- Certificate in Hospitality, Multan
- 2- Certificate in Travel Management, Multan and Lodhran
- 3- Certificate in Service and Office Assistant, Multan and Bahawalpur
- 4- Certificate in Dress Designing and Making, Multan
- 5- Certificate in Fast Food & Baking, Bahawalpur
- 6- Certificate in Food and Beverage Captain, Bahawalpur
- 7- Certificate in Jewellery Making, Bahawalpur
- 8- Certificate in Professional Receptionist, Bahawalpur
- 9- Certificate in Sales and Marketing, Bahawalpur
- 10- Certificate in in Event Management, Bahawalpur
- 11- Certificate in Cattle Farm Management, Lodhran
- 12- Certificate in Protein Farm Management, Lodhran
- 13- Certificate in Food Services, Lodhran

These training and placement providers will arrange for institutional and on-job training resulting in developing a talent that will be absorbed in their peer enterprise network.

3.3. Access to Microfinance

3.3.1. Partnership with Akhuwat

Cognizant of the significance of access to microfinance for the PYWD Project beneficiaries for stable and sustainable income generation, PYWD Project created a partnership with Akhuwat (**Figure 29**) which is a renowned Microfinance Institute of Pakistan with widespread network in PYWD Project districts and interest-free lending mechanism. Initially as per the project plan, HHRD; Bunyad and Mojaz were responsible for the disbursement of loans to PYWD Project's youth to promulgate and support entrepreneurship development. But due to their inability to seek a NOC and/or complete the vetting process, a need to take Akhuwat on-board was identified following comprehensive reviews of microfinance institutions with presence in the districts in terms of outreach, interest rate, portfolio disbursed, insurance and affordability.



Figure 29: MoU Signing between Louis Berger and Akhuwat

The PYWD-Akhuwat partnership calls for Akhuwat to leverage a 50% amount to the revolving fund along with the remaining PYWD project contribution. The fund will be used by Akhuwat to disburse interest-free loans to 1,000 PYWD project youth (with at least 35% being women), to help them create small enterprises or enable expansion of already established small businesses so that they can not only be

economically self-sufficient but also create employability for others and contribute productively in bringing about peace and prosperity in the communities they dwell. The loan disbursements will be initiated from Year.

IV. Problems encountered and proposed solutions

During the reporting period, PYWD Project team faced several challenges. However, the team's commitment along with overwhelmingly positive support of USAID helped transform most of the challenges into opportunities for the project. On the operational front, the biggest one being the vetting process of USAID which is time consuming and often results in slower progress in the achievement of the project targets. The PYWD Project sub-contractors waited for a long period for clearance (government's NOC and USAID's vetting) to start project activities in the field. The prime contractor Louis Berger employed alternate options to keep the project moving.

To do so, Louis Berger, with approval from USAID, hired a number of STTAs (Short-Term Technical Assistance) during the first year to assist with implementation of the planned community engagement and M&E-related activities at the district level. Louis Berger also submitted a formal Contract Modification for permanence of these ad-hoc arrangements, during September 2017. The modification also suggested other relevant adjustments that have emerged over the 1st year as part of the project's learning and adaptation feedback mechanism.

The following table (**Table 6**) reflects the program-related key problems encountered during the year and proposed solutions employed by PYWD project:

Table 6: Project-level key problems encountered and solutions employed

Problems encountered and bottlenecks	Proposed solutions to problems
Cultural barriers, lack of education and awareness affects the community engagement process for identification of youth	Project is relying upon active involvement of local COs, NGOs and local-level stakeholders in community engagement process; meetings with parents of youth and at household level for females are being held to create awareness and share intended benefits of the project
The inherent social barriers in some areas within the focused districts present a difficult scenario for the project to reach out to the most marginalized females	Local-elected representatives and community elders are involved in the community engagement process to target the most vulnerable groups, especially women. The project engaged one dedicated female Community Mobilizer for each district (along with senior level support) as part of the team during the quarter, which has resulted in an improved access to female beneficiaries in the focused districts.

Problems encountered and bottlenecks	Proposed solutions to problems
<p>Due to non-issuance of NOCs to community engagement subcontractors and their subsequent elimination, project in its first year faced problems related to managing the planned yearly targets</p>	<p>PYWD project's initial small team worked tirelessly to kick-start the community engagement activities in the field and maintained a minimum level of youth influx to project's planned activities. In furtherance to these efforts, Louis Berger with the approval of USAID started direct implementation of community engagement activities through engaging STTAs and managed to achieve a tangible progress during the reporting period</p>
<p>Government departments' built-in lengthy procedures in signing off Agreements/SOPs results in delay of activities, especially related to financial planning with regards to disbursements of training fee to institutes.</p>	<p>The developed rapport with the Training Providers over time is helping the project minimize the delays in timelines. Senior Management at these providers is also being approached by PYWDP to help facilitate.</p>
<p>Local communities/COs were slightly hesitant to be actively involved at field level during the holy months of Ramadan and Muharram</p>	<p>Community engagement teams manage the activities by working extra hours to match the timings for field level interactions with community as per the community's convenience</p>
<p>Youth trainees enrolled in TVET institutions are provisioned to get an allowance as stipend to meet their transportation and related expenses. Some other projects of similar nature are offering more stipend amount on monthly basis. This is the reason that youth are in demand that their monthly stipend need to increase.</p>	<p>PYWD project teams assure youth that the program design of PYWD has unique offerings, including placement, entrepreneurship and apprenticeship opportunities, which is usually not part of other program designs. The youth is further motivated related to project's market-driven and in-demand trades which increases their chances of employability in future.</p>
<p>A comprehensive project MIS is maintained and the data of COs and trainees is entered in MIS on a regular basis. This was a tedious and time-consuming task, and the program team remained involved in it, which affected their programmatic activities.</p>	<p>The program team members did extra efforts to punch data in MIS along with their routine job and simultaneously uploaded the documents and made entries in MIS. Dedicated MIS Assistants in each district are being hired for this role, to cater for standardized documentation at a central database.</p>

V. Success Stories

The below represents some of the success stories from this year

Empowered and Skilled

28-year old female trainee becomes an empowered, registered citizen through USAID assistance.



“I had never thought I would ever be able to use ATM cards. Thanks to USAID-PYWD project for providing us with this great opportunity of skills-based training, stable income and capacity building.”

–Sajida Bibi, 28, is enrolled in PYWD Project's Beautician course at Hatti Motan Mal, District Lodhran, South Punjab.

Sajida Bibi, 28, belongs to the remote and impoverished Hatti Motan Mal village in District Lodhran. Growing up, Sajida and her family were deprived of opportunities such as education, health facilities and employment, which prevented them from bettering their livelihoods.

Moreover, as education for females was never a priority in her family, Sajida got married at an early age and she now lives with her husband and his family in the village.

When word reached Hatti Motan Mal regarding USAID-Punjab Youth Workforce Development (PYWD) project's technical and vocational skills training for youth in various market-driven trades including Beautician, Domestic Tailoring and Embroidery, Sajida took no time in seeking her husband's approval, who was immediately on board regarding her enrolment in one of the trades.

The USAID-Punjab Youth Workforce Development (PYWD) project provides technical and vocational skills to underprivileged youth in four districts of southern Punjab including Multan, Lodhran, Bahawalpur and Muzaffargarh. The project uses innovative solutions such as offering a monthly stipend of Rs. 1,500 to enrolled trainees through ATM cards. For Sajida, this was a plausible source of concern as areas like Hatti Motan Mal have progressed little till date, concepts like Technical and Vocational Education and Training (TVET) and Women's Empowerment are uncommon and unheard and the parochial mindsets of the villagers discourage females from being registered with the National Database and Registration Authority (NADRA) and having their Computerized National Identity Cards (CNIC) made.

Luckily for Sajida, the PYWD project team assisted her with the process for registering with NADRA for her CNIC. Once she received her CNIC, the PYWD project helped her in opening her bank account.

Through this experience, Sajida Bibi feels empowered. At the end of every month, she goes to retrieve stipend from the nearby ATM machine and feels more confident in using technology-based solutions such as ATM cards.

Transforming Lives

23-year-old Rukhsana hopes to develop her skills through USAID assistance to support her ailing parents.



PYWD Domestic Tailoring class

“I am keen to earn a stable source of income and stand next to shoulders of my family. Thanks to USAID-PYWD project for providing me avenues to get my dream translated.”

Rukhsana Jami, 23, is enrolled in PYWD Project's Domestic Tailoring course at Industrial Homes, Turkish Colony, District Muzaffargarh South Punjab.

Rukhsana Jamil grew up in Muzaffargarh, a city located on the bank of River Chenab in south Punjab. With five brothers and sisters, Rukhsana understood the financial struggle her parents endured from a very early age. Her father worked at a small tea stall in Muzaffargarh City, earning just a meager income insufficient to cater to the rising expenses of the family.

This predicament prompted Rukhsana to discontinue her education and step forward to support her family. Meanwhile, Rukhsana's father told her about the USAID-funded Punjab Youth Workforce Development (PYWD) project and the free trainings, it was offering in Muzaffargarh in trades such as Domestic Tailoring, Dress-making and Beautician. Eager to learn a skill, Rukhsana immediately enrolled in the Domestic Tailoring course.

The PYWD project is a three-year project which seeks to provide technical and vocational training along with employment and entrepreneurship opportunities to over 10,000 youth between the ages of 16-29 in South Punjab districts of Multan, Lodhran, Muzaffargarh and Bahawalpur. Youth enrolled in the project are also entitled to a monthly stipend of Rs. 1,500 over the duration of the course.

Rukhsana is committed to graduate in the course with flying colors and support her family financially by actively working in the cloth industry.

A New Beginning

Amna Bibi never saw the inside of a school. With USAID's assistance, she is now enrolled in a vocational training class.



USAID-PYWD Embroidery class

“My wish to go to school lost its flame years ago. Now, thanks to the USAID-PYWD project, I am learning a new skill. I am happy to be a student for the first time in my life.”

–Amna Bibi, 18, a trainee at PYWD Project's Embroidery course in Muzaffargarh.

Amna Bibi, 18, never went to school. Belonging to a poor family from District Muzaffargarh, she lived with her father, two sisters and six brothers. Her mother died when she was a young girl and with an old father who was physically incapable to earn a living, Amna and her siblings grew up without an education. Soon after, at an early age, Amna was married off and she now lives with her husband and his family in Turkish Colony, District Muzaffargarh.

Despite being uneducated, Amna always had a desire to learn. When her neighbor told her about the courses being offered by the USAID-Punjab Youth Workforce Development (PYWD) project, Amna was keen on taking part in the training. Fortunately, Amna's husband was also on board and hence, full of excitement, Amna embarked her journey to learn a new skill.

She is currently enrolled in the Embroidery class at vocational training school Turkish Colony, Muzaffargarh. According to Amna, the classroom has a good environment; her teachers are very supportive and patient and the students are enthusiastic about the course.

The USAID-Punjab Youth Workforce Development (PYWD) project seeks to provide technical and vocational skills to around 10,000 marginalized youth in selected districts of South Punjab and has commenced three six-month vocational training courses for female youth in Muzaffargarh. Trades include Beautician course, Domestic Tailoring and Embroidery class.

Apart from trainings, the project is also facilitating the underprivileged youth in their job placement, apprenticeship and entrepreneurship through micro-financing.

With the help of USAID-PYWD project, Amna and her husband now plan to kick-start a domestic embroidery business at small level in Turkish Colony, Muzaffargarh.

VI. Documentation of Best-Practices

The PYWD Project, as part of its first year of implementation has been through quite an interesting, yet a challenging learning curve. The following examples present some best-practice models implemented during the reporting period and which can be taken to scale by other projects working in the region:

1. Introducing Banking system to project's primary beneficiaries - marginalized youth

The PYWD Project, through its technology-based solutions, has empowered disadvantaged youth in southern Punjab districts of Multan, Bahawalpur, Lodhran and Muzaffargarh. The Project offers a monthly stipend of PKR. 1,500 to its enrolled trainees through ATM cards. This innovative stipend distribution mechanism aims to bridge the technological gap which is currently prevalent among youth in southern Punjab, particularly females, who are less likely to own a bank account and understand use ATM machines.

The PYWD Project team assists underprivileged youth in the opening of bank accounts so that they can access their stipends. In addition to this, it also delivers awareness sessions in focus districts to develop and promote a culture where male and female youth have a basic knowledge of opening a bank account as well as owning and using an ATM card. The use of ATM cards is also building the capacity of trainees, and is a way forward in the development of socially constructive attitudes among youth. Upon receiving their stipend cards, most of trainees stated that: "We had never thought we would ever be able to use these ATM cards as these were probably meant for the wealthy people. Thanks to USAID-PYWD Project for providing us with this opportunity."

Other projects working in the same domain may follow the footprints of PYWD Project, as most of them have adopted a routine manual process for disbursements of cash stipends to trainees. This model doesn't only ensure transparency in the entire process but has proved to be a real catalyst in positively shaping up marginalized youth's self-confidence.

2. Bringing primary beneficiaries & private businesses to national registration sphere

The PYWD Project is mandated to identify and select marginalized youth in its focus districts with the age between 16-29. As part of project's SOPs and to ensure validity of selected youth's age, the community engagement teams ensure getting copy of youth's CNIC before her/his registration with project's training and placement activities. However, the biggest challenge encountered during identification process was the unavailability of CNIC or B-form (for under 18 years). Most of the identified youth, especially women (who generally wait for their marriage to finally get registered with her husband's name), were reluctant to apply for the attainment of national CNIC cards.

The Project's identification approach mainstreamed many unregistered youth and linked approximately 50% of identified youth (who did not have the proper national registration) with the relevant government department's (NADRA) officials at the district level. This model is contributing towards civil awareness of the beneficiaries, in addition to making them a part of the country's computerized database of native citizens. This best-practice model is a good example for other projects working with marginalized communities in promoting adherence to host-country legal requirements, in addition to the routine programmatic implementation.

The PYWD Project is adopting the same approach in developing partnerships for placements with private sector businesses and enterprises, i.e., the project is encouraging unregistered businesses to formalize their registration with national Companies and Tax regulatory authorities. During the reporting year, PYWD project successfully convinced 2 businesses (M/s AF Garments and M/s Future Horizon) before establishing partnerships for youth placements. They are now recognized as legal companies in Pakistan's having registered with Securities and Exchange Commission of Pakistan (SECP) and Federal Board of Revenue (FBR) as legitimately operating companies. Other projects seeking private sector partnerships may adopt the model as a pre-requisite, before extending its in-built support to the informal business sector in Pakistan.

3. NOC Institutionalization with government counterparts

One of the biggest hurdles in starting the implementation of PYWD Project was obtaining clearance from the Government of the Punjab Home Department in the form of a No Objection Certificate (NOC). The process of obtaining this document was extremely cumbersome due to a variety of factors, such as:

- a. No Standard Operating Procedures for the NOC were laid out at the Home Department.
- b. No USAID implementing partner had been through this process in the past so it was completely a new experience for a USAID project.
- c. Negative perceptions about the role of foreign funded projects in Pakistan.
- d. Lack of trust in addition to various other factors which heightened the sensitivity for a project to be implemented in South Punjab.
- e. The issue was further compounded by the fact that no USAID project had been sanctioned for implementation in Punjab

Despite these mentioned challenges, the Louis Berger team dedicated themselves to the task in a credible manner. Louis Berger adopted a strategic approach for the application, i.e., by first obtaining a 'Letter of Intent and Collaboration' from the Technical Education and Vocational Training Authority (TEVTA); Punjab Vocational Training Council (PVTC); and TVET sector big players (government departments) in the province, and then submitting its application to the Home Department, Government of Punjab for the NOC. The Home Department followed a stringent review process and sought inputs related to Louis Berger's profile from various organizations, including TEVTA and Punjab's Industries Department. Due to the missing SOPs for granting NOCs, Louis Berger had to face a lengthy bureaucratic process waiting for a myriad of governmental level clearances from various organizations before finally receiving NOC. However, Louis Berger's application eventually resulted in streamlining the entire NOC process for both applicants (specifically US-based contractors) and the assessors in government departments. Louis Berger's efforts for streamlining these steps also enabled Home Department to set the Standard Operating Procedures for granting NOCs, as well as set an example for all USAID partners planning to or actively implementing a project in Punjab.

VII. Monitoring, Evaluation and Learning (MEL)

Monitoring and Evaluation is central to PYWD project's quality enhancement through incorporating generated analysis and learning outcomes as part of reprogramming for implementation of activities. It is enabling management in provision of a permanent feedback to assess project's direction towards the intended results; the mechanism embedded as part of the overall program planning and delivery cycles. The PYWD project adopted a participatory approach, thereby involving key stakeholders in framing the activities of the Annual Work plan. Likewise, a participatory M&E approach is being adopted by PYWD to assist the management in timely decision-making and course correction.

The PYWD project team understands that monitoring and evaluation (M&E) of program outputs and outcomes is critical to ensure that the program reaches its goals and targets. The M&E team is involved in measuring short and long-term impacts of project interventions to ensure that: (a) the project beneficiaries and activities are accurately recorded, traced, and reported; (b) causal relationships between the activities and the outcomes are identified and reported; and (c) data is disaggregated with respect to age, gender, location, trade etc. and (d) post-training outcomes of trained youth are evaluated (i.e., self-employed or job placements).

Pre-Training Assessment Analysis

The Project baseline was planned to be completed in the 3rd quarter after the initiation of the activities, however, due to limited number of available project beneficiaries (linked to sample selection) and constraints in data collection from the field, it is planned for November 2017 (currently having a tangible population size of 1,705).

A pre-training assessment of all the inducted trainees in PVTC, TEVTA and DIH was carried out to measure their current knowledge regarding trade and social attitudes i.e. how they perceive themselves and their status in the society prior to having access to PYWD Project's skills training opportunity. This pre-training analysis will then be compared with the results to be collected through a post-training assessment of all trainees that will be conducted at the conclusion of training courses.

For this exercise, the M&E team developed course specific questionnaires to assess the baseline skills level of trainees. The trainees were asked a few questions to measure and assess how they perceived themselves in society without having access to activities under PYWD Project. The trainees were asked whether they are utilizing their potential in society, suitably shaping their future for income generation, confident in contribution at household level, and motivated in playing a positive role in the society. Personal questions were the same across trades; however, the other questions aimed at assessing the knowledge and skill set of a trainee by trade varied.

The pre-training assessment questionnaire was rolled out in all training institutions of PVTC, TEVTA, and DIH across four target districts. An overwhelming response from 947 trainees, 394 males and 553 females was recorded and analyzed. The analysis generated from the data has provided meaningful insights about the youth enrolled in the institutions.

District-wise Responses

District	No. of Responses	Percentage (%)
Multan	249	26
Bahawalpur	218	23
Lodhran	223	24
Muzaffargarh	257	27
Total	947	100

Responses based on Age-group

Age Group	No. of Responses	Percentage (%)
16-20	652	69
21-24	216	23
25-29	79	8
Total	947	100

There are four major themes or statements on which responses from the respondents were analyzed. The respondents ticked their preferred response from the liker scale with the range from 1 to 5, where 1 rate the response as “None”, and the 5 as “substantial”. All the responses were rated as follows:

1 = None, 2 = Minimal, 3 = To some extent, 4 = To a great extent, and 5 = Substantial.

The first statement on which the responses were recorded was: ***‘Do you think you are utilizing your potential to build upon positively in life?’***. This was aimed at analyzing the youth’s perception about their existing potential that how they feel about the utilization of their lives, without the PYWD Project’s training opportunity. The obtained data was then segregated based on gender. The female group appeared more vulnerable, as a high percentage of females 67%, marked as ‘None’ showing that they do not see their lives as being utilized to build upon positively in the society. Furthermore, 27% have recorded their response as minimal, and there were negligible responses against the greater levels. For male respondents, the highest number of responses were recorded against ‘minimal’ (i.e., 38%; 32% and 27% against “none” and “to some extent”, respectively – **Figure 30**). It can be inferred that the male trainees were more optimistic about utilizing their potential relative to the female trainees.

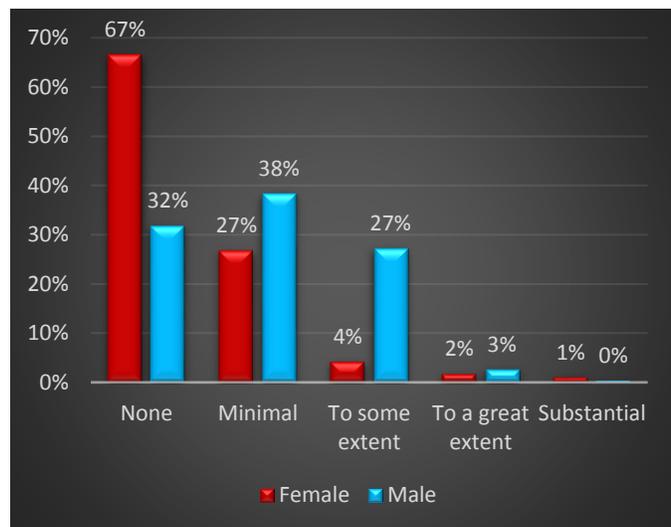


Figure 30: Youth potential to build positively in life

The next statement which was asked from the respondents was targeted towards analyzing their ability on how they see themselves as on the potential of income generation. The statement was, “**Are you able to suitably shape your future career and/or income generation plans?**”. Again, the female respondents looked more pessimistic as compared to males. The majority responses of females fall under “none”, 54%, whereas the 42% of the males marked “minimal” as their first choice (Figure 31). Male looked more optimistic in terms of generating income for them and their families in contrast to responses received through females.

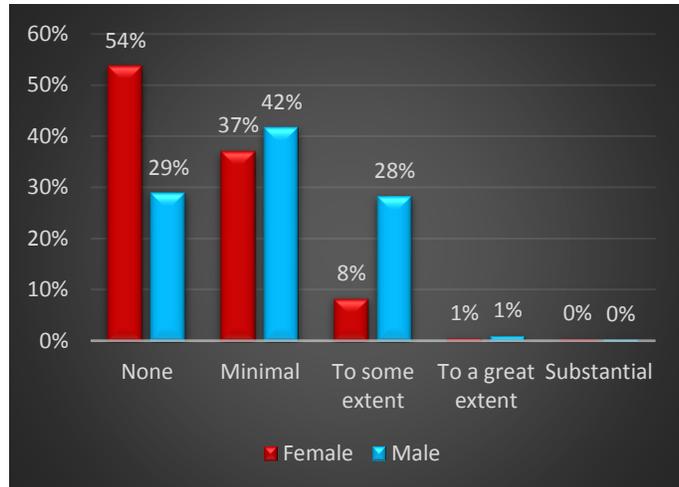


Figure 31: Youth’s perception on their ability for income generation

The third statement was to assess the potential of the trainees on the basis, if they are confident of contributing at their house hold levels.

The trainees were asked, “**Are you confident that you can contribute effectively at your household level?**”. The same trend as discussed above is also demonstrated here, as females looked more doubtful with their contribution in comparison to males. An overwhelming majority, 63% female trainees recorded their responses as they do not see any contribution of them at the house hold level. However, a handful of male trainees, 22%, reported that they see their contribution to household “To some extent”, and 3% as “to a great extent” (Figure 32).

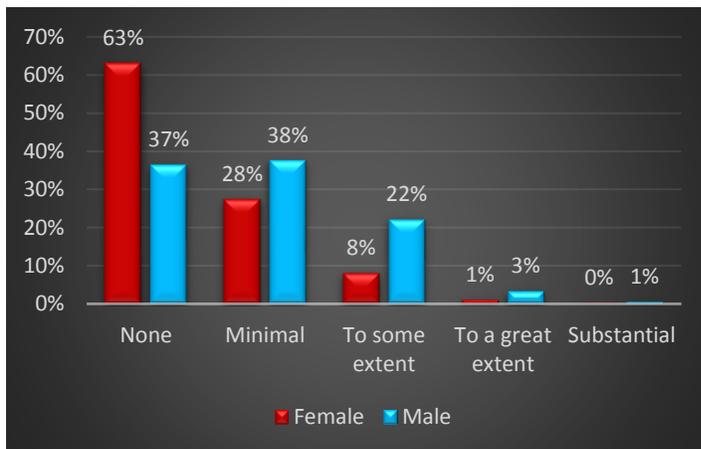


Figure 32: Youth perception on their contribution to household extent”, and 3% as “to a great extent” (Figure 32).

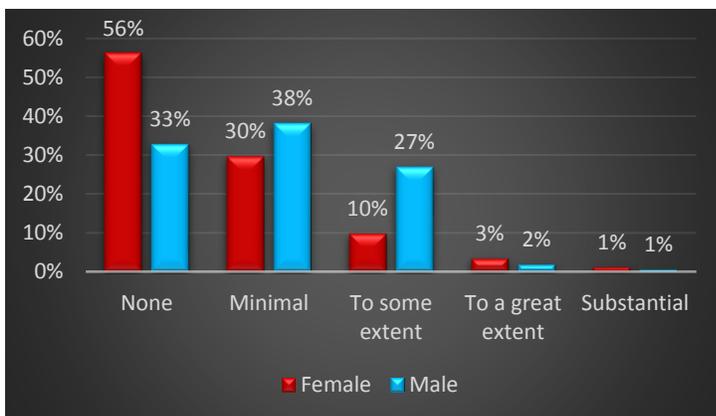


Figure 33: Youth motivated in playing positive role within society are required to shape behaviors of the trainees in diverting them playing a positive role in their social set up. Here again, the female trainees looked more vulnerable, and majority of them communicated that they

The last statement put in front of the trainees was to rate their responses on the similar Likert scale against their current motivation level of positive contribution at the society. The statement included in questionnaire was, “**Currently, do you feel motivated and prepared in playing a positive role within your social set up?**”. This was an important thing to analyze and assess where do trainees place them in their social setup. This will help identify the project that how much efforts

do not feel motivated in playing a positive role in society. However, slightly above one fourth male trainees, 27% of them told that they see their role as “to some extent” (Figure 33).

REPORTED PERCEPTIONS BASED ON AGE GROUP

In this section, responses of trainees against the same four statements i.e. gauging baseline perception levels of selected youth are analyzed as per the age groups. The trainees are segregated into three age groups; 16 – 20, 21 – 24, and 25 – 29 years. The analysis helped PYWD project identify and track that youth groups between what ages are more optimistic or doubtful with their present status in the society. Based on the four statements discussed above in detail, the responses are now analyzed to see responses based on the age groups. The figures below provide the pictographically illustrations of the responses against all four statements:

Statement I – Youth potential to build positively in life						
Age Group	Do you think you are utilizing your potential to build upon positively in life?					Total
	None	Minimal	To some extent	To a great extent	Substantial	
16-20	344	203	84	15	6	652
	53%	31%	13%	2%	1%	100%
21-24	107	69	38	2	0	216
	49%	32%	18%	1%	0%	100%
25-29	42	27	8	2	0	79
	53%	34%	10%	3%	0%	100%

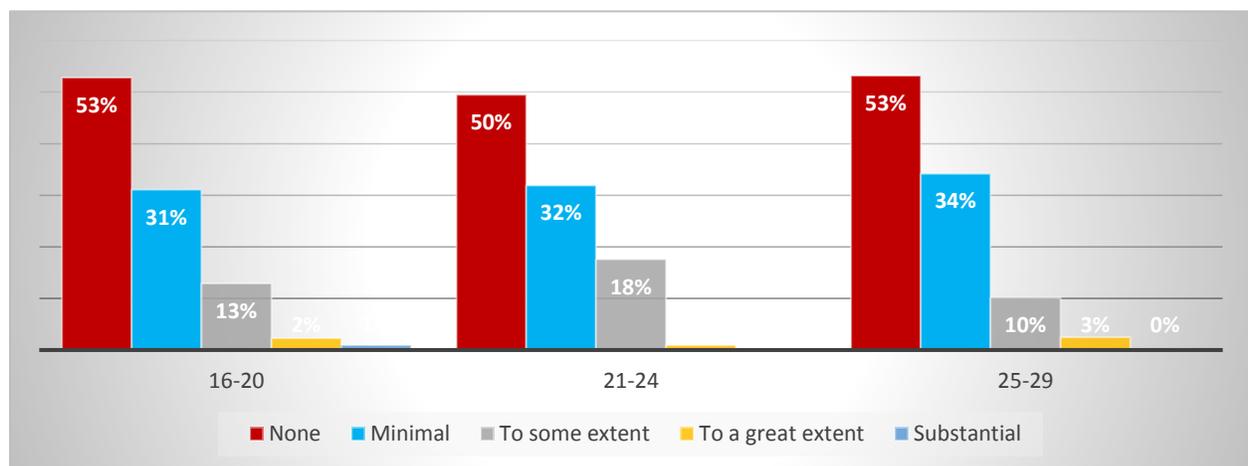


Figure 34: Youth potential to build positively in life

Statement II – Youth's perception on their ability for income generation

Age Group	Are you able to suitably shape your future career and/or income generation plans?					Total
	None	Minimal	To some extent	To a great extent	Substantial	
16-20	296	240	109	5	2	652
	45%	37%	17%	1%	0%	100%
21-24	84	93	36	2	1	216
	39%	43%	17%	1%	0%	100%
25-29	31	36	12	0	0	79
	39%	46%	15%	0%	0%	100%

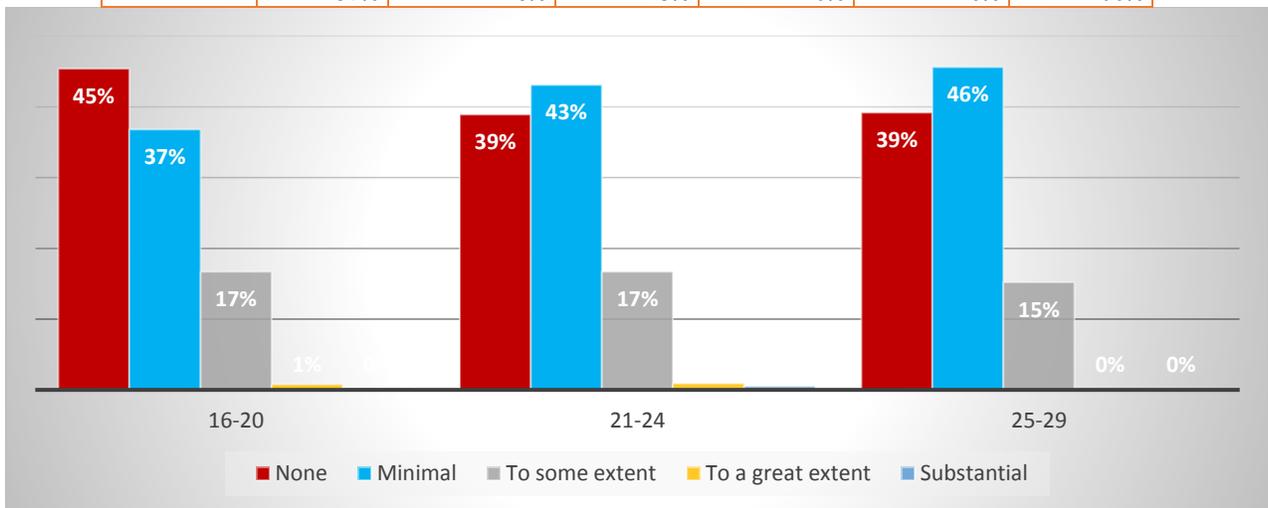


Figure 35: Youth's perception on their ability for income generation

Statement III – Youth perception on their contribution to household

Age group	Are you confident that you can contribute effectively at your household level?					Total
	None	Minimal	To some extent	To a great extent	Substantial	
16-20	346	203	87	13	3	652
	53%	31%	13%	2%	0%	100%
21-24	107	70	34	5	0	216
	50%	32%	16%	2%	0%	100%
25-29	40	27	11	1	0	79
	51%	34%	14%	1%	0%	100%

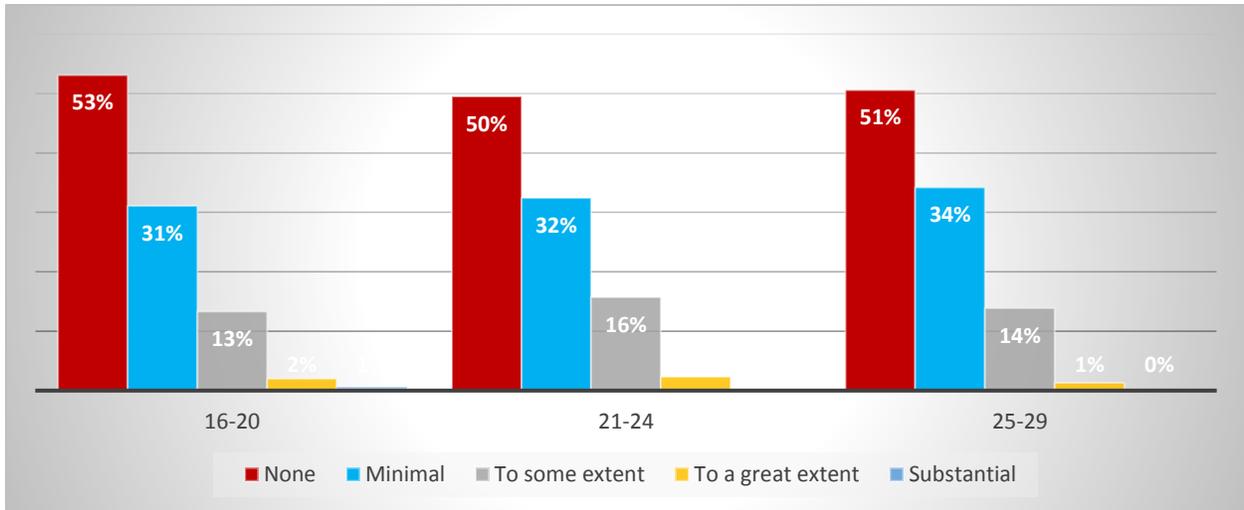


Figure 36: Youth perception on their contribution to household

Statement IV – Youth motivated in playing positive role within society

Age Group	Figure 52: Currently, do you feel motivated and prepared in playing a positive role within your social set up					Total
	None	Minimal	To some extent	To a great extent	Substantial	
16-20	309	215	107	15	6	652
	47%	33%	16%	2%	1%	100%
21-24	99	70	41	4	2	216
	46%	32%	19%	2%	1%	100%
25-29	32	29	12	6	0	79
	40%	37%	15%	8%	0%	100%

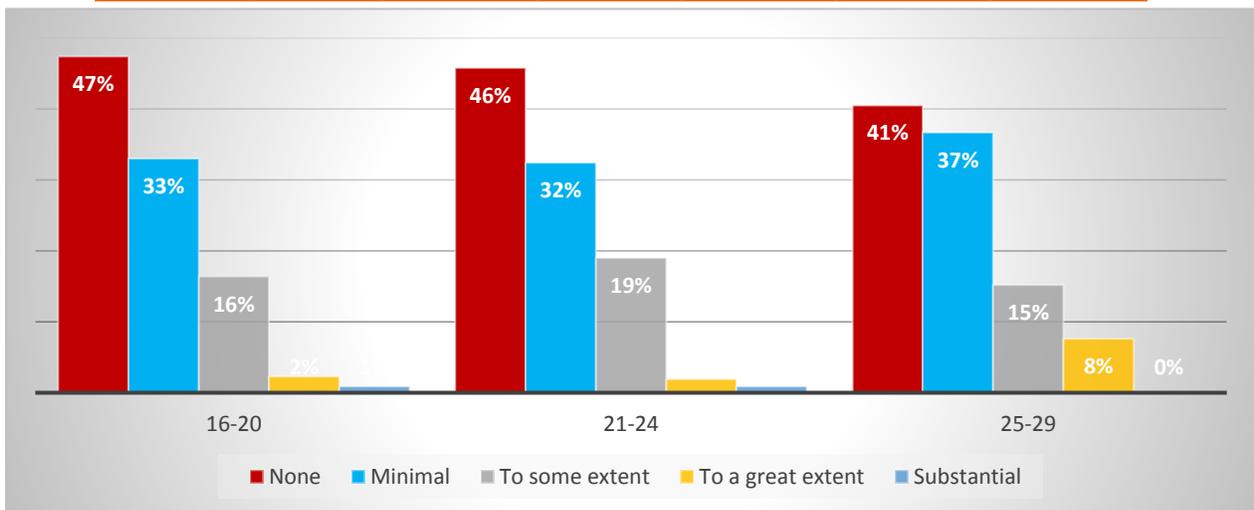


Figure 37: Youth motivated in playing positive role within society

The figures and table in the section above reflect the responses of the trainees on perception based questions, and are segregated based on age group. The data trend analysis shows that irrespective of the age-groups, marginalized youth of focus districts shared a homogenous pattern of responses related to the survey questions of their status and level of self-efficacy with regards to contributing positively at their household and society level. This baseline information reiterates the existence of PYWD project as a very relevant intervention in target districts of South Punjab to contribute in creating stability through provision of economic opportunities to marginalized youth and work in tandem with local communities in positively shaping up their attitudes and beliefs.

Majority of the respondents marked either None or Minimal upon asking the questions. The youth seems not so confident on their roles and responsibilities. The pre-assessment analysis has rightly pointed out the areas related to youth on which focused efforts will be required. The enrolled trainees may be provided with tools and techniques that how they can serve better in the community. A targeted Behavior Change Communication (BCC) strategy, planned to be aggressively implemented in Year II, could well shape-up the attitudes and behaviors of the youth, and the identified gaps from this assessment may accordingly be mitigated.

Approval of Annual Work Plan and MEL Plan

The PYWD project M&E team conducted detailed in-house deliberations with program teams to set the quarterly and yearly targets against all the Year I planned activities. The work plan development process for all components has involved extensive consultations with counterparts. These consultations concluded with closing meetings/discussions and follow-on sessions with partners and USAID. This helped in finalizing Annual Work Plan and subsequently MEL plan having clear linkage with USAID's DO-3 Results Framework. The MEL plan and Annual Work Plan were subsequently approved by USAID.

Collaborating, Learning and Adaptation (CLA)

The project's overall approach is placing strong emphasis on Collaborating, Learning and Adaptation (CLA) as an effective strategy during all phases of the project: design, implementation and monitoring and evaluation. Data is being collated rapidly and shared with program staff, implementing partners, local governments and other stakeholders to foster collaborative design intervention strategies and incorporation of real-time feedback into the work plan. The entire PYWD project team is involved in a rapid learning curve as we scale up our activities in the second year of project implementation.

The intent behind PYWD project's CLA approach is to ensure that progress towards 'Development Objective (DO)' is guided by analysis of a wide variety of information sources and knowledge: monitoring and evaluation (M&E) data, innovative models, new learning that brings to light new best practices, collected observations, strategic collaborations, and so on. It is helping ensure that the causal pathway to desired outcomes is continuously assessed and adjusted to yield the most effective course of action.

PYWD project is ensuring that M&E information flows two ways using feedback loops and monitoring of project activities. Along with efforts to identify lessons learned, corresponding training is provided to empower the field teams in putting learning into practice. The M&E team trains field teams and ensures

they understand the intent behind all data collection tools, templates and forms. The following key learning outcomes from the first year of implementation have been incorporated within the project's programmatic cycle:

- To ascertain the level of marginalization of identified youth, the project adopted the Proxy Means Testing (PMT) based scorecard of BISP which has a score range from 0-100. Its implementation has been initiated from September 2017 for all new identifications. Prior to this, interview-based responses were used to document the current household income of youth beneficiaries, which resulted in a non-verifiable method of evaluation of a household's living standards.
- The PYWD project's approach of targeting marginalized youth in Union Councils (UCs) of focus districts was based on triggering training courses request in specific training institutes. Upon training department's intimation, UCs in proximity of those training institutes were chosen for the community mobilization and engagement process. The approach was focused, but proved to be inherently inefficient due to non-availability of ample time for community engagement teams; especially if the planned enrollments are in big numbers. The PYWD project updated its strategy to select in advance the Union Councils for community mobilization activities, in the surroundings of training institutes and available employment opportunities. This will support PYWD project in having a readily available community base to tap effectively for the planned enrollments and field-based activities focused on developing positive social attitudes.
- Trainee registration of youth selected for project interventions was initially focused on recording youth-specific data. The project's mandate of focusing marginalized youth required various household level parameters to be captured; putting the focus on recording social aspects contributing to marginalization. PYWD project added various new data items/attributes related to youth in the revised 'Youth Registration Form', including family's female & male members composition, family size, widow/divorced status for women and disabilities. It is resulting in effective identification of most deserving and marginalized segments of community.
- The project initially designed its REFLECT approach to converge representation of 5-6 COs and 25-35 chosen members, to serve as a REFLECT group of the area. The project in its pursuit to implement the designed intervention came across the challenge of convening 5-6 COs due to the associated physical distances between them. Through participatory learning, the project concluded that a group of physically distant COs would ultimately lead to creation of local-level conflicts, in contrast to a project's planned forum for consensus building. Under the new design, after deliberations with community and COs, it was decided that REFLECT circles may be formed by engaging an individual CO, with volunteers from the adjoining community being engaged to support the entire REFLECT approach.
- The PYWD project is deploying a documented trade-specific 'aptitude test,' using a set of questions and pictorial assessment related to a trade. Prior to this, a verbal assessment method was used to ascertain the aptitude of identified youth through cross questioning.

- In comparison to stipend disbursements to enrolled students through the built-in manual process of training institutes, the PYWD project introduced banking ATM cards for the electronic release of stipends to project beneficiaries. It has proved to be an innovative technology-based tool for marginalized youth's civic awareness and financial inclusion, with an added advantage of increased transparency in the process.

Downward accountability to communities is also essential for CLA. The project is adopting a participatory learning approach, having a built-in mechanism of enabling communities to participate in providing feedback on project interventions. This enables PYWD project to fine-tune its programming through adaptive management and address some issues that were not thought through during the project design phase and even during initial implementation. It also offers the opportunity to review project strategy and adapt for meeting both community needs and donor deliverables in a more efficient manner.

The project has integrated collaboration and coordination in all project activities to accomplish project's intermediate results/outcomes. Reliance on strong practices around collaborating and sharing knowledge, and around pausing to review, reflect, learn and adapt are critical to this process. To strengthen the relations and to realize productive outcomes, the project is conducting periodic discussions through meetings with stakeholders; organizing and participating in coordination sessions and workshops. The activity will be carried forward in the second year with an objective to optimize synergies and evade redundant or overlapping actions.

The PYWD Project has been drawing on the experiences of its implementing partners (IP), namely the Punjab Vocational Training Council (PVTC), Technical Education and Vocational Training Authority (TEVTA) Punjab, Social Welfare Department, Akhuwat, Punjab Skills Development Fund (PSDF) and the Punjab Trade Testing Board (TTB). It will continue to co-opt the IPs through its next year's work plan activities that have been structured to work closely with provincial workforce development entities and in coordination with other youth related programs/departments, such as GIZ, Industries, Commerce & Investment Department, Government of Punjab and Benazir Income Support Program (BISP). Finally, USAID is providing strategic guidance as well as help in facilitating project implementation approvals, referrals and linkages with other development actors in the province.

VIII. Communications and Outreach

USAID-PYWD Project's Communication & Outreach activities are cross-cutting and aim to translate the project's scale, scope and achievements using different media formats. They disseminate USAID's key message among the key target stakeholders, partners, beneficiaries and community at large, complying with branding and marking guidelines.

Significant initiatives undertaken during the year include:

Communications & Outreach Strategy

The Communication & Outreach team drafted and shared PYWD project's Communications and Outreach Strategy with USAID for review and approval. The strategy outlines the approaches and tools that the project will use to engage, inform, and promote the positive response and behavioral change among the marginalized youth, local communities and other key stakeholders to achieve the desired impact.

U.S. Consul General and Provincial Director USAID Punjab's Visit to the PYWD Project's Training Sites

The team provided support to organize U.S. Consul General, Mr. Yuriy Fedkiw and Provincial Director USAID Punjab, Ms. Alyson McFarland's visit to project training sites at the Government Technical Training Institute, Daulat Gate, Multan.

The officials were given a walkthrough of the male and female training classes of Domestic Tailoring and Electrician, where they witnessed the trainees' work and enquired about their progress so far, their ambitions and how they thought the PYWD project would impact their lives.

Independence Day Celebrations in Focus Districts

The Communication & Outreach Team provided support to arrange Independence Day festivities for youth in the project's four focus districts of Multan, Lodhran, Muzaffargarh and Bahawalpur, as detailed above under the component activities.

MoU Signing Ceremony with BISP in Islamabad

Helped rollout of a MoU Signing Ceremony with Benazir Income Support Programme in Islamabad, discussed above. Ensured compliance with USAID branding and marking requirements in all branding material including backdrop, standees, project presentation media coverage.

Newsletter

The team compiled and designed content for the project's quarterly newsletter (Volume 2, Issue 1). The current edition showers spotlight on the significant accomplishments and activities, occurred during the months from July to September. Dissemination of this e-newsletter among key stakeholders will take place in early November.

Factsheet and Promotional Material

The team developed a 1-page Factsheet to encapsulate the project's objectives, features, components and key achievements' detail. Furthermore, work on project's promotional material including giveaways, brochures, standees, backdrops and banners is also in process, which will be further used in community engagement events and other public forums for mass coverage.

Way Forward

The team has devised an aggressive mass media plan for Year 2 to ensure widespread coverage of the project's progress and accomplishments. Significant planned initiatives include, First Graduation and Toolkit Distribution Ceremony, Blue Pottery Expo, Seminar on Business Partnerships, Skills-based Competition, Public Service Announcements (PSAs) – Radio Campaign, SMS Campaign, Newsletter, Street Shows and Community Mela. The two will be effectively integrated in all public messages, awareness sessions and events to achieve the project deliverables. Based on the successful media coverage of the MoU signing ceremony with BISP, the team will ensure widespread print coverage through media partnership with Mir Khalil-ur Rehman Society. Furthermore, the print and electronic media coverage for high profile events will also be arranged with the help of DOCs.

IX. Financial Progress during the year

The detailed financial report reflecting the expenditure vs. budget in US Dollars is shown below in **Table 7:**

Table 7: Head-wise Budget vs Expenditure data as of Sep 30, 2017

Cost Line Items	Approved Budget	Budget Vs. Expenditure in USD			
		Expenditures invoiced to USAID as of 30 Sep 2017	September 2017 Expenditure invoiced in Oct 2017 (invoice number 9)	Expenditure Incurred as of 30 Sep 2017 but not yet invoiced to USAID	TOTAL Expenditure as of 30 Sep 2017
Direct Cost	\$ 10,424,762.53	\$ 756,434.75	\$ 191,094.73	\$ 269,500.00	\$ 1,217,029.48
Other Direct Cost	\$ 1,129,118.26	\$ 84,168.78	\$ 1,026.98	-	\$ 85,195.76
Indirect Cost	\$ 1,487,799.06	\$ 235,329.76	\$ 24,534.70	-	\$ 259,864.46
Fixed Fees	\$ 685,879.05	\$ 91,403.38	\$ 20,603.15	-	\$ 112,006.53
Pre-Mobilization	\$ 220,235.00	\$ 220,235.00	-	-	\$ 220,235.00
	-	-	-	-	-
Grand Total	\$ 13,947,793.90	\$ 1,387,571.67	\$ 237,259.56	\$ 269,500.00	\$ 1,894,331.23

The following figure (**Figure 38**) reflects an overview of the expenditures (in US Dollars) against the PYWD Project from 18 May 2016 to 30 September 2017. An expenditure of US \$ 1,894,331.23/- was made against the ongoing activities. This includes US \$269,500 of expenses that have been incurred but not invoiced. These expenses pertain to PVTC, TEVTA, SANATZAR and FINCON as of 30 September 2017.

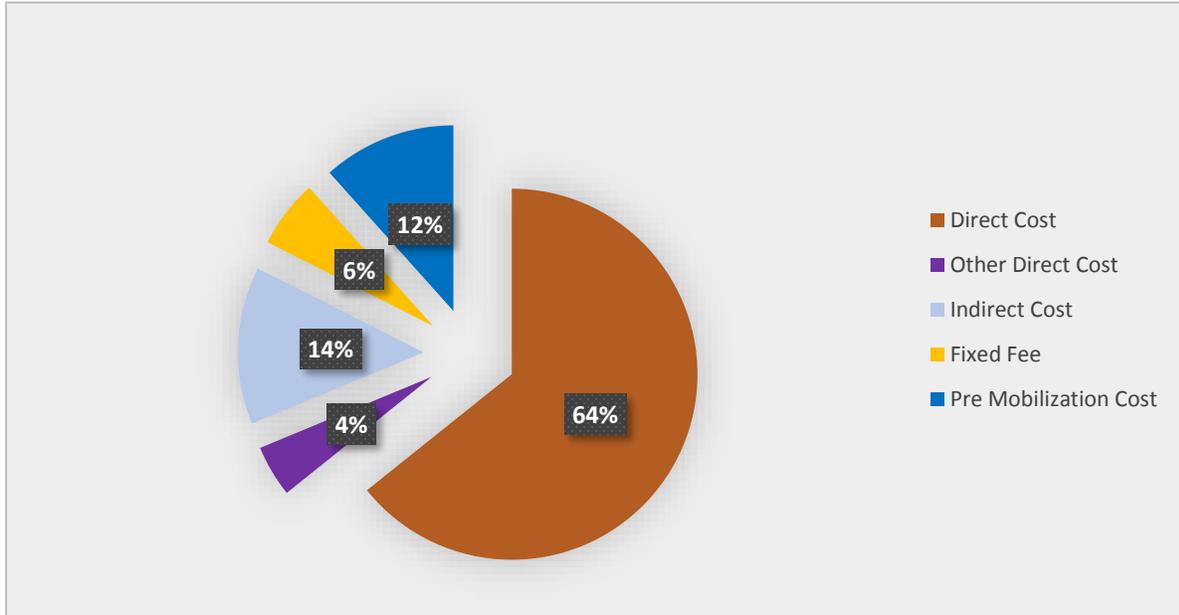


Figure 38: Head-wise percentage expenditure as of Sep 30, 2017

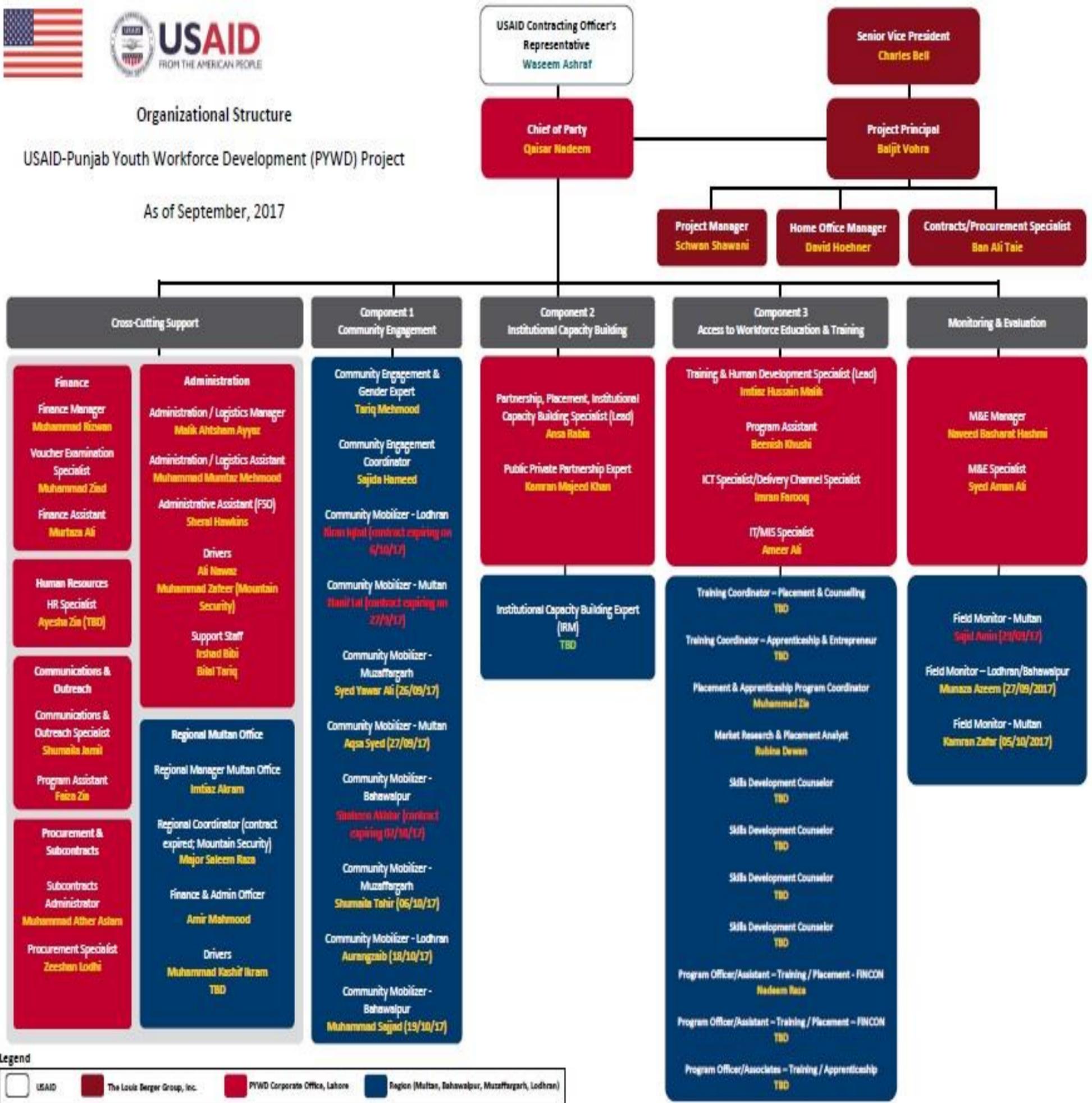
X. PYWD project's Organizational Chart



Organizational Structure

USAID-Punjab Youth Workforce Development (PYWD) Project

As of September, 2017



Annex-A: Progress Against the Workplan

Activities	Target Oct 16 – Sep 17	Progress Oct 16 – Sep 17	Remarks
Component I: Community Engagement			
Develop community engagement strategy	1	1	A comprehensive community strategy with incorporation of all learning during implementation has been developed.
Conduct baseline assessment	1	-	Initially, a third-party consulting firm was planned to hire for this study. However, due to constraints of data collection permission from the field it was delayed. Later, it was decided that the M&E unit of PYWD project will conduct this through its internal resources. The baseline is planned to be conducted in the first quarter of 2 nd year.
Identifying and establishing contact with existing 100 COs in four districts	100	102	Through community mobilization, the COs were identified subsequently in almost all quarters. The COs ensured expanded outreach in communities.
Conduct 100 consultative meetings with 100 COs in four districts	100	92	The consultative sessions with COs were conducted to orientate the CO members about the PYWD project, and identification of marginalized youth from community.
Identification and selection of approximately 4,000 (2600 male & 1400 female) vulnerable and marginalized youth in focus four districts	4,000	2,968	The youth is identified from four project target districts.
Conduct awareness sessions for approximately 4,000 (2600 male & 1400 female) selected youth in focus four districts	4,000	2,696	The awareness sessions were conducted with the identified youth. These sessions provided information to youth about the project, and potential opportunities they have before them.
Formation and functioning of REFLECT circles in four districts	20	5	It was planned that a REFLECT circle/group will be formed with members from at least 5 COs, however, due to distance between the COs, that was not materialized. As per

Activities	Target Oct 16 – Sep 17	Progress Oct 16 – Sep 17	Remarks
			changed strategy, CO members along with community volunteers formed groups in the last quarter.
Holding 4 district level Community Engagement Events and related activities	4	4	A mega community event in each district is arranged as part of Independence Day celebrations. More than 1,000 youth attended these events to commemorate the celebrations.
Mobilize support to leverage PYWD project and linkages development for Community service activities		-	This activity is contingent upon the identification of CPI schemes through reflect circles. No community service activity was carried out because of the delay in formation of REFLECT circle. It will be conducted in Year II.
Identification of 40 Schools and orientation meetings with school management in four districts	40	4	Due to summer vacations in schools, the activity initiated in the last month of the last quarter i.e. September 2017. More than 250 students visited the TVET institutes in Lodhran.
Meetings with Management of 4 to 5 training institutes and arranging exposure visits	5	4	Meetings with management in 4 schools were held and exposure visits were conducted.
Establishing Coordination Mechanism between target 40 Schools and Training Institutes	40	4	As mentioned above, the mobilization of school children and administration was delayed due to the summer vacations, and this activity was taken up in the last month the last quarter.
Dissemination of Behavior Change Communication (BCC) Material	1	-	The BCC material is yet to be prepared. Most of the IEC material apart from BCC was developed after implementation of activities in the field. The purpose for this was that only the relevant and contextually acceptable information messages would be shared.
Conducting 4 Media Programs/Events in focus four districts	4	-	Due to limited involvement of media in project implementation at the community level in the initial phase, the programs were not held.

Activities	Target Oct 16 – Sep 17	Progress Oct 16 – Sep 17	Remarks
Launching social media campaign for PYWD Project		-	As per the USAID policy, the project activities can only be launched through forums developed and owned by the USAID. Approval awaited from USAID.
SMS and IVR Messaging/IVR send to 8,000 persons in focus four districts	8,000	-	This activity is dependent on the finalization of BCC messages, which are not yet developed.
Component 2: Institutional Capacity Building			
Sign Umbrella Memorandum of co-operation with potential training provider organizations	3	5	The PYWD project inked MoUs with federal and provincial entities. The PYWD project signed MoUs with BISP, TEVTA, PVTC, Social Welfare Department, and Akhwat in the first year of the project.
Mapping & data collection of prospective training institutes	140	102	A structured questionnaire was distributed to all private and public training institutions in target districts. Responses from 102 was received with continuous follow up. The remaining institutions are the private ones, and most of them are closed.
Comparative analysis and short listing of training institutes for signing MoUs	140	102	
Detailed Gap Analysis of Selected 22 Training Institutes	22	1	Most of the capacity building activities are not taken up in the first year. IRM is the responsible partner for this, who was taken on board in September 2017. Therefore, the targets are not met on this component.
Preparation of Capacity Building plans for 22 selected institutes	22	1	This activity is not taken up because of non-availability of IRM. The IRM was taken on board in September 2017.
Updating/modification of up to two curricula	2	-	This activity is not taken up because of non-availability of IRM. IRM was taken on board in September 2017.
Provision of machinery and equipment	6	1	As a special initiative, on request of DC, Muzaffargarh, the DIH was provided with the machinery and equipment, which completely transformed institution.

Activities	Target Oct 16 – Sep 17	Progress Oct 16 – Sep 17	Remarks
Develop a cadre of master trainers	66	-	This activity is not taken up because of non-availability of IRM. The IRM was taken on board in September 2017.
Establishment/selection and capacity building of Career Counseling Centers	6	-	This activity was not taken up because of non-availability of IRM due to delays in NOC and vetting. The IRM was taken on board in September 2017.
Development of Comprehensive MIS	1	1	MIS has been developed and operational with LIVE data.
Development and uploading of video production of two training courses	1	-	Due to the delayed initiation of project activities, the videos were not made. The video will be developed with the successive batches those will be enrolled in TIs.
Development of Mobile application	1	-	This activity is linked to Career Counseling. It will be implemented as part of Career Counseling during Year II.
Develop linkages of Training Institutions with relevant employers	4	-	This activity is also linked with Career Counseling and will be implemented in Year II.
Component 3: Access to Workforce Education and Training			
Conduct validation of skills gap analysis	1	1	An independent consultant was engaged for this study, and he validated already conducted skill gap analysis. In addition, the FGDs were convened with the businesses and industries.
Selection of youth for skills development training	3,000	1,705	
Roll out of skills training and placement program	3,000	1,705	
Provision of career counseling services and linking with potential employers	6	-	This activity was also delayed because the IRM was not taken on board.
Designing and launching marketing campaign	1	-	The marketing campaign linked with the BCC material which has not yet developed.

Annex-B: Progress Against Performance Indicators

Indicator Statement	LOP Target	Baseline Value / Year	Year 1 (Oct 16 – Sep 17) Targets	Year 1 (Oct 16 – Sep 17) Progress
IR 1: Youth Economic Opportunities increased				
Sub-IR 1.1: Selected Training Institution's capacity enhanced				
1.1.a: % of participants on capacity building activities which report improved abilities and that have applied new knowledge [IR 3.2.b]	60%	0	-	-
1.1.b: # of training institutions for which Capacity Building Plans successfully implemented	22	0	6	1
Sub-IR 1.2: Selected youth enrolled with TIs, apprenticeship program & placed through career counselling services				
1.2.a: # of youth completing vocational training courses with USG assistance	9,000	0	950	-
1.2.b: # of youth completing apprenticeship program	8,000	0	300	-
1.2.c: # of trained youth linked with various businesses through PYWD placement support	1,000	0	450	-
Sub-IR 1.3: Self-Employment Enterprises Supported				
1.3.a: # of toolkits distributed to youth through USG assistance for support in implementation of learnt skills in respective trades	3,700	0	0	-

1.3.b: # of youth successfully acquiring micro-finance loans	1,000	0	300	-
1.3.c: % of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) [Gender –F Indicator]	35%	0	35%	44%
IR 2: Socially Constructive attitudes & beliefs among youth and their communities enhanced				
Sub-IR 2.1: Local Community in focus areas Engaged				
2.1.a: # of COs/CBOs engaged through community-level meetings & Youth awareness session	300	0	100	102
2.1.b: # of consensus building forums (multi-party, civil/security, and/or civil/political) held with USG assistance [IR 3.2.2.a]	40	0	20	4
2.1.c: # of youth engaged in recreational, cultural and other benign activities through USG-assistance [IR 3.2.3.a]	1,200	0	400	1,034
Sub-IR 2.2: Positive Social attitude messages and Training Opportunities Communicated				
2.2.a: # of community members (individuals) reached through project's communication and outreach campaign	54,000	20,000	-	-
2.2.b: # of focus youth identified from local community	13,300	0	4,000	2,968

Annex-C: Feedback from Focus Group Discussion Respondents

Date: _____

District: _____

Institute Name: _____

Total Number of Event Participants: _____

Male (FGD): _____

Female (FGD): _____

NOTE: Select a group of parents/HH heads at an appropriate time and greet them. Start the conversation in a very light and informal manner and jump to the formal questions gradually once you feel that the whole group is ready to discuss and answer your questions. Try to involve as many participants as you can.

1. Is it the first time you are participating in such an event? (Enter number of respondents against ‘YES’ and ‘NO’)

YES	NO

2. How this social gathering and events like these can be helpful for your child? (Enter number of respondents against relevant options)

- Contribution towards improved nationalism
- Enhanced Social Cohesion & community integration
- Better civic and cultural sense
- Any other, please narrate

3. How would you rate the effectiveness of this event in building positive behavior amongst your children? (Put number of respondents against relevant options)

EXTREMELY USEFUL	TO SOME EXTENT	NOT USEFUL

4. Please note any other important aspect worth recording.