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List of Acronyms

APTMA	All Pakistan Textile Mills Association
AtF	Access to Finance
BDS	Business Development Services
BISP	Benazir Income Support Program
BLCC	Bunad Literacy Community Council
CAP	Constructors Association of Pakistan
CCC	Career Counseling Center
CO	Community Organization
COP	Chief of Party
COR	Contracting Officer's Representative
CSR	Corporate Social Responsibility
CV	Curriculum Vitae
DFID	Department for International Development
DO	Development Objective
FM	Frequency Modulating
ENR	Engineering News Record
EU	European Union
GDI	Gender Development Index
GESI	Gender Equity & Social Inclusion
GII	Gender Inequality Index
GIZ	Gesellschaft für Internationale Zusammenarbeit
GOP	Government of Pakistan
GOPb	Government of Punjab
HDR	Human Development Report
HDI	Human Development Index
HHRD	Helping Hand for Relief & Development
HVACR	Heating, Ventilation & Air - conditioning Repair
ICG	International Crisis Group
ICT	Information & Communication Technology
ILO	International Labor Organization
IR	Intermediate Result
IRM	Institute for Rural Management
IVR	Interactive Voice Response

LOE	Level of Effort
LOP	Life of Program
LSO	Local Support Organization
LTTA	Long Term Technical Assistance
MEL	Monitoring, Evaluation & Learning
MoC	Memorandum of Cooperation
MoU	Memorandum of Understanding
M&E	Monitoring & Evaluation
MF	Mojaz Foundation
MIS	Management Information System
MPI	Multidimensional Poverty Index
MSF	Mission's Strategic Objective
NAP	National Action Plan
NAVTTTC	National Vocational & Technical Training Commission
NGOs	Non-Governmental Organizations
NOC	No Objection Certificate
NRSP	National Rural Support Program
NTB	National Training Bureau
PBTE	Punjab Board of Technical Education
PFM	Public Financial Management
PMIFL	Prime Minister's Interest Free Loan
PPAF	Pakistan Poverty Alleviation Fund
PPP	Public Private Partnership
PRGMEA	Pakistan Readymade Garments Manufacturers & Exporters Association
PRSP	Punjab Rural Support Program
PSDF	Punjab Skill Development Fund
PwDs	Persons with Disabilities
PTIs	Partner Training Institutes
PTTB	Punjab Trade Testing Board
PVTC	Punjab Vocational Training Council
PYWD	Punjab Youth Workforce Development
RC	Reflect Circles
RSPN	Rural Support Program Network
SIMAP	Surgical Instruments Manufacturer Association of Pakistan
SIR	Sub Intermediate Result

SMS	Short Message Service
SO	Strategic Objective
STTA	Short Term Technical Assistance
SWD	Social Welfare Department
TBD	To Be Decided
TIs	Training Institutes
TOR	Terms of Reference
TOT	Training of Trainers
TV	Television
TVET	Technical & Vocational Education and Training
TEVTA	Technical Education & Vocational Training Authority
TUSDEC	Technology Upgradation and Skill Development Company
UC	Union Council
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USIP	United States Institute of Peace
VO	Village Organization

Glossary of Terms

Marginalized Youth “Youth who generally experience higher rates of unemployment and often struggle to gain access to youth-friendly or youth-oriented social services.”

Reflect Circles Approach “It is an innovative, participatory approach to adult learning and social change. Women and men come together in groups to democratically discuss, identify and find solutions to the issues relevant to them.”

CPI Scheme “Community Physical Infrastructure (CPI) term is used for the small infrastructure projects which benefit the community e.g. drains, irrigation canals, link roads, hand pumps, small retention dams etc”.

TVET “Technical & Vocational Education and Training (TVET) is an education, training or learning activity which provides knowledge, skills and attitudes relevant for employment or self-employment”.

Table of Contents

Glossary of Terms	4
Executive Summary	1
1. Context	3
2. Introduction of the PYWD Project	3
2.1 Intended Results	4
2.2 Implementation Approach.....	4
2.3 Geographical Focus.....	6
2.4 PYWD Project Lead Implementing Partner.....	6
2.5 Sub-contractors, Implementing Partners and Resource Groups	7
2.6 Beneficiaries and Stakeholders.....	9
2.7 The Work Planning Process	11
3. Strategic Approach, Anticipated Results and key Assumptions	11
3.1 Strategic Approach.....	11
3.2 Anticipated Results	12
3.3 Critical Assumptions	16
4. Activity Description	18
Program Support Activities.....	18
Program Implementation Strategies	19
4.1. Component 1: Community Engagement.....	20
4.2. Component 2: Institutional Capacity Building	28
4.3. Component 3: Access to Workforce Education and Training	32
5. Incorporation of Cross Cutting Interventions	34
6. Coordination and Collaboration	35
7. Monitoring, Evaluation and Learning Plan.....	36
8. Gender Mainstreaming	37
9. Financial Plan/Budget.....	38
10. Human Resources Plan	39
11. Travel Plan	40
12. Environmental Mitigation and Monitoring Plan	42
13. Activity Summary	43
ANNEX 1: PYWD revised Results Framework	47
Annex 2. Estimated LOE for Year One	48

Executive Summary

Sub-par economic growth levels in the USAID Punjab Youth Workforce Development (PYWD) Project focused districts have adversely impacted opportunities for job creation, and led to instability and further marginalization of the youth. Further, Southern Punjab has also suffered from a gap in skill levels between trained youths and the needs of industry. This gap is due to a number of distinct but inter-related factors: a) Technical Vocational Education and Training (TVET) institutions reach a low percentage of eligible youth; b) Low education levels of potential trainees; c) Outdated curricula, equipment, and methods; d) Limited counseling and placement services; e) Few internship/apprenticeship opportunities; f) Limited resources by the poor to pursue TVET education and g) Poor trainee soft skills (e.g., problem solving, teamwork), that make them ill-suited for private sector workplaces. This has created a vicious cycle in which the youth have been unable to access existing workforce opportunities; and the industry has suffered from a labor force with low productivity.

Amidst the challenges summarized above, lie the opportunity and the significance of the PYWD project. On the positive side, the Government of Pakistan (GOP), local NGOs, USAID and the rest of the donor community recognize the need for improved TVET resources as seen through increased programming recently. The onset of the USAID's PYWD project is timely and extremely significant. With active community mobilization and strengthened capacity of training providers to provide skills training for youth in job growth sectors, factors contributing to instability and vulnerability can be reversed.

The proposed interventions outlined in this Louis Berger's work plan document are tied to the overarching goals of the Punjab Youth Policy. Project work plan activities have been structured to work closely with provincial workforce development entities and in coordination with other youth related donor programs such as those of the World Bank, DFID and the European Union. A proposed PYWD Steering Committee with representatives from the Government of Punjab (preferably the Punjab Skills Development Committee), the TVET Sector (PVTC, TEVTA and Sanatzar), District-level men and women chambers (from Bahawalpur and Multan), as well as USAID will provide strategic guidance as well as help facilitate project implementation approvals, referrals and linkages with other development actors. The project will be headquartered in Lahore, with field offices in the focused districts.

The PYWD Project will help enhance socially constructive attitudes among the youth and enable employment opportunities for 10,000 youth (including 35% women) in Multan, Lodhran, Muzaffargarh and Bahawalpur districts in South Punjab. The long-term results/outcomes of the project include: i) imparting market-driven vocational skills training leading towards increased economic opportunities for youth; and ii) support enhancing socially constructive attitudes & beliefs among youth and their communities. The following paragraphs reflect summary of activities to be implemented under the 3 project components during 1st year of the project:

Component I: Community Engagement: 100 Community Organizations (COs) will be mobilized to identify 4,000 eligible youth. COs as well as the focused youth in close proximity of Training Institutes (TIs) will get priority. Based upon a preset selection criterion approximately 3,000 will be enrolled in different training programs. A coordination mechanism will be established between 40 schools and PYWD partner training institutes (PTIs); with approximately 2,000 school students getting chance for exposure visits to PYWD's partner TIs. Communication material focused towards building positive behavior/ attitudes of local community (mainly youth) will be distributed to over 40,000 households (HHs) through the identified 100 COs.

While utilizing COs goodwill/acceptability within the community, the project's field teams will use innovative participatory development approaches, such as, Reflect Groups/Circles; engaging community members/HHs to analyze and thereby propose solutions for betterment. Sustainability of such initiatives would also be supported leading towards socially empowered community at the local level; the identified Community Physical Infrastructure (CPI) schemes emerging from this process will also be supported for implementation as part of 1st year's Work plan.

Component II- Institutional Capacity Building: 22 training institutes will be selected for institutional capacity building as a result of gap assessments completed of all the TVET institutes (TIs) located in the 4 focus districts. Retooling/upgradation of equipment/machinery for the 6 selected TIs will be completed. Training curricula for two (2) highly demanded trades/vocations will be upgraded. 66 (3 each from the 22 institutes) trainers will be trained for their capacity development to improve their skills in pedagogy, teaching methodology, relevant vocation and course management. 6 counseling centers will be established for career counseling and placement services. Video production of 2 highly-demand training courses will be completed and shared on the web portal of selected TIs. To track the selection, training and placement of the selected youth, a comprehensive Management Information System (MIS) will be developed. A mobile application will be developed to create linkages between the trained youth and employers.

Component III: Access to Workforce Education and Training Component: Validation of the skills gap analysis undertaken by PVTC, TEVTA and PSDF with identified priority trades/vocations as having employment generation potential will be completed. This study will also be helpful in complementing Capacity Building component for updating training curricula. Training of youth would be the key activity under this component covering Training leading to self-employment, entrepreneurship training, Ustad-Shagird/Informal Apprenticeship training, formal apprenticeship training and provision of counseling services. 3,000 youth will be enrolled in the selected training institutes (including youth covered through counseling services), out of which at least 80% will be placed for jobs and/or supported for self-employment. The break-down is as follows:

Entrepreneurship training: 300; Training leading to Self-employment: 900; Ustad-Shagird/ Informal Apprenticeship: 1,100; Formal Apprenticeship: 250; and Career Counseling: 450.

A marketing program tailored to engage project's key stakeholders including partner TIs, communities, industry partners/businesses and employers, etc. will be also launched.

1. Context

Punjab is comprised of nine (9) Divisions and 36 Administrative Districts, out of which 3 divisions and 11 districts are part of the Southern Punjab region. These include: 1) Multan Division (Districts - Multan, Lodhran, Khanewal and Vehari); 2) Bahawalpur Division (Districts –Bahawalpur, Bahawalnagar and Rahim Yar Khan); and 3) Dera Ghazi Khan Division (Districts -Muzaffargarh, DG Khan, Rajanpur and Layyah). PYWD focused districts are Multan, Lodhran, Muzaffargarh and Bahawalpur where unemployment is at 20.70% in Multan, 25.80% in Muzaffargarh, 34.30% in Bahawalpur and 43.31 % in Lodhran¹.

The PYWD project will reach out to the vulnerable and marginalized youth through a rigorous community engagement process. It will provide them access to the most suitable Training Institutes that will equip them with skills as per the market demand. This will lead to an improvement in their livelihoods and ultimately reduce their falling prey to extremism and violence. Simultaneously, the PYWD project will develop the institutional capacity of the selected training institutes in the four districts that will enable them to provide quality services to the local youth, both in terms of provision of quality training and career counseling services. The PYWD project will also enable access to a range of skills development services for the selected youth that will enable them to start new businesses through improved entrepreneurial skills as well as access to microfinance loans and starter toolkits. Skills development in various trades--demanded by the industries and businesses--through provision of apprenticeship opportunities will lead to permanent jobs placements.

2. Introduction of the PYWD Project

PYWD is a three-year effort aimed at generating employment for youth between the ages of 16 and 29 in four districts of south Punjab. The four focused districts are Multan, Lodhran, Muzaffargarh and Bahawalpur.

- **Purpose**

To empower male and female youth through constructive community engagement and provision of robust employment opportunities to counteract the dynamics that increasingly transform at-risk communities into enabling environments for extremism and instability.

- **Goal**

To create economic opportunities & supporting social empowerment in focus areas, through developing socially constructive attitudes and behaviors amongst the male and female youth.

- **Objectives**

¹<http://www.bisp.gov.pk/Others/reports1/Youth%20and%20Employment.pdf>

To reduce the likelihood of youth falling prey to extremism in at-risk districts in Southern Punjab by engaging disadvantaged youth (aged 16-29) in productive economic activities that will improve their economic status and address one of the primary causes of on-going instability and violence in the region. The PYWD project has the following overarching objectives to be achieved over the length of project:

Support greater community engagement opportunities for and with local youth aimed at developing constructive attitudes and beliefs;

Improve the capacity of 22 Training Institutes;

Provide skills training to 9,000 marginalized youth and provide job/self-employment opportunities for at least 7,200 youth; and

Provide counseling services to 1,000 youth and placement opportunities to 500 youth.

2.1 Intended Results

The PYWD Team has developed its project strategy aimed at achieving following three intended intermediate results (IR)/outcomes:

- **IR-1:** Youth Economic Opportunities Increased.
- **IR-2:** Socially Constructive attitudes & beliefs among youth and their communities enhanced.

The Project will achieve these two inter-related results through a set of sub-intermediate results (Sub-IRs) planned to be achieved under each IR and further activities planned to be implemented in support of each Sub-IR/Output. These activities falling broadly under 3 project components will enable vulnerable youth to increase their income, seize new work-learning opportunities, and build skills that are valued by employers and lead to permanent employment opportunities.

2.2 Implementation Approach

Project activities for the three components will be orchestrated through the deployment of four (4) sequential and two (2) cross-cutting work streams that will be applied across all PYWD components: (A) Identification; (B) Assessments; (C) Train and Track (including MEL); (D) Enhance Capacities; and (a) Linkages and Coordination; and (b) GESI integration and mainstreaming.

The PYWD implementation approach (visualized below in **Figure 1**) is based on a matrix structure, and informs PYWD's approach to activity planning and management.

Figure 1: Implementation Approach

Work stream Area	Component 1	Component 2	Component 3
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Work stream Area	Component 1	Component 2	Component 3
A. Identification	Activity 1-A: Identification of key leaders, marginalized youth and their families, as well as COs to build community support for expanding youth opportunities	Activity 2-A: Identification of selected institutes to enhance capacity and credibility of TVET Sector	Activity 3-A: Identification of skills, training providers and placement opportunities to improve skills and livelihoods
B. Assessments	Activity 1-B: Assess the socio-economic conditions and attitudes of the communities, aimed at inculcating positive attitude and beliefs	Activity 2-B: Assess the capacity/skill gaps, aimed at obtaining information on the current status and plans for training institutes' improvements	Activity 3-B: Assess the employable skills & opportunities to select the most employable trades for training, which will ensure placement
C. Train & Track (including MEL)	Activity 1-C: Train and track performance of COs and Reflect Circles to identify and target families and affect changes in their behaviors and attitudes	Activity 2-C: Establish MIS systems to track improvements of 22 Institutes over the life of the project	Activity 3-C: Establish youth training completion and placement database to track training 10,000 youth and their placement
D. Enhance Capacities	Activity 1-D: Enhancing capacities for youth aimed at developing leadership qualities, promoting outlets for creative expression, and generating community assets	Activity 2-D: Improve training capability by investing in the capacity development of 22 TVET institutes	Activity 3-D: Improve training performance and enhance employability potential as part of overall outcome of the PYWD project

And the cross-cutting aspects/work streams in the implementation approach include:

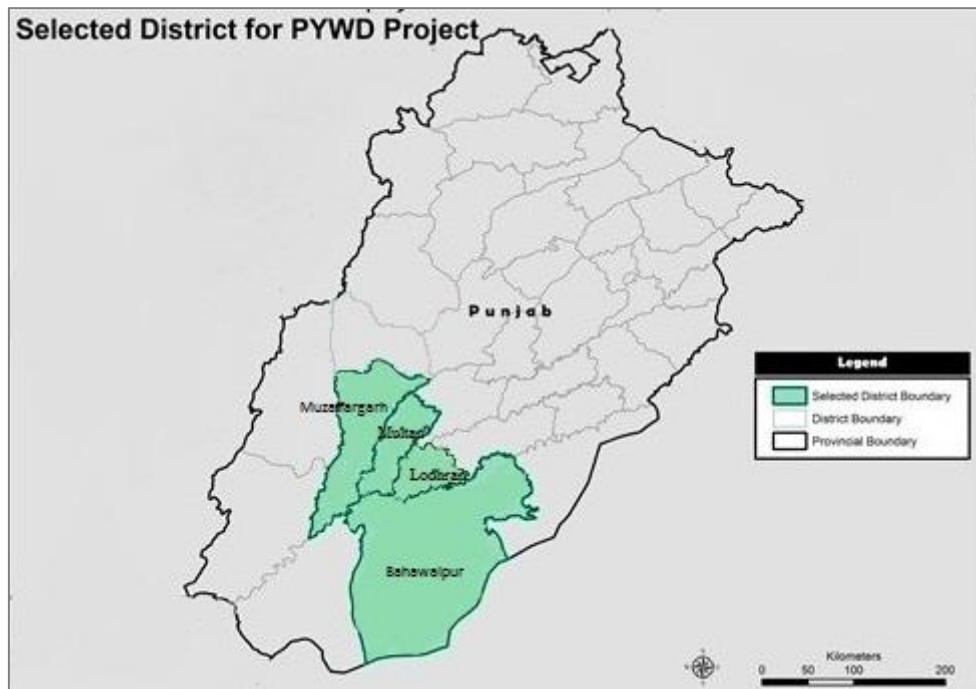
Work stream Area	Component 1	Component 2	Component 3
a. Linkages and Coordination	Activity 1-a: Linkages and coordination between communities, youth and their families to resolve community issues	Activity 2-a: Linkage and coordination of TVET sector activities with the community aimed at enhancing institutional capacities of Training Institutes to offer	Activity 3-a: Linkage of trainees with training institutes aimed at improving availability of training and placement opportunities

		quality services.	
b. Gender Equity and Social Inclusive	Activity 1-b: Embed Gender, Minority and PwD measures across PYWD implementation; and ensure equal opportunities with particular focus on Gender participation	Activity 2-b: Gender, Minority and PwDs sensitization for training institutes as part of the enhancement of capacities and capabilities of 22 TEVT Institutes	Activity 3-b: Gender, Minority and PwDs inclusive approach to fostering training and placement opportunities to ensure that at least 35% project beneficiaries are women

2.3 Geographical Focus

The geographic scope of the project is currently limited to the 4 focus districts of Multan, Lodhran, Muzaffargarh and Bahawalpur. The interventions will be focused at the village/mohallah/basti level through mobilization of local VOs/COs. For youth identification, Union Councils (UCs) located in close proximity of the partner TI's would be given priority. This would help reduce the implementation bottlenecks related to trainee travel & logistics, as well as will be a cost-effective approach. These districts are highlighted in Punjab's map (Figure 2) below.

Figure 2: Geographic Focus of Districts



2.4 PYWD Project Lead Implementing Partner

The PYWD project is being implemented by Louis Berger, an ENR top-20 ranked, global professional services corporation that helps clients solve their most complex infrastructure and development challenges. Founded in 1953, Louis Berger's quality of work, integrity and commitment has built decades-long client relationships with local, state and federal

governments; multilateral institutions; and other public and private entities. To this diverse client base, Louis Berger brings strategic vision and an entrepreneurial spirit.

Louis Berger has implemented programs across Asia and is currently managing more than 20 ongoing programs in fragile countries in: infrastructure development, PFM reform, institutional capacity building, reconstruction and financial sector governance programs. Louis Berger's successful implementation experience in Pakistan and its unparalleled program management expertise in multi-disciplinary and multi-stakeholder programs have positioned it well to lead this important endeavor.

As a lead implementer of the PYWD Project, Louis Berger will have overall project management leadership. The roles and responsibilities undertaken directly by Louis Berger will include, but are not limited to, the following: Client relations; strategic and technical oversight; sub-contractor management; program operations; finance and procurement; communication management; security and risk management; quality control/quality assurance; Monitoring and Evaluation; and reporting. Louis Berger has also obtained a No Objection Certificate (NOC) from the Home Department, Government of Punjab for the direct implementation of the PYWD Project in 4 focus districts.

2.5 Sub-contractors, Implementing Partners and Resource Groups

To ensure project impact and sustainability, the PYWD Project Team consists of trusted local organizations with a proven record in the focus districts in community engagement, institutional capacity building and workforce development.

Louis Berger will maintain its corporate project office in Lahore where the PYWD project team (comprising Louis Berger and its subcontractor personnel from Fincon and IRM) will be based. Other partners BLCC, HHRD and Mojaz will implement project activities from their locations in the focused districts. A Multan-based PYWD project team will supervise and coordinate their activities. Below are the roles and responsibilities of the subcontractors:

FINCON Services Inc.: For more than 20 years, FINCON SERVICES has undertaken environmental, economic development and capacity building projects that address the sources and consequences of political and economic fragility. FINCON SERVICES has developed the specialized knowledge and experience to effectively implement complex, multidisciplinary, and multi-year activities focused on rapid mobilization and responses tailored to local contexts.

As a subcontractor, FINCON will be responsible for the training and placement or self-employment of 1,980 youth (target for LOP) (35% female) through duly accredited programs with recognized certification. It will also strengthen the counseling services of youth centers, resulting in the placement of 1,000 youth during LOP.

The Institute of Rural Management (IRM): IRM is the training provider focusing exclusively on capacity building and institutional development within the not-for-profit sector. IRM also entails collaborations with international agencies such as the UN, World Bank, Asian

Development Bank, USAID, DFID, and also several arrangements with government entities in South Asia.

As a subcontractor, IRM will be responsible for the training, apprenticeships, and placement or self-employment of 1,998 youth (target LOP). It will also provide entrepreneurship training to 1,000 youth (target LOP). In addition, IRM will be responsible for building the capacity of selected training institutions and provide Quality Control and Oversight of all training programs delivered by other institutions.

Bunyard Literacy Community Council (BLCC), Mojaz Foundation, and Helping Hand for Relief and Development (HHRD): are established NGOs, working under the umbrella of the Pakistan Poverty Alleviation Fund (PPAF). They support community and village-based development, including the mobilization and training of poor youth for productive livelihoods.

As subcontractors, these three partners will manage the community engagement activities in the 4 districts as well as manage the micro-finance loan provision aspect of the project through their ongoing PPAF sponsored lending programs. These partners are deeply embedded in the target communities and have established youth centers and access to credit programs with wide participation of women.

While Louis Berger has obtained the NOC to implement its activities in the targeted districts, its' above-mentioned subcontractors will also need to apply for an NOC to the respective district authorities. We expect the subcontractors to be able to obtain the NOC by the end of January 2017.

In Year 1 (Oct 2016 – Sep 2017), the PYWD project team will work closely with the following **resource groups:**

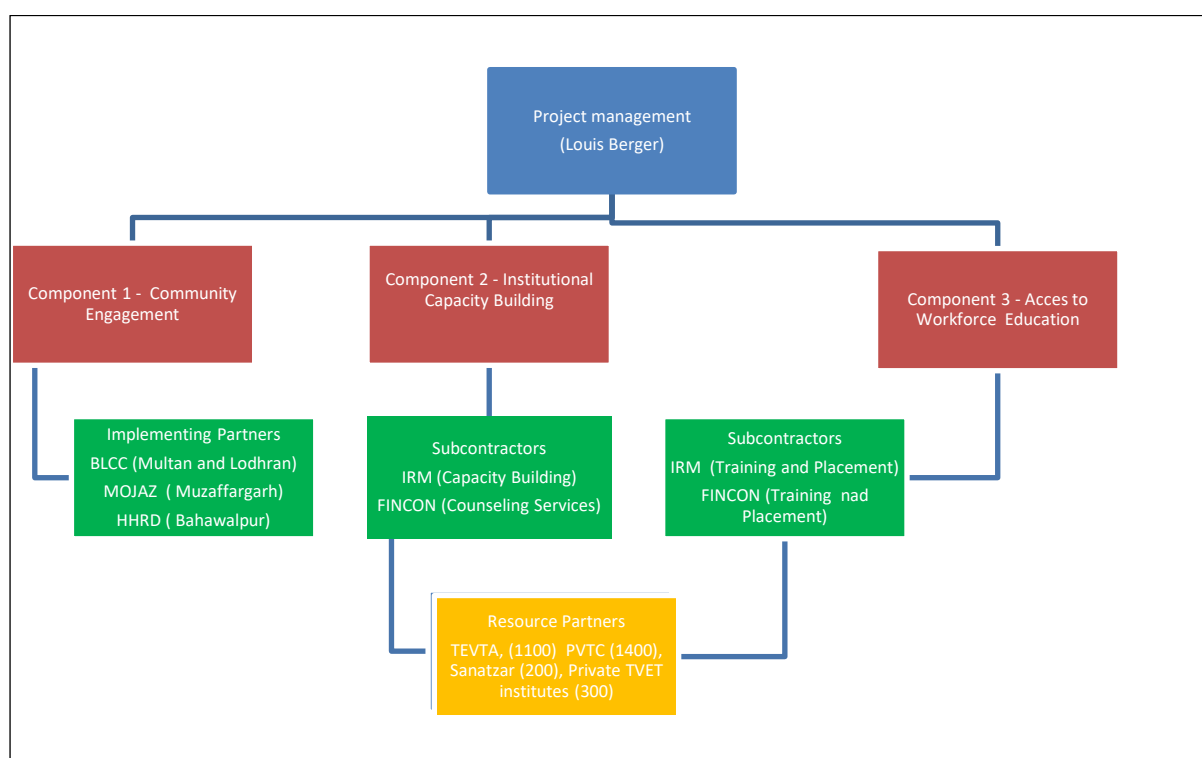
Technical Education and Vocational Training Authority (TEVTA): As a provincial-level institution, providing significant technical and vocational training in public sector of the province, with established credentials and significant outreach, **TEVTA** will be our primary resource partner for vocational training. TEVTA is currently running over 400 district-based institutions in the province. Working in close collaboration with other project partners, TEVTA's local institutions shortlisted by the PYWD team will be primarily responsible for providing demand driven vocational trainings to 1,100 focused youth during 1st year.

The Punjab Vocational Training Council (PVTC): PVTC is an autonomous corporate body established by the Punjab Government and will also be a leading training provider for the PYWD Project. PVTC's mission is to alleviate poverty by imparting demand driven skill training to beneficiaries at their doorstep, and by involving the private sector to enhance employability. As a resource partner, PVTC's local institutions selected by the PYWD Project will serve as a key vocational training provider responsible for the training and placement/self-employment of 1,400 youth in year one, which will result in students receiving certification that has been accredited by NAVTTC.

Sanatzar (SWD): a constituent technical and vocational training body of the Social Welfare Department of the Govt. of Punjab, is another resource partner with specific focus on female vocational programs and will be responsible for training 200 female youth for Year one.

Private Sector Training Institutes: Other reputable private sector training institutes, with ability to realign and quickly respond to changing demand pattern from Trade and Industry, will also be selected by the PYWD team to meet left over demand in focus areas on specialized trades for approximately 300 male and female youth per annum. **Figure 3** summarizes the above mentioned entities associated with each of the components.

Figure 3: PYWD’s Component-Wise Project Partners



2.6 Beneficiaries and Stakeholders

PYWD Program will have several direct and indirect beneficiaries and stakeholders.

Program Beneficiaries/Recipient of Technical Assistance: The direct beneficiaries of the program are marginalized youth and the recipients of the Technical Assistance are the selected training institutes:

1. **Marginalized youth** (both male and female) are the **main program beneficiaries**, who are the most vulnerable to fall into a vicious cycle of poverty caused by lack of economic opportunity (for employment or self-employment). The program will follow a systemic identification process to survey and select the at-risk youth group for inclusion in the program related activities including community engagement, technical training, job placement, employment opportunity and apprenticeship and entrepreneurship. Our partner organizations BLCC, Mojaz, and HHRD will follow a set of selection criteria to identify this high risk youth. These may include: i) low income

level, ii) school dropouts, iii) madrasa graduates, iv) youth with crime records/juvenile prisoners; iv) victims of domestic abuse/violence; and v) under/unemployed youth.

2. **Selected Training Service Institutes for Capacity Building:** to be identified through a rigorous selection and consultation process, and followed by provision of targeted capacity building support to improve their performance and credibility as high quality training service providers.

Program Stakeholders: The main program stakeholders are:

1. **Community members:** the PYWD Team will engage and organize community leaders and influentials, vulnerable youth (female and male), and their families in focus communities under the umbrella of Community Organizations with the support of Local Support Organizations (at the Union Council Level) and Village Organizations (at Village Level).
2. **Public and Private Sector Youth Serving Organizations:** these include agencies that are also identified above as partners/resource groups with whom the PYWD Project consulted in planning for year one. Example of these include: Punjab Trade Testing Board (PTTB); Punjab Vocational Training Council; Punjab Skill Development Fund (PSDF); International Labor Organization (ILO); NAVTTC; National Training Bureau (NTB); Provincial Boards of Technical Education.
3. **Training Service Providers:** Public and private sector institutions including the Provincial Technical Education and Vocational Training Authority (TEVTA); Punjab Vocational Training Council (PVTC); Social Welfare managed Sanatzar Institutes and reputed private TEVT institutes.
4. **Other GOP youth initiatives** that provide opportunities for collaboration. For example the Prime Minister's Interest Free Loans Scheme (Qarz-e-Hassna Scheme) administered by PPAF; and the Waseela Rozgar-Benazir Income Support Program (BISP), an interest-free loan scheme that targets underprivileged women to support them in setting up small businesses, and the Prime Minister's Youth Skills Development Program.
5. **Others (Private/Semi-Government)** – Technology Upgradation and Skill Development Company (TUSDEC), Huner Foundation, AMANTECH, Corporate CSR including DESCON, Engro and Nestle.
6. **A range of donor and other related programs** that, with appropriate coordination, offers PYWD program scope for collaboration through complementary (not duplicative) and value-adding activities. Some of the key programs and points of potential collaboration are:
 - i. **Department for International Development (DFID) supported** Punjab Skill Development Fund (PSDF) – PYWD will draw on PSDF's market skills-gap

surveys as well as its training sourcing model and expanded TVET market linkages. During Year 1, the PYWD program will explore opportunities with PSDF's upcoming initiatives, particularly on targeted training and counseling services.

- ii. **Gesellschaft für Internationale Zusammenarbeit (GIZ) supported** TVET Reform Support Program – Scale up initiatives such as strengthening a) TVET management capacity; b) industry linkages; and c) apprenticeship opportunities. PYWD will coordinate with GIZ on its capacity building initiatives for the 22 shortlisted training providers.
- iii. **United Nations Development Program (UNDP) supported** Skills Development in the Garment Sector Program – Supporting the rollout of curriculum into South Punjab.
- iv. **Intel Pakistan**– Supporting Computer Society of Pakistan and others for entrepreneurship and computer literacy training.
- v. **European Union (EU) TVET Programs** – Supporting curriculum revision, expanding apprenticeship opportunities, and increasing access to entrepreneurship training and credit.

2.7 The Work Planning Process

The Annual Work plan has been prepared following intensive engagements with key program partners, stakeholders and other resources groups. The following institutions have specifically been consulted for the development of the proposed activities under each component for Year 1:

- i. TEVTA Punjab
- ii. Punjab Trade Testing Board (TTB)
- iii. Punjab Vocational Training Council
- iv. Punjab Skills Development Fund (PSDF)
- v. International Labor Organization (ILO)

The PYWD team also held consultations with various private and semi-government entities.

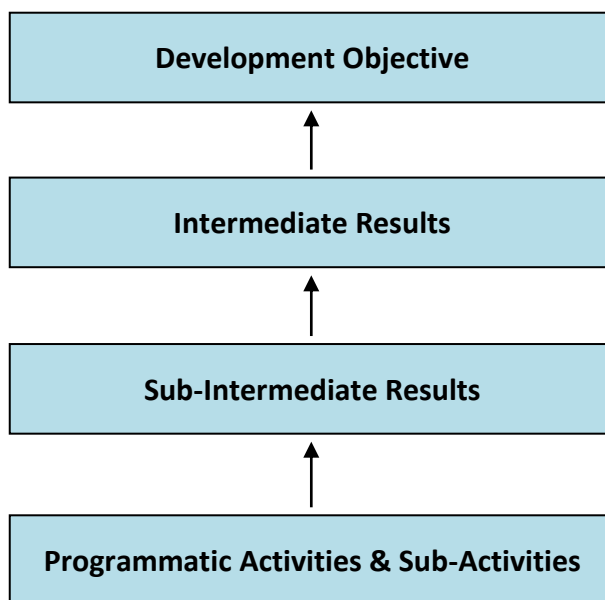
3. Strategic Approach, Anticipated Results and key Assumptions

3.1 Strategic Approach

Given the unique cultural and social norms of the Punjab province of Pakistan, the PYWD Project team will be cognizant of various nuances related to the cultural and social setup and community hierarchies that play a pivotal role in the success of any program in this area. An inclusive and robust GESI strategy will guide program implementation. In line with the Project's Development Objective of "Increased Stability in Focus Areas", the project intends to adopt a focused step-wise approach while utilizing the overall concept of Results-based management.

The following figure (**Figure 4**) illustrates the project’s results hierarchy, where project activities as planned under the three components will help achieve specific Sub-IRs (short-term results). All sub-IRs collectively within a stream will result in achieving the corresponding IRs (long-term results). And further the project’s 2 IRs will demonstrate progress towards the project’s planned DO (overall impact/goal):

Figure 4: Project’s Results Hierarchy



The project’s DO i.e. “Increased Stability in Focus Areas” is adopted from USAID’s STABILIZATION component’s Results Framework. PYWD project, through its two IRs and the respective programmatic activities falling under their relevant Sub-IRs will be contributing in achieving this result. Other USAID funded projects falling under the STABILIZATION component also contribute towards achieving this DO-3 for USAID Pakistan.

3.2 Anticipated Results

The PYWD Project aims to achieve the planned targets within its three components during 1st year and subsequently for next years. Based upon project’s revised Results Framework all the planned work plan activities have been reoriented to be placed under the relevant sub-IRs/Outputs. Further, descriptive additions have also been done in order to bring more clarity in implementation strategy of activities. The logical linkage of activities with project’s Results Framework is given below as (**Figures 5 and 6**). The project’s results framework is also attached as **Annex 1**:

Figure 5: IR-1- Youth Economic Opportunities Increased

Sub-Intermediate Result (Sub-IR)	Activity ID	Activity Description	Expected Deliverables
1.1: Selected Training	1.1.1	Detailed gap assessment/analysis of selected TIs	Capacity Gap analysis of selected 22 institutes conducted

Institutions Capacity Enhanced	1.1.2	Preparation of capacity building plans for selected TIs	Major organizational development areas identified Study of Skills Gap Analysis shared with TIs Capacity building plans prepared for selected 22 training institutes
	1.1.3	Capacity building plans executed in collaboration with beneficiary TIs	2 curricula upgraded/modified Necessary equipment and machinery provided in 6 TIs Capacity of 66 Instructors developed
1.2: Selected youth enrolled with training institutes and placed for entrepreneurship/ apprenticeship program	1.2.1	Signing of umbrella MoUs/MoCs with potential TIs	Meetings with partner TIs held 3 MoUs/MoCs signed with partner TIs Mapping & data collection of 140 prospective TIs done
	1.2.2	Conduct a Comparative Assessment of all TIs	Data Collection, Comparative assessment and short listing of 140 Training Institutes conducted (as per predefined criteria) 22 training institutes selected for capacity building
	1.2.3	Develop TIs linkages with relevant employers	4 TIs facilitated for linkage with employers/businesses in the relevant trades
	1.2.4	Selection of youth for skills development training	3,000 selected youth assigned training courses in relevant trades and/or provided career counseling services
	1.2.5	Rollout of skills development training program	Entrepreneurship training: 300; Training leading to Self-employment: 900; Ustad-Shagird/ Informal Apprenticeship: 1,100; Formal Apprenticeship: 250; and Career Counseling: 450
	1.2.6	Development of videos for training courses	2 videos covering most important trades developed Both videos uploaded on partner TIs web portals
	1.2.7	Selection of youth for entrepreneurship/ apprenticeship program	Youth completing skills and entrepreneurship training selected for further placement with formal/informal businesses for on-job training

	1.2.8	Rollout of entrepreneurship/ apprenticeship program for placement	Youth completing on-job training through formal/informal businesses, other partners
1.3: Placement of already trained youth supported through career counseling services	1.3.1	Establishment of Career Counseling Centers	6 Career Counseling Centers established
	1.3.2	Capacity Building of Career Counseling Centers	12 staff members capacity building done Development of web portal Development of Mobile app.
	1.3.3	Provision of Career Counseling services to youth for linking with potential employers	500 youth provided counseling services 250 youth linked with local industry
1.4: Self-Employment Enterprises Supported	1.4.1	Provision of micro-finance loans to youth entrepreneurs	300 youth provided micro-finance loans
	1.4.2	Trained youth linked to micro-finance institutions	Youth interested in self-employment will be linked to relevant micro-finance institutions

Figure 6: IR 2- Socially Constructive attitudes & beliefs among youth and their communities enhanced

Sub-Intermediate Result (Sub-IR)	Activity ID	Activity Description	Expected Deliverables
2.1: Local Community in focus areas Engaged	2.1.1	Develop Community Engagement Strategy	A detailed strategy of community engagement developed
	2.1.2	Identify and engage existing active COs in focus four districts	100 COs selected based on pre-set criteria in focus four districts Database of app. 2,500 community members prepared
	2.1.3	Conduct consultative meetings with selected COs in 4 districts	100 consultative meetings conducted with 100 COs. Raised awareness of 2,500 members of 100 COs on PYWD project activities 100 Focal persons selected (1 for each CO) Youth selection criteria revised and finalized in light of inputs from 2,500 members of 100 COs
	2.1.4	REFLECT Circles/Groups approach implemented for developing community's consensus on local issues & solutions	20 Reflect Circle sessions facilitated CPI Schemes identified as per community's requirements &

			implemented Linkage of community with local authorities developed
2.2: Positive Social Attitude messages and Training Opportunities communicated	2.2.1	Conduct awareness sessions for approximately 4,000 (2,600 male & 1,400 female) selected youth in focus four districts	160 [104 male & 56 female] awareness sessions conducted
	2.2.2	Holding district level community engagement events	4 district level events conducted having participation of all stakeholders
	2.2.3	Identification of Schools and orientation meetings with school management in 4 districts	40 high schools identified in focus four districts and oriented on PYWD program activities, particularly coordination mechanism of school with TIs for the interested students
	2.2.4	Arranging exposure visits of School student to vocational training institutes	Meetings with management of 5 TIs conducted for establishing coordination mechanism with 40 Schools Exposure visits for app. 2,000 students conducted to TIs for their learning about training courses and future opportunities
	2.2.5	Behavioral change communication material disseminated to community	40,000 community members and youth received behavior change communication material
	2.2.6	Conducting media programs in focus 4 districts supporting build constructive social patterns amongst all age groups within community	4 advocacy events conducted in 4 districts 100,000 citizens reached through cable TV media campaigns 4,000 users of Social Media receiving regular updates of latest training and job opportunities through Facebook 8,000 community members and youth receiving regular updates of latest training and job opportunities through SMS/IVR
2.3: Potential youth identified in focus districts	2.3.1	Identification of vulnerable and marginalized youth in focus districts	App. 4,000 [2,600 men & 1,400 women] youth identified
	2.3.2	Selection of youth for relevant trades	3,000 youth (having 35 % women) finalized & selected for provision of vocational training
M&E Activity: Conducting project's "Baseline Assessment" to ascertain the current levels/values against the performance indicators falling under the project Results. It will also include a validation of skills gap analysis performed by the project's partner training institutions [PSDF, TEVTA and PVTTC].			

3.3 Critical Assumptions

Overall:

- The Government of Punjab’s continuous support for PYWD programming in the region.
- Timely NOCs granted by government to LBG & Subcontractors.
- Government of Pakistan is planning to conduct population senses in 2017 which may affect the community mobilization activities in the focus districts.
- General Elections falling in project’s implementation period (2018) do not adversely affect project interventions.
- Natural disasters and calamities (flood, earthquake, drought etc.), if occur, being effectively managed through Federal, Provincial and Local Institutions.

Specific critical assumptions and their mitigation strategies for the three components are outlined in **Figures 8, 9 and 10**.

Figure 8: Component 1- Community Engagement

Critical Assumption	Mitigation Strategy
<ul style="list-style-type: none"> • The local leaders, religious figures, and politicians are willing to support the program and the overall youth development activities. 	<ul style="list-style-type: none"> • PYWDP has already started engaging key government, political, religious and other community points of influence and secured their support for the program.
<ul style="list-style-type: none"> • Community leaders take full interest in the project activities without fear from other religious/extremist groups. 	<ul style="list-style-type: none"> • Through PYWD implementing partners who have successfully implemented similar undertakings in the past, the PYWD Project will work closely with community leaders to explain the benefits they will avail from the program. It will adopt a professional approach in dealing with all community members without discrimination on ideology or religious affiliation to avoid any potential backlash from religious groups.
<ul style="list-style-type: none"> • Relevant Authorities, like public service departments support community initiatives to solve community related issues in time, to ensure unhindered project implementation 	<ul style="list-style-type: none"> • Louis Berger and its committed and reputable implementing partners (public and private sector entities) will engage the local authorities in the planning and implementation phases to get their buy-in. PYWD will build positive relationship and will keep the district entities sensitized of the benefits, our programming will have for their area of authority. Securing of the NOC to implement the project in South Punjab-- the first of its kind ever Pakistan—and its distribution to the district authorities will facilitate implementation.

Figure 9: Component 2- Institutional Capacity Building

Critical Assumption	Mitigation Strategy
<ul style="list-style-type: none"> • Training institutes are willing to work with PYWD project 	<ul style="list-style-type: none"> • We have already secured commitment from several training institutes to join our efforts and work with PYWD project to enhance their product and service offerings. For e.g., the project has already secured collaboration letters from TEVTA, PVTC and SWD. The project will continue building a productive relationship with the management of most active TIs by demonstrating the value they could gain from our technical and capacity building support and enhancing their outreach to the youth through our community engagement component.
<ul style="list-style-type: none"> • Training institutes allow PYWD project team to conduct gap analysis 	<ul style="list-style-type: none"> • Through positive relationship management, a collaborative approach will be adopted in executing the planned gap analysis of TIs.
<ul style="list-style-type: none"> • Training institutes are willing to adopt an inclusive gender approach 	<ul style="list-style-type: none"> • PYWD will adopt the strategy of gender equality to formalize this approach will all partner training institutes. All partnerships will be formulated keeping in view desired allocation of resources (minimum 35 %) for women.
<ul style="list-style-type: none"> • Training institutes are willing to put their curriculum on online web portal 	<ul style="list-style-type: none"> • PYWD Project will work with the institutions to adopt a technology-friendly marketing and outreach strategy so that they can see value of the large number of youth that can access their materials/curriculum and make informed decision of pursuing further education.
<ul style="list-style-type: none"> • Training institutes are supportive to establish career counseling centers 	<ul style="list-style-type: none"> • PYWD Project will work with the top management at these institutions to explain other venues to serve their focused communities and explain the potential from having career services.

Figure 10: Component 3- Access to Workforce Education and Training

Critical Assumption/Risk	Mitigation Strategy
<ul style="list-style-type: none"> • Focus youth are keen to establish their own business setups 	<ul style="list-style-type: none"> • Recognizing that the economic, social and political factors may impede entrepreneurship

	opportunities (e.g., cultural and social norms or other personal perceptions from receiving assistance from donor-funded programs), the PYWD Project will enable easy access to counseling, technical advice, and access to finance for large numbers of youth to pursue their entrepreneurship ambitions.
<ul style="list-style-type: none"> • Relevant businesses willing to place PYWD project's youth completing training programs 	<ul style="list-style-type: none"> • PYWD project will encompass direct partnerships (in form of MoUs) with the leading businesses relevant to the offered trades. Further, market's demand-driven trades and curriculum will be adopted to maximize the trainee placement ratio. The project will also support create institutional linkages amongst the TIs and businesses.
<ul style="list-style-type: none"> • Selected youth's drop-out rate 	<ul style="list-style-type: none"> • Project's implementation approach includes a stringent community engagement and thereby youth identification process. Efforts put in to identify the most relevant and deserving youth, would ultimately lead towards trainee retention in their relevant courses.

4. Activity Description

Program Support Activities

The program support activities have a cross-cutting effect across all project components. These include meetings with stakeholders, liaising with district administration in focus 4 districts, supporting sub-contractors in finalization of subcontract agreements, regular meetings & documents exchange with government departments for getting NOCs, submission of affidavits to four (4) District Commissioner offices, follow-up for getting a government's officials nominated as focal person for each district and recruitment of field staff ensuring presence in focus districts.

An official launching ceremony of the project will be organized in Lahore during March 2017. It will highlight project's aims, scale and scope and show its commitment in terms of creation of youth entrepreneurs and employment. Moreover, it will showcase project's collaboration with various public-private partners and training institutions. Government departments, partner training institutions, public-private stakeholders, district administration, NGOs and media, will be invited.

Program Implementation Strategies

In order to document the processes involved in PYWD project's life cycle and having a common understanding on related procedures amongst all project partners, following 'Strategies' will be developed and shared with USAID during the quarter ending March 2017:

Alternate Program Implementation Strategy

The current program implementation modality is based on the approach of utilizing the services of approved subcontractors for implementation of program activities (all 3 components) in the field. However, the legal scenario requires all subcontractors to get an NOC from the relevant government offices (Home departments Punjab and/or district administration). At the time of submission of this revised Work Plan no Subcontractor has been able to receive NOC, prompting LB to add this activity as part of Annual Work Plan. This activity is focused on development of an "Alternate Program Implementation Strategy" which will be shared with USAID (during March 2017); in case subcontractors are not able to get NOC from government for program implementation. Ample time, along with other relevant support has been extended to all Subcontractors through Louis Berger PYWD project's head office, Lahore.

Communications & Outreach Strategy

PYWD project's Communications and Outreach Strategy outlines the approaches and tools that the project will use to engage, inform, and promote the positive response and behavioral change in the partner training institutions, local communities and other key stakeholders in order to achieve the desired impact. The primary objective of the communications strategy is to support and thereby enable the three components and PYWD project to achieve its objectives. This is intended to be a dynamic document; which will be routinely monitored and updated to meet the specific opportunities and conditions of the project. The draft strategy will be shared with USAID during March 2017 for approval.

Sub-Contracts Administration Strategy

The Subcontracts Administration Strategy (SAS) will be developed to help support PYWD colleagues in defining responsibility and necessary steps involved in contract management. It will therefore help the staff in working with subcontractors and managing relationships and ensuring diligent performance. The idea of having SAS is to ensure transparency and consistency in actions. Compliance to USAID rules & regulations and requirements associated with the contract will provide the foundations for the strategy. Furthermore the strategy will identify different aspects of risks and suggest mitigation approach. The key areas to be covered under SAS will include but not limited to capacity assessment; risk analysis; risk mitigation approach; managing performance levels; capacity building on USAID rules; contracts modifications; reporting & feedback; payments; and managing changes in

internal and external paradigm. The draft strategy will be shared with USAID by mid of March 2017.

Placement & Partnerships Strategy

A comprehensive database of all public and private training institutes within PYWD project's focus areas will be developed through a mapping exercise to form the basis for most relevant partnerships during implementation. Formal "Memorandum of Understanding" (MOUs) will be signed with selected training Institutes as part of the overall strategy. The Strategy also envisages building placement partnerships with Employers based in South Punjab, Lahore and Faisalabad for maintaining a balance between demand and supply of trained workforce. It will also focus on working with Training Institutes to conduct demand-driven training programs as per the need of the employers and market.

Access to Micro-Finance Strategy

The micro-finance loan strategy is based on tapping youth having the drive and skills to start their own businesses. One-month training program in entrepreneurial skills will be followed by co-fund business loans (50/50 split) to youth fulfilling the established criteria. PYWD project will adopt PPAF's and/or other partner micro-finance institutions' lending methodology using the concept of 'Matching Grants'. The average loan size will be around \$350, with a maximum amount of \$500. A detailed strategy will be developed and shared with USAID during March 2017.

4.1. Component 1: Community Engagement

The purpose of **Component 1- Community Engagement** is to mobilize the community to support youth engagement and development; mobilize youth to participate in the vocational training programs offered under PYWD project; and support develop socially constructive behaviors of youth.

Community Engagement Approach:

Our approach for Community Engagement component is to develop a sense of ownership of the project amongst the community and further gain community leaders' support for youth participation in the program activities. The community will be engaged in analyzing the local situation in their localities and identify prominent socioeconomic issues/problems related to the youth participation in civil society and improving their chances for better economic opportunities.

To implement Community Engagement activities, Louis Berger will work through three local NGOs part of the PPAF network – **BLCC** (Bunad Literacy Community Council) will work in Multan and Lodhran; **MF** (Mojaz Foundation) in Muzaffargarh; and **HHRD** (Helping Hand for Relief & Development) in Bahawalpur. BLCC, MF and HHRD have worked in the region for years and have established a trusted network of local Community Organizations (COs).

The PYWD project will leverage these existing relationships of our partner organizations with COs to engage in its Community Engagement activities. To set the basis for PYWD

project's engagement with the COs, background context is provided in **Figure 11**. This will serve as a guide for the PYWD project to begin mobilization efforts at the grassroots level.

Figure 11: Existing Structure of the Community Organizations at Union Council, Village/Moza and Basti Level

COs are established at all three levels administrative levels: Union Council; Village/Moza and Basti. CO formation begins at the Basti level, whereby a CO comprising of 25 members is established by conducting Broad Based Community Meetings attended by 100-150 people of the Basti. In the meetings, the concept of community development is presented in detail along with highlights of prospective intervention. In this meeting, 25 members are selected with the consent of the community to be members of the CO. Usually these 25 members include community leaders and influencers (i.e. elected representatives, teachers, imam masjid, shopkeepers, farmers and youth etc.). Once 25 members are selected, 2 office bearers are also selected for the positions of President and Manager. The President and Manager play role of coordination with implementing organizations as well as record keepers of all the activities conducted by the CO.

A Village Organization (VO) is formed at each village/Moza. The office bearers of COs (President and Manager) of that village automatically become members of the Village Organization. For example, if there are 10 COs in a village/Moza, 20 presidents and managers of those COs will become members of the VO. In some cases, 3 members are taken from one CO for the membership of a VO, thereby raising its membership to 30 persons. When membership of VO is complete, again 2 office bearers of VO are selected for the positions of President and Manager.

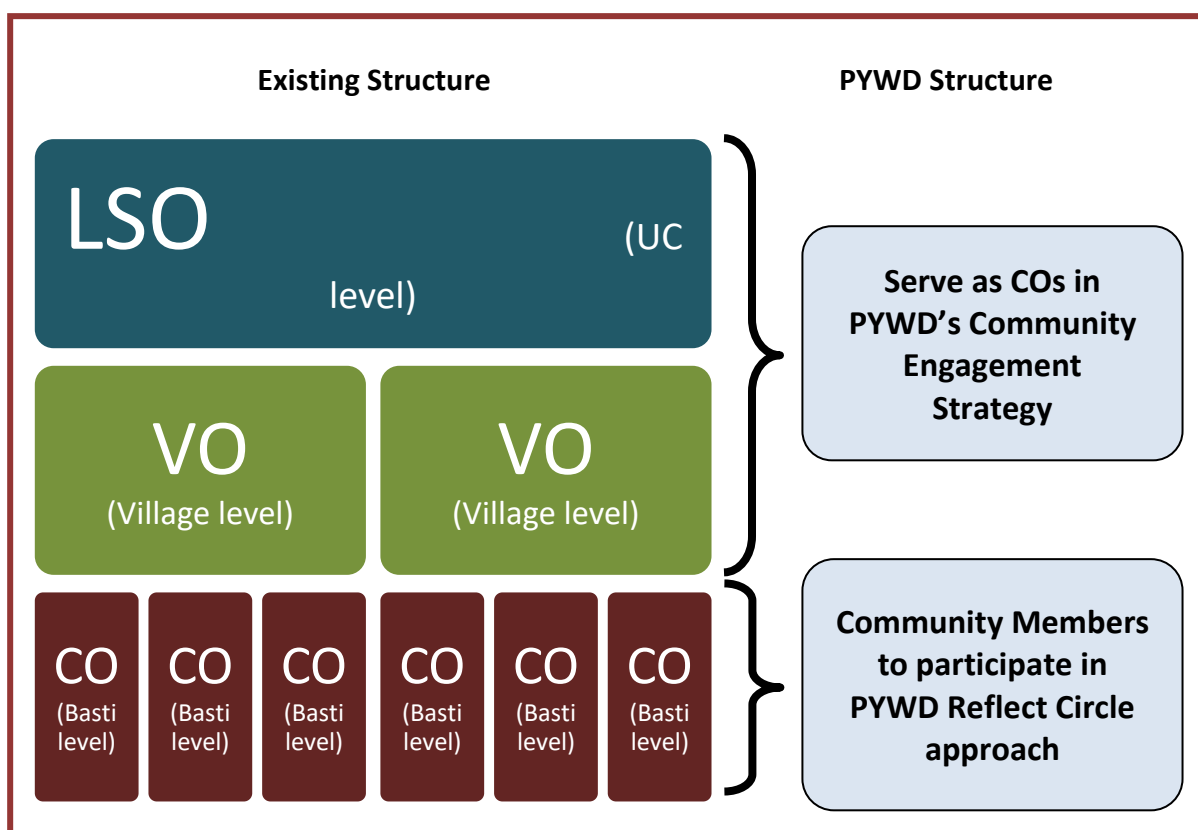
All the office bearers of VOs jointly form the Local Support Organization (LSO) at Union Council level. For example, if there are 7 VOs, the membership of LSO will be 14. In some cases, 3 members are taken from one VO to be members of LSO, thereby raising its membership to 21 persons.

The PYWD Project will engage the active Local Support Organizations (LSOs) and Village Organizations (VOs) to act as Community Organizations (COs) for PYWD project, who will help in providing awareness to community members, households and identified youth on the PYWD project interventions. The PYWD Project will also seek the opinion and advice from the COs to refine the proposed criteria for youth identification in the focus areas of interventions.

Additionally, through the PYWD Project's proposed Reflect Circles (RCs) approach having participation of 5-7 active members from each of the Basti-level COs [each RC session to have participation from 6-7 Basti-level COs], community leaders and youth will be mobilized, where participants can work together to analyze their local situation and then identify roles and opportunities to address problems that have been identified.

Figure 12 below provides an illustration of how the PYWD project structure will leverage the existing structure to undertake the overarching Community Engagement activities.

Figure 12: Leveraging Existing Structures at the Union Council Level



In year one, the following activities under the Component 1- Community Engagement will be undertaken:

Activity 2.1.1: Develop Community Engagement Strategy

In consultation with the project's stakeholders a detailed community engagement strategy will be developed in the second quarter of year one.

The PYWD Project will engage the active Local Support Organizations (LSOs), Village Organizations (VOs) and Community Organizations (COs) for PYWD project, who will help in providing awareness to community members, households, support in identification of deserving youth and further facilitate identified youth for inclusion in the PYWD project interventions. The PYWD Project will also seek the opinion and advice from the COs to refine the proposed criteria for youth identification in the focus areas of interventions.

Additionally, the PYWD Project's proposed Reflect Circles (RCs) approach involving 5-7 active members from each of the Basti-level COs would contribute towards mobilizing community leaders and youth (especially women); participants will work together to analyze their situation and then identify roles and opportunities to address local problems that have been mutually identified. PYWD would also support the community in implementation of small CPI schemes by involving youth and community members; along with linking them to donors/local authorities. RC approach, embedded within the overall community engagement component, would serve as a great tool leading the community towards self empowerment by successfully addressing the local constraints.

Activity 2.1.2: Identify and engage existing active COs in focus four districts

Leveraging PYWD project partners' existing relationships with most active community organizations in focus districts, PYWD project partners will screen, select and establish relationship with 100 of the existing COs (25 in each district), based on a preset selection criteria, including following aspects:.

- 1) The CO is active and has been operational for at least last one year.
- 2) The CO is geographically located nearby focus district HQs & partner TIs
- 3) The CO demonstrates good performance
- 4) The CO has good reputation and received positive feedback from PYWD project implementing partner organizations.
- 5) The CO is willing to work with the PYWD Project and embrace its mission, vision and strategic objectives for the area and is committed to provide long-term support.

PYWD project partner organizations will explore possibility of signing a Memorandum of Understanding (MoU) with these COs that will layout the mutual understanding and commitment to work together on general set of objectives. The teams of PYWD Project partner organizations will prepare a database to keep record of members of selected COs, that will include their names, and the name of their village, Union Council, District, contact numbers & other attributes. This data [for about 2,500 members (100 COs) based on average 25 members/ CO] will later be used to send notifications and SMS alerts regarding latest training and job opportunities.

Activity 2.1.3: Conduct Consultative meetings with the identified COs in four districts to create awareness regarding the PYWD Project and its activities and seek their opinions and inputs on the proposed selection criteria for youth. Orientation/consultative meetings with 100 COs will be conducted by the PYWD Project's partner organizations' teams in the four focus districts. In each meeting, members of one CO will be engaged in order to have effective communications.

All meetings will be arranged at community level, ideally at the office/location of the CO. These 100 meetings will be conducted simultaneously in the four focus districts and will be completed in thirteen (13) working days by conducting eight (8) meetings (2 meetings per district) in a day by the PYWD Project partner organizations' teams (Refer to **Figure 13**).

Figure 13: Illustrative Table of Consultative Meetings Timeline

Districts	Partner Organization	No. of COs	No. of Members of Cos	No. of Meetings of COs in One Day	Total Days Required for Completion
Multan	BLCC	25	625	2	13
Bahawalpur	HHRD	25	625	2	13
Lodhran	BLCC	25	625	2	13
Muzaffargarh	Mojaz	25	625	2	13
Total		100	2,500		

In these meetings, PYWD project objectives and activities will be presented in detail. The expected economic opportunities for the local youth as a result of PYWD project's interventions will also be shared with the participants. The role of the COs and their members related to PYWD project will also be communicated clearly at these meetings through an active interaction with their members. From each CO, a focal person will be selected by the CO members to coordinate with PYWD Project partner organizations.

At the end of meetings, members of the COs will propose a work plan that will include a timeline for holding different project support activities.

The following youth selection criteria will also be reviewed in these meetings. These will be discussed with the members of COs to be further refined in light of their inputs and feedback.

- 1) the candidate should be a resident of one of the four focus districts
- 2) should be aged between 16 to 29 years
- 3) is a beneficiary of BISP (Benazir Income Support Program) and/or has low score on the PPAF poverty score card
- 4) has basic qualifying educational level for specific trades

Besides this, preference will be given to the candidates who will:

- be a school dropout
- be madrasah graduate
- has prison record
- be victim of domestic abuse or violence and/or is resident of Darul Amman (Women Protection House)
- has not availed any other training opportunity funded by other donor programs except for those seeking counseling services from the PYWD Project.

PYWD Project Community Engagement and Gender Experts (Louis Berger) will closely oversee all these activities.

Activity 2.1.4: REFLECT Group/Circle approach used for developing community's consensus on local issues & solutions

PYWD project as part of its Community Engagement approach will support develop positive attitudes, leading towards social empowerment. A rigorous participatory community development approach will be followed as detailed in descriptions against Activities 1.1.1, 1.1.2 & 1.1.3 above. The project will adopt Reflect Circle approach to engage community members in identification, participatory planning, proposing solutions and implementation of local problem-solution scenarios. It would specially support women in the area by providing a platform to interact collectively in effectively identifying and resolving their specific local issues.

PYWD Project partner organization teams will facilitate arrange these Reflect Circle sessions, having representation of Basti-level COs. In each meeting, app. **25-35 members** will be engaged. These meetings will be arranged at any central location of the village where community members can have easy access. A total of **20 RC sessions (5 sessions in each**

district) will be facilitated in the focus four districts. It would support community members to analyze the local situation by using **Social Mapping, Transect Walk and other relevant tools** to diagnose local problems. The participants will also work towards identifying the underlying causes of the most challenging issues facing the communities and point out relevant local (government) authorities and public and private sector institutions that may help address these problems. PYWD also plans to support implementation of small CPI schemes identified in 4 districts as a result of these community RC sessions.

At the end of Reflect Circle sessions, members will develop their own work plans. Each work plan will include a timeline for the following main activities: a) organizing community engagement events; and b) forging linkages with relevant authorities for possible solutions of the identified problems. In year one, 20 community level events in focus four districts (5 in each district) will be implemented. All recommended community-level events need to be approved by the PYWD project leadership. These community level events may include a wide range of activities such as Trade Based Skills Competition, Meena Bazar, Kisan Melas, Youth Entrepreneur Competition, Bridal Preparation Competition, Food Preparation Competition, Sports Events like Cricket, Football, Kabbadi, Kushti, Street Theater etc. For these events the PYWD project may collaborate with Youth Affairs, Sports, Archeology and Tourism Department Punjab.

Activity 2.2.1: Conduct Awareness Sessions for Approximately 4,000 (2,600 male & 1,400 female) selected youth in focus four districts

Awareness sessions for the identified 2,600 male and 1,400 female youth will be conducted to convey the objectives, activities, and potential benefits of the PYWD Project to prepare them for the next steps in the process. For this purpose, 104 sessions will be conducted for male youth and 56 sessions will be conducted for female youth having approximately 25 participants in each session. If some youth members miss these sessions, additional sessions may be arranged for such members.

Four (4) sessions per day, per district will be conducted with the identified youth simultaneously. A total of 160 groups will be covered in 10 days (see **Figure 15**)

Figure 15: Awareness Sessions

Districts	Partner Organizations	No. of Target Groups	No. of Session Per Day	Total Days Required
Multan	BLCC	40	4	10
Bahawalpur	HHRD	40	4	10
Lodhran	BLCC	40	4	10
Muzaffargarh	MF	40	4	10

Activity 2.2.2: Holding 4 District Level Community Engagement Events and Related Activities

PYWD Project, in coordination with local community organizations (LSOs, VOs & COs), will organize four (4) district-level events. These events may include, but are not limited to, events for raising awareness about importance of TVET through walks, street theaters, seminars, district level industrial skills based competition, job fairs etc. These events will be helpful to raise the awareness level of the local community about the critical role TVET can play for at-risk youth. One event will be conducted in each district and approximately one

thousand people will attend/participate in each event i.e. 4,000 people in 4 events in 4 districts. The events will be properly covered by the local media (FM Radio and electronic media/Cable TV Channels).

Activity 2.2.3: Identification of Schools and Orientation Meetings with Schools

Management in four districts

PYWD Project partner organizations will identify **40 high schools** (10 in each district) in the focus four districts in consultation with LSOs/VOs/COs. Priority will be given to the rural schools where opportunities of TVET are very limited.

The PYWD Project partner organizations will conduct meetings with the management of schools to orient management & students on the program objectives and activities with special focus on importance and benefits of technical and vocational training for the youth. These meetings would also be helpful for putting in place a coordination/referral mechanism between the school and PYWD Project Partner Training Institutes (PTIs). PYWD Project Partner Organizations' teams will facilitate establishing coordination mechanism to help selected schools to coordinate with one or more of the PYWD Project partner training institutes. This will be an effective tool for the schools to send their students for enrolment in training courses to be offered by the project partner training institutes.

Activity 2.2.4: Arranging exposure visits of School student to vocational training institutes

PYWD Project Partner Organizations will conduct meetings with the management of 5 training institutes to facilitate the exposure visits for students of select schools.

In consultation with school management of the 40 focus schools, a minimum of **50 students** from each school will be selected, preferably from passing-out (metric) classes, to visit one of the 4-5 training institutes to get firsthand knowledge about the training courses and facilities. As a result, **2,000 students** will have exposure visits to one of 4-5 training institutes.

Activity 2.2.5: Dissemination of Behavior Change Communication Material to community

The key products to be developed and disseminated as part of behavior change communication material include brochures, posters, pamphlets, handbills etc. These will be distributed amongst at least 40,000 persons in four focus districts.

The PYWD Project will develop community-specific behavior change communication material for further dissemination at local levels. This material will be distributed by PYWD local partners (i.e. BLCC, MOJAZ and HHRD) amongst approximately 40,000 local community members in the districts (10,000 in each district) to sensitize them about the importance of the TVET sector and prevailing benefits for youth in the area.

Activity 2.2.6: Conduct Media Programs in the focus four districts

FM Radio and Cable TV:

PYWD Project Communications team will design and conduct 4 programs to be broadcasted on FM Radio and/or Cable TV Channels in four districts. These programs will carry positive messages promoting the need for and benefits of TVET for the local youth. Besides this, latest training opportunities, success stories of graduate trainees under PYWD Project, success stories of local heroes may also be features/promoted in these media programs. **Approximately 100,000 residents** will be reached through these media programs in the four districts. (The exact number may be tracked from the coverage-outreach data available with local Radio& TV Channels).

Social Media Campaigning:

PYWD Project Partners’ teams will launch social media campaign, predominantly utilizing Facebook as the key social media platform to demonstrate the success stories of the youth and inform the youth about latest available TVET opportunities. For this purpose, 4 Facebook pages will be launched in focus four districts. Approximately **4,000 internet (including mobile-accessed) users** will like/follow (interact with) these pages in the four districts and will be updated on the latest training and job opportunities. It is anticipated that Facebook pages will be launched during the 2nd quarter i.e. Jan - Mar 2017 and approximately 500 youth from four districts will like/follow these pages per month (4,000 youth in 8 months of Year one).

SMS/IVR Service:

PYWD Project partner organizations will regularly send text/audio/IVR messages containing information about training and job opportunities on the mobile numbers of 8,000 (2,000 in each district) community members including school students, key stakeholders, community leaders, focus youth, members of COs to widen the opportunity for the local youth to get linked with TVET and further job opportunities.

Activity 2.3.1: Identification of vulnerable and marginalized youth in focus districts

During 1st year of the PYWD Project, 100 selected COs will be responsible for the identification of 4,000 (2,600 male and 1,400 female) vulnerable and marginalized youth as per finalized selection criteria by conducting broad based community meetings or by conducting door-to-door survey. The PYWD project partner organizations’ teams will support the COs in this selection process. In each district 1,000 youth will be identified as the target of each CO will be to identify 40 youth (See **Figure 14**). The selection will be a continuous process and will be in place till the end of year two of the PYWD Project, allowing sufficient time for completion of training, apprenticeship and placement activities for the last batch of youth to be selected.

Figure 14: Identification of Youth

District	Focus Youth	No of CO ²	Project Partner Org	Timeline
Multan	1,000	25	BLCC	Jan-Sep 2017

² This number will be further refined based on the mapping/analysis conducted by the PYWD Project.

Lodhran	1,000	25	BLCC	Jan-Sep 2017
Bahawalpur	1,000	25	HHRD	Jan-Sep 2017
Muzaffargarh	1,000	25	MF	Jan-Sep 2017
Total	4,000	100		

Activity 2.3.2: Selection of youth for relevant trades

The PYWD Project partner organizations will register the detailed profiles of the identified youth in an online system (MIS) regarding their bio-data and socio-economic situation before the project intervention; also linked with the baseline assessment. This data will be captured into the MIS developed specifically for having a complete database of all PYWD's entities and interventions. Later on, this MIS system will also be essential for the program to track the enrolment, training, performance, on-job training, apprenticeship, and job and income increase of the trained youth. As per selection criteria initial sorting of the candidates will be conducted by the PYWD Project partner organizations. However, the final selection of potential trainees (youth) will be done by the PYWD Project Training Team in consultation with respective partner Training Institutes; following a detailed assessment criteria. Out of 4,000 identified youth 3,000 will be selected for placement in the partner Training Institutes in corresponding trades.

M&E Activity: Conduct Baseline Assessment

One of the key challenges for any development initiative is to capture the impact of its work. PYWD's baseline study will form the basis for setting-up benchmarks against all aspects of project, covered in the form of finalized Results Framework. On the basis of these initial values/levels ascertained against the performance indicators in the baseline report, impact assessments/evaluations [ad-hoc, mid-term & terminal] can later be carried out. The baseline assessment will be completed in the third quarter (Apr-Jun 2017) of year one.

The Baseline Assessment will specifically cover all IRs level Indicators while incorporating the required levels of data disaggregation factors i.e. age-groups, gender, district, rural/urban/peri-urban etc. The study will inform all stakeholders of current prevailing situation in focus areas and accordingly would help in setting-up realistic targets for future programming.

4.2. Component 2: Institutional Capacity Building

The purpose of this component is to build the capacity of selected local TVET institutions in public and private sector, serving youth for:

- a) expanding/improving the vocational training, counseling and placement services catering to the youth; and
- b) building the institutions' credibility as high-quality providers of vocational training, counseling and placement services.

Activity 1.2.1: Sign Umbrella Memorandum of Understanding/Cooperation (MoU/MoC) with Potential Training Providers

The PYWD Project team will sign Umbrella MoU/MoC with govt. departments and institutes including TEVTA, PVTC, and Social Welfare Department (SWD) who have an established network of training institutes in focus districts. The PYWD project team will compile a list of Training Institutes working in focus districts and will classify them using the following criteria:

- Registration with TEVTA, PVTC and/or other accreditation authority
- Track record of training capability in terms of trades, course material, number of students etc.
- Capability to upgrade training programs that respond to emerging industry requirements.
- Capacity for leveraging funds/resources for improved/enhanced training delivery
- NAVTCC accreditation criteria (management, faculty, facilities, industry linkages, research, etc.)

Our preliminary mapping has identified a list of 140 training institutes (see **figure 16**) from whom further information about the institutions (based on selection criteria above) will be collected. The information will be gathered from each institution through a questionnaire developed by PYWD project, to be filled/completed by each institution. The information collection will be completed within 45 days of the launch of the questionnaire.

Figure 16: Potential Universe of Training Providers in PYWD Program Focus Districts

Name of Training Providers	DISTRICT WISE LIST OF INSTITUTES				
	Multan	Bahawalpur	Muzaffargarh	Lodhran	Total
TEVTA	14	14	13	5	46
PVTC	10	9	11	9	39
SANARZAR	1	1	1	1	4
Private Institutes (regd. with PBTE)	21	15	13	2	51
Total	46	39	38	17	140

Activity 1.2.2: Conduct a Comparative Assessment of prospective Training Institutes

A comparative capacity analysis of the listed (Figure 16) 140 training institutes will be conducted based on pre-defined criteria (mentioned at **Activity 1.3.1**). All Training Institutes will be ranked as per established criteria. For this purpose, a questionnaire will be developed and used by the PYWD Project. The collected data will be put in tabulated form to compare the capacity gaps of these institutes.

Based on the comparative assessment, 22 training institutes will be selected to partner with PYWD Project. The selected Institutes will be prioritized for capacity building in the PYWD project' life of project (3 years) and first batch of TIs is to be supported in year 1.

For finalizing the partnership with the selected training institutes, a two tier arrangement is perceived for the public sector, whereby an **MOU will be signed with the Training providers (TEVTA, PVTC etc.)** at headquarters level and headquarters will disseminate terms and conditions of this partnership to their respective Training Institutes at the district level. In the case of private sector training institutes, the MOUs will be signed directly with each selected Institute. Major terms and conditions of MoU may include (but not limited to) the

training institute’s agreement to facilitate PYWD Project to conduct a gap analysis of their institute; facilitation to PYWD Project to enroll select youth in prioritized trades; and facilitation to establish Career Counseling Centers.

Activity 1.2.3: Develop Training Institute’s linkages with employers/businesses

Linkages will be established and strengthened between training institutes and employers to develop a coordination mechanism for maintaining a balance between demand and supply. This would help enable both parties to make informed decisions. Furthermore, training institutes will be encouraged to conduct demand-driven training programs as per the need of employers and market. Employers will be encouraged to liaise with training institutes and make arrangements for students to visit their work places/industry to learn linkages between theory and practice during their training programs.

After establishing effective linkages, training institutes and employers will also be mobilized to take initiatives for provision of apprenticeship opportunities for students to enhance their skills through practical work. Subsequently, Training Institutes will be able to design and implement such training courses which are highly demanded by the employers. On the other hand employers will also get long term benefits by having skilled workforce as per their requirements.

Activity 1.1.1: Conduct a Detailed Gap Analysis of selected Training Institutes

A detailed capacity gap analysis of selected 22 training institutes will be conducted in consultation with the management of respective Training Institute to develop capacity building plans specific to each selected institute- based on the needs identified. The Assessment Framework will broadly cover parameters for gap analysis including, retention of students, training of trainers, curriculum improvement, availability of equipment, increased job placement, counseling services, and linkages with private sector. However, some additional relevant aspects may also emerge during the assessment process. Study of Skills Gap Analysis, mainly focused on district-level private sector skills gaps as compared to desired skill types, will be shared with selected TIs for their preparedness to overcome the gaps. This will be done through an interactive and mutually coordinated process.

Activity 1.1.2: Preparation of Capacity Building plans for selected institutes

Capacity building plans will be prepared for 22 selected training institutes. These will be based on the gaps identified as part of the detailed assessment report finalized for each TI. The plan will be shared with the respective training institute for their review, feedback and finalization. This will ensure ownership of the TI’s management over the planned implementation steps within each capacity building plan. All the deliverables of individual CB plans are expected to be implemented within during year one.

The PYWD Project Team has conducted an initial analysis of secondary data for assessment of promising sectors in the 4 districts (**Figure 17**). This is prepared based on analysis of assessments already conducted by TEVTA, PVTC and PSDF.

Figure 17: List of Trades/Vocations in Focus Districts with Potential to Generate Employment

#	List of Trades	#	List of Trades
1	Auto Cad	13	Machine Embroidery
2	Beautician	14	Machinist
3	Chunri Making	15	Motor Cycle Mechanic

#	List of Trades	#	List of Trades
4	Civil Surveyor	16	Plumber
5	Computer Application (CCA)	17	Professional Cooking
6	Domestic Tailoring	18	Safety Inspector
7	Electricians	19	Solar Panel Installation and Repair,
8	Heating, Ventilation & Air-conditioning Repair (HVACR)	20	UPS Repair
9	House Carpenter	21	Solar Panel Installation
10	Kashigiri (Blue Pottery)	22	Tunnel Farming
11	Kashigiri (Salma Sitara)	23	Turners/Machinist
12	Fashion Designing	24	Veterinary Assistant

Activity 1.1.3: Execution of Capacity Building Plans

Updating/Modification of Two Curricula:

In consultation with the training providers, PYWD project will update and/or modify curriculum of two training courses in year one. The curriculum will be updated/modified by the subject specialists in the respective areas/trades. The trades having highest demand will be selected.

Provision of Machinery and equipment:

Based on capacity gap analysis, necessary machinery and equipment will be provided to Partner Training Institutes (PTIs). PYWD Project aims at provision of machinery and equipment to 6 partner TIs during the third and fourth quarters of year one.

Develop Capacity of Instructors

Capacity of trainers in each partner institute is critical to its ability to the delivery of quality services and demand driven trainings to the youth. The PYWD project will develop capacity of selected Instructors. For this purpose, the project will arrange trainings of 66 Instructors (3 trainers from each 22 partner training institutes) during third and fourth quarters of year one. They will be selected in consultation with the management of each of partner training institutes and keeping in view the factors of their qualification, age, experience, gender etc.

A 6-10 day training workshop will be conducted for these 66 identified trainers in 3 groups-with 22 participants per training workshop. The contents of training may include but not limited to pedagogy, training methodologies, life skills, vocational skills, entrepreneurship, classroom management etc.

Activity 1.3.1: Establishment of Career Counseling Centers

In year one, 6 Career Counseling Centers (CCC) will be established in 6 PTIs (out of 22 PTIs), where trainees and youth at large will be able to learn about jobs available, and the skills needed in the market for informed decision making regarding their career. The CCCs will also be supported by information technology (hardware and software) by the PYWD project.

The Instructors at CCCs will conduct a detailed analysis of information related to the beneficiary youth including bio-data, socio-economic condition, history of schooling/employment etc. and other individual preferences. A complete interactive methodology will be adopted for extending context specific guidance to youth.

Activity 1.3.2: Capacity Building of Career Counseling Centers

Staff Training:

A 2-day training workshop will be arranged for the finalized 12 staff members (2 from each CCC) of 6 counseling centers to develop their capacity on Career Counseling processes. The staff members will be nominated by partner training institutes.

Development of Web Portal:

A web portal will be developed where latest job opportunities will be displayed, as well as the CVs of youth at large will be uploaded. The portal will enable database of youth CVs searchable by all employers so that they may directly contact the skilled youth. The youth trained either under PYWD project or under other programs will have access to this facility. This will provide a platform where both employers and employees can find qualified job seekers, and good job opportunities, respectively. The PYWD project aims to launch this system in last quarter of year one.

Development of Mobile Application:

PYWD project will develop a mobile application for facilitation of the job seekers and employers. This mobile application will be linked with the database of above mentioned web portal. Through this application, the job seekers will be able to know about the latest job opportunities available in their area and the employers will be able to find and review the CVs of suitable candidates (training graduates) for their existing and planned vacant positions and contact them for further interview and hiring process. This application will be developed at the end of fourth quarter of year one.

Project's Support Activity: Develop and deploy management information systems (MIS)

A comprehensive Management Information System (MIS) will be developed to maintain the data of all trainees and to track and measure their progress in terms of employment/income increase. The data of every selected youth from the stage of selection at community levels, enrolment for the training course, attendance, performance in assessments, job placement and income records will be maintained in this MIS.

4.3. Component 3: Access to Workforce Education and Training

The main objective of Component 3 is to enable vulnerable and marginalized youth to seize new work-learning opportunities and build skills valued by employers to increase their income.

Project Support Activity: Validation of Studies of Skills Gap Analysis:

The PYWD project will conduct a validation of studies already conducted on Skills Gap Analysis by TEVTA, PVTC and PSDF in consultation with the training institutes and the industries in focus districts. As a result of this activity, PYWD project will identify priority trades in which the youth may be trained and gaps prevailing in TVET sector to bridge between the market-based demand and courses implemented at training institutes. This activity will be completed during the third quarter of year one.

Activity 1.2.4: Selection of youth for skills development training

The focus youth will be selected based upon preset selection criteria. Under this activity, 4,000 identified youth will be screened; 3,000 will be selected for enrollment in their

respective trades within the partner training institutes. The selection would be followed by a registration process of all finalized individuals in the project’s MIS. This would become the second step before further placement with institutes and/or informal apprenticeship. A stringent quality control mechanism will be adopted by PYWD to make sure that most deserving youth become part of the project’s cycle.

Activity 1.2.5: Roll Out of Skills Training Program

During Year-1 of the project a total of 3,000 youth, 65% men and 35% women, will be enrolled for the skills training in demand driven trades. These youth will be enrolled in different trades in 40-50 selected training institutes in focus four districts. This is the cornerstone of the PYWD project and the trainees will be able to develop their skills through classroom training and/or on the job training; and/or apprenticeships/ internships.

The year one break-up is as follows (**Figure 18**):

Figure 18: Training Targets for Year 1

Category	Tenure	Target
Training leading to Self-employment	3 – 6 months	900
Ustad Shagird (informal apprentice ship)	1, 3 to 6 months	1,100
Formal Apprenticeship	1, 3 to 6 months	250
Entrepreneurship Training	1 month	300
Career Counseling	Sessions with youth	450
Total		3,000

The classroom/TI based training programs will be followed by a three-month on- job training with formal/informal businesses.

Activity 1.2.6: Development and Sharing of Video Productions of 2 Training Courses

Video production of 2 most demanded training courses will be developed and shared on web portal of partner training institutes. These video productions will be accessible by the youth to learn and/or improve the skills. These video productions will be developed and uploaded on TIs web portals by the end of fourth quarter of year one. These would also serve the purpose of sustainable learning by leaving behind a permanent interactive learning tool for youth.

Activity 1.2.7: Selection of youth for entrepreneurship/ apprenticeship program

PYWD project, as part of its programmatic cycle, encompasses best-practice model of building both theoretical and practical knowledge of focused youth. The individuals successfully completing classroom or Training Institute based training will go through a sequential process of on-job apprenticeship training or entrepreneurship training program.

A three-month placement with formal and informal businesses/industry partners is planned for apprenticeship program. However, it may vary based upon specific requirements of individual trades and as the implementation scenarios emerge. While minimizing the drop-out rate of students, all youth will be selected for enrollment in apprenticeship program.

Youth finalized and/or opting for establishing small entrepreneurs will accordingly be given one month Entrepreneurship training.

Activity 1.2.8: Rollout of entrepreneurship/ apprenticeship program

Provision of practical on-job training to youth completing their training courses would support in learning enhanced work-based skills. This would add up to their theoretical knowledge and getting further long-term employment or supporting Self-employment. Keeping in view the 1st year of project and planned completion timelines of training courses during the current year, the following targets are estimated for permanent placement of focused youth in 4 districts:

Entrepreneurship training: 200-250; Training leading to Self-employment: 250-300; Ustad-Shagird/ Informal Apprenticeship: 250-300; Formal Apprenticeship: 50-80; and Career Counseling: 250-300.

Activity 1.3.3: Provision of Career Counseling Services to youth for linking potential employers

Youth completing vocational training programs will have access to Career Counseling services through the established CCCs. This would support youth in getting guidance on following career paths relevant to them. The program will also target skilled but unemployed youth from other donor and government funded programs (TEVTA, PVTC, PSDF & other donor funded projects).

In year one, it is estimated that 450 youth will be provided career counseling services out of whom 250-300 will be linked to potential employers for getting access to long-term employment opportunities.

Activity 1.4.1: Provision of micro-finance loans to youth entrepreneurs

PYWD project incorporates provision of one-month entrepreneurship skills training. Both new individuals, as well as, the youth completing regular training program will be able to benefit from these training programs. In year one, 300 youth will get entrepreneurship training and will obtain entrepreneurial support and enhanced access to microfinance credit for establishing their personal businesses.

Activity 1.4.2: Trained youth linked to micro-finance institutions

Once targeted youth complete 1-2 lending cycles through acquiring loans as per Activity 1.4.1 above, they will be eligible for larger loans. PYWD project will use its partnerships with micro-finance institutions to support youth and further link them with these institutions. For this activity, the PYWFD Team will particularly target women who are prevented from securing work outside their homes due to social constraints. The project will build synergies with financial institutions and donor funded programs to help trained youth successfully accessing available loan opportunities and schemes.

This activity will contribute as a great incentive to youth supporting them in self reliance and enhanced earnings in the long term.

5. Incorporation of Cross Cutting Interventions

The PYWD Project have incorporated a set of cross cutting activities in its programming especially in areas related to Gender Equity and Social Inclusion (GESI) by embedding them in its strategies, activities and indicators. Data Collection against performance indicators will have specific focus on various data disaggregation attributes including Gender, Age-Groups, District, Urban/Rural, ethnicity etc. to ensure the project ability to track its target of gender equality, social inclusion and social transformation issues. The project will measure its impact through focused indicators to capture the project benefits for women and other disadvantaged groups, minority groups and people with disability. Strengthening the role of women as community actors and expanding their opportunities in the workforce are key goals of the PYWD project.

The PYWD Team will work with high-potential women targeting training institutions to develop/introduce demand-driven training programs for women roles such as tailors, teachers, beauticians, computer operators, health workers, and artisans and other trades or professions. The PYWD Team will look for ways to facilitate women/girls' access to training facilities and work opportunities (including job placement, apprenticeship) with employers by providing convenient training locations, flexible schedules, and basic child care assistance. One of the PYWD Project partner training institute's has pioneered a Mobile-Training Unit that can cater to the needed for girls and women with limited mobility due to physical or cultural restrictions that hinder their ability to participate in regular training activities. Sensitization seminars aiming to enhance cultural acceptance for more role for girls and women in the community and technical and vocational training will be particularly emphasized during the community engagement process that will accompany the two other components. This will help provide for a smoother transition of the perceived role of girls/women in more main stream social activities. Role of TVET for women/girls' role to support their households will be key message throughout the community awareness session.

The work plan has also incorporated other cross cutting interventions such as leveraging use of technology and ICT (Information and Communication Technology) tools, innovation, enabling market-linkage between training institutes and employers, and public-private partnership (PPP), throughout the activities undertaken through the three components. Role of technology in mobilizing the youth, spreading information, creating comprehensive database of at risk youth, is particularly emphasized through all main activities. Examples of this include the use of social media (Facebook), online-accessible MIS, and IVR/SMS text messages, mobile application and mass-media coverage of key activities. The technological infrastructure that will be developed through this program will have far reaching benefit for the focus four districts that will continue beyond the life of the project. Each technology enabled tool will create potential for further development and integration with other initiatives.

6. Coordination and Collaboration

Strategic Coordination of the PYWD-Project

In order to gain support of the Government, TVETs and private sector institutes for the PYWD Project interventions, Louis Berger proposes the establishment of a PYWD Steering Committee with representatives from the Government of Punjab (preferably the Punjab Skills Development Committee), the TVET Sector (PVTTC, TEVTA and Sanatzar), District-level men and women chambers (from Bahawalpur and Multan), as well as USAID (PYWDCOR).

The roles and responsibilities of the PYWD project's Steering Committee will include the following: 1) setting the strategic direction, 2) facilitating program implementation approvals, referrals and linkages with other development actors, 3) providing guidance for the implementation of the PYWD approved annual work plan; and 4) reviewing project progress. The Chief of Party (CoP) of the PYWD will serve as the Secretary of the Technical Committee. A detailed set of roles and responsibilities will be detailed in the Terms of Reference (TOR) to be developed with USAID/COR's consultation.

Collaboration

The PYWD project will support the overarching goals of the Punjab Youth Policy. These include support for Youth Sport Activities and Festivals within selected districts of Southern Punjab; Technical Education with the provision of stipend and internship opportunities for the participating youth; Vocation and Technical training on sectoral initiatives in livestock, dairy development and others; expansion of new businesses through micro-finance lending operations; and establishing Public-Private and Development sector partnerships aimed at preparing youth for jobs in the growth sectors of the provincial economy.

The PYWD project will closely coordinate its activities with the Department of Youth Affairs, Sports and Archaeology, Sports Board Punjab and the Youth Development Program. It will also liaise with other youth related donor programs such as those of the World Bank, DFID, GIZ-funded TVET Reform Support Program; UNDP Skills Development in the Garment Sector Project; Barclays/United Nations Children's Fund (UNICEF) Building Young Futures Program; Intel Pakistan Corporation and the European Union. The PYWD project will also form alliances with the public- and private-sector institutes, including the Punjab Skills Development Fund (PSDF), Chambers of Commerce, All Pakistan Textile Mills Association (APTMA), Garments Association and private sector entities.

7. Monitoring, Evaluation and Learning Plan

The PYWD Team understands that monitoring and evaluation (M&E) of program outputs and outcomes is critical to ensure the program reaches its goals and targets. A well-designed M&E Plan will allow the PYWD Team and USAID to accurately gauge the impact of various activities conducted under the PYWD project and that the quantitative indicators together achieve the two main qualitative program results. The M&E Plan (presented separately) will be a living document and monitored quarterly and updated yearly (in conjunction with the logical framework and Work Plan) throughout the life of the project. This will ensure the PYWD project ability to add or adapt indicators, adjust data gathering methods and schedules (including new evaluation tools), and respond to any new activities that are undertaken. Such flexibility will allow the PYWD Team to more effectively monitor project outputs and outcomes and therefore serve as a better learning and management tool. Internally, the PYWD Project team will measure 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, sex, location, ethnicity, prior occupation and post training career path (i.e. self-employed or employee).

Data will be collected on all indicators with baseline data (collected in a baseline survey) serving as a benchmark, to accurately measure key results achieved at specific periodic intervals and at the end of project. At each benchmark, actual results will be measured and assessed against the expected outcomes. If the actual results do not meet the expected results, planned activities will be adjusted to address underlying programmatic deficiencies. Annual targets for each indicator will be set with quarterly breakdowns (for Indicators having frequency agreed to be set as “Quarterly”).

Baseline data collection will be completed by the end of second quarter of year one. In addition, a mid-term evaluation will be conducted approximately 18 months after inception of the program using a proposed set of design and implementation questions to illustrate what has been accomplished up to that point and what needs to be addressed based on identified challenges and program design flaws. At the conclusion of intervention activities, the M&E Team will conduct an end-line performance evaluation. This will allow changes to be measured pre- (baseline) and post (end-line) so that long-term program impacts can be measured. The revised M&E Plan will be finalized in close coordination with the USAID and will be shared separately with USAID during the quarter Jan – Mar 2017.

Annex 1 of this document provides the project’s revised Results Framework. It has been finalized after a series of discussions held with USAID technical teams and may further be updated based upon experiences from implementation of activities in project focus areas. However, the frequency of revision (if required) will be annual.

8. Gender Mainstreaming

PYWD project, in this Work Plan, embeds gender-sensitive programming for all its planned activities. The principles of gender-sensitive language, gender-specific data collection & analysis, equitable allocation of resources, equal involvement of men & women in trainee identification process and gender-sensitive budgeting are key planks of project’s gender mainstreaming in overall programming process.

USAID will arrange an orientation session for project staff on the Mission’s overall policy on ‘Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle [ADS 205]’. In addition, a specific training [1-2 days] of project staff will be conducted on Gender Sensitization. Both these sessions will be conducted in the quarter Jan – Mar 2017. The project will also report on relevant gender-specific Indicators from the Mission’s ‘Gender – F Indicators (reflected in Project’s Results Framework at Annex-1).

9. Financial Plan/Budget

Budget by Categories

Figure 18: Budget by Categories

Category	To 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 month to 09/30/17	Total - Year 1
Personnel	\$57,021	\$156,700	\$156,200	\$156,200	\$526,120
Fringe Benefits	\$62,600	\$57,400	\$59,600	\$56,700	\$236,300
Consultants	\$18,100	\$25,000	\$5,820	\$6,000	\$54,920
Travel	\$12,000	\$60,000	\$50,000	\$50,000	\$172,000
Allowances	\$24,000	\$23,200	\$23,280	\$22,420	\$92,900
Equipment & Supplies	\$59,000	\$82,000	\$5,000	\$0	\$146,000
Contractual	\$25,000	200,000	\$450,000	\$550,000	\$1,225,000
Other Direct Costs	\$50,000	\$70,000	\$70,000	\$70,000	\$260,000
Indirect Costs (G&A)	\$24,865	\$52,212	\$51,290	\$52,933	\$181,300
Fixed Fee	\$13,679	\$32,226	\$43,310	\$48,213	\$137,427
TOTAL	\$346,265	\$758,738	\$914,500	\$1,012,466	\$3,031,968

10. Human Resources Plan

Staffing:

Figure 19 below shows an estimate of number and type of position to be mobilized during the work-plan period, based on current understanding of project needs and requirements.

The table below illustrates the Long Term positions PYWD project intends to recruit. These positions have been already approved as part of the USAID Contract Award. A list of positions with estimated LOE for Year 1 is provided in **Annex 2**:

Figure 19: PYWD Project Long Term Positions

Location	Louis Berger	FINCON	IRM	MOJAZ	BLCC	HHRD
Lahore	24					
Multan	9	6	4		3	
Lodhran		1			3	
Bahawalpur		1				4
Muzaffargarh		1		4		
Total	33	9	4	4	6	4

Short Term Technical Assistance (STTA) and Home Office Staff:

Louis Berger has proposed seven (7) STTA positions with its proposal, which have been reviewed with USAID and approved. The role of each of these positions has been identified within the budget notes. The approved positions are as follow:

1. Workforce Development Expert
2. Private Sector Engagement Specialist (FINCON)
3. Technical & Vocational Engagement Training Specialist (FINCON)
4. Project Start up& Closeout Specialist (removed from Year 1)
5. Curricula & Certification Expert
6. Access to Finance Advisor
7. Community Engagement Campaign Specialist

Due to the uncertainty surrounding timely receipt of the NoC (No-Objection Certificate) from the Punjab Home Department; time required to recruit Long Term Technical Assistants; and requirement for timely accomplishment of various contract deliverables (including obtaining the NOC and preparing this Workplan), Louis Berger, in consultation with USAID/COR and in agreement with USAID's Contracts Office, hired the services of the following short term technical assistants- following receipt of Notice to Proceed from USAID:

1. Placement and Partnership Consultant (Key Position and approved by the CO) (30 days)
2. Monitoring and Evaluation and Gender Specialist (33 days)
3. Consultant Community Mobilization and Engagement (30 days)
4. Consultant Admin/Logistics (64 days)

The above LOE assigned to the above STTAs will be deducted from the total approved LOE for each of those LTTA position.

Figure 20: PYWD Project Short Term Technical Assistance Positions and LOEs

		Q 1	Q2	Q3	Q4	Total
Workforce Development Expert	TBD		45			150
Private Sector Engagement Specialist	TBD		30			60
Technical & Vocational Engagement Training Specialist	TBD		45			120
Project Startup and Closeout Specialist	TBD					0
Curricula and Certification Expert	TBD		30			60
Access to Finance Advisor	TBD		45	30		130
Community Engagement Campaign Specialists					45	120
Placement and Partnership Expert	Sultan Tiwana	22	8			30
Community Engagement Expert	Imtiaz Akram	25	5			30
M&E and Gender Expert	Aeyesha Gulzar	25	5			30
Admin and Logistic Expert	Malik Atesham	64				64
Sub-total STTA						
	Home Office Support					
Project Principal	BaljitVohra	16	13	13	13	55
Project Manager	Schwan Shawani	20	12	20	12	64
Home Office Manager	David Hoehner	0				
Contracts/Procurement Specialist	Ban Ali	12	12	12	12	48
TOTAL DAYS YEAR 1						

11. Travel Plan

Local Travel

Figure 21: Proposed Travel Plan for Year One

Title	# of Trips	Travel Place	Tasks and results
Chief of Party	12	From Lahore to Districts	Field visits to review the field work, meetings etc.
	12	Lahore to Islamabad/Karachi	Meetings with USAID in Islamabad, exposure visits and meeting with stakeholders and participatory business
Training Component	72	From Lahore to Districts (2 persons X 4 times X 9 months)	Identification, selection of Training Institutes, quality assurance and monitoring
Placement, partnership and Institutional Capacity Building Component	108	From Lahore to Districts & travel to places required for placement (3 persons X 4 times X 9 months)	Identification of employment opportunities, placement and tracking
Community Mobilization Component	432	Within their designated districts (8 persons X 6 times X 9 months)	Community engagement, CO meetings, community events etc.

Title	# of Trips	Travel Place	Tasks and results
Monitoring and Evaluation	18	From Lahore to Multan (1 person 2 X times X 9 months)	Monitoring of the Project activities
	180	Multan Field Office to Field Site (4 persons X 5 times X 9 months)	
Administration, Finance, M&E and Communication	24	From Lahore to Districts & Islamabad (4 persons X 1 time X 6 months)	System sets, administrative support and site visits Meeting and Conferences
Regional Staff visits	36	From Districts to Lahore (2 Persons X 2 times X 9 months)	Consultation meetings and participation of meetings
Total no. of trips (Y1)	882		

International Travel

For year 1, Louis Berger had budgeted for a total of nine (9) international travels but based on existing environment, we have limited them to 8 trips. Please see the comparison in the table below:

Figure 22: PYWDP Planned International Travels for Year One

Travel budgeted for	Proposed Trips	Revised Trips	Rationale
Workforce Development Expert (STTA)	3	3	No change as was approved by USAID
Startup Specialist	1	0	Considering visa constraints, the COP is managing startup activities with the help of local staff and home office remote support from both Dubai and Washington, DC's offices.
Project Principal	1	3	The Project principal will be visiting to review the project progress, provide onsite guidance to the project team; have direct interaction and consultation meetings with the USAID/Pakistan team; help structure and sign major partnerships-with PSDF, TEVTA, participate in major project events and meetings with sub-contractors, partner institutions and key government and local authorities if needed. The project principal is based in the region and his travels to Pakistan will be less expensive than travelling from the US.
Project Manager	2	1	As Project Principal will spend more time supporting the project in Pakistan the Project Manager's travels has been reduced to 1 trip only.
Contracts/Procurement Specialist	1	0	Because of the support of project principal on the ground the travel of the Contracts/Procurement Specialist have been withdrawn.
R&R (COP)	1	1	No Change
Total	9	8	

12. Environmental Mitigation and Monitoring Plan

USAID's Environmental Procedures (mentioned in 22 CFR 216) provide the basis for applying pertinent U.S. environmental legislation and policy. Major activities under the program are implementation of community engagement strategy and career development support. In such activities, there is no impact on natural or physical environment. The requirement for submission of Initial Environmental Examination, Environmental Assessment and Environmental Impact Statement under Contract Section H.16 Environmental Compliance, is categorically excluded as per clauses 216.2.c. 1 (i) and 216.2.c.2 (i) of 22 CFR 216 for these activities.

There is a small number of activities, identified as Activity 1.1.3, 2.1.4 and 2.2.2 [Section/Table 12 "Activity Summary" below], that may require having an environmental assessment and thereby relevant mitigation measures embedded as part of programmatic implementation. PYWD will accordingly adhere to the required environmental compliance at the stage of implementation, if required by nature of interventions (to be finalized in collaboration with local community) and will also keep USAID well informed of the respective environmental mitigation measures taken.

13. Activity Summary

Activities	Activity Code	Linked Result Sub-IR	Implementing Agency	Units	Period to 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total Units/ Participants/ Beneficiaries	Actual to Date3	Total 3 Years Target
Program Support & Start-up Activities											
Meetings with partners & other stakeholders	N/A	Cross-Cutting	PYWD Program	Meetings		✓	✓	✓	N/A		
Submit affidavit to District Offices	N/A	Cross-Cutting	PYWD Program	Affidavits		4			4		
Submit request to District Administration for appointing govt's 17-Grade officers	N/A	Cross-Cutting	PYWD Program	Letter		4			4		
Establish presence in districts (including office in 1 district)	N/A	Cross-Cutting	PYWD Program	Teams		4			4		
Share Sub-Contract Agreements with approved Sub-Contractors	N/A	Cross-Cutting	PYWD Program	Agreements		5			5		
Get NOC from government for LB Pak and Sub-Contractors	N/A	Cross-Cutting	PYWD Program	NOC Letters		6			6		
Project Launching Ceremony	N/A	Cross-Cutting	PYWD Program	Event		1			1		
Orientation Session on USAID's policy for Integrating Gender in Programming Cycle	N/A	Cross-Cutting	PYWD Program	Training		1			1		
Training of staff on Gender Sensitization	N/A	Cross-Cutting	PYWD Program	Event		1			1		
Program Implementation Strategies											
Development of Alternate Strategy (in case NOCs are not granted to Sub-Contractors)	N/A	Cross-Cutting	PYWD Program	Strategy		1			1		
Communications Strategy	N/A	Cross-Cutting	PYWD Program	Strategy		1			1		
Sub-Contracts Management Strategy	N/A	Cross-Cutting	PYWD Program	Strategy		1			1		
Placement & Partnerships Strategy	N/A	Cross-Cutting	PYWD Program	Strategy		1			1		
Access to Micro-Finance Strategy	N/A	Cross-Cutting	PYWD Program	Strategy		1			1		

Activities	Activity Code	Linked Result Sub-IR	Implementing Agency	Units	Period to 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total Units/ Participants/ Beneficiaries	Actual to Date3	Total 3 Years Target
Component 1: Community Engagement											
Develop community engagement strategy	2.1.1	2.1	Local Partners, PYWD Program	COs		1			1		
Identify and engage existing COs in four districts	2.1.2	2.1	Local Partners, PYWD Program	COs		25	75		100		
Conduct consultative meetings with selected COs in four districts	2.1.3	2.1	Local Partners, PYWD Program	Meetings		25	75		100		
Conduct sessions using REFLECT Group/Circle approach for developing community's consensus on local issues & solutions	2.1.4	2.1	Local Partners, PYWD Program	Sessions			20		20		
Implementation of CPI Schemes emerging as a result of Reflect Circle meetings	2.1.4	2.1	Local Partners, PYWD Program	Small Infrastructure Schemes	To be finalized after conducting sessions with community and as a result of consensus amongst community members on identified schemes.						
Conduct awareness sessions for approximately 4,000(2600 male & 1400 female) selected youth in focus four districts	2.2.1	2.2	PYWD Program	Youth		375	2,125	1,500	4,000		
Holding district level Community Engagement Events	2.2.2	2.2	Local Partners, PYWD Program	Events			2	2	4		
Identification of Schools and orientation meetings with school management in four districts	2.2.3	2.2	Local Partners, PYWD Program	Meetings			20	20	40		
Arranging exposure visits of School student to vocational training institutes	2.2.4	2.2	Local Partners, PYWD Program	Visits			1,000	1,000	2,000		
Behavioral change communication material disseminated to community	2.2.5	2.2	Local Partners, PYWD Program	Communication Material			20,000	20,000	40,000		
Conducting Media Programs in focus four districts	2.2.6	2.2	Local Partners	Media			2	2	4		
Launching social media campaign for PYWD Project	2.2.6	2.2	Local Partners, PYWD Program	Social Media Users			2,000	2,000	4,000		
SMS and IVR Messaging/IVR send to youth in focus four districts	2.2.6	2.2	Local Partners, PYWD Program	Community Members			4,000	4,000	8,000		
Identification of vulnerable and marginalized youth in focus districts	2.3.1	2.3	Local Partners	Youth			2,000	2,000	4,000		
Selection of youth for relevant trades	2.3.2	2.3	Local Partners	Youth			2,250	750	3,000		
Conduct baseline assessment	-	M&E	PYWD Program	Baseline			1		1		
Component 2: Institutional Capacity Building											

Activities	Activity Code	Linked Result Sub-IR	Implementing Agency	Units	Period to 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total Units/ Participants/ Beneficiaries	Actual to Date3	Total 3 Years Target
Sign Umbrella Memorandum of co-operation with potential training providers & departments	1.2.1	1.2	PYWD Program	MoC/MoU		3	3		6		
Mapping & data collection of prospective training institutes	1.2.1	1.2	PYWD Program	Institutes		90	50		140		
Conduct a Comparative Assessment of Training Institutes	1.2.2	1.2	PYWD Program	Training Institutes			140		140		
Develop TIs linkages with relevant employers	1.2.3	1.2	PYWD Program	Training Institutes			2	2	4		
Detailed Gap Analysis of Selected Training Institutes	1.1.1	1.1	PYWD Program	Training Institutes		6	16		22		
Preparation of Capacity Building plans for selected institutes	1.1.2	1.1	PYWD Program	Training Institutes			22		22		
Updating/modification of Training Curriculum	1.1.3	1.1	PYWD Program	Curricula			1	1	2		
Provision of machinery and equipment	1.1.3	1.1	PYWD Program	Training Institutes			3	3	6		
Develop a cadre of master trainers	1.1.3	1.1	Local Partners, PYWD Program	Instructors			22	44	66		
Establishment of Career Counseling Centers	1.3.1	1.3	Local Partners, PYWD Program	Career counseling centers				6	6		
Development of web portal	1.3.2	1.3	PYWD Program	Web portal				1	1		
Capacity Building of Career Counseling Center Staff Members	1.3.2	1.3	PYWD Program	Training				12	12		
Development of Mobile application	1.3.2	1.3	PYWD Program	Mobile application				1	1		
Development of Comprehensive MIS	-	Input	PYWD Program	MIS			1		1		
Component 3: Access to Workforce Education and Training											
Selection of youth for skills development training	1.2.4	1.2	Local Partners, PYWD Program	Youth			2,250	750	3,000		
Roll out of skills training program	1.2.5	1.2	Local Partners, PYWD Program	Training			2,250	750	3,000		
Development and uploading of video production of two training courses	1.2.6	1.2	PYWD Program	Videos				2	2		

Activities	Activity Code	Linked Result Sub-IR	Implementing Agency	Units	Period to 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total Units/ Participants/ Beneficiaries	Actual to Date3	Total 3 Years Target
Selection of youth for entrepreneurship/ apprenticeship program	1.2.7	1.2	Local Partners, PYWD Program	Youth			300		300		
Placement of youth for entrepreneurship/apprenticeship program	1.2.8	1.2	Local Partners, PYWD Program	Youth			500	500	1,000		
Provision of career counseling services and linking with potential employers	1.3.3	1.3	Local Partners, PYWD Program	Youth				250	250		
Provision of micro-finance loans to youth entrepreneurs	1.4.2	1.4	Local Partners, PYWD Program	Loans							
Conduct validation of skills gap analysis done by TVET Institutes	-	M&E	Local Partners, PYWD Program	Study			1		1		

ANNEX 1: PYWD revised Results Framework

Development Objective: Increased Stability in Focus Areas

- Indicator 1:** % of Focus Group Discussion (FGD) respondents who report championing ideas embodied by USG-sponsored counter narratives
- Indicator 2:** % of citizens surveyed who report improved perception of stability/safety
- Indicator 3:** # of incidents of violence (as reported in Mass Media)
- Indicator 4:** % of citizens surveyed who believe that the social and economic conditions of their community will continue to improve

Critical Assumptions:

- Govt. of Punjab's continuous support for PYWD implementation in focus districts
- Timely NOCs & NOC extensions granted by gov't. to LBG & Subcontractors
- Planned Population Census and General Elections do not adversely affect project interventions
- Natural disasters and calamities (flood, earthquake, drought etc.), if occur, being effectively managed through Federal, Provincial and Local Institutions.

IR 1: Youth Economic Opportunities Increased

- 1.a: % of youth trained through USG-assistance receiving new/better employment [IR 3.1.4.c]
- 1.b: % of youth self-employed through new businesses establishment which are financially sustainable [IR 3.1.4.c]
- 1.c: Extent to which the income of targeted youth is enhanced
 [Scale for "Employment": 1 = current earnings/none (Baseline); 2 = US \$ 10-30/month (to some extent); 3 = US \$ 31 – 50/month (to a good extent); 4 = US \$ 51-60 & above (successful achievement)]
 [Scale for "Self-Employment": 1 = current earnings/none (Baseline); 2 = 5-10% increase (to some extent); 3 = 11-15% increase (to a good extent); 4 = 15-20% increase & above (successful achievement)]
- 1.d: % of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) [Gender-F Indicator]

Sub-IR 1.1: Selected training institutions' capacity enhanced

- 1.1.a: # of govt. officials and staff receiving training with USG assistance [IR 3.2.1.b]
- 1.1.b: # of training curricula for partner TIs updated
- 1.1.c: # of institutes upgraded through USG assistance in terms of provision of machinery and equipment
- 1.1.d: # of training institutions for which Capacity Building Plans successfully implemented
- 1.1.e: # of Career Counseling Service Centers established

Sub-IR 1.2: Selected youth enrolled with training institutes and placed for entrepreneurship/apprenticeship program

- 1.2.a: # of partnership agreements (MoUs) signed by PYWD with Training Providers & other stakeholders
- 1.2.b: # of youth enrolled for skills development training
- 1.2.c: # of youth completing vocational training courses with USG assistance
- 1.2.d: # of youth completing apprenticeship/entrepreneurship program

Sub-IR 1.3: Placement of already trained youth supported through career counseling services

- 1.3.a: # of youth provided career counseling & placement services with USG assistance
- 1.3.b: # of seminars conducted
- 1.3.c: # of trained youth linked with various businesses through PYWD placement support

Sub-IR 1.4: Self-Employment Enterprises Supported

- 1.4.a: # of toolkits distributed to youth through USG assistance for support in implementation of learnt skills in respective trades
- 1.4.b: # of youth successfully acquiring micro-finance loans

IR 2: Socially Constructive attitudes & beliefs among youth and their communities enhanced

- 2.a: # of COs mobilized to be actively involved in youth engagement
- 2.b: % individuals surveyed who report positive change in perception of social attitudes
- 2.c: % of females who report increased self-efficacy at the conclusion of USG-supported training/programming [Gender-F Indicator]
- 2.d: % financial resources of public/private sector leveraged in workforce readiness and community development efforts

Sub-IR 2.1: Local Community in focus areas Engaged

- 2.1.a: # of COs engaged through community-level meetings
- 2.1.b: # of HHs mobilized for sensitization of project interventions
- 2.1.c: # of youth engaged in recreational, cultural and other benign activities through USG-assistance [IR 3.2.3.a]
- 2.1.d: # of community service hours contributed by youth

Sub-IR 2.2: Positive Social attitude messages and Training Opportunities Communicated

- 2.2.a: # of communication and outreach interventions conducted
- 2.2.b: # of communication products developed with USG assistance
- 2.2.c: # of community members (individuals) reached through project's communication and outreach campaigns

Sub-IR 2.3: Potential youth identified in focus districts

- 2.3.a: # of focus youth identified from local community
- 2.3.b: # of youth selected for training in relevant trades after applying the assessment criteria

Annex 2. Estimated LOE for Year One

Position Title	Name	Organization	To 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total LOE Year 1
Long Term Technical Assistance (LTTA) (Total exclusive of vacation, holiday and sick leave)							
Cross-Cutting							
Chief of Party (Expat)	Qaisar Nadeem	Louis Berger	56	56	55	55	222
Subcontracts Administrator	TBD	Louis Berger	0	60	65	65	190
Communication and Outreach Specialist	TBD	Louis Berger		60	65	65	190
Procurement Assistant	TBD	Louis Berger		60	65	65	190
Finance Manager (Lahore)	TBD	Louis Berger	10	66	65	65	206
Voucher Examination specialist (Lahore)	TBD	Louis Berger		66	65	65	196
Cashier (on hold)	TBD	Louis Berger		66	65	65	196
Finance Assistant (Lahore)	TBD	Louis Berger		66	65	65	196
Administration/Logistics Manager	TBD	Louis Berger		66	65	65	236
HR Specialist	TBD	Louis Berger	44	66	65	65	240
Regional Manager - Multan Office	TBD	Louis Berger		58	65	65	188
Administration/Logistics Assistant	TBD	Louis Berger	10	66	65	65	206
Program Assistant	TBD	Louis Berger	15	66	65	65	211
Finance and Admin Officer (Multan)	TBD	Louis Berger		58	65	65	188
IT Specialist	TBD	Louis Berger			65	65	130
Administrative Assistant	TBD	Louis Berger		58	65	65	188
Drivers	TBD	Louis Berger	22	222	390	390	1024
Office Boys	TBD	Louis Berger	22	218	195	195	630
Component 1 - Community Engagement							
Community Engagement and	TBD	Louis Berger		66	65	65	196

Position Title	Name	Organization	To 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total LOE Year 1
Gender Expert							
Community Engagement Coordinator	TBD	Louis Berger		63	65	65	196
Community Engagement Assistant	TBD	BLCC		66	65	65	196
Community Engagement Assistant	TBD	BLCC		66	65	65	196
Community Engagement Assistant	TBD	BLCC		66	65	65	196
Community Engagement Assistant	TBD	BLCC		66	65	65	196
Community Engagement Assistant	TBD	Mojaz		66	65	65	196
Community Engagement Assistant	TBD	Mojaz		66	65	65	196
Community Engagement Assistant	TBD	HHRD		66	65	65	196
Community Engagement Assistant	TBD	HHRD		66	65	65	196
Community Engagement Assistant	TBD	HHRD		66	65	65	196
Community Mobilizer	TBD	Mojaz		66	65	65	196
Community Mobilizer	TBD	Mojaz		66	65	65	196
Component 2 - Institutional Capacity Building							
Partnerships, Placement, Institutional Capacity	TBD	Louis Berger		66	65	65	196

Position Title	Name	Organization	To 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total LOE Year 1
Building Specialist (Lead)							
Public Private Partnership Expert	Kamran Khan	Louis Berger	49	66	65	65	190
Institutional Capacity Building Expert	TBD	IRM		50	65	65	180
Component 3 -Access to Workforce Education and Training							
Training and Human Development Specialist (Lead)	Malik Imtiaz Hussain	Louis Berger	55	66	65	65	251
ICT Specialist/Delivery Channel Specialist	TBD	Louis Berger		60	65	65	190
Program Assistant	TBD	Louis Berger	34	66	65	65	230
Training Coordinator - Placement and Counseling	TBD	FINCON		50	65	65	180
Training Coordinator - Apprenticeship and Entrepreneur	TBD	IRM		50	65	65	180
Access to Finance Advisor		Louis Berger					0
Placement and Apprenticeship Program Coordinator	TBD	FINCON		50	65	65	180
Market Research & Placement Analyst	TBD	FINCON		50	65	65	180
Market Research & Apprenticeship Analyst	TBD	IRM	16	66	65	65	212
Skills Development Counselor	TBD	FINCON		10	65	65	140
Skills Development Counselor	TBD	FINCON		10	65	65	140
Skills Development Counselor	TBD	FINCON		10	65	65	140
Skills Development	TBD	FINCON		10	65	65	140

Position Title	Name	Organization	To 12/31/16	3 months to 03/31/17	3 months to 06/30/17	3 months to 09/30/17	Total LOE Year 1
Counselor							
Program Officer/Assistant - Training / Placement	TBD	FINCON		10	65	65	140
Program Officer/Assistant - Training / Placement	TBD	FINCON		10	65	65	140
Program Officer/Associates - Training/Apprenticeship	TBD	IRM		60	65	65	190
Monitoring and Evaluation							
Monitoring and Evaluation Manager	TBD	Louis Berger	10	66	65	65	206
Monitoring and Evaluation Specialist	TBD	Louis Berger		66	65	65	196
M&E Field Coordinator	TBD	BLCC		66	65	65	196
M&E Field Coordinator	TBD	BLCC		66	65	65	196
M&E Field Coordinator	TBD	Mojaz		66	65	65	196
M&E Field Coordinator	TBD	HHRD		66	65	65	196