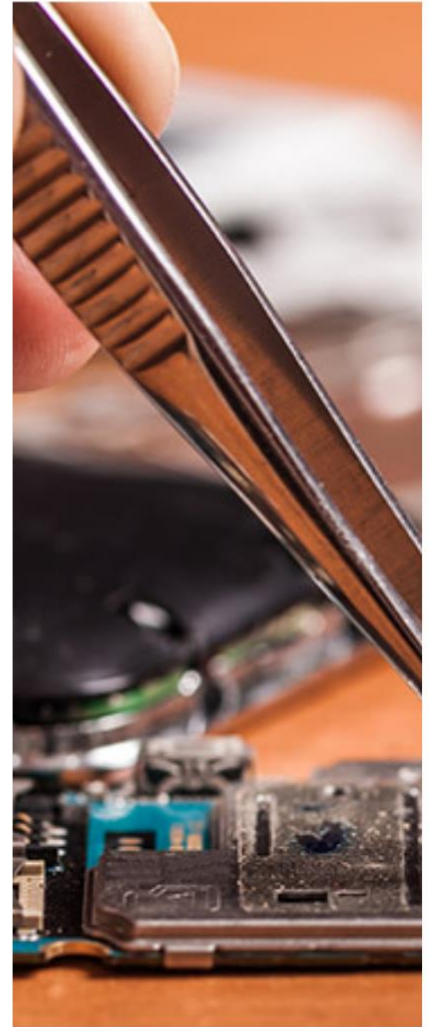




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FINAL REPORT

# FINAL EVALUATION OF RYE I

February 24, 2023

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Thank you

Zohair Ashir  
Chief Executive

## Acronyms

<b>BRSP</b>	Balochistan Rural Support Program
<b>COVID-19</b>	Coronavirus Disease 2019
<b>DEDS</b>	Destination Education Development Society
<b>GTZ</b>	German Agency for Technical Co-operation
<b>HHA</b>	Hashoo Hunar Association
<b>KII</b>	Key Informant Interview
<b>LG&amp;RDD</b>	Local Government & Rural Development Department
<b>MOU</b>	Memorandum of Understanding
<b>NGO</b>	Non-governmental organization
<b>OECD-DAC</b>	Organization for Economic Co-operation and Development – Development Assistance Committee
<b>PPAF</b>	Pakistan Poverty Alleviation Fund
<b>PSC</b>	Poverty Scorecard
<b>RBF</b>	Results Based Framework
<b>RYE</b>	Revitalizing Youth Enterprise
<b>TNA</b>	Training Need Assessment
<b>TTC</b>	Technical Training Center
<b>TVET</b>	Technical and Vocational Education and Training
<b>UAF</b>	University of Agriculture Faisalabad
<b>UC</b>	Union Council
<b>UNDP</b>	United Nation Development Program
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>UPS</b>	Uninterruptible Power Supply
<b>VET</b>	Vocational and Technical Education
<b>WAPDA</b>	Water and Power Development Authority



## Executive Summary

The Revitalizing Youth Enterprise (RYE) I program initiated by the Pakistan Poverty Alleviation Fund (PPAF), through a funding of USD 240,000 from the Citi Foundation. The program aimed at the youth of Pakistan and carried out in Balochistan (Killa Saifullah and Ziarat) from March 2019 to March 2020. Core objective of the program was to alleviate poverty, by providing equitable access to economic opportunities to the youth through PPAF's partner organization, the Balochistan Rural Support Program (BRSP) and their Technical & Vocational Skills Training Partners. Under RYE I, participants were trained in Beautician, Bedding, Commercial Cooking and Hotel Management, Dress Designing, General Electrician, Artificial Insemination & Livestock Management, Mobile Repairing, Submersible Repairing and UPS & Solar Repairing.

PPAF has contracted AASA Consulting Pvt. Ltd. (AASA Consulting) to evaluate the program and its effects on the youth. AASA Consulting entered the contract on January 6<sup>th</sup>, 2023 for the Final Evaluation of RYE I (phase one of the Revitalizing Youth Enterprise program), with the contract closing on February 24<sup>th</sup>, 2023.

This study completed mainly through telephonic surveys (due to cost and time constraints) with project beneficiaries, whose contact details were provided by PPAF, along with surveys and interviews with the relevant stakeholders and institutions. The study findings primarily cater improvements in the socio-economic and employability status of the participants who completed training.

A Detailed Results Based Framework (RBF) was designed by PPAF to document and monitor key outcomes and outputs of the program. Under this assignment, desk-based review of project documentation and primary research were undertaken. The evaluation exercise is administered as per the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation principles and PPAF requirements. The report allows for challenges and successes to be revealed and addressed in future programs.

Statistical Analysis and Proportional Allocation was used to designate an overall sample size of 83 beneficiaries. In Killa Saifullah, 67 beneficiaries were surveyed with 32 males and 35 females. In Ziarat, the sample was 16 beneficiaries, with 15 male and 1 female participants. Additionally, the partner organization (BRSP), training partners DEEDS, Hashoo Hunar Foundation and PPAF were interviewed for further insights.

## Key Findings

### Program Relevance

For effective programme design, market research was carried out by a consultant (hired by PPAF), to find the most in-demand skills in Killa Saifullah and Ziarat. The trainings had 55% male participants and 45% female participants, despite the initial goal to have an equal distribution. This was due to cultural constraints on women and girls, reducing or preventing mobility. Beneficiaries reported that about 78% of the training material they were provided in their courses was relevant to their current work. Additionally, 42% of the beneficiaries were working in the same field in which they had obtained training. On average, 48% of female beneficiaries and 39% of male beneficiaries are currently working in relevant fields. Transportation to the venue was an obstacle for female beneficiaries, despite BRSP's efforts to alleviate this issue. Trained professionals brought close to female trainees' locations in particular, to improve participation.

### Program Effectiveness and Efficiency

BRSP helped female trainees by providing venues closer to their location, as well as offering trades that were more traditional and could be done at home, if needed. Training was usually between 8 AM to 2 PM, described as beneficial by female trainees, who would be able to attend to household

chores afterwards. Overall, 69% of the trainees confirmed their satisfaction with the trainings. Particularly, 83% of the trainees indicated satisfaction with the trainers.

With regard to specific expertise 71% of the beneficiaries reported that their expertise in their field of training has increased. The majority (73%) of the beneficiaries mentioned an increase in their decision-making skills, 76% mentioned an increase in critical thinking abilities, while 74% reported an increase in self-esteem. There was a 46% increase witnessed in business understanding of trainees, with female beneficiaries showing a higher increase than male beneficiaries, with a 56% increase in business understanding.

Overall, 23% (35% male and 8% female) (against the target of 75%) of beneficiaries during the survey confirmed joining an organization for an internship,

In regard to internships, 23% (35% male and 8% female) (against the target of 75%) of beneficiaries during the survey confirmed joining an organization for an internship. Female trainees had fewer internships due to mobility issues and their trades not always being established businesses. Beneficiary grievances were in regard to limited opportunities due to the current economy (29%), saturation of people with similar skills (29%) and difficulty of securing a job without a reference (43%). On average the survey found Rs. 11,421 of out of pocket expenditure during the course of the training. Male beneficiaries (Rs. 14,146) reported higher expenditures than female beneficiaries (Rs. 5,325). In male beneficiaries, one of the most common expenditures were traveling, living expenses and the accommodation, provided as per market situation and availability of the hotels (Faisalabad, Karachi and Quetta) but in case of female beneficiaries boarding cost converted into traveling expenditure (Quetta, Killa Saifullah and Ziarat).

### Program Connectedness

Killa Saifullah and Ziarat were situated in remote areas, therefore there was not a large number of competitions in terms of training providers. Due to non-availability of credible Technical, Vocational and Educational Training (TVET) institutes in rural districts of Balochistan, community level arrangement for training was considered a better option to ensure that the target population received the most value from the intervention. However, there are several programs carried out in these districts that aim to assist in building skills that will help lift populations out of poverty. Overall 10% of the beneficiaries reported to have attended training prior to the program. Trades identified included Dress Making/Tailoring, Forestry, Motor Winding, Polio Training by Apex Consulting, Stitching and Embroidery and Submersible Repairing. The training providers included Quetta BRSP, Local Shop, PPAF/BRSP/UNICEF and TTC Quetta. These trainings were reported to have taken place almost 3 years ago.

### Program Impact

The poverty score for beneficiary households on average rose from 44 in 2020 to almost 48 in 2023 **(against the target of 50%), this indicates that beneficiaries are contributing to the household income.** It is worth noting that scores are affected by many variables, which can also be contextual, as the study showed. The overall income of the beneficiaries increased by Rs. 16,153. Prior to the training the average income for beneficiaries was calculated to be Rs. 4,435, while in the post training, it was reported to be Rs. 20,588. In female beneficiaries, the increase was Rs. 2,846 and for males it was Rs. 22,559. The main reason for the disparity between male and female beneficiary incomes was the restricted mobility of girls and women in targeted districts.

Overall 48% youth witnessed a change of 19% in their personal income (against a target of 70% of youth with 50% increase in income). Overall, 84% of the beneficiaries have gained employment in different categories (against the target of 50%) where 39% of the targeted youth are self-employed (against the target of 50%). It should also be noted that since this survey was conducted almost three years after the training had concluded, the income levels of the beneficiaries have likely been impacted by COVID-19, 2022 Floods and inflationary impacts.

Networks were also shown to increase, with 52% of beneficiaries reporting increased contact with people in different business institutions, and 71% reporting an improved ability to negotiate. Planning abilities were also reported as having improved by 66% of beneficiaries.

### **Program Sustainability**

Female beneficiaries reported assistive devices/tool kits such as sewing machines, wax machines, hair rollers etc. for their respective trades, in addition to above the trainees were provided internships/apprenticeship in relevant sector to help with establishing networks and gaining employment/self-employment. Post training support was required, as 40% of beneficiaries struggled with finding work/job/income opportunities, because they needed prior recommendations/references. Over 80% of beneficiaries believe they need more experience and training to work as per the current market requirement. However, since it has been 3 years since the trainings, it may not be reflective of immediate assistance. Additionally, trainees were still in contact with their trainers in the cases of Faisalabad University and Hashoo Training institute.

### **Limitations**

Due to the time gap between the survey and the trainings, beneficiaries often had trouble recalling key details, and gave answers at their best. Another significant challenge that presented itself during the course of Data Collection was that a few trainees were not available at the numbers that we contacted because the numbers were either powered off or out of service. Moreover, some the beneficiaries had provided a number of a relative/neighbour who had moved away. Reaching female beneficiaries proved a challenge, despite the fact that female enumerators were conducting the survey, family members were hesitant and did not want them to answer certain questions as well. Reaching beneficiaries at the provided numbers was difficult as many had changed and, in some areas, phone signals were weak. Female beneficiaries often gave the numbers of male relatives who were not usually in the vicinity when enumerators called. In order to manage this problem, we used snowball technique to improve on response rate and also continued repeating the calls. Due to the small sample size, any outliers were removed so as not to skew results.

### **Best Practices and Lessons Learnt**

Evaluation Studies should ideally start at most six months after the training has concluded to ensure quality of data and avoid recall error by beneficiaries since it was difficult to reach beneficiaries whose contact details were missing or incomplete. Additionally, for future trainings it would be beneficial that the implementing partner creates an updated database at the end of the program to avoid difficulties in reaching out to the beneficiaries.

### **Recommendations**

Based on our understanding of the project, its successes and areas for improvement, we have a few recommendations. The first is for PPAF to establish linkages with training institutes around Pakistan, to make the trainings smoother and easier to tailor to beneficiary needs. Then, there could be the passing of assets to beneficiaries, through a set of criteria to ensure beneficiaries receive them and they are motivated to continue, so as to increase productivity and independence. A greater budget would be beneficial to the project, in order to increase quality and operational ease. Higher budgets can also allow implementing partners to send beneficiaries to institutes outside Balochistan. To ensure quality training a budget of Rs. 80,000/. (within province) and Rs.160,000/. (outside province) was reported in training provider interviews, whereas the program budget was around Rs. 64,000/.

There should also be “after delivery” and “follow-up” activities built in to the project design. The internship component should also be strengthened, to provide valuable experience and connections to trainees. Aiding beneficiaries in obtaining seed grants and youth loans/interest-free loans will also help them start businesses or improve their skills in other ways. Lastly, ‘refresher’ and advanced training courses would also be valuable, in order to increase skills and allow beneficiaries to continue improving.



## 1.0 Introduction

Pakistan's majority youth population can either be characterized as a vast, untapped resource, or a serious concern, particularly during periods of scarcity. It can become a resource if the correct steps are taken to ensure that the youth have the tools to succeed in the current and future marketplace. For this reason, the Revitalizing Youth Enterprise (RYE) I program initiated by the Pakistan Poverty Alleviation Fund (PPAF), through funding from the Citi Foundation, is an important step toward preparing the youth for an uncertain future. This program is being carried out to alleviate poverty, by providing equitable access to economic opportunities to the youth through PPAF's partner organization Balochistan Rural Support Program (BRSP) and their Technical & Vocational Skills Training Partners University of Agriculture Faisalabad (UAF), Hashoo Hunar Association (HHA), Technical Training Center (TTC) Quetta and Destination Education Development Society (DEDS). Under RYE I, participants are trained in Beautician, Bedding, Commercial Cooking and Hotel Management, Dress Designing, General Electrician, Artificial Insemination & Livestock Management, Mobile Repairing, Submersible Repairing and UPS & Solar Repairing. The participants learned new technical and vocational skills through in-person trainings, and the project was executed in Ziarat and Killa Saifullah.

To gauge the impact and lessons learned from this program, PPAF has contracted AASA Consulting Pvt. Ltd. (AASA Consulting) to evaluate the program and its effects on the youth. AASA Consulting entered the contract on January 6<sup>th</sup>, 2023 for the Final Evaluation of RYE I (phase one of the Revitalizing Youth Enterprise program), with the contract closing on February 24<sup>th</sup>, 2023.

This report was compiled mainly through telephonic surveys with project beneficiaries, whose contact details were provided by PPAF, along with surveys and interviews with the relevant stakeholders and institutions. The study's findings will be primarily in regard to the proper implementation by involved parties and the current status and improvements in the financial situation of the participants who completed their respective training course.

A Detailed Results Based Framework (RBF) is designed to document and monitor key outcomes and outputs of the program. Technical and vocational trainings will be evaluated so that future interventions can be improved and made more effective. Desk-based review of project documentation and primary research was also undertaken. The evaluation exercise is administered as per the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation principles and PPAF requirements. The report will allow for challenges and successes to be revealed and addressed in future programs, in order to further tap into the vast resource that is Pakistan's youth population.

### Exhibit 1: Implementing Partners



The Citi Foundation is a private foundation funded by Citi, which was established in 1994. It is committed to enabling economic progress and having a positive impact on the populations of low-income communities worldwide. The work it invests in pertains to financial inclusion, increasing job opportunities for youth populations and finding creative approaches to growing communities in terms of economic progress. It uses leadership and innovation, through the skilled experts of Citi, to drive its mission. It uses partnerships with nongovernmental organizations (NGOs), academic institutions, governments and the private sector, to achieve its goals. This allows it to work with a diverse group of institutions, increasing the effectiveness of its approach.

## Exhibit 1: Implementing Partners



Pakistan Poverty Alleviation Fund works toward strategic development, starting at the grassroots level, with the communities facing the worst conditions as a priority, in order to improve the long-term prospects of the nation. It has a presence in 147 districts of Pakistan and has partnerships with 130 organizations. Its focus is on building value-based institutions, as well as providing the support that is required to help them flourish and succeed. Its values are inclusion, participation, accountability, transparency and stewardship. It is also committed to the relevant UN Sustainable Development Goals, with the overarching goal of changing the lives of the poor in Pakistan, in order to ensure equity and prosperity for all citizens of the nation.



The Balochistan Rural Support Programme grew from a "Pak-German self-help project" in 1983, through collaboration between Germany and Pakistan. Through technical support of GTZ (German Agency for Technical Co-operation), the Local Government & Rural Development Department (LG&RDD) set up the project. It then became BRSP in 1991, a full programme. It is among the largest organizations in Balochistan. It has been engaged in alleviating poverty for the rural poor for over two and a half decades. Its vision is a Balochistan which has achieved prosperity and where people, particularly the poor and women are able to achieve equality without facing social and economic exclusion. It is working toward achieving this through a variety of initiatives, including awareness and training, which will help people to empower themselves and sustainably escape poverty.



The Technical Training Center in Quetta, Balochistan is a public institute, which falls under the Labor and Manpower Department. It provides a variety of technical and vocational trainings. Its facilities include those that can be used for training on repair of various devices and electrician training. It also offers tailoring training and multiple technical courses.



The Hashoo Hunar Association in Karachi offers a variety of TVET services, as well as social entrepreneurship and business incubation trainings. It is committed to aiding, "An ethical, equitable and inclusive society in which people live with dignity and have power over their own lives." It is recognized for its work in hospitality management, providing several forms of training, including in commercial cooking. It works toward helping youth and rural women by allowing them to increase their skills and therefore sustainably increase their economic status and employment opportunities. Its objectives are to develop human capital, job creation and connecting people to create community.



The University of Agriculture (UAF) Faisalabad is a public university that is highly ranked in Veterinary Sciences. It was established in 1906 as Punjab Agricultural College and Research Institute, Lyallpur. It offers interdisciplinary programs of teaching, research, and outreach in order to increase agricultural and rural development. It offers undergraduate and postgraduate training, mainly in agricultural subjects. It is working towards equipping its students for a global and digital and technology-based marketplace. It is also committed to research and creating human capital, to fuel innovation.

## Exhibit 1: Implementing Partners



An organization which provides trainings to rural women in Balochistan, in a variety of areas, including fashion design, embroidery, bedding/eiderdown and beautician trainings. It began work in the social sector in 2013. It is non-profit and non-governmental development organization. It works toward sustainable development for poverty-stricken communities in order to achieve empowerment, particularly of youth and women. It works toward supporting the youth of these communities to reach their potential and contribute to society. Much of the embroidery produced through this program is sold through a brand named DOCH. It also works in entrepreneurship development in Balochistan, institutional development, health and WASH, as well as educational development.

### 1.1 Background and Rationale

Overall, 300 unemployed youth were trained through this program (against a target of 200). The age group was 16-24, and the districts targeted were Ziarat and Killa Saifullah. Youths who were eligible for employment were included, and received technical/vocational trainings and expertise that were specific to the region's needs. The trades offered included commercial cooking & hotel management, mobile repair, general electrician, submersible motor rewinding, artificial insemination and livestock management, UPS repair, solar and transformer repair, quilted bedsheets making, fashion designing, and beautician.

Due to the connection to the China-Pakistan Economic Corridor (CPEC) route, it was expected that employment could be gained on CPEC projects. However, the youth were more interested in self-employment and skills that would allow them to take part in it. A demand-capacity analysis was carried out to find the areas and levels of training required, which used market assessment, industry demand and capacity of the youth population in question. Willing participants were identified by BRSP through community organizations, village organizations, employment centres and youth centres.

A Training Needs Assessment (TNA) was also carried out during the initial phase. Participants were then placed in various cohorts as a result. The course duration was 4 months. Mentoring was provided, in order to aid personal and professional development, thereby increasing chances of success. After trainings were completed, BRSP helped the trainees gain internships, as on-the-job training is a valuable part of the employment process.

PPAF has engaged the services of AASA Consulting to conduct evaluation of RYE I to assess the program's effectiveness in terms of processes, implementation approach and activities carried out. The study is expected to help the organization in measuring progress against the programme goal and other log-frame indicators.

## 2.0 Approach & Methodology

### 2.1 Study Objective

The study assessed and evaluated the program outcomes and performance and identified gaps, best practices and lessons learned related to program outcomes, implementation approach and intervention activities. This was undertaken through a systematic analysis of outcomes and performance of RYE I program as per the OECD-DAC and PPAF criteria outlined below:

Exhibit 2: Area for Final Evaluation as per OECD-DAC and PPAF criteria

## Area for Final Evaluation As Per OECD-DAC Criteria and PPAF Requirements

	<b>RELEVANCE: IS THE INTERVENTION DOING THE RIGHT THINGS?</b> Assess whether the implementation processes and interventions were in line with the needs of the target youths (16-24 years of age) with the proposed results and guidelines as well as relevant to PPAF's overall mandate.
	<b>EFFICIENCY: HOW WELL ARE RESOURCES BEING USED?</b> Assess and document whether the implementation strategy and approach were the most efficient. Have the interventions been carried out timely? How efficiently the allocated resources were utilized to achieve the stated objectives? Was there any alternative cost-efficient approach to achieve the desired objectives?
	<b>EFFECTIVENESS: IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?</b> Assess how effectively the allocated resources have been utilized to transform inputs into outcomes. Assess and report how effective each intervention was in the attainment of the program outcomes. Are the interventions undertaken cost effective? Have the available means been optimally utilized?
	<b>CONNECTEDNESS: HOW WELL DOES THE INTERVENTION FIT?</b> Assess whether the interventions and processes carried out were coherently linked to each other. Whether interventions implemented are linked and complementing to the interventions carried out by other agencies.
	<b>IMPACT: WHAT DIFFERENCE DOES THE INTERVENTION MAKE?</b> Assess and document the program outcomes achieved so far and the intervention potentially leading towards the fulfillment of the program outcomes
	<b>SUSTAINABILITY: WILL THE BENEFITS LAST?</b> Assess the social and economic sustainability of the interventions and benefits achieved so far. Assess the employment/self-employment status of the target youths as well as their improved digital skills.
	<b>PROCESS REVIEW:</b> Document key processes and identify gaps and good practices in the process undertaken for the implementation of program.
	<b>RISK AND CHALLENGES:</b> Assess access related risks and challenges such as the flood situation and administrative bottlenecks and suggest recommendations to adopt effective coping strategies to deal with such challenges
	<b>OTHERS:</b> <ul style="list-style-type: none"><li>• Gather the learning from other organisations' successful initiatives in this sector.</li><li>• Secondary /unintended positive impacts that the project has achieved so far.</li><li>• Unintended negative medium- or long-term outcomes of the project.</li><li>• Most significant aspects of the project environment that affected the achievement of project objectives.</li></ul>

## 2.2 Methodology

The methodology adopted for the research study employed quantitative and qualitative research techniques to explore the study's core areas of inquiry. These included the program's relevance, effectiveness, efficiency, sustainability, impact, connectedness, process review and risk and challenges, and some other important areas such as long-term impacts or indirect benefits etc. To accomplish the objectives of the study, telephonic survey with beneficiaries and in-depth interviews with key stakeholders including PPAF and BRSP.

### Survey Sample – Beneficiaries

PPAF has trained 210 beneficiaries age group 16-24, from selected districts in Balochistan Killa Saifullah and Ziarat. A sample size of 101 for RYE I beneficiaries, using statistical formulae with N (210), e (7%) at 95% confidence/precision level and P (50% or 0.5) was used.

$$n = \frac{z^2 NP(1 - P)}{e^2(N - 1) + z^2 P(1 - P)}$$

#### Where;

**n** = Optimal Sample

**N** = Beneficiaries of the Program

**P** = Estimated Probability (50% Theoretical Maximum)

**e** = Maximum error deemed acceptable

**Z** = Prescribed Reliability (Normal Variable Z=1.96 for 95% confidence level)

This sample is proportionally distributed among sample districts, gender and training courses offered by BRSP. Total realized sample is 83, due to non-availability of accurate cell phone numbers and non-cooperation of beneficiaries. The planned sample was not achieved. The survey was ended with a loss of 18 planned respondents. Exhibit 3 portrays distribution of realized sample across districts and training courses.

Exhibit 3: Total Beneficiaries by Training						
Course Name	Total Beneficiaries			Sample		
	Female	Male	Grand Total	Female	Male	Grand Total
<b>Killa Saifullah</b>						
1. Mobile Repairing	0	12	12	0	4	4
2. UPS & Solar Repairing	0	6	6	0	6	6
3. Artificial insemination & Livestock management	0	14	14	0	6	6
4. Beautician	19	0	19	15	0	15
5. Bedding	17	0	17	8	0	8
6. Commercial Cooking & Hotel Management	0	6	6	0	3	3
7. Dress Designing	23	0	23	12	0	12
8. General Electrician	0	8	8	0	8	8
9. Submersible Repairing	0	7	7	0	5	5
<b>Total</b>	<b>59</b>	<b>53</b>	<b>112</b>	<b>35</b>	<b>32</b>	<b>67</b>
<b>Ziarat</b>						
1. Mobile Repairing	0	12	12	0	2	2
2. UPS & Solar Repairing	0	20	20	0	6	6
3. Artificial insemination & Livestock management	0	5	5	0	1	1
4. Beautician	16	0	16	1	0	1
5. Bedding	14	0	14	0	0	0
6. Commercial Cooking & Hotel Management	0	6	6	0	4	4
7. Dress Designing	14	0	14	0	0	0
8. Submersible Repairing	0	11	11	0	2	2
<b>Total</b>	<b>44</b>	<b>54</b>	<b>98</b>	<b>1</b>	<b>15</b>	<b>16</b>
<b>Grand Total</b>	<b>103</b>	<b>107</b>	<b>210</b>	<b>36</b>	<b>47</b>	<b>83</b>



## Sample - Key Informant Interviews with Partner Organizations, Training Providers, and Other Stakeholders

1. **In-depth interview with Partner Organization (BRSP)** responsible for the implementation of the skills program. The design structure of the program, relevance, efficiency and effectiveness of the project activities, identifying issues and challenges faced, lessons learned, success stories, and sustainability were the focus of this interview.
2. **Interview/Consultative Meeting with PPAF** was to understand their role, experience of working with partner organizations, challenges and areas requiring strengthening.
3. **Interviews/Consultative Meetings with Training Providers Destination Education Development Society (DEDS), Technical Training Center (TTC) and Hashoo Hunar Foundation** were conducted to assess the extent of their role and to get a more comprehensive feedback since Master Trainers were in direct contact with the beneficiaries.

## Development of Survey Instruments

The project's team lead, with facilitation from research associates, designed the questionnaire, which is mostly pre-coded for interviewing beneficiaries for RYE I. A matrix mapping the survey tools was developed to highlight relevant questions gathering information about Programmatic M&E indicators. The designed tool for beneficiaries is attached as **Annexure 1**.

In addition, designing of tools required for interviewing other project stakeholders were also completed and finalized after PPAF feedback. Assessment tools for surveying training institutes and master trainers engaged in delivering skills training in the Program's Phase I are attached as **Annexures 2 and 3**, the tool for interviewing partner organizations BRSP is attached as **Annexure 4**, and other similar TVET/TVST organizations is attached as **Annexure 5**. The tool for interviewing PPAF is attached as **Annexure 6** of the document.

## Data Management and Analysis

The quantitative survey was undertaken through telephonic survey conducted with beneficiaries through a pre-designed tool. The process of data collection was as follows:

1. Selection of in-house enumerators for the survey – two males and two females were designated for conducting telephonic interviews.
2. A training session was held with the selected enumerators.
3. An additional resource, who was fluent in Pushto, was appointed to minimize language barrier.
4. Prior to the initiation of the interviews, beneficiaries were contacted to schedule a time as per their convenience.
5. Before beginning an interview, the beneficiary was briefed about the survey and asked for their consent.

The data received is analyzed using IBM SPSS, a reputed statistics software. Descriptive statistics, frequencies, and proportions were computed based on households' socio-economic demographic characteristics.

For the KIs, the data was entered into Excel sheets by key thematic areas of relevance, effectiveness, efficiency, sustainability, impact, connectedness, process review and risk and challenges by data entry operators under the supervision of the Team Lead. The KIs were conducted with focal persons who were engaged in planning and execution of the study.

## 3.0 Limitations, Challenges and Coping Strategy

- 1. Time Gap:** One of the key challenges faced by the enumerators during the process of Data Collection for BRSP was the time gap between the training and the survey. A significant number of trainees that were interviewed struggled to recall key components of the questionnaire, such as their household income prior to the training, timings and fee of the training and support provided during the training. They were able to provide our enumerators with tentative answers at best. The enumerators were patient to provide the beneficiaries with enough time to think and respond.
- 2. Relocated:** Another significant challenge that presented itself during the course of Data Collection was that a few trainees were not available at the numbers that we contacted. This was majorly due to the fact that they had provided a number of a relative/neighbour who had moved away. Hence, although the number was valid, it didn't belong to the trainee it was listed with. This challenge was more apparent in female trainees, since majority of them did not provide personal numbers, rather the numbers of males in their immediate and at times, extended families. Snowball technique was used to reach as many beneficiaries as possible.
- 3. Cultural Values:** Our two target districts in Balochistan, Killa Saifullah and Ziarat, have cultural values that are conservative. Owing to these values, a large proportion of the female trainees did not have their own numbers. The number provided belonged to a male member of the household. Despite the fact that only female enumerators contacted female trainees, there was a hesitance on the side of the male family member to let us talk to the trainee. For security reasons, these male members were also concerned about the nature of questions being asked, especially those pertaining to the household.
- 4. Accessibility:** The unavailability of several numbers we tried to contact also proved to be a challenge during our effort to conduct the evaluation. A sizeable proportion of the numbers we contacted were either powered off or out of service. There could be two main causes for this: since this survey is taking place almost three years after the training, there is a possibility that some number had changed and the second being that the area where the trainees reside has poor signals. In the case of female trainees specifically, the male relatives that would respond to phone calls would be in marketplaces, and mentioned that signals were weak where they lived, hence talking to the trainee would be difficult. Generally, to manage the problem of accessibility and cultural values we used snowball technique and also repeated the calls.
- 5. Outliers are removed from the study to ensure that results are not skewed:** An outlier case observed during the survey was removed from the overall analysis due to the impact it would have on the overall average.

## 4.0 Key Survey Findings

This Chapter entails beneficiary demographics followed by the quantitative and qualitative findings of the survey, including insights from the KIs. In line with DAC's requirement, the key findings are thematically divided into six dimensions:

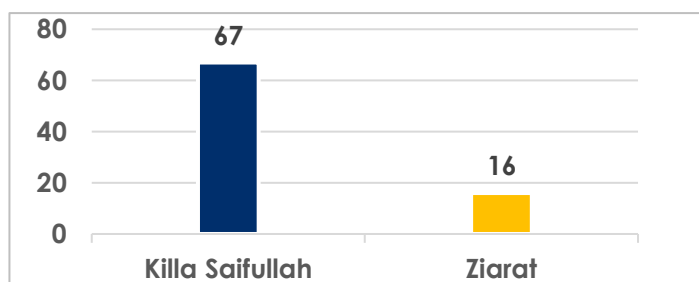
- Relevance
- Efficiency
- Effectiveness
- Connectedness
- Impact
- Sustainability

### 4.1 Personal Profile of Sample Beneficiaries

#### 4.1.1 District-wise Distribution of Beneficiaries

Out of the realized sample of 83 beneficiaries, 67 were reported to be from Killa Saifullah while the remaining 16 were from Ziarat.

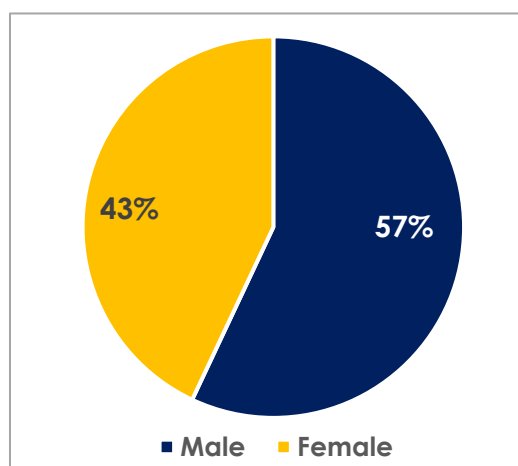
Exhibit 4: Realized Sample by District (in Numbers)



#### 4.1.2 Gender-wise Distribution

In line with PPAF's value of social inclusivity, a gender balance was maintained during the selection process of the beneficiaries. There was a total of 36 females which made 43% of the sample and 47 males in the program which contributed to 57% of the overall sample. It is important to note that the initial plan included equal distribution of male and female trainees. However, in the cultural context of Balochistan, where female inclusivity is already limited within society, it proved difficult to engage female participants in the trainings. The main concerns identified in regard to female trainees were mobility, permission from their households and safety concerns.

Exhibit 5: Gender-wise Distribution of the Sample (in Percentage)



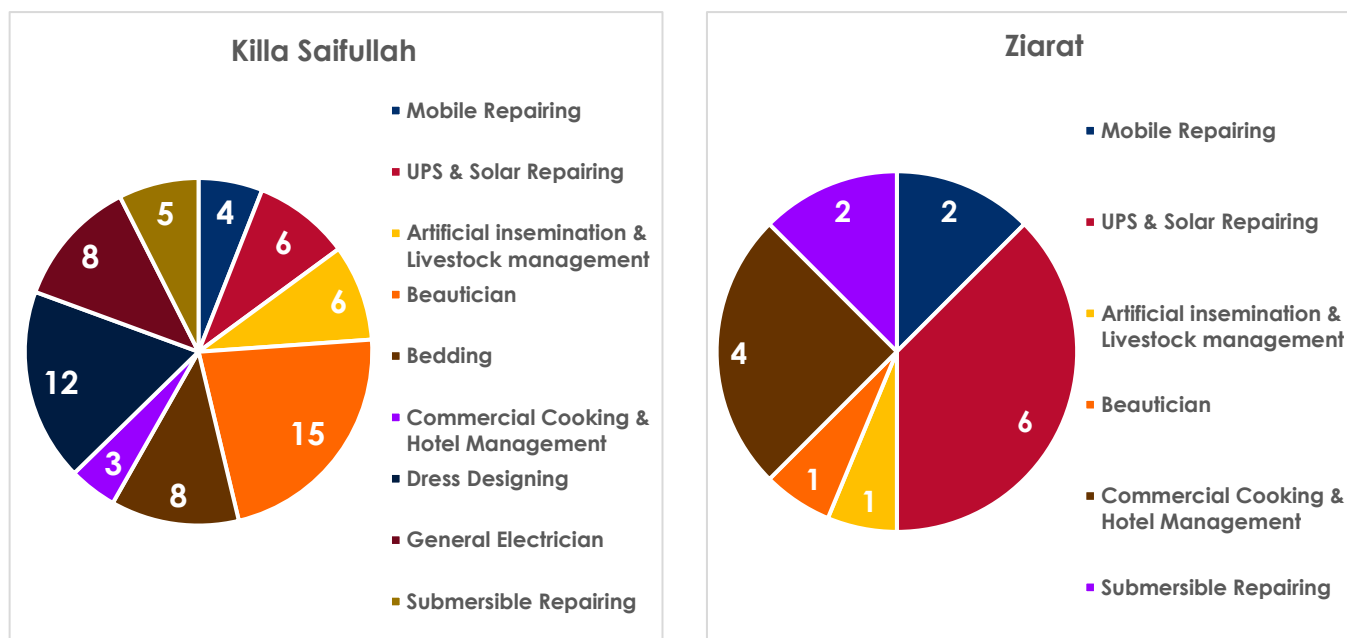
### 4.1.3 Age-wise Distribution

The age bracket of the trainees was set to be between 16 to 24 years old for both male and female trainees. The survey found the average age to be 24 years old, which is essentially the upper limit of the bracket. The average age for male beneficiaries was found to be 25 years old, while the average age for female trainees was 23 years old.

### 4.1.4 Trade-wise Distribution

There was a total of 9 courses offered as part of the program. These courses were similar in both districts with the exception of General Electrician which was not offered in Ziarat. The graph below illustrates the distribution in more detail.

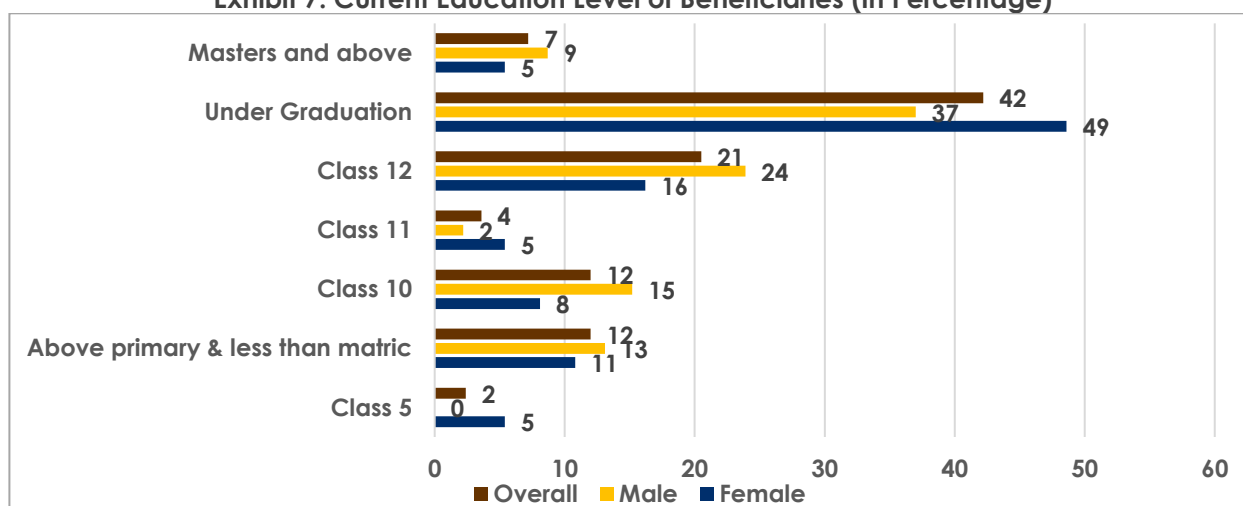
Exhibit 6: Trade-wise Distribution (in Numbers)



### 4.1.5 Education Level of Sample Beneficiaries

Additionally, as proposed in the TNA, the education level differed for each training. However, the average education level was between grade 5 to grade 10. (Exhibit 7)

Exhibit 7: Current Education Level of Beneficiaries (in Percentage)



## 4.2 Program Relevance

The relevance of a training within the context of where it is being delivered can be assessed by the needs of that particular market. Given that the scope of the project was aimed at targeting low-income districts in Balochistan, an already deprived province, it was pertinent to identify trainings that would prove to be most useful for the trainees. It was also important to ensure that the training programs offered were inclusive and catered to the populations they were targeting.

### 4.2.1 Identifying Training Programs

In order to identify the training courses to be offered, it was first essential to identify employable skills in the market. Market research was carried out by a consultant hired by PPAF, which included a review of project documents, development of research tools, pilot testing and data collection through various FGDs and questionnaires. The study identified the following as the most in-demand skills in Killa Saifullah and Ziarat: Livestock Management, Artificial Insemination, Excavator Operator/Dumper Driver, Submersible Pump/Transformer Repair, Commercial Cooking, Beautician, Rural Poultry, Machine Embroidery, Dress Designing, Ladies Shop, Curtain Making, Solar and UPS Repair, Mobile Repair, Tailoring, Submersible Repair and Electrician.

The trainings that were selected included:

<b>Exhibit 8: Total Beneficiaries by Training</b>						
Course Name	Total Beneficiaries			Sample		
	Female	Male	Grand Total	Female	Male	Grand Total
<b>Killa Saifullah</b>						
1. Mobile Repairing	0	12	12	0	4	4
2. UPS & Solar Repairing	0	6	6	0	6	6
3. Artificial insemination & Livestock management	0	14	14	0	6	6
4. Beautician	19	0	19	15	0	15
5. Bedding	17	0	17	8	0	8
6. Commercial Cooking & Hotel Management	0	6	6	0	3	3
7. Dress Designing	23	0	23	12	0	12
8. General Electrician	0	8	8	0	8	8
9. Submersible Repairing	0	7	7	0	5	5
<b>Total</b>	<b>59</b>	<b>53</b>	<b>112</b>	<b>35</b>	<b>32</b>	<b>67</b>
<b>Ziarat</b>						
1. Mobile Repairing	0	12	12	0	2	2
2. UPS & Solar Repairing	0	20	20	0	6	6
3. Artificial insemination & Livestock management	0	5	5	0	1	1
4. Beautician	16	0	16	1	0	1
5. Bedding	14	0	14	0	0	0
6. Commercial Cooking & Hotel Management	0	6	6	0	4	4
7. Dress Designing	14	0	14	0	0	0
8. Submersible Repairing	0	11	11	0	2	2
<b>Total</b>	<b>44</b>	<b>54</b>	<b>98</b>	<b>1</b>	<b>15</b>	<b>16</b>
<b>Grand Total</b>	<b>103</b>	<b>107</b>	<b>210</b>	<b>36</b>	<b>47</b>	<b>83</b>

### 4.2.2 Identifying Relevant Trainees

Selecting the trainees that will be able to benefit most from the trainings being offered is another major aspect of the training. A detailed Selection Criteria was identified prior to the training:

1. Ensure that the targeted households fell within the PSC scorecard



2. Maintain Gender Balance
3. Age Bracket between 16 to 24 years
4. Willingness to obtain employment
5. Preference was given to those who were close to the workshop where they will be employed
6. The education criteria varied according to the type of training, however the overall range was between Grade 5 to Matric

### 4.2.3 Relevance of Program Interventions

As discussed in the previous subsection, the Trainings Needs Assessment provided the basic framework for the nature of the trainings being offered, and also the selection criteria for the trainees. An in-depth market survey was conducted alongside FGDs and discussion in the target areas, as well as input from the local community members.

During an interview with BRSP, when asked about the nature of the trainings, we were informed that due to the lack of industrialization and hence, the lack of factories or jobs, training the youth in various, in-demand skills will ensure that they become an important resource in the market and have job opportunities in what they identify as “ba-izzat rozgar”, or decent work.

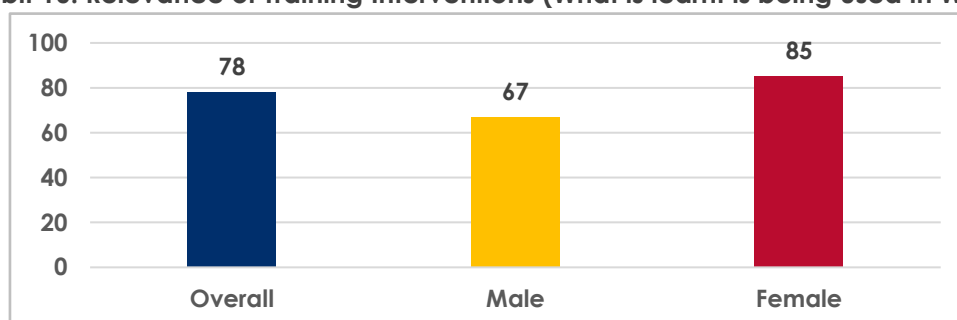
Furthermore, it was highlighted that the institutes selected (Exhibit 9) for training by BRSP were well-reputed institutes in the area.

Exhibit 9: Beneficiaries by Training Institute	
#	Training Institute
1	University of Agriculture Faisalabad (UAF)
2	Hashoo Hunar Association (HHA)
3	Technical Training Center (TTC) Quetta
4	Destination Education Development Society (DEDS)

University of Agriculture Faisalabad ranks 1st in the field of Veterinary Science by Higher Education Commission of Pakistan and has already been associated with BRSP for previous programs. For the current RYE program, UAF was selected as the institute for Artificial Insemination and Livestock Management. The Hashoo Hunar Association (HHA) a leading institute for Hospitality Management located in Karachi was chosen for Commercial Cooking. The Technical Training Center (TTC) in Quetta is a well-established institute and possessed the facilities to cater to the trades of Submersible Repairing, UPS and Solar Panel Repair, Electrician and Mobile Phone Repair. Female trainees received their training from Destination Education Development Society (DEDS) Quetta. The training institute provided training in Beauty Parlor/ (saloon), Machine Embroidery and Dress Designing. To increase accessibility for female trainees, the trainings were conducted at community level.

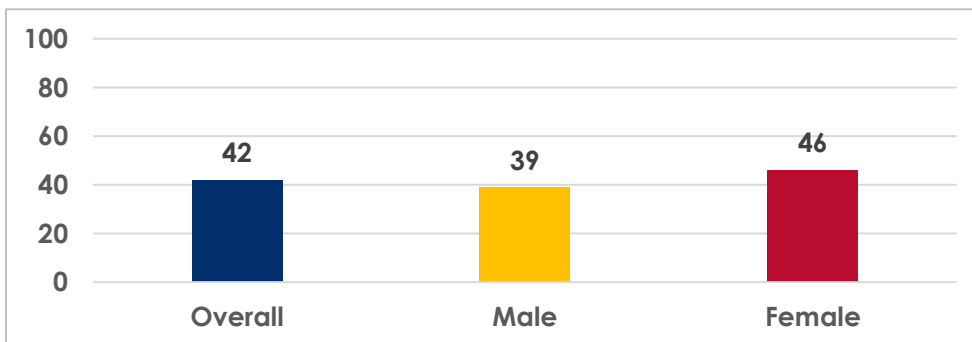
A key aspect that determines how beneficial the trainings were, is how much of what was taught during the training is being used in their current work. As part of the survey, the beneficiaries responded to, “What percent of what you learned in the training is being used in your work.” As illustrated in **Exhibit 10, on average, about 78% of the training material is relevant to the beneficiary’s current work.**

**Exhibit 10: Relevance of Training Interventions (What is learnt is being used in Work?)**



Another minor assessment of the program impact can be made by the number of beneficiaries working in the field in which they were trained. The overarching theme of the project is to lift targeted households out of poverty, through training individuals in high-demand fields to increase their employability. **The survey found that 42% of the beneficiaries were working in the same field in which they obtained training.** On average, 46% of female beneficiaries and 39% of male beneficiaries are currently working in relevant fields.

**Exhibit 11: Are you working in the same field in which you trained?**



### 4.2.4 Areas of Improvement

During the survey, it was reported that female beneficiaries had difficulty with transportation to the training venue. Although an effort was made by BRSP to bridge this gap, there could be further exploration into this matter, to ensure increased female trainee participation. Trained professionals can be assigned to village level institutes or locations to encourage potential female trainees. Close proximity of the training would also mean that parents would feel more comfortable sending their daughters for the training.

## 4.3 Program Effectiveness and Efficiency

Program effectiveness and efficiency are related to the level by which a program's activities produce the desired effect/outcomes, by adopting an efficient implementation strategy, and utilizing the allocated resources efficiently and effectively. The program's impact, in terms of program effectiveness and efficiency can be assessed from the findings of the beneficiaries' survey illustrated in the exhibits below. Insights were also gathered from consultative meetings with program stakeholders, including BRSP, PPAF, the training service provider and the trainers engaged.

### 4.3.1 Training Delivery

A total of nine training courses were offered, which included:

- Beautician
- Bedding
- Commercial Cooking & Hotel Management
- Dress Designing
- General Electrician
- Artificial Insemination & Livestock Management
- Mobile Repairing
- Submersible Repairing
- UPS & Solar Repairing

According to the survey findings, the average class size was 29 (Exhibit 12), with the overall average of the training duration being reported as 3 months. The female beneficiaries reported the training

to be 4 months long. This is because several female beneficiaries mentioned that, due to the training taking place during colder months, travelling to the training institutes was difficult. They were given a month off in the middle, with homework to keep them linked to the program.

Exhibit 12: Feature of Training Programs Average Values				
		Overall	Gender	
			Male	Female
Sample Beneficiaries		83	46	37
Trainees/participants	Number	29	32	25
Women in the training	Number	11	18	11
Training Duration	Months	3	3	4
Duration of the practical component	Months	2	2	3
Days of training were there in a week	Days	6	5	6
Daily Training Hours	Hours	4	4	3

To ensure female inclusivity, BRSP reported that they engaged with local institutions who could temporarily set up their training venue in the targeted UCs as, for female beneficiaries, even traveling to District Headquarters was not possible. Due to cultural norms in the area, female trainees could not travel far or stay away from their homes. This also why traditional trades, such as bedding, beautician and dress designing were allocated for female participants.

The female trainees also pointed out that the training time, which was usually kept in the morning, between the hours of 8 AM to 2 PM (depending on the training) was an ideal time for them, as they also had to attend to household chores. It was convenient for them to have the training sessions earlier in the day, to leave time for their remaining activities and household responsibilities. They were also given enough homework during the week to gain adequate practice, which also contributed to the effectiveness of the trainings.

### 4.3.2 Satisfaction Level

A secondary aspect of assessing the training is through the satisfaction level of the training beneficiaries. During the survey, the beneficiaries were asked whether they were satisfied with the overall training, and also about its different aspects. **Overall, 69% (Exhibit 13) of the trainees confirmed their satisfaction with the trainings.** When inquired about various aspects, the highest level of satisfaction as observed with the trainers chosen. Overall, 83% of the trainees indicated satisfaction with the trainers. The qualitative analysis also confirmed that beneficiaries were satisfied with the trainers, and several mentioned that the trainers went out of their way to assist them.

Exhibit 13: Overall Training

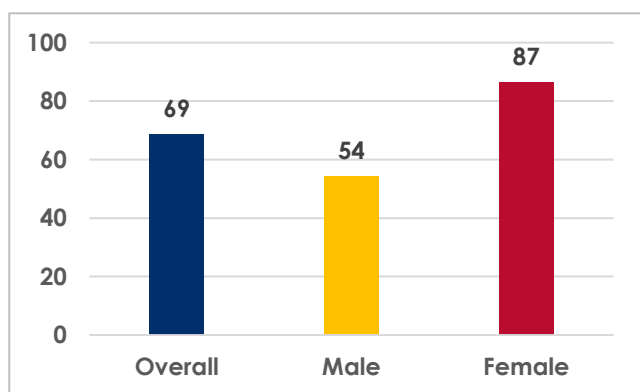
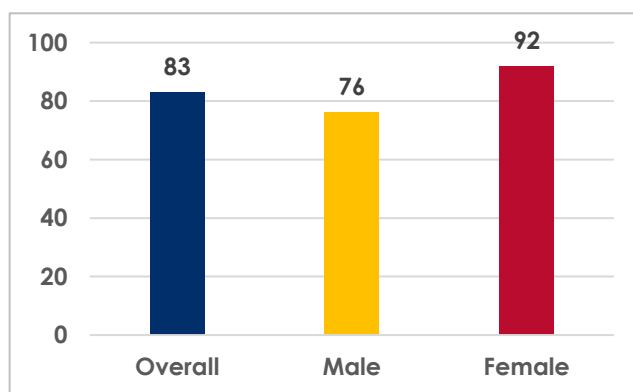


Exhibit 14: Satisfaction Level with the Trainer

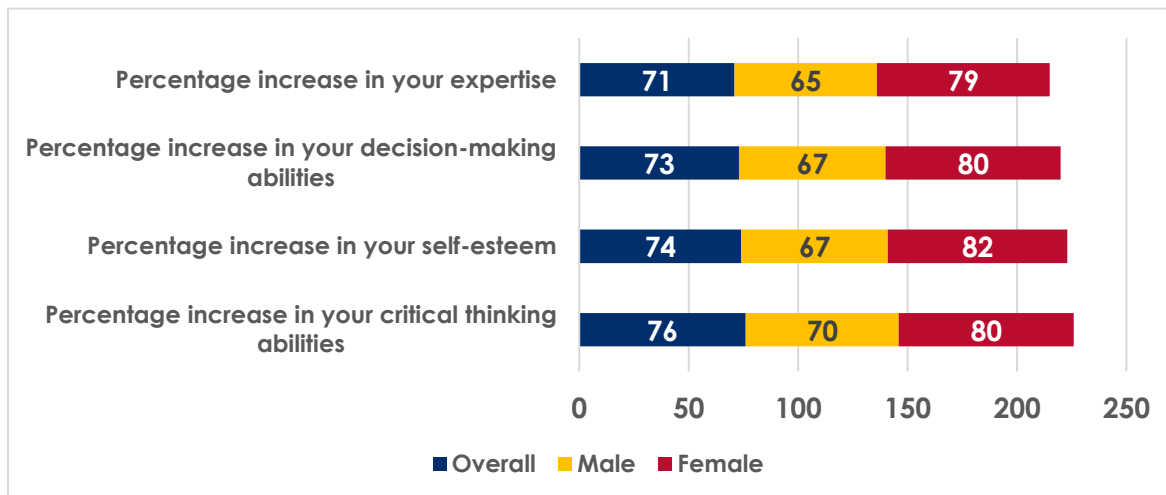


### 4.3.3 Improvement in Technical and Life Skills

During the beneficiaries' survey, sample beneficiaries were questioned about the improvements in their knowledge about relevant vocational skills covered during the training after completing their training course. Furthermore, they were also asked about any improvements they witnessed in their

life skills, such as informed decision-making, critical thinking abilities and their self-esteem. Exhibit 10 furnishes these perceptions in terms of the average percentages of sample beneficiaries reporting improvement in vocational skills relevant to the training content delivered. The specific question was, "After this training by BRSP/PPAF, by what percentage has \_\_\_\_\_ increased?"

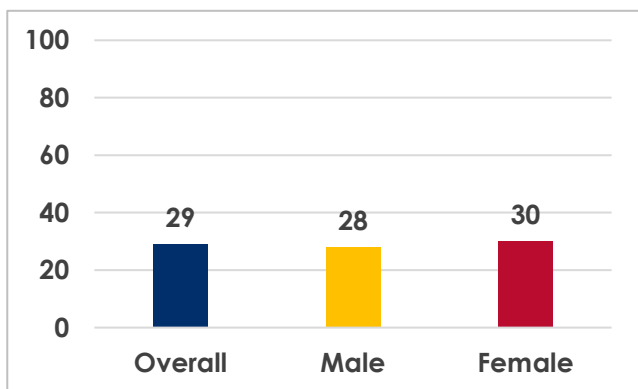
**Exhibit 15: Improvement in Specific Expertise**



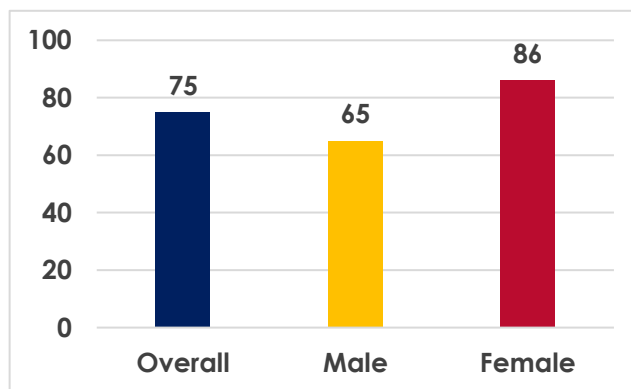
**Overall, 71% of the beneficiaries reported that their expertise in their field of training has increased.** As illustrated in Exhibit 15, the majority (73%) of the beneficiaries also mentioned an increase in their decision-making skills, 76% mentioned an increase in their critical thinking abilities while 74% reported an increase in their self-esteem. **Interestingly, there was a higher percentage of women (82%) that mentioned an increase in self-esteem as compared to their male counterparts (67%).** During the survey, the female beneficiaries explained that they felt more confident about their craft, and believed that they could contribute to their household. Even the female beneficiaries that weren't earning would contribute by stitching clothes for their own family members, and hence reducing the cost of that particular expense.

### 4.3.4 Improvement in Business Planning and Skills

**Exhibit 16 (a): Did you know anything about conducting business before this training?**



**Exhibit 16 (b): Do you know anything about starting/running your own business after completing this training?**



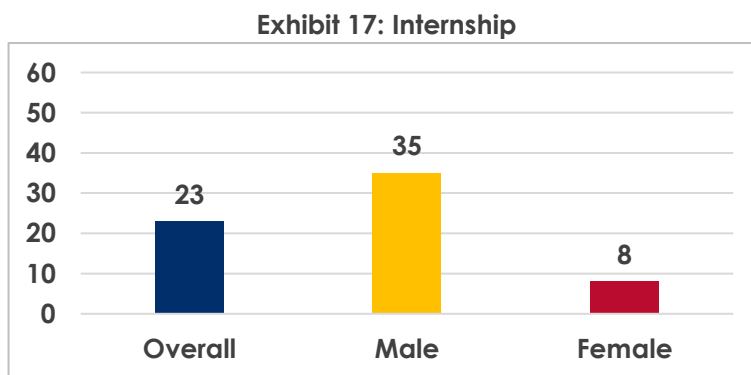
An important component of the training entailed that the beneficiaries were equipped with the relevant skills, in addition to their vocational training, that would help them in starting their own business. As mentioned earlier, due to the lack of industrialization in Balochistan, the concept of salaried employees is not as widespread as it is in most urban areas. It is also important to acknowledge that the target districts are essentially in relatively remote areas. Therefore, they have limited job opportunities, especially for female beneficiaries who cannot easily travel for jobs. Thus, knowledge regarding business was essential. Exhibit 16(a) and 16(b) depicts the beneficiaries'

knowledge about starting a business. As illustrated in Exhibit 16 (a), the overall understanding of starting and running a business prior to the training was 29%, while post training, it increases to 75% (Exhibit 16(b) Hence, **on average there was a 46% increase witnessed in business understanding of trainees with females showing a higher increase than males, with a 56% (pre-training 30% and post training 85%) increase in business understanding.**

### 4.3.5 Access to Internships

Overall, 23% (35% male and 8% female) (against the target of 75%) of beneficiaries during the survey confirmed joining an organization for an internship, as evident from Exhibit 17. Organizations which provided the opportunity for the internship to the BRSP beneficiaries were:

- Hot N Spicy
- Killa Saifullah Livestock Hospital,
- Local shops
- Singapore Hotel
- WAPDA

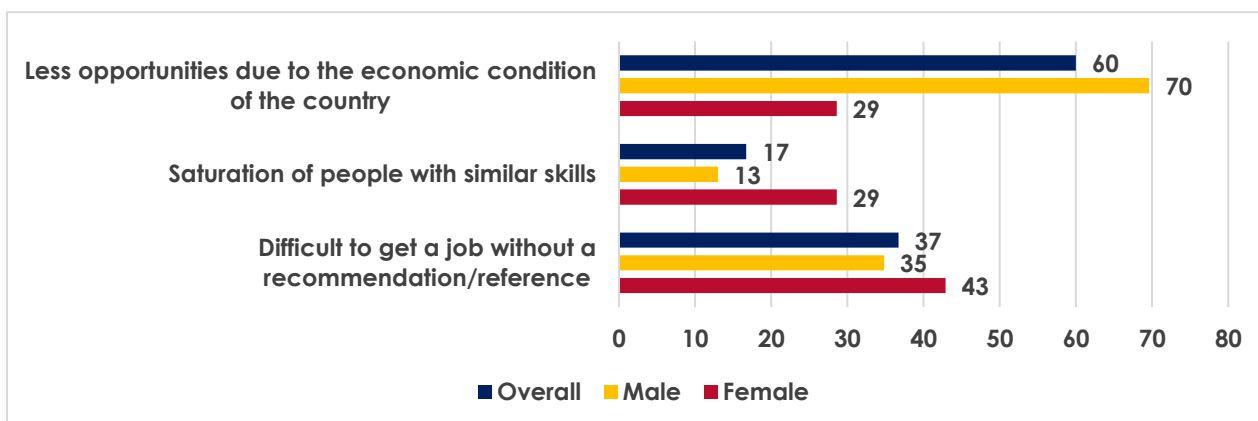


The range of duration of internships was, on average, 47 days. It must be kept in mind that the low percentage of female beneficiaries who obtained an internship is largely owing to the fact that their mobility is restricted and the traits in which they received training aren't necessarily established businesses. During our survey, a female beneficiary who had received training in "Beautician" work informed us that, since she lived in a relatively remote area, and there was only one parlor in her district, her job opportunities were limited. However, she did have the option of starting freelance work from home.

### 4.3.6 Areas of Improvement

With regard to the time duration, the male beneficiaries pointed out that, given the quantum of the training, the time duration could have been increased in order to have a firmer understanding of the training curriculum. On average, male beneficiaries reported that their training duration during a single day was 4 hours, but they felt it was not sufficient as compared to the requirement of the material.

**Exhibit 18: Difficulties Faced in Getting Jobs After Training**



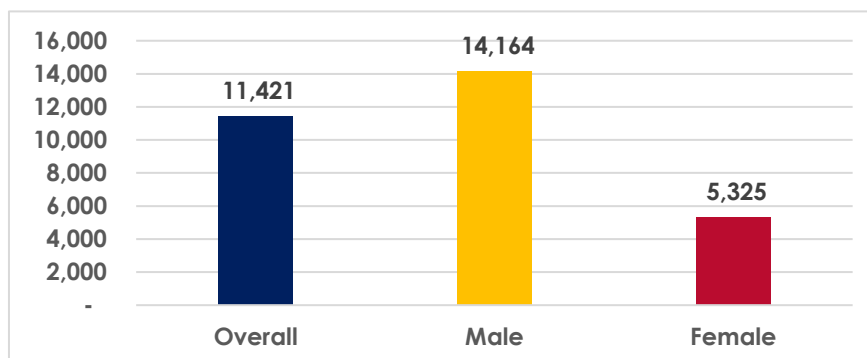
Another female trainees' grievances pointed out during the course of the survey included difficulties in getting a job post training, largely due to **limited opportunities due to the current economy (29%), saturation of people with similar skills (29%) and difficulty of securing a job without a reference (43%)**. The concern in regard to limited opportunities in the current economy is prevalent throughout Pakistan. It remains a concern for even highly skilled labor. However, more areas of training can be explored for female beneficiaries in future programs, since the demands of the market are



continually changing, and as more people acquire similar skills in a thinly populated area, the chances of saturation are relatively high.

Furthermore, the survey findings indicated that there was, on average, Rs. 11,421 out of pocket expenditure during the course of the entire training. The expenditure was much higher for male beneficiaries (Rs. 14,164) than female beneficiaries (Rs. 5,325). When asked about what these out of pocket expenses entailed, among the male beneficiaries, the most common answers were food expenditures and living expenses. Although accommodation was provided to the beneficiaries, it reported to be inadequate especially for trainees in Quetta. However, it should be considered that given budget constraints, the accommodation provided by the implementing partner were as per market situation and availability of the hotels.

**Exhibit 19: Out-of-Pocket Expenditure on Training (Average Rupees)**



## 4.4 Program Impact

The impact of a survey is generally gauged by its outcomes, and whether they align with the objectives of the program. In order to assess the impact, we must categorically view the overall objective and the various outcomes achieved.

### 4.4.1 Household Poverty Status

**Exhibit 20: Household Poverty Status**

	Overall		Gender			
			Male		Female	
	2023	2020	2023	2020	2023	2020
<b>Sample Beneficiaries</b>	83	83	46	46	37	37
<b>Household Poverty Score [Average]</b>	47.7	44.0	51.5	46.8	42.7	40.5
<b>Percentage of Extremely Poor [0-11]</b>	-	2.5	-	2.2	-	2.8
<b>Percentage of Chronically Poor [12-18]</b>	4.9	6.2	2.2	4.4	8.3	8.3
<b>Percentage of Transitory Poor [19-23]</b>	7.3	4.9	4.3	2.2	11.1	8.3
<b>Percentage of Transitory Vulnerable [24-34]</b>	13.4	19.8	8.7	17.8	19.4	22.2
<b>Percentage of Transitory Non-Poor [35-50]</b>	29.3	28.4	28.3	26.7	30.6	30.6
<b>Percentage of Non-Poor [51-100]</b>	45.1	38.3	56.5	46.7	30.6	27.8

The main objective of the entire program is also the basis for evaluation of the impact of the program. Various interventions were undertaken to complete this objective, and their effectiveness is shared in the previous section. However, the main impact is assessed by juxtaposing the objectives with the achieved outcomes. Lifting the poverty score for targeted households was one of the key objectives of Program. **In Exhibit 20, we can see that the poverty score for beneficiary households rose from 44 in 2020 to almost 48 in 2023 (against the target of 50%), this indicates that beneficiaries are contributing to the household income.**

It is important to remember that lifting households out of poverty is a gradual process, and is dependent on several factors. We should also approach this data with caution, and keep in mind that the demographics and lifestyle of Balochistan are very different from those of standard urban districts. The poverty score is naturally impacted by the number of people residing in a household, number of rooms in the household, livestock, household well-being, productive assets and washroom systems. However qualitative data revealed that several households, despite having washrooms with flush systems, were not operational and had not been for quite a while, nor did the households have the resources to get them fixed. Similarly, the number of rooms, which is also a contributing factor to the overall poverty score, is also to be viewed with discretion. The rooms should be assessed in relation to the number of people sharing them. As mentioned by several beneficiaries, a single room would sometimes be shared by 4 to 5 people.

Within the PSC bands, there was a 7% increase in the percentage of Non-Poor [51-100], from 38% in 2020 to 45% in 2023, 1% increase in percentage of Transitory Non-Poor [35-50], and a 6% decrease in the percentage of Transitory Vulnerable [24-34]

We should also approach this data with caution, and keep in mind that the demographics and lifestyle of Balochistan are very different from those of standard urban districts. The poverty score is naturally impacted by the number of rooms in the household, livestock and washroom systems. However qualitative data revealed that several households, despite having washrooms with flush systems, weren't operational and hadn't been for quite a while, nor did the households have the resources to get them fixed. Similarly, the number of rooms, which is also a contributing factor to the overall poverty score, is also to be viewed with discretion. The rooms should be assessed in relation to the number of people sharing them. As mentioned by several beneficiaries, a single room would sometimes be shared by 4 to 5 people.

#### 4.4.2 Personal Income

Another indicator of the impact of the program, is whether any increase was noticed in the personal income of the beneficiaries. the most significant indicator of the impact of training can be assessed by the whether it fulfils the key objectives of the program. **The overall income of the beneficiaries increased by Rs. 16,153. Prior to the training the average income for beneficiaries was calculated to be Rs. 4,435 while in the post training, it was reported to be Rs. 20,588**, which should be marked as a programmatic achievement. In female beneficiaries, the increase in personal income was witnessed to be Rs. 2,846 and for males it was Rs. 22,559. The main reason identified for the disparity between the change in male and female beneficiary incomes, was the restricted mobility of girls and women in targeted districts. Overall 48% youth witnessed a change of 19% in their personal income (against a target of 70% of youth with 50% increase in income). Overall, 84% of the beneficiaries have gained employment in different categories (against the target of 50%) where 39% of the targeted youth are self-employed (against the target of 50%). It should also be noted that since this survey was conducted almost three years after the training had concluded, the income levels of the beneficiaries have likely been impacted by COVID-19, 2022 Floods and inflationary impacts.

**Exhibit 21: Income - Pre and Post Training (Average Rupees)**

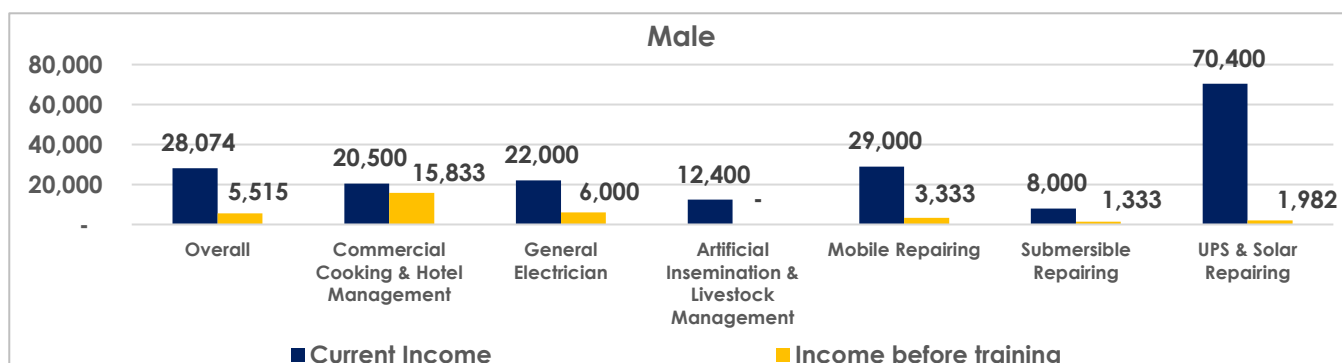
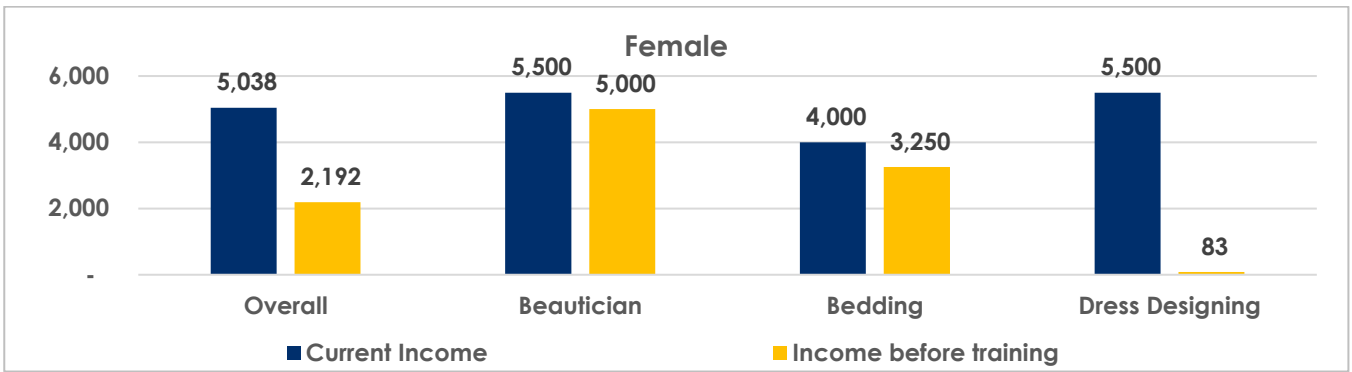


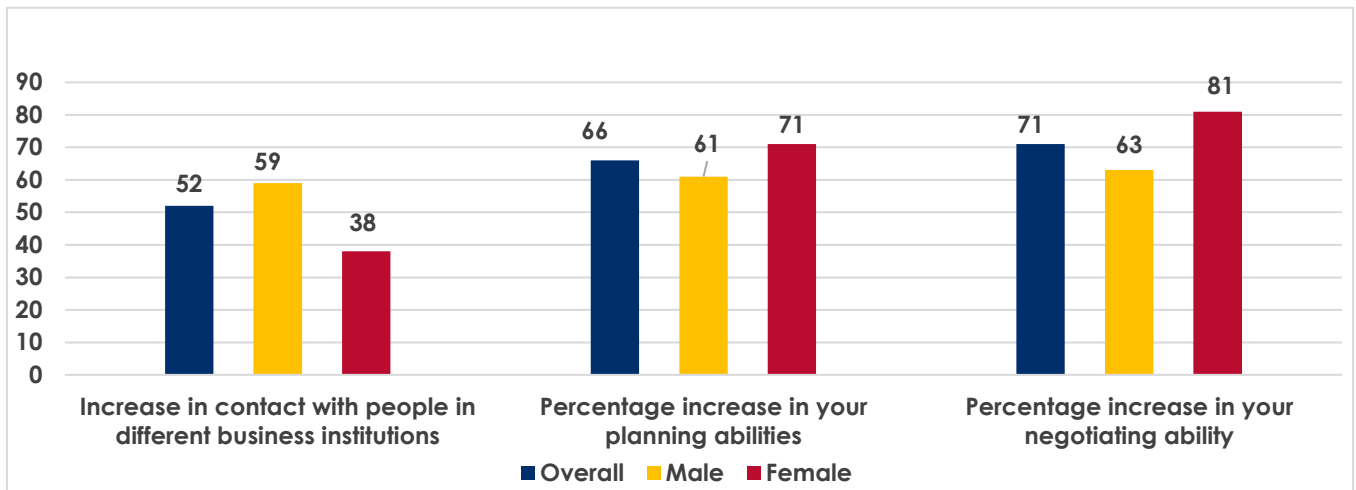
Exhibit 21: Income - Pre and Post Training (Average Rupees)



### 4.4.3 Establishing a Network

The impact of a program is not only assessed by the direct outcomes of the program, but also the program interventions that could potentially lead to the fulfilment of program objectives. In the context of this program, we have already discussed the outcomes in terms of the increase in poverty index of the households and personal income of the beneficiaries. Additionally, the program catered to aspects such as increased contact with people in different business institutions, planning and negotiation abilities. These skills, although not a direct outcome of the training, are essential to ascertain that the beneficiary can utilize their training at a given point in their career.

Exhibit 22: Improvement in Specific Expertise

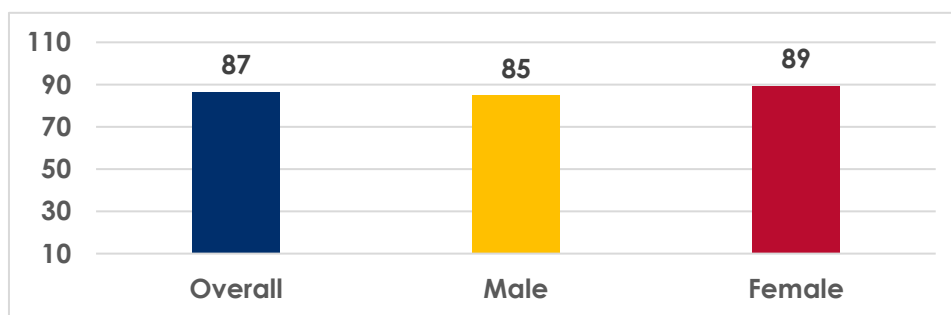


### 4.4.4 Areas of Improvement

An important finding from the survey with regard to personal income is that, despite the increase in the pre and post personal income of the beneficiaries, the percentage of increase is relatively minimal as compared to the number of years that have passed since the training concluded. Given that these trainings were based on extensive market research, the reason for not having a stronger impact should be explored.

Another area of improvement could be the curriculum of the training. During the survey, 87% of the overall beneficiaries pointed out that they require more advanced training as per the requirements of the market. The male beneficiaries also highlighted that the skills being taught were basic skills, and although they increased theoretical knowledge, a more thorough training including a more updated practical component could contribute to a more effective training.

**Exhibit 23: Need More Advanced Training as per Market Requirement**



## 4.5 Program Connectedness

The idea of assessing connectedness in a program is to gauge whether the interventions and processes carried out were coherently linked to each other. Whether interventions implemented are linked and complementing the interventions carried out by other agencies.

Both targeted districts were situated in relatively remote areas, therefore there isn't necessarily a large amount of competition with regards to different institutes providing similar training. As mentioned by PPAF, Due to non-availability of creditable Technical, Vocational and Educational Training (TVET) institutes in rural districts of Balochistan, it was decided that community level hiring would be a better option to ensure that the target population receives the most value out of the program.

There are, however, several programs carried out in these districts that aimed to provide the people with relevant skills to assist in lifting the population out of poverty. As part of the survey, the beneficiaries were asked whether they have received any previous training, including the trade and the training provider. Overall, 10% of the beneficiaries on average had attended training prior to the BRSP training. Trades that beneficiaries identified as having previously taken training in included Dress Making/Tailoring (1.2%), Forestry (1.2%), Motor Winding (1.2%), Polio Training by Apex Consulting, (1.2%), Stitching and Embroidery (2.4%) and Submersible Repairing (1.2%) The training providers included Quetta BRSP, Local Shop, PPAF/BRSP/UNICEF and TTC Quetta (Annexures: Table 1.4) These trainings were reported to have taken place almost 4 years ago on average.

## 4.6 Program Sustainability

For this evaluation, the following summarizes the study findings regarding the program's sustainability, by assessing benefits achieved so far from the program, employment status of the targeted youth, improvement in their vocational and technical skills, and areas that require emphasis for ensuring that the achieved benefits last long-term.

### 4.6.1 Provision of Livelihood Assets and Materials

The beneficiaries, specifically females, reported that, post training, they were provided with livelihood assets such as sewing machines, wax machines, hair rollers etc. for their respective trades. The idea behind providing these materials was to encourage entrepreneurial activities and to ensure that the training is sustainable in the long run. Keeping in mind that mobility of girls and women is restricted in the targeted districts, this initiative paves the way for program sustainability and in turn income sustainability for female beneficiaries. The male beneficiaries, however, were provided internships to help them establish networks and ease their way into their relevant industries.

## 4.6.2 Need for Post Training Support

As per the consultative meeting conducted with BRSP, post training support needed to be built in to the program. This would have been an essential factor, as 40% of beneficiaries struggled with finding work/job/income opportunities, because they needed prior recommendations/references. Due to limited work/income opportunities available to them, over 80% of beneficiaries believe that they need more experience and training to work as per the market requirement. The program's management must reflect on the ways support could be provided to beneficiaries to help them find adequate working opportunities for experience building, so that skills learned during the program can be optimally utilized. However, it should be kept in mind that the survey was conducted almost 3 years after the training had concluded, hence linkages to the institutes and trainers are not necessarily an exact reflection of the situation immediately after training. Furthermore, during an interview with BRSP, it was reported that despite the time elapsed between the training and survey, in the case of Faisalabad University and Hashoo Training institute, trainees were still in contact with their trainers.

## 4.7 Update on Results Based Framework

Result Hierarchy	Indicators	Target	Result Achieved
<b>Goal:</b>			
Alleviating poverty by providing equitable access to opportunities for increased incomes and improved quality of life.	<ul style="list-style-type: none"> <li>% of target youth from poor households (at baseline) graduate to higher PSC band</li> </ul>	50%	From 2020 to 2023 <ul style="list-style-type: none"> <li>7% <b>increase</b> in Non-Poor [51-100],</li> <li>1% <b>increase</b> in Transitory Non-Poor [35-50]</li> <li>6% <b>decrease</b> in Transitory Vulnerable [24-34]</li> </ul> The overall Poverty score in 2022 was observed to be 44 and in 2023 it had risen to 48. <b>(Annexures: Table 6)</b>
<b>Development Objective</b>			
Targeted female and male youth have increased income as a result of technical and vocational trainings received under this project.	<ul style="list-style-type: none"> <li>% of female and male target youth reporting 50% increase in income through the technical and vocational training received under the project.</li> </ul>	70%	48% youth witnessed an income increase of 19% * <b>(Annexures: Table 7)</b>
	<ul style="list-style-type: none"> <li>% of persons with disabilities reporting 50% increase in their monthly income as result of technical and vocational trainings received under the project.</li> </ul>	70% of the trained PWDs	There were no beneficiaries from the sample survey who reported any form of disability
<b>Outcome 1</b>			
Target female and male youth have improved employability through the given technical and vocational skills trainings.	<ul style="list-style-type: none"> <li>% of targeted female and male youth employed (in different companies through linkages development) as a result of the technical trainings imparted under the project.</li> </ul>	50% employed on long-term permanent positions.	Overall, 84% of the beneficiaries are employed in different categories: <ul style="list-style-type: none"> <li>Salaried Employees - 20% (24% male and 13% female)</li> <li>Self-employed - 39% (52% male and 22% female)</li> <li>Working for Wages - 9% (12% males and 4% females)</li> <li>Freelance - 16% (all females (39%))</li> </ul> <b>(Annexures: Table 1.3)</b>
	<ul style="list-style-type: none"> <li>% of targeted female and male youth self-employed after receiving the technical trainings.</li> </ul>	50%	Out of a sample size of 83, 39% of the targeted youth (52% of males and 22% of females) are self-employed <b>(Annexures: Table 1.3)</b>
<b>Outcome 2</b>			
Increased synergies and linkages of trained female and male youth with the potential job markets/employers.	<ul style="list-style-type: none"> <li>% of male and female completed their paid internship provided through linkages</li> </ul>	75%	23% of the targeted youth (35% of males and 8% of females) completed their paid internship post training. <b>(Annexures: Table 3.4)</b>



Result Hierarchy	Indicators	Target	Result Achieved
	development by the POs with the potential job markets/employers.		
<b>Outputs</b>			
Target unskilled female and male youth (PSC 0-23) have received technical and vocation skills trainings by end of this project.	<ul style="list-style-type: none"> <li># of targeted female and male youth trained in technical trainings according to the local trades, needs, and scope.</li> </ul>	200	A total of 210 beneficiaries (age 16-24) were trained in technical trainings. (103 females and 107 males) <b>(Annexures: Table 3.7)</b>
Customized technical and vocational trainings (with duration of 6 months) are organized from certified institutes.	<ul style="list-style-type: none"> <li># of trainings for target youth organized from certified institutes.</li> </ul>	-	<b>Overall training – 9 Training Institute and Trainees</b> <ol style="list-style-type: none"> <li>University of Agriculture Faisalabad 25</li> <li>Hashoo Hunar Association (HHA) 25</li> <li>Technical Training Center (TTC) Quetta 100</li> <li>Destination Education Development Society 150</li> </ol>
Target poor female and male youth identified from the vulnerable and marginalized areas for vocational and technical skills trainings.	<ul style="list-style-type: none"> <li># of female and male youth having PSC 0-23 identified.</li> </ul>	200	The overall PSC of the targeted youth in 2020 was 44. While in 2023, after training, the PSC was 48 on average <b>(Annexures: Table 6)</b>
<b>*Please note that the income levels of the beneficiaries have likely been impacted by COVID-19 and the 2022 Floods.</b>			

## 5.0 Best Practices and Lessons Learnt

- 1. Final evaluations should be conducted six months after completion of programs:** Due to the time gap between the study and the trainings, it was difficult to reach beneficiaries whose contact details were missing or incomplete. Additionally, the beneficiaries struggled with recalling details against which the training program would be evaluated. To evaluate outcomes of the program, any evaluation study conducted should be started at least six months after the completion of training.
- 2. Partner organizations create a beneficiary database and share with PPAF:** Due to the contact details being incomplete or incorrect, it was difficult for the enumerators to gather the necessary information for analysis. It would be beneficial for future trainings that the implementing partner creates an updated database at the end of the program which includes the contact number, full and current address, and email address (if relevant). In the cases where beneficiaries live in a village, the name of the village, mohala and key landmarks would be required. The name of the village would be imperative. This would make it easier to reach out to beneficiaries and reduce constraints.

## 6.0 Recommendations

- 1. Establish linkages with technical and vocational skills training centers:** One of the difficulties implementing partners faced was bringing on board training institutes. These institutes were not flexible in redesigning customised courses and had their own set criteria. It is suggested that PPAF to establish linkages with select institutes and implementing partners, based on the requirements of the program. This will make the delivery of technical and vocational institutes uniform and customised according to the program objectives. Another aspect of this is that if the MoU will be in place, the procurement time spent in on-boarding training institutes will also be minimized.
- 2. Provision of gadgets/tools/assistive devices/seeds grants to increase program effectiveness and sustainability:** In general, provision of gadgets/tools/assistive devices/seeds grants for capacity building program and it will add to the sustainability of these programs. It is recommended that these devices should be given to beneficiaries against certain criteria, to ensure that they are being passed on to the beneficiaries, who are serious about using the skills transferred to them. This is essential because it will increase their productivity and independence.
- 3. Budgets and more time are required for future projects to increase quality and operational ease:** To ensure quality programs, we need to match the budgets to the effort and delivery. Balochistan has a scattered population and difficult terrain, with strong cultural norms. The planning and selection of beneficiaries requires more effort and time. Similarly, the training design and delivery effort were also greater than expected, because these programs were customised for beneficiaries with specific needs. In the case of female trainees, mobility is a major factor, hence Destination Education Development Society (DEDS) provided temporary training setups in the selected UCs, for the ease of beneficiaries. In the interview DEDS shared that atleast 40 benefeceries should be selected in a UC to make the temporary set-up viable. In the case of male beneficiaries, the Technical Training Center (TTC) had to customize the six-month courses over four months. Another reason for higher budgets was quality of training. Technical & Vocational Training Institutes in Balochistan are not of the same quality as in other provinces. So, when planning, if budgets allow, the trainees can be registered in institutes outside of Balochistan, which will require higher budgets. According to an interview with BRSP, the project the cost was around PKR. 65,000/. per beneficiary (which includes boarding and lodging for males). Whereas, the cost of a beneficiary going to an institute outside Baluchistan can go up to PKR. 160,000/ per student. To ensure quality training a budget of Rs. 80,000/. (within province) and Rs.160,000/. (outside province) was reported in training provider interviews, where as the program budget was around Rs. 64,000/. It was also sahred by TTC that accommodation of participants should be kept separately and should be given to the particioants as cash allowance.
- 4. Concept notes and project designs should include “after delivery” or “follow-up” activities, including tracer studies:** In general, project designs are very detailed in defining project objectives, its designing and implementation phases. At times, details on exit strategies are also highlighted, but in the majority of cases, “after delivery” or “follow-up” activities are not outlined, or not as strong. It is important that concept notes and program implementation documents highlight post-delivery components, and the responsibilities of implementing partners once the project has ended. This can include aspects like troubleshooting support to beneficiaries, continued connection with beneficiaries and carrying out tracer studies. This will add value to the overall delivery and long-term connectivity with the beneficiaries, real term change in their economic status and graduation in poverty scores can be tracked.

- 5. Strengthen the aspect of “internship” in the skills training program:** This was one of the important components of the program delivered, and it was effective. This allowed the new trained resources to connect to the market and work in a real-life environment. There was a stipend attached to this as well. This component of the program should be strengthened, and should have more concrete reporting indicators to ensure its implementation to the fullest benefit of the trainees. In a training provider interview this was further expanded where along with internship business training was also recommended. The business training would help the trainee connect to the market and help strengthen impact of the training program.
- 6. Link beneficiaries to seed grants and youth loans/interest-free loans:** To strengthen the training delivered, it can bring positive results if the trained beneficiaries are connected to youth-friendly initiatives, or interest-free loans.
- 7. ‘Refresher’ & Advanced Training Courses to be floated by the funding agencies:** Funding partners should design projects for ‘refresher’ courses (to refresh previously acquired learning and skills), and advanced skill courses for beneficiaries who are actively using the previously imparted skills. This can be very effective if the beneficiaries from the currently delivered trainings start utilising the skills and are then provided refresher courses and advanced skills courses after 3 to 4 months. This will help the beneficiaries strengthen their skills, and they can become more qualified, and therefore more sought-after resources after these additional trainings.

## Annexures

## Annexure 1: RYE I Beneficiary Survey Tool

سوالنامہ برائے ٹرینی/پروگرام بینیفشریز

### Questionnaire for Trainees/Program Beneficiaries

Training Program	RYE-I				
PO Name	BRSP				
Province		District		Union Council	
Home Address					
Name of Interviewee				Date of Interview	

**تعارف:**

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ آج کل، ہم جس پروجیکٹ پر کام کر رہے ہیں اس کا مقصد گزشتہ 2020 تا 2019 کے دوران سالوں میں آپ کو دی جانے والی Training سے پہلے اور ٹریننگ کے بعد آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا ہے۔ اس سلسلے میں آپ سے کچھ معلومات حاصل کرنا چاہتے ہیں، جس میں ہمیں آپ کے 30 منٹ چاہئیں۔

آپ کی طرف سے فراہم کی جانے والی تمام معلومات کو انتہائی مخفی رکھا جائے گا۔ اس سوالنامے میں شرکت رضاکارانہ ہے اور آپ کو کسی بھی ایک یا تمام سوالات کے جوابات نہ دینے کا حق ہے۔ تاہم، ہم امید کرتے ہیں کہ آپ اس سروے میں شرکت کریں گے کیونکہ آپ کی رائے ہمارے لئے بہت اہمیت کی حامل ہے۔ آپ کی فراہم کردہ معلومات صرف تحقیقی رپورٹ کو بنانے میں استعمال کی جائے گی۔

اس وقت اس سروے کے حوالے سے آپ کوئی سوال کرنا چاہئیں گے۔ اگر نہیں تو کیا میں انٹرویو شروع کروں۔

#### Introduction:

My name is \_\_\_\_\_. I work for AASA Consulting. Our firm researches the socio-economic conditions of the country. Currently, we are researching the economic, social, and cultural impacts of the training that was given to you during 2019-2020.

In this regard, we want to get some information from you, for which we will need 30 minutes of your time. All information provided by you will be kept strictly confidential.

Participation in this questionnaire is voluntary and you have the right to not answer any or all of the questions. However, we hope you will participate in this survey because your feedback is very important to us – the information you provide will only be used to create a research report.

Do you have any questions regarding this survey? If not, should I start the interview?



سوالات Questions		نمبر No.
آپ کا نام _____ Your Name _____		1
1. مرد 2. عورت 3. دیگر 1. Male 2. Female 3. Other	جنس Gender	2
1. شادی شدہ 2. غیر شادی شدہ 3. طلاق یافتہ 4. بیوہ 5. علیحدگی شدہ 1. Married 2. Unmarried 3. Divorced 4. Widowed 5. Separated	ازدواجی حیثیت Marital Status	3
سال _____ ماہ _____ دن _____ Year _____ Month _____ Day _____	تاریخ پیدائش Date of Birth	4
_____ سالوں میں _____ years	عمر Age	5
2019 موجودہ Current	گھرانے کے سربراہ کا زیادہ سے زیادہ تعلیمی معیار کیا ہے/2019 میں تعلیمی معیار کیا تھا؟ 1. کبھی اسکول نہیں گئے 2. کچی جماعت سے پانچویں جماعت تک 3. چھٹی جماعت سے آٹھویں جماعت تک 4. نویں جماعت سے دسویں جماعت تک 5. گیارہویں جماعت سے بارہویں جماعت تک 6. تیرہویں جماعت یا اس سے زیادہ What is the education level of the head of the household (completed)? What was their education level in 2019? 1. Never attended school 2. From Montessori to 5 <sup>th</sup> grade 3. 6 <sup>th</sup> grade to 8 <sup>th</sup> grade 4. 9 <sup>th</sup> grade to 10 <sup>th</sup> grade 5. 11 <sup>th</sup> grade to 12 <sup>th</sup> grade 6. 13 <sup>th</sup> grade or higher	6
	آپ کی تعلیم کیا ہے /2019 میں آپ کی تعلیم کیا تھی؟ What is your current education level? What was your education level in 2019? 1. پہلی 2. دوسری 3. تیسری 4. چوتھی 5. پانچویں 6. چھٹی 7. ساتویں 8. آٹھویں 9. نویں 10. دسویں 11. گیارہویں 12. بارہویں 13. انڈر گریجویٹ 14. ماسٹرز اور اس سے زیادہ 15. ڈپلومہ 16. کچی/نرسری 17. کبھی اسکول نہیں گیا/کئی 1. Class 1 2. Class 2 3. Class 3 4. Class 4 5. Class 5 6. Class 6 7. Class 7 8. Class 8 9. Class 9 10. Class 10 11. Class 11 12. Class 12 13. Undergraduation 14. Masters and above 15. Diploma 16. Nursery /Kachi 17. Never went to school	7
1. ہاں	کیا آپ خدانخواستہ کسی ذہنی یا جسمانی معذوری میں مبتلا ہیں؟ 2. نہیں Are you suffering from any mental or physical disability? 1. Yes 2. No	8
فون نمبر Phone No.		9
ای-میل ایڈریس Email address		10
تعداد Number	سوالات Questions	
2019 موجودہ Current		
	آپ کے گھرانے میں کل کتنے افراد رہتے ہیں/تھے، جن کا کھانا پینا آمدنی اور اخراجات مشترکہ ہیں/تھے؟	11

تعداد Number		سوالات Questions	
2019	موجودہ Current		
		How many people are/were living in your household who have/had joint income and expenses and regularly eat/ate together?	
		ان میں سے 18 سال سے 65 سال کی عمر کے لوگ کتنے ہیں/تھے؟ How many of them are/were people aged from 18 to 65 years old?	12
		آپ کے گھرانے میں 5 سے 16 سال کی عمر کے کتنے بچے اسکول جا رہے ہیں/تھے؟ How many children between the ages of 5 and 16 years old are currently/were attending school in your household?	13
		آپ کے گھرانے کی کل ماہانہ آمدنی کتنی ہے/تھی؟ What is/was the total monthly income of your household?	14
		آپ کے گھرانے کی کل ماہانہ بچت کتنی ہے/تھی؟ نوٹ: بی سی / کمیٹی کی ماہانہ قسط کو ماہانہ بچت میں شامل کریں What is/was the total monthly saving of your household? <b>Note:</b> Include the monthly installment of BC/Committee in the monthly savings	15
		آپ کی آج کل، کل ماہانہ آمدنی کتنی ہے؟ / اور ٹریننگ حاصل کرنے سے پہلے کتنی تھی؟ How much is your total monthly income these days? How much was it before you got the training?	16
		آپ کی آج کل، کل ماہانہ بچت کتنی ہے؟ / اور ٹریننگ سے پہلے کتنی بچت تھی؟ نوٹ: بی سی / کمیٹی کی ماہانہ قسط کو ماہانہ بچت میں شامل کریں How much are your current, total monthly savings? How much did you save before training? <b>Note:</b> Include the monthly installment of BC/Committee in the monthly savings	17
		گھرانے میں کمروں کی تعداد بیڈروم اور رہائشی کمرے شامل کر کے کتنی ہے/تھی؟ (اسٹور، غسل خانہ، لیٹرین اور باورچی خانہ شامل نہ کیجئے) How many rooms are/were there in your household including bedrooms and living rooms? <b>Note:</b> Do not include storage room, bathrooms/toilets, and kitchen.	18
		گھرانے میں کس طرح کی لیٹرین موجود ہے/تھا؟ 1. فلش سسٹم جو کہ نکاسی کے نظام پٹ یا کھلی نالی سے منسلک خشک پٹ لیٹرین 3. گھر میں لیٹرین نہیں ہے 2. What kind of bathroom is/was in the household? 1. Flush system that is connected to sewerage or to an open drain 2. Dry pit latrine 3. There is no toilet in the household	19
		آپ اپنے فارغ وقت میں کیا کرتے ہیں؟ (نوٹ) ایک سے زائد جواب ممکن ہیں) 1. کتابیں/خبریں پڑھنا 2. دوستوں اور خاندان کے ساتھ وقت گزارنا 3. سوشل میڈیا کا استعمال 4. انٹرنیٹ کا استعمال 5. TV دیکھنا 6. دیگر وضاحت کریں _____ <b>What do you do in your spare time?</b> ( <b>Note:</b> More than one answer is possible) 1. Reading books/news 2. Spending time with friends and family. 3. Use of social media 4. Use of the Internet 5. Watching TV 6. Others (please specify _____)	20

21		کیا گھرانے کی زیرملکیت درج شدہ میں سے کوئی اشیاء موجود ہیں/تھیں؟ 1. ہاں 2. نہیں			
Are/were any of the items listed below present in your household? 1 - Yes 2 - No					
گھریلو اشیاء		1. ہاں 2. نہیں Yes - 1 No - 2		گھریلو اشیاء	
Household Assets		Household Assets		Household Assets	
2019	موجودہ Current	2019	موجودہ Current	2019	موجودہ Current
		ڈیپ فریزر Deep Freezer		ریفریجریٹر Refrigerator	
		ٹیلیویژن Television		کوکنگ رینج Cooking Range	
		سکوٹر Scooter		گیزر Geyser	
		واشنگ مشین Washing Machine		مائیکروویو اوون Microwave Oven	
		ایئر کولر Air Cooler		ہیٹر Heater	
		موٹر سائیکل Motorcycle		کار Car	
		ٹریکٹر Tractor		ایئر کنڈیشنر Air Conditioner	
				کوکنگ سٹوو Cooking Stove	
22		کیا گھرانے کی زیرملکیت درج شدہ میں سے کوئی مال مویشی موجود ہیں/تھیں؟ 1. ہاں 2. نہیں			
Are/were any of the items listed below present in your house Yes - 1 No - 2					
1. ہاں 2. نہیں Yes - 1 No - 2		1. ہاں 2. نہیں Yes - 1 No - 2		مال مویشی	
Livestock		Livestock		Livestock	
2019	موجودہ Current	2019	موجودہ Current	2019	موجودہ Current
		بھینس Buffalo		سانڈ Bull	
		گائے Cow		بیل Ox	
		گدھا/گھوڑا Horse/Donkey		بھیڑ Sheep	
		مرغی Chicken		بکری Goat	
		بطخ Duck		اونٹ Camel	
23		گھرانے کے افراد کی زیر ملکیت کتنی زرعی زمین ہے/تھی؟ How much agricultural land is owned by household?			
2019		موجودہ Current		رقبہ Area	
رقبہ Area		رقبہ Area		رقبہ Area	

Answers جوابات	Questions سوالات	نمبر No
4. مربع 1. Marla 2. Canal 3. Acre 2. زرعی زمین نہیں تھی Did not have an agricultural land	1. مرلہ 2. کنال 3. ایکڑ 4. Square 2. زرعی زمین نہیں ہے Do not have an agricultural land	
	<p>آپ کو اس ٹریننگ کے بارے میں کس طرح پتہ چلا؟</p> <p>1. کمیونٹی آرگنائزیشن 2. ولیج آرگنائزیشن 3. LSO 4. BRSP 5. ای-میل 6. ای-میل 7. پوسٹر 8. ویب سائٹ 9. کمیونٹی ممبر 10. دوست احباب 11. اخبار 12. دیگر وضاحت کریں _____</p> <p><b>How did you get to know about this training?</b></p> <p>1. Community Organization 2. Village Organization 3. LSO 5. BRSP 6. Email 7. Poster 8. Website 9. Community Member/Friend 10. Newspaper 11. Local Cable 12. Others (please specify _____)</p>	24
1. ہاں (سوال نمبر 27 پر جائیں) 2. نہیں (سوال نمبر 26 پر جائیں) 1. Yes (Go to Q.27) 2. No (Go to Q.26)	کیا آپ نے تربیتی پروگرام میں شامل ہونے کی درخواست دی تھی؟ Did you submit an application to be included in the training program?	25
	<p>اگر نہیں تو آپ کو اس ٹریننگ کے لئے کیسے منتخب کیا گیا تھا؟</p> <p>1. گھر گھر سروے کر کے 2. انٹرویو کے ذریعے 3. معلوم نہیں 4. دیگر وضاحت کریں _____</p> <p>If not, how were you selected for this training?</p> <p>1. Through a door to door survey 2. Through an interview 3. Do not know 4. Others (please specify _____)</p>	26
1. ہاں (سوال نمبر 28 پر جائیں) 2. نہیں (سوال نمبر 29 پر جائیں) 1. Yes (Go to Q.28) 2. No (Go to Q.29)	کیا آپ نے تربیتی کورس کا انتخاب خود کیا تھا؟ Did you choose the training course yourself?	27
	<p>اگر ہاں تو کیوں؟</p> <p>1. ذاتی دلچسپی 2. اس کام کا پہلے سے ذاتی تجربہ ہے 3. کام آسانی سے مل جاتا ہے 4. بیرون ملک کام مل جاتا ہے 5. ہمارے علاقے میں اس کام کی زیادہ ضرورت ہے 6. مستقبل میں اس کام کی زیادہ کی زیادہ ضرورت پڑے گی 7. دیگر وضاحت کریں _____</p> <p>If yes, then why?</p> <p>1. Personal Interest 2. Have prior experience with this type of work 3. Work can easily be found</p>	28

Answers جوابات	Questions سوالات	نمبر No
	4. Can get employment abroad 5. This type of work has a higher demand in our area 6. This work will have a higher demand in the future 7.thers (please specify _____)	
	آپ نے مندرجہ ذیل ٹریننگ میں سے کون سی ٹریننگ حاصل کی ہے؟ 1. بیوٹیشن 2. بیڈنگ 3. کمرشل کوکنگ اینڈ ہوٹل مینجمنٹ 4. ڈریس ڈیزائننگ 5. جنرل الیکٹریشن 6. آرٹیفیشل انسیمی نیشن اور لائیو اسٹاک مینجمنٹ 7. موبائل ریپیرنگ 8. سبمیریسیبل ریپیرنگ 9. یوپی ایس ریپیرنگ 10. دیگر وضاحت کریں _____ <b>Which one of the following training courses have you received?</b> 1. Beautician 2. Bedding 3. Commercial Cooking & Hotel Management 4. Dress Designing 5. General Electrician 6. Artificial Insemination & Livestock Management 7. Mobile Repairing 8. Submersible Repairing 9. UPS & Solar Repairing 10. Others (please specify _____)	29
تعداد _____ number	اس ٹریننگ میں کل کتنے لوگ شامل تھے؟ How many students/trainees were there in this training?	30
تعداد _____ number	اس ٹریننگ میں خواتین کی کل تعداد کتنی تھی؟ How many women were in this training?	31
ماہ _____ months	یہ ٹریننگ کتنے عرصے تک جاری رہی؟ How long did this training last?	32
ماہ _____ months	اس میں سے پریکٹیکل کتنے عرصے کا تھا؟ What was the duration of the practical component of this training?	33
دن _____ days	ایک ہفتہ میں کتنے دن ٹریننگ ملتی تھی؟ How many days of training were there in a week?	34
گھنٹے _____ hours	ایک دن میں کتنے گھنٹے تربیت دی جاتی تھی؟ How many hours of training were carried out in a day?	35
	اس ٹریننگ پروگرام کی کلاسز کے اوقات کیا تھے؟ What was the duration of the classes in this training program? 1. صبح _____ بجے سے _____ بجے تک From _____ in the morning to _____ 2. دوپہر _____ بجے سے لیکر دوپہر _____ بجے تک From _____ in the afternoon to _____ 3. شام _____ بجے سے لیکر شام _____ بجے تک From _____ in the evening to _____	36
	آپ ٹریننگ کے معیار سے کس حد تک مطمئن ہیں؟ How satisfied are you with the quality of training?	37
معیاری Satisfied	سوال Question	نمبر 1
معیاری Satisfied	مجموعی طور پر ٹریننگ Overall training	1
معیاری Satisfied	ٹرینر	2

Answers جوابات	Questions سوالات	نمبر No
	Trainer	
	Duration	3
	Content	4
	Laboratory	5
	Training institute environment	6
	Class environment	7
1. ہاں (سوال نمبر 39 پر جائیں) 2. نہیں (سوال نمبر 43 پر جائیں) 1.Yes (Go to Q.39) 2.No (Go to Q.43)	کیا آپ کو انٹرن شپ کے لئے کسی ادارے میں لگایا گیا؟ Did you join any organization for an internship?	38
_____ نام _____ Name	اگر ہاں تو آپ نے کس ادارے میں انٹرن شپ کی، ادارے کا نام بتائیں If yes, please mention the name of the organization where you did the internship.	39
	آپ کو انٹرنشپ کس نے دلوائی تھی؟ 1. BRSP 2. دوست احباب نے 3. خود کوشش 4. ٹریننگ انسٹیٹیوٹ نے Who got you the Internship? 1. BRSP 2. Friends 3. Self 4. Training Institute	40
_____ دن _____ Days	یہ انٹرن شپ کتنے دن کی تھی؟ How long was the internship for?	41
1. ہاں 2. نہیں 1. Yes 2. No	انٹرن شپ کے دوران کیا معاوضہ بھی ملا؟ Were you paid for this internship?	42
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کو ٹریننگ کے دوران ٹرانسپورٹ الاؤنس یا ٹرانسپورٹ کی سہولت دی گئی تھی؟ During the training, were you provided with an allowance for transport, or any form of transportation?	43
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کو ٹریننگ کے دوران رہائش الاؤنس یا رہائش کی سہولت دی گئی تھی؟ During the training, were you provided with an allowance for accommodation, or any form of accommodation?	44
1. ہاں (سوال نمبر 46 پر جائیں) 2. نہیں (سوال نمبر 47 پر جائیں) 1. Yes (go to Q. 46) 2. No (go to Q. 47)	کیا آپ نے PPAF/BRSP کی اس ٹریننگ کو حاصل کرنے کے لئے کوئی فیس ادا کی تھی؟ Did you pay any fees to attend this PPAF/BRSP training?	45



Answers جوابات	Questions سوالات	نمبر No
<p>روپے 1. ماہانہ 2. سالانہ 3. صرف ایک دفعہ</p> <p>Rs</p> <p>1. Monthly 2. Annually 3. Only once</p>	<p>اگر ہاں تو آپ نے کتنی فیس اد کی</p> <p>If yes, how much did you pay?</p>	46
<p>روپے 1. ماہانہ 2. سالانہ 3. صرف ایک دفعہ</p> <p>Rs</p> <p>1. Monthly 2. Annually 3. Only once</p>	<p>PPAF/BRSP کی اس ٹریننگ کو حاصل کرنے میں سب کچھ ملا کر آپ کا کل کتنا خرچ آیا تھا</p> <p>How much did it cost you in total to get this PPAF/BRSP training?</p>	47
<p>وضاحت کریں کہ یہ خرچہ اخراجات کن کن چیزوں پر آیا تھا؟ (ایک سے زائد جواب ممکن ہیں)</p> <p>Explain what this expenditure was incurred on? (More than one answer is possible)</p>		
<p>1</p> <p>آنے جانے کا ٹرانسپورٹ پر</p> <p>On transportation to and from the venue</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	48
<p>2</p> <p>ٹریننگ مواد خریدنے پر</p> <p>On purchasing training materials</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	
<p>3</p> <p>انٹرنیٹ خریدنے پر</p> <p>On buying internet services</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	
<p>4</p> <p>اسٹیشنری خریدنے پر</p> <p>On buying stationery</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	
<p>5</p> <p>کمپیوٹر /لیپ ٹاپ خریدنے یا اپڈیٹ کرنے پر</p> <p>On buying or updating a computer/laptop</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	
<p>6</p> <p>دیگر وضاحت کریں _____</p> <p>Others (please specify _____)</p>	<p>ہاں 1</p> <p>نہیں 2</p> <p>Yes No</p>	
<p>2019</p> <p>موجودہ Current</p>	<p>آج کل آپ کیا کام کر رہے ہیں؟ / ٹریننگ حاصل کرنے سے پہلے کیا کیا کرتے تھے؟</p> <p>1. ذاتی کام کرتے ہیں</p> <p>2. ملازمت</p> <p>3. اجرت پر کام</p> <p>4. فری لانسنگ</p> <p>5. طالب علم</p> <p>6. خاتون خانہ</p> <p>7. بے روزگار (سوال نمبر 55 پر جائیں)</p> <p>What do you do now? And what were you doing before training?</p> <p>1. Self-employed 2. Salaried Employee 3. Working for Wages</p> <p>4. Freelancing 5. Student 6. Housewife 7. Unemployed (go to Q.55)</p>	49
	<p>یہ کام جو آپ آج کل کر رہے ہیں— آپ نے کس طرح حاصل کیا؟</p> <p>1. ذاتی طور پر</p> <p>2. دوست احباب کے ذریعہ</p> <p>3. ٹریننگ ادارے کے ذریعے</p> <p>4. کمیشن / رشوت دے کر</p> <p>5. BRSP کے ذریعے</p> <p>6. دیگر وضاحت کریں _____</p> <p>How did you get the job on which you are currently working ?</p> <p>1. Through personal efforts 2. Through friends 3. Through training institute 4. By paying commission/bribe 5. Through BRSP</p>	50

Answers جوابات	Questions سوالات	نمبر No
	6. Others (please specify_____)	
	آپ آج کل کس مقام پر کام کر رہے ہیں؟ 1. اپنے علاقہ میں 2. اپنے گاؤں میں 3. اپنے شہر میں 4. اپنے ملک میں 5. بیرون ملک میں	51
	Where are you currently working? 1. In your area 2. In your village 3. In your city 4. In your country 5. Abroad	
_____ دن 2. بے روزگار ہے _____ days 2. Still unemployed	آپ کو ٹریننگ ختم ہونے کے کتنے دن بعد کام مل گیا تھا / کام کرنا شروع کر دیا تھا؟	52
	How many days after training did you get a job/start working?	
_____ فیصد % percent —	اگر آپ کو کام مل گیا / کام کرنا شروع کر دیا ہے تو بتائیں کہ جو کچھ آپ نے ٹریننگ سے سیکھا وہ آپ کو اپنے کام کرنے میں کتنا فیصد % مدد فراہم کرتی ہے؟	53
	If you acquired a job/began working, how much of what you learned in training helped you in your job?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا آپ اسی شعبہ میں کام کر رہے ہیں جس شعبہ میں آپ نے تربیت حاصل کی تھی؟	54
	Are you working in the same field in which you trained?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا آپ PPAF/BRSP کی اس ٹریننگ سے پہلے کاروبار کرنے کے بارے میں کچھ جانتے تھے؟	55
	Did you know anything about doing business before this training from PPAF/BRSP?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا اب آپ ٹریننگ کے بعد کاروبار کرنے کے بارے میں کچھ جانتے ہیں؟	56
	Do you know anything about starting/running your own business after completing this training?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا آپ PPAF/BRSP کی اس ٹریننگ سے پہلے کاروبار کرنا چاہتے تھے؟	57
	Did you want to start a business before attending this PPAF/BRSP training?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا آپ اب PPAF/BRSP کی اس ٹریننگ کے بعد کاروبار کرنا چاہتے ہیں؟	58
	Do you want to start a business after attending this PPAF/BRSP training?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا آپ نے PPAF/BRSP کی اس ٹریننگ سے پہلے کاروبار کرنے کا کوئی پلان بنایا تھا؟	59
	Did you have any business plans before the PPAF/BRSP training?	
_____ نہیں 2. No _____ ہاں 1. Yes	کیا اب آپ نے کاروبار کرنے کا پلان بنالیا ہے؟	60
	Have you made a business plan now?	
_____ فیصد % percent _____	جنہوں نے آپ کے کورس میں آپ کے ساتھ PPAF/BRSP کی ٹریننگ حاصل کی تھی، ان میں سے اندازاً کتنے فیصد % لوگوں نے کام کرنا شروع کر دیا ہے؟	61
	Of the people who took the PPAF/BRSP training with you in your course, approximately what percentage have started working?	
_____ فیصد % percent _____	آپ کے کورس کے ساتھیوں میں سے کتنے فیصد لوگوں سے رابطہ ابھی بھی قائم ہے؟	62
	Are you still in contact with any of the people who were in your course?	

Answers جوابات	Questions سوالات	نمبر No
% percent _____	What percentage of your fellow trainees are you still in touch with?	
_____ فیصد % _____ % percent	ٹریننگ کے بعد آپ کا مارکیٹ، ورکشاپ اور دیگر اداروں کے کتنے لوگوں سے رابطہ بڑھا ہے؟ How many people in the market, workshop and other institutions have you increased contact with after the training?	63
_____ فیصد % _____ % percent	PPAF/BRSP کی اس ٹریننگ کے بعد ----- 1. آپ کی ماہرانہ صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟ After this training by PPAF/BRSP ----- 1. By what percentage has your expertise increased?	
_____ فیصد % _____ % percent	2. خود اعتمادی میں کتنا فیصد اضافہ ہوا ہے؟ 2. What is the percentage increase in your self-esteem?	
_____ فیصد % _____ % percent	3. پلاننگ کرنے کی صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟ 3. What is the percentage increase in your planning abilities?	64
_____ فیصد % _____ % percent	4. مول بھاؤ کرنے کی صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟ 5. What is the percentage increase in your negotiating ability?	
_____ فیصد % _____ % percent	5. باریک بینی کی صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟ 6. What is the percentage increase in your critical thinking abilities?	
_____ فیصد % _____ % percent	7. فیصلہ سازی میں کتنا فیصد اضافہ ہوا ہے؟ 8. What is the percentage increase in your decision-making abilities?	
_____ فیصد % _____ % percent	PPAF/BRSP کی اس ٹریننگ سے جو کچھ آپ نے سیکھا ہے اس میں سے آپ کو اس وقت کتنا فیصد یاد ہے؟ What percentage of what you learned from this PPAF/BRSP training do you remember now?	65
_____ فیصد % _____ % percent	PPAF/BRSP کی اس ٹریننگ سے جو کچھ آپ نے سیکھا ہے اس کو اپنا کام کرنے میں کتنا فیصد استعمال کر رہے ہیں / کر رہی ہیں؟ What percentage of what you learned from this PPAF/BRSP training are you using in your work?	66
	PPAF/BRSP کی اس ٹریننگ کے بعد آپ کو کام حاصل کرنے میں کن مشکلات کا سامنا کرنا پرا؟ (ایک سے زائد جواب ممکن ہیں) 1. سفارش / تعفات کے بغیر کام حاصل کرنا مشکل ہے 2. میرے شعبے میں کام سے زیادہ کام کرنے والے موجود ہیں 3. میرے کام کے معیار سے گاہک مطمئن نہیں ہیں 4. مارکیٹ میں ابھی میرا نام / میری شہرت نہیں ہے 5. آج کل ملک کے معاشی حالات کی وجہ سے کام کم ہے 6. دیگر وضاحت کریں What difficulties did you have to face in getting a job after this PPAF/BRSP training?	67

Answers جوابات	Questions سوالات	نمبر No	
	(More than one answer is possible) 1. It is difficult to get a job without a recommendation/reference 2. There are overworked people in my field 3. Clients are not satisfied with the quality of my work 4. I don't have a name/reputation in the market yet 5. Nowadays there is less work due to the economic condition of the country 6. Specify other _____		
1. ہاں 2. نہیں	کیا آپ کو مارکیٹ کی ضرورت کے مطابق کام کرنے کے لئے مزید تجربہ کی ضرورت ہے؟ Do you need more experience to work as per market requirement?	68	
1. ہاں 2. نہیں	کیا آپ کو مارکیٹ کی ضرورت کے مطابق کام کرنے کے لئے مزید ایڈوانس ٹریننگ کی ضرورت ہے؟ Do you need more advanced training to work as per market requirement?	69	
1. ہاں (سوال نمبر 71 پر جائیں) 2. نہیں (سوال نمبر 74 پر جائیں)	آپ نے PPAF/BRSP کی اس ٹریننگ سے پہلے کسی شعبہ میں ٹریننگ حاصل کی ہوئی ہے؟ Have you received training in any field prior to this PPAF/BRSP training?	70	
	اگر ہاں تو آپ نے کس شعبہ میں ٹریننگ حاصل کی تھی؟ If yes, in which field did you get training?	71	
ادارے کا نام Name of Institution	یہ ٹریننگ کہاں سے حاصل کی تھی؟ Where did you get this training?	72	
عرصے سال Duration (Years)	یہ ٹریننگ کتنے عرصے پہلے حاصل کی تھی؟ How long ago did you get this training?	73	
آج کل Currently	Covid-19 کے دوران Unit	سوال Questions	
	تعداد Quantity	آپ کے گھروالے دن میں کتنی بار کھاتے تھے/ہیں How many times a day did/does your family eat?	74
		آپ اپنے گھرانے کی معاشی / سماجی حالات بہتر کرنے کے لئے کیا کرنا چاہتے ہیں؟ (ایک سے زائد جواب ممکن ہیں) What do you want to do to improve the economic/social conditions of your family? (More than one answer is possible) 1. کاروبار کرنا چاہتا ہوں 2. نوکری کرنا چاہتا ہوں 3. مزدوری کرنا چاہتا ہوں	75

	<p>4. تعلیم حاصل کرنا چاہتا ہوں 5. فنی تربیت حاصل کرنا چاہتا ہوں</p> <p>6. ملک سے باہر جانا چاہتا ہوں</p> <p>10. دیگر وضاحت کریں _____</p> <p>1. Want to start my own business  2. Want to get a job  3. Want to work a daily wage job  4. Want to study  5. Want to get technical training  6. Want to go out of the country  7. Others (please specify _____)</p>
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## Annexure 2: RYE I Training Institute

سوالنامہ برائے ٹریننگ انسٹیٹیوٹ			
Questionnaire for Training Institute			
Training Program	RYE-I		
PO Name	BRSP		
Name of Training Institute			
Name of Respondent		Designation	
Phone No.		Email Address	
Address			
Name of Interviewer		Date of Interview	

تعارف:

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ 2019 سے 2020 کے دوران آپ کے ادارے کا اور BRSP کے درمیان علاقہ کے مستحق لوگوں کو روزگار حاصل کرنے کے لئے ٹیکنیکل اینڈ و وکیشنل ٹریننگ فراہم کرنے کا ایک معاہدہ ہوا تھا۔

آجکل ہم اس Training سے آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا چاہتے ہیں۔ اس سلسلے میں آپ کی Organization نے جو ٹریننگ فراہم کی تھیں ان کے بارے میں کچھ معلومات آپ سے حاصل کرنا چاہتے ہیں۔

#### Introduction:

My name is \_\_\_\_\_. I work for AASA Consulting. Our firm investigates the socio-economic conditions of the country. During 2019 – 2020, there was an agreement between your institution and BRSP to provide technical and vocational training to youth eligible for employment.

Currently we want to examine the economic, social, and cultural changes coming from this training. We would like to get some information from you about the training provided by your organization in this regard.

سال \_\_\_\_\_

1. آپ کا یہ Institute کب قائم ہوا؟

\_\_\_\_\_ مہینہ

When was your institute established? Month \_\_\_\_\_ Year \_\_\_\_\_

2. آپ کا یہ ادارہ ----- ہے

1. ٹرسٹ

\_\_\_\_\_ ٹرسٹ کا نام

2. نجی ہے

3. این جی او

\_\_\_\_\_ این جی او کا نام

4. سرکاری

5. نیم سرکاری

2. Your Institute is \_\_\_\_\_

1. Trust Name of Trust \_\_\_\_\_

2. Private

3. NGO Name of NGO \_\_\_\_\_

4. Government

5. Semi Government

3. آپ کے اس ادارے میں کون کون سے کورس پڑھائے / سکھائے جاتے ہیں ان کا دورانیہ

فیس اور شرائط کیا ہوتی ہیں؟

نوٹ: اس ادارے کے ٹریننگ کورس کی مکمل معلومات حاصل کریں۔

4. What are the courses taught in your institution, their duration, fees, and conditions?

Note: Get complete information about the training courses of this institution

#	کورس کا نام Course Name	دورانیہ دنوں میں Duration (in days)	فیس Fees/Participant	شرائط Eligibility Criteria	درجہ کورس 1. سرٹیفیکیٹ
---	----------------------------	--	-------------------------	-------------------------------	---------------------------



					<b>2. ڈپلومہ</b> <b>3. ڈگری</b> Course Grade 1. Certificate 2. Diploma 3. Degree
1.					
2.					
3.					
4.					
5.					

Answers جوابات	Questions سوالات	نمبر No.
تعداد _____ Number _____	آپ کے Institute نے BRSP کے کتنے لوگوں کو 2019 سے 2020 کے دوران Training دی ہیں؟ How many people have been trained by your institute for BRSP during 2019 to 2020?	4
	آپ کے Institute نے BRSP کے کتنے لوگوں اور کن شعبہ جات میں 2019 تا 2020 کے دوران Training دی ہے؟ How many people, and in which skills, has your institute trained for BRSP during 2019 to 2020?	5

#	ٹریننگ کے شعبہ جات Training Topics	تعداد Number
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		
11		
12		
Answers جوابات	Questions سوالات	نمبر No.
1. ہاں (سوال نمبر 8 پر جائیں) 2. نہیں (سوال نمبر 7 پر جائیں) 1. Yes (Go to Q.8) 2. No (Go to Q.7)	آپ کے خیال میں مندرجہ بالا ٹریننگ آپ کے علاقے کے ضرورت کے مطابق تھی؟ Do you think that the trainings provided were ones that addressed the needs of the people living in the area?	6
If no, why?	اگر نہیں تو کیوں؟	7
1. ہاں (سوال نمبر 10 پر جائیں) 2. نہیں (سوال نمبر 9 پر جائیں) 1. Yes (Go to Q.10) 2. No (Go to Q.9)	کیا زیادہ تر لوگ ٹریننگ حاصل کرنے کے بعد ملازمت یا اپنا ذاتی کاروبار کرنے کے لائق ہو گئے تھے؟ Did majority of the people who took part in these trainings become capable of starting their own business or getting a job after the trainings?	8
If no, why?	اگر نہیں تو کیوں؟	9
1. ہاں (سوال نمبر 12 پر جائیں) 2. نہیں (سوال نمبر 11 پر جائیں) 1. Yes (Go to Q.12) 2. No (Go to Q.11)	کیا زیادہ تر لوگ تربیت حاصل کرنے کے بعد اپنے علاقے میں کام کرنے لگے ہیں؟ Have most of the people started working in the area where they are residing?	10
	اگر نہیں تو پھر ملازمت کی خاطر کہاں جاتے ہیں؟ If not, where do people migrate to in order to obtain employment?	11
1. ہاں 2. No 1. Yes	کیا آپ کے ادارے نے ان لوگوں کو ملازمت دلوانے میں مدد کی تھی؟ Did your organization help these individuals in securing jobs?	12
1. ہاں (سوال نمبر 14 پر جائیں) 2. نہیں (سوال نمبر 15 پر جائیں) 1. Yes (Go to Q.14) 2. No (Go to Q.15)	کیا ان میں کچھ لوگ اپنے خرچے پر مزید ایڈوانس Training حاصل کرنے آئے تھے؟ Out of these trainees, did anyone enroll to get advanced trainings at their own expense?	13
% فیصد % percent	اگر ہاں تو اندازاً کتنے فیصد لوگ آئے ہیں؟ If Yes, what percentage of those people enrolled for advanced trainings?	14

<p>1. ہاں (سوال نمبر 16 پر جائیں)</p> <p>2. نہیں (سوال نمبر 17 پر جائیں)</p> <p>1. Yes (Go to Q.16)</p> <p>2. No (Go to Q.17)</p>	<p>ان تربیتی پروگراموں کی وجہ سے کیا لوگوں کے معاشی حالات بہتر ہوئے ہیں؟</p> <p>To your knowledge, have these training programs improved the economic conditions of the participants?</p>	<p>15</p>
<p>اگر ہاں تو کس طرح معاشی حالات بہتر ہوئے؟</p> <p>If yes, how did their economic conditions improve?</p>		<p>16</p>
<p>اگر نہیں تو کیوں؟</p> <p>If not, why?</p>		<p>17</p>
<p>1. ہاں (سوال نمبر 19 پر جائیں)</p> <p>2. نہیں (سوال نمبر 20 پر جائیں)</p> <p>1. Yes (Go to Q.19)</p> <p>2. No (Go to Q.20)</p>	<p>ان تربیتی پروگراموں کی وجہ سے کیا لوگوں میں سماجی ہم آہنگی میں بہتری آئی ہے؟</p> <p>Has professional and social networking and linkages of the participants increased due to these programmes?</p>	<p>18</p>
<p>اگر ہاں تو کس طرح؟</p> <p>If yes, how?</p>		<p>19</p>
<p>اگر نہیں تو کیوں؟</p> <p>If not, why?</p>		<p>20</p>
<p>فیصد _____</p> <p>% percent _____</p>	<p>آپ کے خیال میں ان لوگوں میں سے کتنے فیصد لوگوں کو روزگار مل گیا ہے؟</p> <p>What percentage of these participants do you think have secured employment/source of income?</p>	<p>21</p>
<p>1. ہاں (سوال نمبر 23 پر جائیں)</p> <p>2. نہیں (سوال نمبر 24 پر جائیں)</p> <p>1. Yes (Go to Q.23)</p> <p>2. No (Go to Q.24)</p>	<p>کیا آپ کے ادارے نے ان لوگوں کو انٹرنشپ دلوائی/کروائی تھی؟</p> <p>Did your institute facilitate trainees to obtain internships?</p>	<p>22</p>
<p>فیصد _____</p> <p>% percent _____</p>	<p>اگر ہاں تو اندازاً کتنے فیصد لوگوں کو انٹرنشپ دلوائی/کروائی تھی؟</p> <p>If yes, what percentage of people were given internships?</p>	<p>23</p>
<p>1. ہاں</p> <p>2. نہیں</p> <p>1. Yes</p> <p>2. No</p>	<p>کیا ٹریننگ پروگرام میں شامل ہونے والوں کو ٹرانسپورٹ کی سہولت یا الاؤنس دیا گیا تھا؟</p> <p>Were the trainees offered transport or an allowance for transportation costs?</p>	<p>24</p>
<p>1. ہاں</p> <p>2. نہیں</p> <p>1. Yes</p> <p>2. No</p>	<p>کیا ٹریننگ پروگرام میں شامل ہونے والوں کو رہائش کی سہولت یا الاؤنس دیا گیا تھا؟</p> <p>Were the trainees offered an accommodation facility or an allowance for accommodation?</p>	<p>25</p>
<p>سال _____</p> <p>Years. _____</p>	<p>آپ کے ادارے اور BRSP کے درمیان اس ٹریننگ پروگرام کے معاہدے کا دورانیہ کتنا تھا؟</p> <p>What was the duration for this training program per the agreement between your institution and BRSP?</p>	<p>26</p>
<p>1. ہاں (سوال نمبر 28 پر جائیں)</p>	<p>اس معاہدے کے دوران BRSP کے ادارے کے لوگ تربیتی پروگرام کو چیک کرنے آتے تھے؟</p>	<p>27</p>

2. نہیں (سوال نمبر 29 پر جائیں) 1. Yes (Go to Q.28) 2. No (Go to Q.29)	During the period of the agreement, did any BRSP representatives come to monitor the training programme being offered?	
تعداد _____ Number _____	اگر ہاں تو آپ کے اندازے کے مطابق اس پروگرام کے دوران BRSP کے لوگ اس پروگرام کو چیک کرنے کتنی بار آئے تھے؟ If yes, then how many times did these employees visit to monitor the programme?	28
روپے _____ Rs. _____	آپ کے ادارے اور BRSP کے درمیان اس ٹرینی پروگرام کے معاہدے کی کل رقم کتنی تھی؟ What was the total contracted amount for this training programme between your institution and BRSP?	29
<b>Questions</b> سوالات		<b>#</b>
آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in training the participants in this program?		30
<b>1. آپ سے تربیت حاصل کرنے والوں کی طرف سے:</b>		
From your trainees:		
<b>2. ٹریننگ ادارے کی طرف سے:</b>		
2. By the training institute:		
<b>3. دیگر مشکلات</b>		
3. Other problems		
آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے پلان کی گئی؟ In your opinion, was the training delivered exactly as planned?		31
آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے ڈیزائن کی گئی؟ In your opinion, was the training delivered exactly as designed?		32

## Annexure 3: RYE I Master Trainer Tools

سوالنامہ برائے ماسٹر ٹرینر

### Questionnaire for Master Trainer

Training Program	RYE-I		
PO Name	BRSP		
Name of Training Institute			
Name of Respondent/ Master Trainer	Designation (in the Training Institute if he/she is a permanent employee)		
Phone No.	Email Address		
Address			
Name of Interviewer			Date of Interview

تعارف:

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ 2019 سے 2020 کے دوران آپ کے ادارے اور BRSP کے درمیان علاقہ کے مستحق لوگوں کو روزگار حاصل کرنے کے لئے ٹیکنیکل اینڈ و وکیشنل ٹریننگ فراہم کرنے کا ایک معاہدہ ہوا تھا۔

آج ہم اس Training سے آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا چاہتے ہیں۔ اس سلسلے میں آپ سے ان ٹریننگس سے متعلق جو آپ نے دی تھیں، ان کے بارے میں کچھ معلومات حاصل کرنا چاہتے ہیں

#### Introduction:

My name is\_\_\_\_\_. I work for AASA Consulting. Our firm investigates the socio-economic conditions of the country. During 2019 – 2020, there was an agreement between your institution and BRSP to provide technical and vocational training to youth eligible for employment.

Today, we want to examine the economic, social, and cultural changes coming from this initiative/training. In this regard, we would like to get some information from you regarding the trainings that you provided.

Questions	سوالات	#
	آپ کی تعلیم	1
Education		
_____ .1 مہینے _____ .2 ہفتے _____ .3 سال	آپ اس آرگنائزیشن کے لئے کب سے کام کر رہے ہیں؟ How long have you been working for this organization?	2
_____ .1 ہاں _____ .2 نہیں 1. Yes 2. No	کیا یہاں آپ مستقل ملازم ہیں؟ Are you a permanent employee here?	3
_____ سال	آپ کو ٹریننگ دینے کا کل کتنے سالوں کا تجربہ ہے؟ How many years of experience do you have as a trainer?	4
_____ .1	آپ کن کن موضوعات پر ٹریننگ دینے میں مہارت رکھتے ہیں؟ In which subjects do you specialize in delivering trainings?	5

Questions سوالات		#
.2		
.3		
.4		
.1	<p>آپ نے BRSP کے لئے اس ٹریننگ پروگرام کے دوران کن موضوعات پر ٹریننگ دیں تھیں؟</p> <p>On what topics did you conduct trainings during this programme for BRSP?</p>	6
.2		
.3		
.4		
تعداد _____ Number _____	<p>آپ کو اندازہ ہے کہ آپ نے BRSP کے لئے اس ٹریننگ پروگرام کے دوران کتنے لوگوں کو ٹریننگ دی ہوگی؟</p> <p>How many people did you approximately train during this programme for BRSP?</p>	7
<p>آپ کے خیال میں جو ٹریننگ اور Material ، BRSP کی ٹریننگ میں استعمال کیا گیا ہے کیا وہ -----</p> <p>Do you think the training content and materials used in BRSP training were sufficient were ____</p>		8
1. ہاں 2. No	روزگار حاصل کرنے کے لئے موزوں تھے؟ Were effective to secure employment/source of income?	8a
1. ہاں (سوال نمبر 10 پر جائیں) 2. نہیں (سوال نمبر 9 پر جائیں) 1. Yes (Go to Q.10) 2. No (Go to Q.9)	روزگار حاصل کرنے کے لئے کافی تھے؟ Were enough to secure employment/source of income?	8b
اگر نہیں تو اس میں کہاں کہاں بہتری کی گنجائش ہے؟ If not, where is the room for improvement in it?		9
.4	<p>ان ٹریننگ کورس کے ٹریننگ مواد کس نے بنائے تھے؟</p> <p>1. آپ نے بنائے تھے 2. آپ کے ادارے نے بنائے تھے 3. کنسلٹنٹ نے بنائے تھے ٹریننگ مواد BRSP نے دئے تھے 5. دیگر وضاحت کریں _____</p> <p>Who made the training materials for these training courses? 1. Prepared by you 2. Prepared by your organization 3. Prepared by external consultant(s) 4. Training materials were given by BRSP 5. Others (Please specify _____)</p>	10

Questions سوالات		#
	<p>آپ کے خیال میں یہ ٹریننگ مواد-----</p> <p>1. تعارفی /سطحی تھے</p> <p>2. بنیادی تھے</p> <p>3. ایڈوانس تھے</p> <p>Do you think these training materials were _____?</p> <p>1. Introductory 2. Basic 3. Advanced</p>	11
تعداد _____ Number _____	<p>آپ کے کورس کی ایک کلاس میں اندازاً کتنے لوگ تھے؟</p> <p>Approximately how many students were enrolled in one class of your course?</p>	12
فیصد _____ % percent _____	<p>عام طور پر کتنے فیصد لوگ شرکت کرتے تھے؟</p> <p>What percentage of enrolled students usually attended the classes?</p>	13
گھنٹے _____ Hours _____	<p>عام طور پر آپ کے کورس کی ایک کلاس کتنے گھنٹے کی ہوتی تھی؟</p> <p>How many hours were usually there in one class of your course?</p>	14
	<p>آپ کے خیال میں آپ سے تربیت حاصل کرنے والے لوگوں کا اوسطاً معیار-----</p> <p>1. غیر معیاری تھا</p> <p>2. معیاری تھا</p> <p>In your opinion, what is the average competence level of the people trained in your courses?</p> <p>1. Was poor 2. Was good</p>	15
1. ہاں (سوال نمبر 18 پر جائیں) 2. نہیں (سوال نمبر 17 پر جائیں)	<p>آپ کے خیال میں کیا اس ٹریننگ کو حاصل کرنے والوں کا معیار زندگی بہتر ہو جائے گا؟</p> <p>Do you think the quality of life of the trainees will improve as a result of these trainings?</p>	16
1. ہاں (سوال نمبر 20 پر جائیں) 2. نہیں (سوال نمبر 19 پر جائیں)	<p>آپ کے خیال میں کیا اس ٹریننگ کو حاصل کرنے والوں کا کاروباری اور سماجی رابطوں میں اضافہ ہو جائے گا؟</p> <p>Do you think the professional and social network of the trainees will increase?</p>	18
	<p>اگر نہیں تو کیوں؟</p> <p>If not, why not?</p>	17
	<p>اگر نہیں تو کیوں؟</p> <p>If not, why not?</p>	19
فیصد _____ % percent _____	<p>آپ کے خیال میں جن لوگوں کو ٹریننگ دی گئی ہے ان کو روزگار حاصل کرنے اور کام کرنے میں کتنے فیصد مددگار ثابت ہوگی؟</p> <p>In your opinion, to what extent (as a percentage), will these trainings help trainees in obtaining a job?</p>	20

21		جن لوگوں نے BRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کیا تبدیلیاں آئیں ہیں؟
Which of the following aspects on which you have trained individuals through BRSP do you think have changed as a result of your training?		
Reason(s) for no change	1-ہاں 2-نہیں 3-معلوم نہیں اطلاق نہیں ہوتا- 4 Yes-1 No-2 Do not know-3 Not applicable-4	تبدیلیاں Changes
<b>ڈولپمنٹ اینڈ ووکیشنل ٹریننگ</b>		
<b>Development &amp; Vocational Training</b>		
		1. ماہرانہ صلاحیت بہتر ہوئی ہے۔ Professional ability/expertise has improved
		2. کم وقت میں زیادہ کام کرنے لگے ہیں۔ Started completing more work in a shorter amount of time
		3. پہلے سے زیادہ بہتر کام کرنے لگے ہیں۔ The quality of their work has improved
		4. اب کام کرنا پہلے سے آسان ہو گیا ہے۔ Work has become easier for them
		5. کام کو منظم طریقہ سے کرنے لگے ہیں۔ Have started working in a more organized manner
		6. کام کرنے کی لاگت میں کمی آگئی ہے۔ The cost of their work has reduced
		7. برسر روزگار ہو گئے ہیں Gained employment
		8. نفع میں اضافہ ہو گیا ہے Their profits have increased
		9. نقصان میں کمی ہو گئی ہے Their losses have reduced
		10. بجٹ بنانا سیکھ گئے ہیں Learned how to set a budget
		11. پہلے سے بہتر حساب کتاب کرنا آگیا ہے Improved in financial management than before
		12. پہلے سے بہتر حساب کتاب رکھنا آگیا ہے



جن لوگوں نے BRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کیا تبدیلیاں آئیں ہیں؟		21
Which of the following aspects on which you have trained individuals through BRSP do you think have changed as a result of your training?		
Reason(s) for no change	1-ہاں 2-نہیں 3-معلوم نہیں-3 اطلاق نہیں ہوتا-4 4 Yes-1 No-2 Do not know-3 Not applicable-4	تبدیلیاں Changes
		Maintain financial records better than before
		13. پیدا کردہ اشیاء کی قیمت فروخت متعین کرنا آگیا ہے Learned how to set a price for the goods they produce/services offered
		14. مول بھاؤ کرنا سیکھ گئے ہیں Learned how to bargain/negotiate
		15. مارکیٹ / منڈی کے بارے میں بہتر معلومات ہو گئی ہیں Gained more knowledge regarding the market
		16. مارکیٹ / منڈی کے ساتھ رابطے میں اضافہ ہوا Their network/linkages in the market has increased
		17. کسی بھی کام کو شروع کرنے سے پہلے منصوبہ بندی کرنی آگئی ہے Learned how to plan and organize before starting any work
سوالات Questions		#
آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in training the participants in this program?		22
1. آپ سے تربیت حاصل کرنے والوں کی طرف سے: From your trainees:		
2. ٹریننگ ادارے کی طرف سے : By the training institute:		
3. دیگر مشکلات Other problems		

Questions سوالات	#
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے پلان کی گئی؟ In your opinion, was the training delivered exactly as planned?</p>	23
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے ڈیزائن کی گئی؟ In your opinion, was training was delivered exactly designed?</p>	24

## Annexure 4: RYE I Partner Organizations (BRSP) Tool

سوالنامہ برائے پارٹنر آرگنائزیشن

### Questionnaire for Partner Organization (PO)

Training Program	RYE-I		
PO Name	BRSP		
Name of Respondent		Designation	
Phone No.		Email Address	
Address			
Name of Interviewer		Date of Interview	

تعارف:

میرا نام \_\_\_\_\_ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ 2019 سے 2020/2022 سے 2023 کے دوران آپ کے ادارے اور BRSP کے درمیان علاقہ کے مستحق لوگوں کو روزگار حاصل کرنے کے لئے ٹیکنیکل اینڈ و وکیشنل ٹریننگ/ ڈیجیٹل اینڈ لائف اسکل ٹریننگ فراہم کرنے کا ایک معاہدہ ہوا تھا۔

آج ہم اس Training سے آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا چاہتے ہیں۔ اس سلسلے میں آپ سے ان ٹریننگس سے متعلق جو آپ نے دی تھیں، ان کے بارے میں کچھ معلومات حاصل کرنا چاہتے ہیں تاکہ ہم پروگرام کے بارے میں حتمی جائزہ پیش کر سکیں۔

#### Introduction:

My name is\_\_\_\_\_. I work for AASA Consulting. Our firm conducts research on the socio-economic conditions of the country. During 2018 – 2020/2021 – 2023, there was an agreement between your institution and BRSP to provide technical and vocational/digital and life skills training to youth eligible for employment.

Today, we want to examine the economic, social, and cultural changes coming from this initiative/training. In this regard, we would like to get some information from you in light of the final evaluation exercise of the training programme that you implemented.

Questions سوالات		#
سال <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> year	آپ کا اس ٹریننگ پروجیکٹ میں معاہدہ کب ہوا تھا؟ When was the contract for this training project signed?	1
عرصہ سالوں میں <input type="text"/> <input type="text"/> Duration in years	یہ پروجیکٹ کتنے عرصہ کے لئے تھا؟ What was the duration of this project?	2
سال <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> year	آپ نے اس پروجیکٹ کو کب شروع کیا؟ When did you start this project?	3
سال <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> year	آپ نے اپنے ٹریننگ فراہم کرنے والے اداروں سے کب معاہدہ کیا؟ When did you sign the contract with the organisations that were delivering the trainings?	4
روپے _____ Rs. _____	آپ کے PPAF سے کانٹریکٹ کی مالیت کتنی تھی؟ What was the value of your contract with PPAF?	5
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کے خیال میں اس کانٹریکٹ کی مالیت مناسب تھی؟ In your opinion, was the value of this contract adequate?	6
روپے _____ Rs. _____	اگر نہیں تو اس کانٹریکٹ کی مالیت کتنی ہونی چاہیے تھی؟ If not, then what should the value of this contract have been?	7
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کے خیال میں اس کانٹریکٹ کی قسطیں وقت پر ملیں؟ In your opinion, did you receive the payments for this contract in a timely manner?	8
PPAF کی طرف سے آپ کے ساتھ معاونت کیسی رہی؟ وضاحت کریں۔ What was the quality of the support offered to you by PPAF? Please elaborate.		9
پروجیکٹ کے دوران PPAF نے کتنی بار فیلڈ مانیٹرنگ (Field Monitoring) کی؟ How many times during the project did PPAF conduct field monitoring?		10
تعداد _____ number	اس پروگرام میں آپ نے کمیونٹی کے کتنے لوگوں کو تربیت دی تھی؟ How many people in the community did your organization educate through this program?	11
فیصد _____ % percent	ان میں سے کتنے فیصد لوگ ایسے ہیں جن کی آمدنی شروع ہو گئی ہے؟ What percentage of these people have started earning an income (as a result of receiving the training)?	12
فیصد _____ % percent	ان میں سے کتنے فیصد لوگ ایسے ہیں جن سے آپ کا رابطہ قائم ہے؟ What percentage of these people are you still in contact with?	13
آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے پلان کی گئی؟ In your opinion, was the training delivered exactly as planned?		14
آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے ڈیزائن کی گئی؟ In your opinion, was the training delivered exactly as designed?		15
اس پروگرام کو پائے تکمیل تک پہنچانے میں آپ کو کن کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in completing this program?		16
اس پروگرام کی کیا خوبیاں ہیں؟		17

Questions	سوالات	#
What are the merits of this program?		
What are the weaknesses of this program?	اس پروگرام کی کیا خامیاں تھیں؟	18
What did you learn in the process of completing this program?	اس پروگرام کو مکمل کرنے میں آپ نے کیا سیکھا؟	19
What advice would you give in order to improve the implementation of this programme in the future?	اس پروگرام کو مستقبل میں بہتر طریقہ سے کرنے کے لئے آپ کیا مشورہ دیں گے؟	20
Please give an example to illustrate the success of this program, or a success story	اس پروگرام کی کامیابی کی آپ کوئی مثال دیں	21

## Annexure 5: Technical and Vocational/Digital Skills Training Institutes/Organizations Tool

سوالنامہ برائے ٹیکنیکل ووکیشنل /ڈیجیٹل اسکلز ٹریننگ انسٹیٹیوٹ/آرگنائزیشن Questionnaire for Technical, Vocational/Digital Skills Training Institutes/Organizations			
Name of the Training Institute/ Organization			
Name of Respondent		Designation	
Phone No.		Email Address	
Address			
Name of Interviewer		Date of Interview	
<p>تعارف: میرا نام _____ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ آجکل ہم اس ٹیکنیکل ووکیشنل اینڈ ڈیجیٹل اسکلز ٹریننگس سے آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا چاہتے ہیں۔ اس سلسلے میں آپ کی Organization نے جو ٹریننگ فراہم کی تھیں ان کے بارے میں کچھ معلومات آپ سے حاصل کرنا چاہتے ہیں۔</p> <p><b>Introduction:</b> My name is _____. I work for AASA Consulting. Our firm investigates the socio-economic conditions of the country. Currently we want to evaluate the impact of technical, vocational and digital skills training on economic, social, and cultural changes of the population. We would like to get some information from you about the trainings that your organization offer in this regard.</p>			
آپ کا یہ Institute کب قائم ہوا؟ _____ مہینہ	سال _____		
1. When was your institute established? Month _____ Year _____			
آپ کا یہ ادارہ ----- ہے			
1. ٹرسٹ ٹرسٹ کا نام _____			
2. نجی ہے			
3. این جی او این جی او کا نام _____			
4. سرکاری			
5. نیم سرکاری			
2. Your Institute is _____			
1. Trust _____	Name of Trust _____		

2. Private	
3. NGO	Name of NGO_____
4. Government	
5. Semi Government	

آپ کے اس ادارے میں کون سے کورس پڑھائے /سکھائے جاتے ہیں ان کا دورانیہ فیس اور شرائط کیا ہوتی ہیں؟

3

اس ادارے کے ٹریننگ کورس کی مکمل معلومات حاصل کریں:- نوٹ

**4. What are the courses taught in your institution, their duration, fees, and conditions?**

**Note: Get complete information about the training courses of this institution**

درجہ کورس 1. سرٹیفکیٹ 2. ڈپلومہ 3. ڈگری Course Grade 1. Certificate 2. Diploma 3. Degree	شرائط Eligibility Criteria	فیس Fees/Participant	دورانیہ دنوں میں Duration (in days)	کورس کا نام Course Name	#
					1
					2
					3
					4
					5
					6
					7
					8

آپ کے Institute نے اب تک اندازاً کتنے لوگوں اور کن شعبہ جات میں Training دی ہے؟

4

?How many people, and in which skills, has your Institute trained

تعداد Count	ٹریننگ کے شعبہ جات Training Topics	#
		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
		15

جوابات Answers	سوالات Questions	نمبر No.
-------------------	---------------------	-------------



<p>1. ہاں (سوال نمبر 6 پر جائیں)</p> <p>2. نہیں (سوال نمبر 7 پر جائیں)</p> <p>1. Yes (Go to Q.6)</p> <p>2. No (Go to Q.7)</p>	<p>آپ کا یہ ادارہ کیا صرف مختلف اداروں کے لوگوں کو تربیت دیتا ہے؟</p> <p>Does your institute only teach students from various institutes?</p>	<p>5</p>
<p>اگر ہاں تو آپ نے اب تک کن کن اداروں کے لوگوں کو اپنی خدمات پیش کرچکے ہیں؟</p> <p>If yes, then which institutions (and their students) have you provided support services?</p>		<p>6</p>
<p>آپ کے خیال میں اب تک سب سے کامیاب پروگرام کون سا تھا؟ اس میں آپ نے کتنے لوگوں کو تربیت دی؟ یہ ٹریننگ آپ نے کن کن موضوعات پر دیں؟</p> <p>In your opinion, which program was the most successful? How many people did you train through this program? Which subjects did you give these trainings in?</p>		<p>7</p>
<p><b>تعداد</b></p> <p>Number of Students</p>	<p><b>موضوعات</b></p> <p>Subjects</p>	
<p>آپ کے خیال میں اس پروگرام کی کامیابی کی کیا وجوہات تھیں؟</p> <p>In your opinion, what were the reasons for this program's success?</p>		<p>8</p>
<p>آپ کے خیال میں آج کل کی ضرورت کے مطابق کون کون سی ٹریننگس اہم ہیں؟</p> <p>In your opinion, what are the training topics that best serve the current needs (of the population)?</p>		<p>9</p>
<p>غربت کے فوری خاتمے کے لئے اور فوری روزگار حاصل کرنے کے لئے کون کون سی ٹریننگ اہم ہیں؟</p> <p>Which trainings are most important in the context of immediately alleviating poverty and securing employment?</p>		<p>10</p>
<p>آپ کے خیال میں ٹیکنکل /ووکیشنل اور ڈیجیٹل اسکلز ٹریننگ کے ذریعہ ملک سے بے روزگاری کو کم کرنے کے لئے کون کون سے ادارے اچھا کام کر رہے ہیں؟</p> <p>In your opinion, which institutes are doing the best work in terms of providing technical/ vocational and digital skills trainings that will reduce unemployment in the country?</p>		<p>11</p>
<p>جن لوگوں نے آپ کے ادارے سے تربیت حاصل کی ان میں سے کتنے فیصد لوگوں کو روزگار مل گیا؟</p> <p>What percentage of individuals who received training at your institute secured employment thereafter?</p>		<p>12</p>
<p>آپ کے ادارے نے زیادہ تر کس طبقہ کے لوگوں کو تربیت دی ہے؟</p> <p>To which [socio-economic] background of people does your institute generally provide training?</p>		<p>13</p>
<p>1. ہاں (سوال نمبر 15 پر جائیں)</p> <p>2. نہیں (سوال نمبر 16 پر جائیں)</p> <p>1. Yes (Go to Q.15)</p> <p>2. No (Go to Q.16)</p>	<p>آپ کے تربیتی پروگراموں کی وجہ سے کیا لوگوں کے معاشی حالات بہتر ہوئے ہیں؟</p> <p>To your knowledge, have these training programs improved the economic condition of their participants?</p>	<p>14</p>
		<p>15</p>

اگر ہاں تو کس طرح معاشی حالات بہتر ہوئے؟ If yes, how did their economic condition improve?	16
اگر نہیں تو کیوں؟ If not, why?	17
کیا آپ مجھے ان کے بارے میں جنہوں نے آپ کے ادارے سے ٹریننگ حاصل کی ان میں سے کوئی سکسیس اسٹوری سنا سکتے ہیں؟ Could you share a success story of someone who was trained at your institute?	18
<b>سوالات Questions</b>	<b>#</b>
آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in training the participants in this program?	19
1. آپ سے تربیت حاصل کرنے والوں کی طرف سے: 1. From your trainees:	
2. ٹریننگ ادارے کی طرف سے: 2. By the training institute:	
3. دیگر مشکلات: 3. Other problems:	

## Annexure 6: PPAF Tool

No.	Discussion Points for Pakistan Poverty Alleviation Fund (PPAF)		
1	Who prepared the concept note for this project?		
2. Could you please specify your RYE Project implementation team and their role?			
#	Name	Contact Numbers	Role/Designation
1			
2			
3			
4			
5			
6			
7			
8			
No.	Questions	RYE I (BRSP)	
3	When was this project awarded to your organisation?		
4	When did your organisation begin this project?		
5	How many partner organisations do you have in the provinces of Sindh, Punjab and Balochistan?		
6	How did you select partner organisations for this project?		
7	Who chose the training courses for this project?		
8	How were the courses chosen for this project?		
9	What were the reasons for choosing these courses?		
10	Who developed the training content for these training courses?		
11	Who gave the approval for the courses that were chosen'?		
12	Did this training commence according to plan?		
13	If not, then what were the reasons for this?		
14	Was this training completed according to plan?		
15	If not, then what were the reasons for this?		
16	How long did it take to complete these programs?		
17	What was the actual budget for this project?		
18	What was the modified budget for this project?		
19	What were the reasons for this modification in the budget?		

No.	Questions	RYE I (BRSP)
20	Was this training program completed according to the project design?	
21	If not, what changes were made during project planning?	
22	And why were these changes made?	
23	How did these changes affect the budget and what was the extent of the impact?	
24	What was the role of PPAF during this project?	
25	What was PPAF's role in monitoring the project?	
26	During the project, how many times did the PPAF team conduct monitoring visits?	
27	What procedure did you use for providing the budget to your partner organisation?	
28	What difficulties did PPAF face in completing this?	
29	What are PPAF's learnings from this project?	
30	What were the areas of improvement in the project design and project implementation?	
31	Do you have any success stories from this project that you could share with us?	

## Annexure 7: Statistical Tables

**Table 1.1: Realized Sample Across District and Training Courses [Number of Beneficiaries]**

		Overall	Gender		
			Male	Female	
Ziarat	Sample Beneficiaries	16	15	1	
	Which one of the following training courses have you received?	Mobile Repairing	2	2	0
		UPS & Solar Repairing	6	6	0
		Artificial insemination & Livestock management	1	1	0
		Beautician	1	0	1
		Bedding	0	0	0
		Commercial Cooking & Hotel Management	4	4	0
		Dress Designing	0	0	0
		Submersible Repairing	2	2	0
Killa Saifullah		Sample Beneficiaries	67	32	35
	Which one of the following training courses have you received?	Mobile Repairing	4	4	0
		UPS & Solar Repairing	6	6	0
		Artificial insemination & Livestock management	6	6	0
		Beautician	15	0	15
		Bedding	8	0	8
		Commercial Cooking & Hotel Management	3	3	0
		Dress Designing	12	0	12
		General Electrician	8	8	0
		Submersible Repairing	5	5	0

**Table 1.1: Personal Profile of Beneficiaries**

		Overall	Gender	
			Male	Female
Sample Beneficiaries		83	47	36
Marital Status	Married	22.9	30.4	13.5
	Unmarried	77.1	69.6	86.5
Age	Average Years	24	25	23
What is your current education level	Class 5	2.4	-	5.4
	Class 6	1.2	2.2	-
	Class 7	1.2	2.2	-
	Class 8	8.4	8.7	8.1
	Class 9	1.2	-	2.7
	Class 10	12.0	15.2	8.1
	Class 11	3.6	2.2	5.4
	Class 12	20.5	23.9	16.2
	Under Graduation	42.2	37.0	48.6
	Masters and above	7.2	8.7	5.4

**Table 1.2: Family Attributes of Beneficiaries**

		Overall	Gender	
			Male	Female
Sample Beneficiaries		83	47	36
Education level of the head of the household?	Never attended school	31.3	39.1	21.6
	From Montessori to 5th grade	4.8	6.5	2.7
	6th grade to 8th grade	9.6	6.5	13.5
	9th grade to 10th grade	25.3	23.9	27.0
	11th grade to 12th grade	6.0	2.2	10.8
	13th grade or higher	22.9	21.7	24.3
Family Size	2-6 Persons	14.5	6.5	24.3
	7-10 Persons	32.5	32.6	32.4

**Table 1.2: Family Attributes of Beneficiaries**

		Overall	Gender	
			Male	Female
	More than 10 Persons	53.0	60.9	43.2
	Average Family Size	13	14	11
Labor Force-18 to 65 Years)	1-3 Persons	9.6	8.7	10.8
	4-6 Persons	31.3	23.9	40.5
	7 and More Persons	59.0	67.4	48.6
	Average	8	8	8
Number of Rooms	1-3 Rooms	54.2	45.7	64.9
	4-5 Rooms	28.9	34.8	21.6
	6 and More Rooms	16.9	19.6	13.5
	Average	4	4	3
Type of Toilet in the household?	Flush system that is connected to sewerage or to an open drain	38.6	52.2	21.6
	Dry pit latrine	54.2	34.8	78.4
	There is no toilet in the household	7.2	13.0	-

**Table 1.3: Occupation of Sample Beneficiaries**

		Overall	Gender	
			Male	Female
Sample Beneficiaries		83	47	36
Current Occupation	Self-employed	39.3	51.5	21.7
	Salaried Employee	19.6	24.2	13.0
	Working for Wages	8.9	12.1	4.3
	Freelancing	16.1	-	39.1
	Student	16.1	12.1	21.7
How did you get the work/job that you are currently doing	Through personal efforts	65.3	56.3	82.4
	Through friends	26.5	31.3	17.6
	Through training institute	2.0	3.1	-
	Through BRSP	6.1	9.4	-
Where are you currently working	In my area	44.4	42.9	47.1
	In my village	28.9	14.3	52.9
	In my city	17.8	28.6	-
	In Pakistan	8.9	14.3	-

**Table 1.4: Training of Beneficiaries**

		Overall	Gender	
			Male	Female
Sample Beneficiaries		83	47	36
Need more experience to work as per market requirement		79.5	80.4	78.4
Need more advanced training to work as per market requirement		86.7	84.8	89.2
Received training in any field prior to this training?		9.6	10.9	8.1
Field of Prior training	Dress Making/Tailoring	1.2	-	2.7
	Forestry	1.2	2.2	-
	Motor Winding	1.2	2.2	-
	Polio Apex	1.2	2.2	-
	Stitching & embroidery	2.4	-	5.4
	Submersible Repairing	1.2	2.2	-
Where did you get this training?	Quetta BRSP	1.2	2.2	-
	Local Shop	2.4	2.2	2.7
	PPAF/BRSP/UNICEF	1.2	2.2	-
	TTC Quetta	2.4	2.4	-
How long ago did you get this training?	Average Years	4	3	5

**Table 2.1: Access to Training Program**

		Overall	Gender	
			Male	Female
<b>Sample Beneficiaries</b>		83	47	36
<b>Awareness - How did you get to know about this training?</b>	<b>Community Organization</b>	24.1	2.0	55.9
	<b>Village Organization</b>	9.6	12.2	5.9
	<b>LSO</b>	-	-	-
	<b>BRSP</b>	21.7	34.7	2.9
	<b>Email</b>	-	-	-
	<b>Poster</b>	1.2	2.0	-
	<b>Website</b>	-	-	-
	<b>Community Member/Friend</b>	42.2	46.9	35.3
	<b>Newspaper</b>	1.2	2.0	-
	<b>Local Cable</b>	-	-	-
<b>Applied to be included in the training program</b>		91.6	87.0	97.3
<b>Reasons for Choosing Training Course</b>	<b>Personal Interest</b>	64.4	48.1	86.8
	<b>Have prior experience with this type of work</b>	13.3	19.2	5.3
	<b>Work can easily be found</b>	16.7	23.1	7.9
	<b>Can get employment abroad</b>	1.1	1.9	-
	<b>This work will have a higher demand in the future</b>	4.4	7.7	-

**Table 3.1: Training Courses**

		Overall	Gender	
			Male	Female
<b>Sample Beneficiaries</b>		83	47	36
<b>Training courses have received?</b>	<b>Beautician</b>	19.3	0.0	44.4
	<b>Bedding</b>	9.6	0.0	22.2
	<b>Commercial Cooking &amp; Hotel Management</b>	8.4	14.9	-
	<b>Dress Designing</b>	14.5	-	33.3
	<b>General Electrician</b>	9.6	17.0	-
	<b>Artificial Insemination &amp; Livestock Management</b>	8.4	14.9	-
	<b>Mobile Repairing</b>	7.2	12.8	-
	<b>Submersible Repairing</b>	8.4	14.9	-
	<b>UPS &amp; Solar Repairing</b>	14.5	25.5	-

**Table 3.2: Feature of Training Programs Average Values**

		Overall	Gender	
			Male	Female
<b>Sample Beneficiaries</b>		83	47	36
<b>Trainees/participants</b>	<b>Number</b>	29	32	25
<b>Women in the training</b>	<b>Number</b>	11	18	11
<b>Training Duration</b>	<b>Months</b>	3	3	4
<b>Duration of the practical component</b>	<b>Months</b>	2	2	3
<b>Days of training were there in a week</b>	<b>Days</b>	6	5	6
<b>Daily Training Hours</b>	<b>Hours</b>	4	4	3

**Table 3.3: Percentage of Trainees who were Satisfied with**

		Overall	Gender	
			Male	Female
<b>Sample Beneficiaries</b>		83	47	36
<b>Overall training</b>		68.7	54.3	86.5
<b>Trainer</b>		83.1	76.1	91.9
<b>Duration</b>		51.8	26.1	83.8
<b>Content</b>		57.8	39.1	81.1
<b>Laboratory</b>		53.0	47.8	59.5
<b>Training institute environment</b>		85.5	78.3	94.6
<b>Class environment</b>		88.0	80.4	97.3

**Table 3.4: Internship**

	Overall	Gender		
		Male	Female	
Sample Beneficiaries	19	16	3	
Did you join any organization for an internship?	22.9	34.8	8.1	
Organizations Beneficiaries Get Internship	Hot N Spicy	2.4	2.2	2.7
	Killa Saifullah livestock Hospital	1.2	2.2	-
	Local shops	7.2	10.8	2.7
	Singapore Hotel	1.2	2.2	-
	WAPDA	1.2	2.2	-
Who gave you the internship opportunity?	NRSP	13.3	23.9	-
	Friends	2.4	4.3	-
	Training Institute	3.6	2.2	5.4
Duration of internship	Average Days	47	44	60
Paid for the internship		21.7	32.6	8.1

**Table 3.5: Training Expenditure**

	Overall	Gender	
		Male	Female
Sample Beneficiaries	83	47	36
Training Fee	2,980	4,467	7,50
Out-of-Pocket Expenditure on Training (Average)	11,421	14,164	5,325
Major Expenditure Incurred On: (%)			
On transportation to and from the venue	15.7	26.1	2.7
On purchasing training materials	12.0	8.7	16.2
On buying internet services	1.2	2.2	-
On buying stationery	6.0	10.9	-
Others (Classification was not provided)	65.1	52.1	81.1

**Table 3.6: Difficulties Faced in Getting Job after Training**

	Overall	Gender	
		Male	Female
Sample Beneficiaries	83	47	36
Difficult to get a job without a recommendation/reference	36.7	34.8	42.9
Overworked people in my field	16.7	13.0	28.6
Less opportunities due to the economic condition of the country	60.0	69.6	28.6

**Table 3.7: Perception about Various Aspects of Training [Percentage of Beneficiaries who Affirmed the Statement]**

	Overall	Gender	
		Male	Female
Are you working in the same field in which you trained?	42	39	46
Did you know anything about doing business before this training?	29	28	30
Do you know anything about starting/running your own business after completing this training?	75	65	86
Did you want to start a business before attending this BRSP training?	49	57	41
Do you want to start a business after attending this BRSP training?	90	91	89
Did you have any business plans before the BRSP training?	39	39	38
Have you made a business plan now?	67	70	65

**Table 4.1: Improvement in Specific Expertise and Training Aspects [Average Percentage]**

	Overall	Gender	
		Male	Female
Sample Beneficiaries	83	47	36
Percentage what learned from the training; remember now	85	77	94
Percentage of what learned from the training; are using in your work	78	67	85
Percentage increase in your critical thinking abilities	76	70	80
Percentage increase in your self-esteem	74	67	82
Percentage increase in your decision-making abilities	73	67	80
Percentage has your expertise increased	71	65	79



**Table 4.1: Improvement in Specific Expertise and Training Aspects [Average Percentage]**

	Overall	Gender	
		Male	Female
Percentage increase in your negotiating ability	71	63	81
Percentage increase in your planning abilities	66	61	71
Percentage has your contact with people in different business institutions; increased after the training	52	59	38
Of the people who took the training with you in your course; approximately what percentage have started working	33	30	41
Percentage of your fellow trainees; are you still in touch with	32	38	14

**Table 5.1: Changes Documented by Sample Beneficiaries**

	Current	Before Training	Mean Difference	t-value	Statistical Significance
Child Schooling	3.4	2.81	0.59	1.6	Significant
Total monthly income of household	34,387	29,893	4,494	1.9	Significant
Monthly saving of household?	9,000	5,487	3,513	1.09	Insignificant
Household Asset Score	3.34	2.62	0.72	3.54	Significant
Household Livestock Score (Current)	0.87	0.86	0.01	0.07	Insignificant
Personal (Beneficiary) Income	14,279	12,029	2,250	1.19	Insignificant
Personal (Beneficiary) Saving	596	78	518	1.35	Insignificant

**Table 6: Household Poverty Status [2023]**

	Overall		Gender			
			Male		Female	
	2023	2020	2023	2020	2023	2020
Sample Beneficiaries	83	83	46	46	37	37
Household Poverty Score [Average]	47.7	44.0	51.5	46.8	42.7	40.5
Percentage of Extremely Poor [0-11]	-	2.5	-	2.2	-	2.8
Percentage of Chronically Poor [12-18]	4.9	6.2	2.2	4.4	8.3	8.3
Percentage of Transitory Poor [19-23]	7.3	4.9	4.3	2.2	11.1	8.3
Percentage of Transitory Vulnerable [24-34]	13.4	19.8	8.7	17.8	19.4	22.2
Percentage of Transitory Non-Poor [35-50]	29.3	28.4	28.3	26.7	30.6	30.6
Percentage of Non-Poor [51-100]	45.1	38.3	56.5	46.7	30.6	27.8

**Table 7: Income and Employment - After Training**

		Overall	Beautician	Bedding	Commercial Cooking & Hotel Management	Dress Designing	General Electrician	Artificial Insemination & Livestock Management	Mobile Repairing	Submersible Repairing	UPS & Solar Repairing	
Male	Overall	25	0	0	6	0	5	5	3	2	4	
	Self-employed	60	0	0	66.7	0	60	60	100	0	50	
	Salaried Employee	28	0	0	33.3	0	40	20	0	50	25	
	Working for Wages	12	0	0	0	0	0	20	0	50	25	
	How much is your total income these days	Average Rupees	28,074	.	.	20,500	.	22,000	12,400	29,000	8,000	70,400
	How much was it before you got the training?	Average Rupees	5,515	.	.	15,833	.	6,000	0	3,333	1,333	1,982
	<b>Income Change</b>		<b>22,559</b>	<b>-</b>	<b>-</b>	<b>4,667</b>	<b>-</b>	<b>16,000</b>	<b>12,400</b>	<b>25,667</b>	<b>6,667</b>	<b>68,418</b>
	Overall	12	3	3	0	6	0	0	0	0	0	
Self-employed	25.0	100	0	0	0	0	0	0	0	0		
Working for Wages	8.3	0	0	0	16.7	0	0	0	0	0		
Freelancing	66.7	0	100	0	83.3	0	0	0	0	0		
How much is your total income these days	Average Rupees	5,038	5,500	4,000	.	5,500	.	.	.	.	.	
How much was it before you got the training?	Average Rupees	2,192	5,000	3,250	.	83	.	.	.	.	.	
<b>Income Change</b>		<b>2,846</b>	<b>500</b>	<b>750</b>	<b>-</b>	<b>5,417</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Overall	Overall	37	3	3	6	6	5	5	3	2	4	
	Self-employed	48.6	100	0	66.7	0	60	60	100	0	50	
	Salaried Employee	18.9	0	0	33.3	0	40	20	0	50	25	
	Working for Wages	10.8	0	0	0	16.7	0	20	0	50	25	
	Freelancing	21.6	0	100	0	83.3	0	0	0	0	0	
	How much is your total income these days	Average Rupees	20,588	5,500	4,000	20,500	5,500	22,000	12,400	29,000	8,000	70,400
	How much was it before you got the training?	Average Rupees	4,435	5,000	3,250	15,833	83	6,000	0	3,333	1,333	1,982
	<b>Income Change</b>		<b>16,153</b>	<b>500</b>	<b>750</b>	<b>4,667</b>	<b>5,417</b>	<b>16,000</b>	<b>12,400</b>	<b>25,667</b>	<b>6,667</b>	<b>68,418</b>

**Table 8: Income - After Training**

		Overall	Beautician	Bedding	Commercial Cooking & Hotel Management	Dress Designing	General Electrician	Artificial Insemination & Livestock Management	Mobile Repairing	Submersible Repairing	UPS & Solar Repairing	
<b>Male</b>	Overall	27	0	0	6	0	5	5	3	3	5	
	How much is your total income these days	Average Rupees	28,074	.	.	20,500	.	22,000	12,400	29,000	8,000	70,400
	How much was it before you got the training?	Average Rupees	5,515	.	.	15,833	.	6,000	0	3,333	1,333	1,982
	<b>Income Change</b>	<b>22,559</b>	<b>-</b>	<b>-</b>	<b>4,667</b>	<b>-</b>	<b>16,000</b>	<b>12,400</b>	<b>25,667</b>	<b>6,667</b>	<b>68,418</b>	
<b>Female</b>	Overall	13	3	4	0	6	0	0	0	0	0	
	How much is your total income these days	Average Rupees	5,038	5,500	4,000	.	5,500	.	.	.	.	
	How much was it before you got the training?	Average Rupees	2,192	5,000	3,250	.	83	.	.	.	.	
	<b>Income Change</b>	<b>2,846</b>	<b>500</b>	<b>750</b>	<b>-</b>	<b>5,417</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Overall</b>	Overall	40	3	4	6	6	5	5	3	3	5	
	How much is your total income these days	Average Rupees	20,588	5,500	4,000	20,500	5,500	22,000	12,400	29,000	8,000	70,400
	How much was it before you got the training?	Average Rupees	4,435	5,000	3,250	15,833	83	6,000	0	3,333	1,333	1,982
	<b>Income Change</b>	<b>16,153</b>	<b>500</b>	<b>750</b>	<b>4,667</b>	<b>5,417</b>	<b>16,000</b>	<b>12,400</b>	<b>25,667</b>	<b>6,667</b>	<b>68,418</b>	