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YOUTH EMPLOYMENT PROJECT

MIDTERM EVALUATION REPORT (UNDP)

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ACRONYMS

CBO	Community-Based Organization
CMI	Composite Marginalization Index
DO	Development Objective
MITI	Memon Industrial and Technical Institute
MoU	Memorandum of Understanding
MSI	Management Systems International
NGO	Non-governmental Organization
P&D	Planning and Development Department
PHMA IKTK	Pakistan Hosiery Manufacturers and Exporters Association Institute of Knitwear Technology Karachi
SMS	Short Message Service
SPO	Strengthening Participatory Organization
STEVTA	Sindh Technical Education and Vocational Training Authority
STU	Satellite Training Unit
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Program
USAID	United States Agency for International Development
VTC	Vocational Training Center

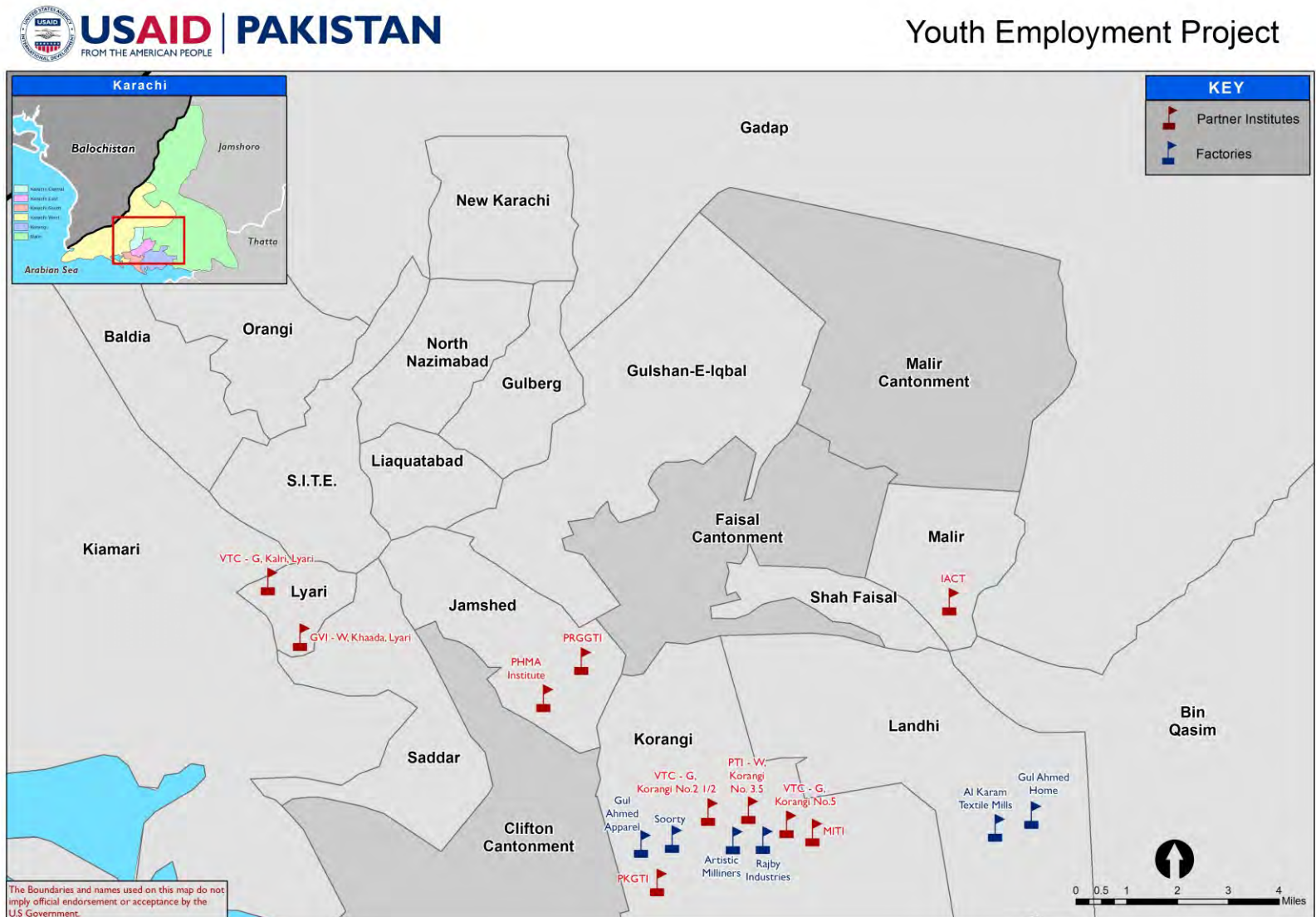
PROJECT SUMMARY

Table I summarizes basic information about the Karachi Youth Employment Project.

TABLE I: PROJECT SUMMARY

Title/Field	Project/Activity Information
Contract/agreement numbers	AID-391-IO-15-00004
Contracting/agreement officer's representative (COR/AOR)	
Start date	January 7, 2015
Completion date	January 6, 2018
Location	Karachi
Implementing partner(s)	UNDP
USAID/Pakistan Mission Strategic Framework objectives addressed	DO3: Increased stability in focus areas DO2: Improved economic status of focus populations
Budget	

FIGURE I: YOUTH EMPLOYMENT PROJECT TRAINING PARTNERS



EXECUTIVE SUMMARY

Evaluation Purpose and Questions

The midterm evaluation of the UNDP-implemented Youth Employment Project aimed to assess whether the project is on track to meet training and employment targets, examine the efficacy of recruitment strategies, gauge stakeholder involvement, and assess the project's potential for scalability and sustainability. USAID/Pakistan expects to use the evaluation results to guide future stabilization programming, including the design of the second part of Let Girls Learn, a USAID-funded program that seeks opportunities to foster public-private partnerships to advance girls' education. The evaluation will also help identify potential course corrections before the project ends in January 2018. The evaluation addresses five questions:

1. How effective are the program's targeting, recruiting, and selection strategies?
2. How is the program affecting individual trainees?
3. How, if at all, has the perception of insecurity changed in targeted neighborhoods?
4. What is the stakeholder involvement in the projects?
5. Is the project scalable and can local resources be leveraged to transition it out of donor dependence?

Project Background

The project focuses on improving the quality of skilled labor available in Karachi, with a focus on enhancing employment prospects for youth (aged 18-29 years) in marginalized neighborhoods identified as priorities by USAID. The project's theory of change hypothesizes that training marginalized/at-risk youth from Karachi's violence-prone areas will improve their employment prospects, reduce violent extremism, and contribute to establishing a foundation for long-term economic growth and prosperity. Trained individuals are expected to become agents of change in their society and contribute to reducing aggregate levels of violence and extremism in the city.

The project focuses on vocational training to build the capacities of youth to engage in the job market in strategically selected industries that are important in the project areas. It works through 10 public and private technical vocational education and training (TVET) institutes and satellite training units (STUs) it has established within eight large-scale textile manufacturers.

Key Findings and Conclusions

UNDP effectively attracted and selected most of its beneficiaries from marginalized neighborhoods and towns that USAID identified as priorities. UNDP's practice of strategically collaborating with training institutes and satellite training units in the targeted neighborhoods contributed to the positive recruiting outcomes since the proximity of training facilities to trainees' homes is an important determinant of their decisions about seeking and completing training, particularly for women.

UNDP's direct recruiting strategy relied largely on print media (newspaper ads, pamphlets, and brochures), internal announcements in its facilities, and direct contact with communities through social mobilization and community visits. However, most trainees heard about the opportunity from family and

friends. Without knowing the extent to which each direct recruiting method contributed to word-of-mouth, it is not possible to assess the cost effectiveness of the different methods. However, since word-of-mouth incurred no direct costs, it would substantially boost the cost-effectiveness of the direct methods that contributed most to word-of-mouth advertising.

Training has created new employment by increasing the employment rate, decreasing the unemployment rate, and increasing labor force participation rates among trainees. It also helped trainees obtain better employment—many women shifted from self-employment to more stable wage employment, employed women are working more hours, employed men and women are earning higher incomes, and employed men and women are more satisfied with their jobs. However, the fact that 50 percent of alumni reported being unemployed or out of the labor force suggests either a mismatch between training topics and market demands or that the training is not equipping trainees with the hard and soft skills demanded by potential employers. Evidence from employers suggests a variety of issues.

The evaluation findings suggest that better employment opportunities contribute to reducing crime and violence. The primary mechanism through which employment produces these positive outcomes is through productive employment taking the place of “negative” activities. However, the evidence for this is largely hearsay and not based on reported behavioral change.

Communities, community organizations, and the private sector collaborated with UNDP on various aspects of design and implementation. Collaboration included working with community-based organizations (CBOs) and non-governmental organizations (NGOs) to leverage their connections with communities to inform youth of the training opportunities; working with community leaders to identify potential trainees, particularly girls; and soliciting feedback from private sector employers on the skills they required and the performance of trainees placed with employers. Private sector training institutes also supported the project by providing stipends to trainees and covering in-kind costs such as space, machinery, training materials, utilities, and transportation to trainees working in their facilities. Furthermore, the government allows UNDP to use Sindh Technical Education and Vocational Training Authority (STEVTa) training institutes—albeit with compensation.

Recommendations

- If USAID/Pakistan or UNDP wish to extend the project to additional towns, UNDP should establish relationships with training institutes and satellite centers in, or near, the targeted areas. Proximity of the training venue to the homes of potential trainees will attract more applicants and is especially important for women. Expanding training capacity, perhaps by working in additional neighborhoods and with more training partners, will be critical to meeting training targets.
- UNDP needs to carefully examine the trades or occupations in which it provides training and work with the private sector to identify the skills required in these occupations and trades. It then needs to ensure that its training, in hard and soft skills, is focused on meeting market demands. More active collaboration with the private sector to identify employment opportunities and the required skills, and ensure that the training is effectively teaching these skills, may improve post-training employment outcomes and encourage the private sector to more actively support the training program.
- UNDP needs to ensure that its implementing partners adapt their curricular content to the needs of the private sector. They should also engage the private sector in validating the curricula and ensuring that trainees acquire the soft and technical skills required by private sector employers. Given the importance employees, especially women, place on proximity to the workplace, UNDP should adopt a strategy for matching training at a particular venue to the sectors and skills required in the specific locality.

- UNDP's implementing partners need to build their capacities in placement, vocational counseling, and employment services. Without these key services, placement and employment rates are likely to remain low.

EVALUATION PURPOSE AND QUESTIONS

The midterm evaluation of the Youth Employment Project implemented by UNDP aimed to assess whether the project is on track to meet training and employment targets, examine the efficacy of recruitment strategies, gauge stakeholder involvement, and assess the project's potential for scalability and sustainability. USAID/Pakistan expects to use the evaluation results to guide future stabilization programming, including the design of the second part of Let Girls Learn, a USAID-funded program that seeks opportunities to foster public-private partnerships to advance girls' education. The evaluation will also help identify potential course corrections before the project ends in January 2018.

Evaluation Questions

The evaluation focused on answering the following five questions identified in the scope of work (Annex 1) and assignment work plan (Annex 2):

1. How effective are the program's targeting, recruiting, and selection strategies?
2. How is the program affecting individual trainees?
3. How, if at all, has the perception of insecurity changed in targeted neighborhoods?
4. What is the stakeholder involvement in the projects?
5. Is the project scalable and can local resources be leveraged to transition it out of donor dependence?

PROJECT BACKGROUND

Launched in 2015, the Youth Employment Project continues UNDP's efforts to improve the quality of skilled labor available in Karachi. The project builds on UNDP's experience implementing similar projects in Karachi, specifically the Gender Promotion through Skills Development in Garment Factories project (2006–2012) and the Promoting Employment and Productivity in Garment Industry project that started in 2012.

In contrast to these earlier UNDP projects, which were implemented in cities across the country, the current partnership between UNDP and USAID focuses on youth (18–29 years of age) in Karachi. Planning started in January 2015, and the project began implementation in earnest in the second half of 2015. UNDP plans to train 13,160 youth from selected areas of Karachi within a 3-year window and has set a target of placing 75 percent of alumni in jobs. While the project initially focused on three priority areas—namely Lyari, Korangi, and Sultanabad—it recently expanded coverage to other towns in Karachi.¹

¹ UNDP's first annual report states: "Recently USAID has allowed the project to expand its geographical boundaries and coverage to other poor, marginalized and vulnerable neighborhoods of Karachi such as Landhi, Malir, Shah Faisal, Orangi, SITE areas and Baldia. As a result, the project managed to increase its outreach and share the program benefits to other potential and deserving youth living in these parts of Karachi."

UNDP is implementing the project in close collaboration with 10 technical vocational education and training (TVET) institutes, 6 public and 4 private. In addition, UNDP has built on relationships with garment manufacturing factories established through previous projects and set up satellite training units with eight large-scale textile manufacturers. (For a list of all UNDP training partners, see Annex 3.) These satellite units offer trainings related to textile manufacturing—either domestic or industrial—with course duration ranging between one and two months. Recently, UNDP launched an internship program that provided students with three months of training split between formal training at a partner institute and on-the-job (internship) training in a related industry setting.

To increase outreach and improve targeting, UNDP partnered with Strengthening Participatory Organization (SPO), an NGO that specializes in community mobilization. The resource centers SPO established in project areas work with social mobilizers and CBOs to encourage youth to apply for training, track trainees, and assist with job placement.

Theory of Change

The project's theory of change hypothesizes that training marginalized/at-risk youth from Karachi's violence-prone areas will improve their employment prospects, reduce violent extremism, and contribute to establishing a foundation for long-term economic growth and prosperity. Trained and employed individuals are expected to become agents of change in their society and contribute to reduced aggregate levels of violence and extremism in the city.

EVALUATION METHODS AND LIMITATIONS

The evaluation applies a quasi-experimental design aimed to measure project outcomes by incorporating both a pre-post comparison of alumni and a comparison of the pre-training status of current trainees to the post-training status of the alumni. The pre-training status of current trainees serves as a counterfactual (i.e., represents what the current status of alumni would have been if they had not participated in training) to compare with the post-training status of alumni as an alternative method of measuring impact. The ability to draw two comparisons for a set of outcome variables allowed the evaluation team to triangulate changes in outcome variables and enhance the reliability of its findings.

Data Collection

The evaluation used mixed methods to answer the evaluation questions. Primary data collection methods included surveys, semi-structured interviews, and group interviews. (See Annex 4 for the data collection instruments.) The evaluation also conducted a structured survey of a random sample of alumni and current trainees and administered group interviews to a subset of survey respondents to obtain more detailed information to answer how and why questions. Finally, the evaluation used key informant interviews with a purposive sample of respondents from government, industry, UNDP project staff, and UNDP training partners to learn their perspectives on the project.

The evaluation also analyzed data from a variety of secondary sources. UNDP provided demographic information on trainees (both current and alumni) which served as the sampling frame for the survey and group interviews. To assess the prevalence of crime in Karachi's towns, the evaluation team compiled and mapped crime reports for Karachi from the Express Tribune newspaper. To provide context and comparisons where applicable, the team also analyzed datasets from the Pakistan Bureau of

Initially, the project faced difficulty in convincing garment companies and training institutes to recruit youth trainees from just three areas- Lyari, Korangi and Sultanabad." (p. 7)

Statistics. A literature review of the available discourse on the subject provided background information for triangulation.

Survey

UNDP provided demographic data on trainees, including their town of residence, which served as the sampling frame for the survey. The evaluation team selected a simple random sample of alumni from all 18 UNDP training partners in Karachi and conducted a census survey of current trainees.

The evaluation team calculated sample sizes that allowed them to detect a 10 percentage point change in the proportion of trainees employed as a result of the training, with an alpha of 0.05. Table 2 indicates the numbers of planned versus completed surveys. Annex 5 describes the sampling approach in more detail.

TABLE 2: SURVEYS CONDUCTED, PLANNED VERSUS ACTUAL

Respondent Type	Number of Surveys Planned	Number of Surveys Conducted
Current trainees	201	217
Alumni	500	186
Total	701	403

Because of the difficulties of obtaining the necessary government permissions for fieldwork, the team conducted the surveys at training institutes and satellite training centers. The team used the mobile phone numbers provided by UNDP to contact the trainees and invite them to participate in the survey at the training institute where they received training.

Surveyors attempted to contact trainees at least three times a day for two consecutive days; if they got no response after two days, they marked the case as a non-response and replaced it. Twenty-four percent of sampled individuals had their mobile phones switched off, and another 19 percent did not answer repeated phone calls, even after they had been sent a short SMS introducing the survey purpose. Ten percent were unavailable or unable to travel to training institutes for the survey. Only 5 percent of sampled individuals refused to take part in the survey. Overall, 32 percent of sampled individuals were available for the survey.

Group Interviews

The evaluation team conducted group interviews with a subset of survey respondents to acquire more detailed qualitative information to substantiate findings from the survey. The team conducted eight group interviews stratified by sex, training status, and employment status, with up to four participants in each group interview. The team purposively selected participants from the available pool of survey respondents by prioritizing respondents from areas that USAID categorized as marginalized, namely Lyari, Korangi, and Sultanabad.

Key Informant Interviews

The team conducted 32 key informant interviews with a variety of stakeholders including government representatives (3), UNDP project staff (3), SPO social mobilization staff (4), representatives of UNDP training partners (10), employers of alumni (5), experts on Karachi city (5), and representatives of industry trade associations (2).

Secondary Review

In addition to collecting primary data using the methods outlined above, the evaluation team studied UNDP's reports in detail. The team also reviewed relevant academic journal articles and policy documents, and analyzed relevant government statistics on labor force and employment to draw comparisons.

Evaluation Limitations and Mitigation Measures

The evaluation team made extensive efforts to ensure the data collected were valid and reliable. This section presents the limitations arising as a result of the evaluation design and field procedures. It also explains the mitigation measures the team took to minimize the impact of these limitations on the reliability and validity of the data collected.

1. Because of the difficulty of obtaining the necessary government permissions to conduct fieldwork in Karachi, the evaluation team was not able to visit trainees at their homes. The team considered a telephone survey; however, they deemed that option infeasible in view of the length of the questionnaire. Instead, they conducted the survey at the parent training institute of sampled trainees. To the extent that respondents' willingness and ability to travel to another location for the interviews is related to anticipated outcomes (e.g., unemployed individuals may be more likely to come to the interview), conducting the interviews outside the home may have introduced bias. To help mitigate this source of potential bias, MSI offered respondents Rs. 500 to compensate them for their time and any costs associated with travel.
2. To reduce non-response rates, trainees were given Rs. 500 for taking part in the survey. Given the low response rate, this amount was perhaps lower than optimal. While it could be argued that monetary incentives bias responses, according to Toepoel,² they do not bias responses, and may instead contribute to more detailed information.
3. The potential for low response rates became apparent during field testing of the survey instrument. To mitigate this potential issue, the evaluation team provided replacements in addition to the original 701 sampled trainees, stratified by sex and town of residence. Despite this mitigation measure, the response rate was low. The team completed 403 surveys instead of the planned 701. The low response rate raised the potential for bias since trainees who came for the survey may be systematically different from those who did not.
4. Because of limited time and access, the evaluation team interviewed only 10 industry representatives. The evidence on employers' perspectives is thus quite thin. While the responses illustrate issues and perspectives, they are not necessarily generalizable to the universe of employers.
5. The survey asked alumni a set of recall questions about their pre-training status. In some cases, the recall period was longer than one year, so the responses have the potential for some degree of unreliability. To mitigate this, the team limited recall questions to topics that trainees could reasonably be expected to remember. For example, the survey included questions on employment status and personal monthly incomes, but not on feelings of insecurity before the training. Another measure to mitigate the effect of recall bias was to train enumerators to encourage respondents to think carefully about the question and use as much time as they needed before answering recall

² Toepoel, Vera. 2012. "Effects of Incentives in Surveys." *Handbook of Survey Methodology for the Social Sciences*: 209-223. http://link.springer.com/chapter/10.1007%2F978-1-4614-3876-2_13.

questions. Additionally, comparing the pre-training status of current trainees to the pre-training status of alumni validated the reliability of responses to recall questions.

FINDINGS

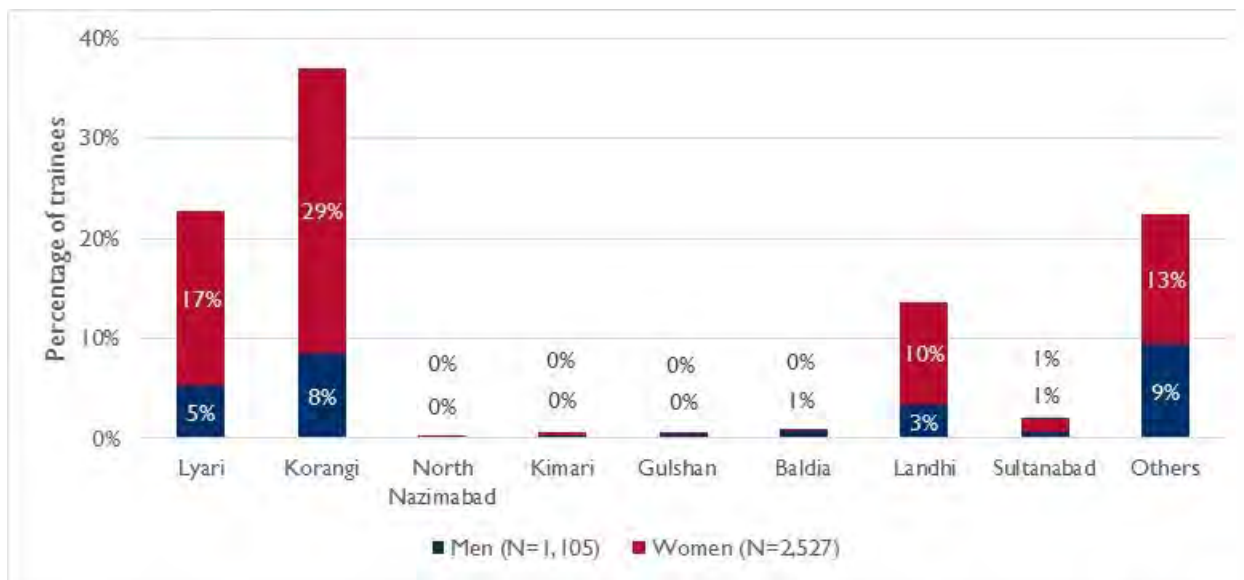
Q1: How effective are the project's targeting, recruiting, and selection strategies?

Q1(a): Is UNDP selecting beneficiaries from marginalized/at-risk neighborhoods?

The analysis addresses this question by examining whether beneficiaries (alumni and current trainees selected for USAID-supported training programs) are more likely to come from marginalized/at-risk towns than from other towns.³ The analysis uses two measures to identify marginalized/at-risk towns, (1) the three towns USAID identified as initial priorities in the cooperative agreement⁴ and (2) a marginalization index developed by the evaluation team (see Annex 6). A positive correlation between either marginalization measure and the percentage of alumni and current trainees from a town would suggest that UNDP is selecting beneficiaries disproportionately from marginalized/at-risk towns.⁵

UNDP's records indicate that it has trained 3,542 individuals under the USAID-funded project. Sixty-two percent came from one of the three towns USAID identified as initial priorities, and 61 percent came from the towns the marginalization index ranked as the five most marginalized/at risk (Figure 2).

FIGURE 2: DISTRIBUTION OF TRAINEES BY TOWN



The evaluation team's interviews asked UNDP and implementing partner staff how they selected trainees. While the question did not ask specifically about geographic selection criteria, 10 of 12

³ The analysis focuses on towns instead of neighborhoods because neighborhoods are not well defined, making it difficult to consistently identify the neighborhood in which a trainee lived.

⁴ Korangi, Lyari, and Sultanabad (a neighborhood of Kimari Town).

⁵ A more appropriate analysis would weight the percentages of trainees from a particular town by the town's population (especially the population within the targeted age range). However, the most recent census data date from 1998, there are no projected population estimates at the town level, and the populations of the towns have probably changed substantially since 1998.

respondents alluded to geography and 6 specifically stated that they selected trainees from certain towns. Distance between trainees' homes and the training facility strongly influenced the choice of training facility, especially for women. A regression analysis of the effect of distance on the percentage of trainees recruited from various towns found a statistically significant negative correlation between distance from the training venue and the proportion of applicants and trainees from the town.⁶ Furthermore, the effect of distance was stronger for women than for men (see Annex 7 for details of the regression analysis).

Conclusions: The data show that UNDP attracted trainees largely from marginalized towns as identified by USAID and the evaluation's marginalization index. The travel distance between the training facility and a trainee's home was an important factor affecting recruiting; the fact that UNDP had numerous facilities within the priority towns contributed to its ability to attract individuals from these locations.

Q1(b): Are the recruiting strategies attracting marginalized/at-risk individuals and is UNDP selecting marginalized/at-risk individuals from among the pool of recruits?

This question differs from question 1(a) because it focuses on individual characteristics instead of characteristics of a town. To answer the question, the evaluation team first had to define "marginalized/at-risk" at the individual level. Because there is no standard definition, the analysis uses data from the surveys of alumni and current trainees to develop a profile along seven dimensions related to marginalization, all measured pre-training: household income, poverty score, likelihood of poverty, literacy, educational attainment, employment rate, and percentage employed. It then matches the characteristics of respondents to those of the population of Karachi to determine whether respondents were more or less "marginalized" than the general population.

Because UNDP did not provide data on applicants, it is not possible to answer the first part of the question, i.e., whether recruiting strategies attracted marginalized/at-risk individuals. However, because UNDP did not use geographic criteria to select trainees from among the pool of applicants (see findings for question 1(a)), it is reasonable to assume that the "marginalization" status of applicants is similar to that of alumni and current trainees.

To answer the second part of the question, i.e., whether UNDP selected marginalized/at-risk individuals from among the pool of recruits, the analysis compared the characteristics of alumni and current trainees at the time they started training to the values of these characteristics for the target population (i.e., 18–29 years of age) in Karachi (Table 3).

The data in Table 3 suggest that, prior to training, UNDP trainees are more "marginalized" than their age-group peers in urban Karachi. They are less likely to be employed, less likely to be in the labor force, more likely to be impoverished, and have substantially lower median household incomes.

⁶ The analysis used a crude measure of distance between the geographic centers of the towns, i.e., the driving distance from the geographic center of the town in which a trainee lived to the center of the town in which he or she was trained.

TABLE 3: PROFILE OF TRAINEES RELATIVE TO KARACHI

Characteristics	Alumni (Pre-training) and Current Trainees	Karachi (18-29 Years of Age)
Aged 18-29 years (%)	86%	21%
Literate (%)	97%	90%
In labor force (%)	36%	43%
Employment rate (%)	74%	87%
Educational attainment		
Secondary or lower (%)	50%	64%
Higher secondary or above (%)	50%	36%
Poverty score (mean)	74.9	73.5
Maximum likelihood of being under the poverty line of \$1.25/day (average %)	37%	27%
Maximum likelihood of being under the national poverty line (average %)	38%	30%
Median monthly household income (Rs)	20,000	32,000
Household income of Rs 20,000 or below (%)	50%	52%

Q1(c): What is the relative cost-effectiveness of the different recruiting strategies?

To answer this question, the evaluation team first used data from the surveys of alumni and current trainees to determine which recruiting strategies attracted them to the training opportunity. It then collected data from UNDP on the costs of each recruiting method, estimated the total number of successful applicants (i.e., accepted into the training program) attracted by each method, and calculated the cost per successful applicant by dividing the cost of the method by the number of successful applicants it attracted.

The survey of trainees (alumni and current trainees) asked respondents to indicate all the ways they had heard about the training opportunity. Family and friends emerged as the most frequently mentioned sources, with internal announcements (i.e., announcements made within the training locations) and newspaper ads as distant second and third most frequently mentioned. The data suggest that UNDP employed a fairly narrow recruiting strategy that relied largely on word-of-mouth and print media, with word-of-mouth and internal announcements—both with no direct costs—being the most effective.

Table 4 ranks the recruiting methods from most to least cost-effective. These estimates suggest that, of the direct methods, print media (i.e., newspaper ads and brochures) and industrial and community visits were the most cost-effective. The remaining methods entailed substantially higher average cost per trainee.⁷

⁷ The data did not permit gaining a deeper understanding of the contribution of each of the direct methods to word-of-mouth. The ranking of methods by cost-effectiveness implicitly assumes that they contributed equally to word-of-mouth. Because the question asked which methods alumni and current trainees had heard of, and not which were most influential in their decision to apply, the analysis also assumes that the methods were equally influential in attracting successful applicants.

TABLE 4: COST-EFFECTIVENESS OF RECRUITING STRATEGIES

Recruiting Method	Effectiveness of Method (% of Respondents) ⁸	Total Cost of Method (Rs)	Number of Successful Applicants	Cost per Successful Applicant (Rs)
Family and friends	62%	N/A	N/A	N/A
Internal announcements	14%	N/A	N/A	N/A
Newspaper ads	9%	500,000	362	1,381
Pamphlets, brochures, flyers	6%	1,000,000	149	6,723
Industrial and community visits	2%	500,000	71	7,085
Social mobilization	1%	1,500,000	38	39,896
Radio show	0%	500,000	0	--
All methods		4,000,000	619	6,463 / 1,193^a

a. UNDP spent Rs 6,463 per individual recruited directly by a method. Factoring in the contribution of the direct methods to word-of-mouth (family and friends) and the costless, but effective, internal announcements, implies that UNDP spent about Rs 4,000,000 to recruit 3,356 trainees at an average cost of Rs 1,193 per trainee.

Q2: How is the program affecting individual trainees?

Q2(a): To what extent are trainees obtaining new or better jobs relative to similar individuals who do not receive training?

The evaluation team assessed various employment characteristics to determine whether trainees are getting “new or better jobs” through the project, relying largely on survey data. The factors include labor force participation rate, employment rate, employment type, contract length, income, working hours, and job satisfaction. The team also analyzed the degree to which jobs are relevant to trainings received, and whether implementing partners have provided adequate support in job placement. Taken together, analysis of these findings shows how the program affected the employment of beneficiaries. The analysis also explored the relationship between indicators of better jobs and factors such as training type, gender, prior education, and location to gain further insights into how and for whom training was effective.

Sixty percent of surveyed alumni felt that the training they had received through the project had a positive impact on their employment. Women were more likely than men to believe their employment had improved (65 percent of women and 48 percent of men). Seventy-four percent of employed alumni—and 45 percent of unemployed alumni—believed that the training had a positive impact. A current trainee explained how he expected the training to improve his job prospects:

“I feel that this certification will aid future job prospects. This certification is great not just because of the UNDP name, but also because it’s free. Especially when compared to other certifications that are costly and still don’t affect our job prospects, I find this to be a great opportunity.” – Male current trainee, Gulshan Town

When asked to identify all the ways in which the project had positively affected employment from a defined list of effects, alumni most frequently mentioned that it had improved their skill set (34 percent

⁸ Percentage of survey respondents who mentioned each method.

of 115 responses), increased their confidence in finding a job (26 percent), and increased their income (22 percent).

Employment Status⁹

The data suggest that UNDP training resulted in higher labor force participation rates. Participating in the labor force means that an individual either is working or has sought work in the past seven days. Among current trainees, approximately 53 percent of respondents were in the labor force prior to starting their training (Figure 3). Sixty-four percent of alumni reported participating in the labor force prior to starting training, a value that increased to 67 percent post-training. The pre-post comparison of alumni suggests that labor force participation increased by three percentage points, while the comparison between the post-training situation of alumni and the pre-training situation of current trainees suggests that labor force participation increased by 14 percentage points. A t-test of the labor force participation rates among alumni does not show a statistically significant difference between before and after training.¹⁰

The data also suggest that UNDP training increased the percentage of trainees who were employed—i.e., the percentage of respondents who reported having worked in the past seven days. Half of alumni reported being employed in the seven days prior to the survey, compared to 40 percent of alumni and 26 percent of current trainees who were employed prior to entering the program. The 10 percentage point difference between pre- and post-training employment for alumni is significant at 10 percent.¹¹ The 24 percentage point difference in employment rates between alumni (post-training) and current trainees provides further evidence that training increased incomes (interpreting the current trainees as the counterfactual).

The proportion of alumni who are unemployed fell by 7 percentage points after they received training (Figure 3), and this difference is statistically significant. Similarly, the post-training unemployment rate among alumni is 9 percentage points lower than the 26 percent among current trainees (Figure 3) which further supports a conclusion that training reduced unemployment.

Male and female alumni experienced similar changes in employment pre- and post-training: men's employment increased from 55 percent to 65 percent, and women's increased from 34 percent to 44 percent. Women have a harder time finding and keeping employment because of societal pressures and insecurity in Karachi. When asked to describe barriers to employment, 3 of 16 female group interview participants explained that their families do not approve of their working far from home, and 4 mentioned the judgement of neighbors even with family permission.

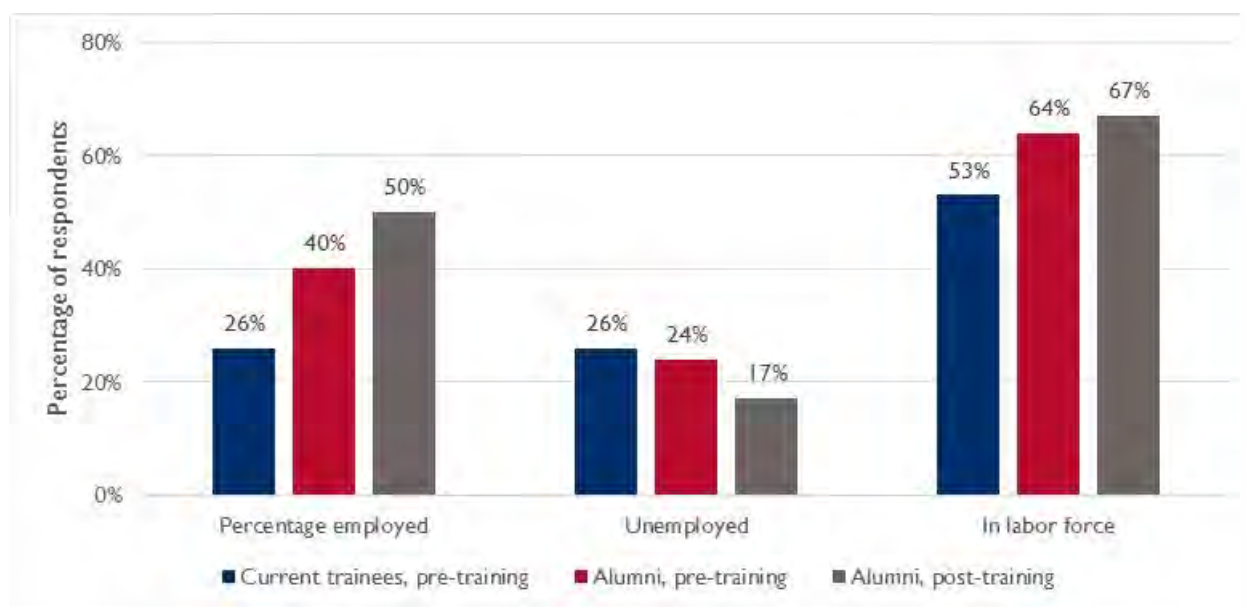
“[My] family doesn’t mind me working but outsiders do, people who see us leave the house, those who live in the neighborhood. Things are better now, but factory work is difficult.”— Female current trainee, Lyari Town

⁹ For this research question, the evaluation team calculated rates of respondents who are employed, unemployed, and not in the labor force based on the number of all respondents who were asked the question. Individuals are designated as employed if they have a job or business or claim to have done work for pay, profit, or family gain for at least one hour in the seven-day period in question. If they are not employed, respondents are considered unemployed if they have been seeking work in the same seven-day period. All others are designated as outside the labor force, and they are not excluded from the calculation. Therefore, the three categories always equal 100 percent.

¹⁰ $t=0.749$, $p=0.228$

¹¹ $t=-1.32$, $p=.094$

FIGURE 3: EMPLOYMENT STATUS BEFORE AND AFTER TRAINING



Older trainees seemed to benefit from training more than younger trainees. The percentage of alumni between 18 and 29 years old who were employed increased from 40 percent to 47 percent between pre- and post-training, while the percentage of those above age 29 who were employed increased from 45 percent to 67 percent. In fact, a correlation between age and post-training employment is positive and significant.¹²

A transition matrix (Table 5) shows that most alumni who were employed prior to training were employed after training, and that most who were not in the labor force prior to training remained out of the labor force after training. However, 34 percent of previously unemployed alumni gained employment after training, and 36 percent who were not previously in the labor force joined the labor force after training.

TABLE 5: TRANSITION OF ALUMNI BETWEEN STATES OF EMPLOYMENT

		Post-Training Employment State			
		Employed (%)	Unemployed (%)	Not in Labor Force (%)	Pre-Training Status (%)
Pre-Training Employment State	Employed (%)	85%	7%	8%	40%
	Unemployed (%)	34%	40%	27%	24%
	Not in Labor Force (%)	22%	14%	64%	36%
	Post-Training Status (%)	50%	17%	33%	

This transition matrix shows the (row) percentage of respondents who transitioned from the pre-training employment state to the post-training employment state.

The effect of training on employment varied substantially by course. Employment among alumni of the Industrial Machine Operator training course increased by 57 percentage points—from 33 percent

¹² $t=0.131$, $p=0.074$

before training to 90 percent after. Employment for alumni of both Fashion Designing and Merchandising trainings increased by 11 and 16 percentage points, respectively. Employment rates for Industrial Stitching and Dress Making did not increase. Only 22 percent of alumni who had taken Industrial Stitching were employed both before and after training. In general, training related to stitching began with low levels of employment, and training had little effect on employment.¹³

The percentage of alumni employed increased in all towns, with Landhi showing the largest increase (53 percent before training compared to 83 percent after) and Lyari the smallest (28 percent before training compared to 31 percent after). Jamshed had the lowest employment both before and after training (5 percent and 20 percent, respectively). This may be preliminary evidence that beneficiaries from Lyari and Jamshed Town are confronting a particularly difficult employment environment.

Employment Type

The survey data revealed no major shift in employment type for men before and after training. Women, however, shifted away from self-employment (41 percent of 41 employed women alumni before training compared to 31 percent after training) toward paid employment (54 percent before training to 67 percent after). The comparisons between employment types for alumni (post-training) and current trainees (the counterfactual) corroborate the results of the pre-post comparison for alumni. Men from either group are about as likely to be paid employees (95 percent of 40 alumni compared to 90 percent of 21 current trainees) and self-employed (5 percent for both groups), while alumni women are more likely than current trainees to be paid employees (67 percent of 57 alumni compared to 36 percent of 36 current trainees) and less likely to be self-employed (31 percent of 57 alumni compared to 58 percent of 36 current trainees). The shift in employment type for women represents better employment since paid employment provides a more stable income than self-employment.

Training did not have a significant effect on the percentage of trainees with an employment contract. However, having a contract was positively and significantly correlated with job satisfaction—94 percent of 23 employed alumni with a contract were satisfied with their jobs, compared to 70 percent of 55 employed alumni without a contract, a statically significant difference.¹⁴ This indicates that contracts do improve the attractiveness of job opportunities for young people in Karachi. This is especially true for written contracts. All of the 17 alumni with written contracts were satisfied with their jobs, compared to 5 of the 6 alumni with verbal contracts.

Working Hours

A comparison of employed alumni's pre- and post-training weekly hours of work revealed an average decrease of five hours worked per week for men and an increase of six hours per week for women (Figure 4). The comparison between post-training alumni and current trainees also suggests that training reduced average hours worked for men (by two hours per week) and increased work hours for women (by five hours per week). The difference between the working hours of all employed alumni before and after training is statistically insignificant.¹⁵ The differences for men and women are also insignificant.¹⁶

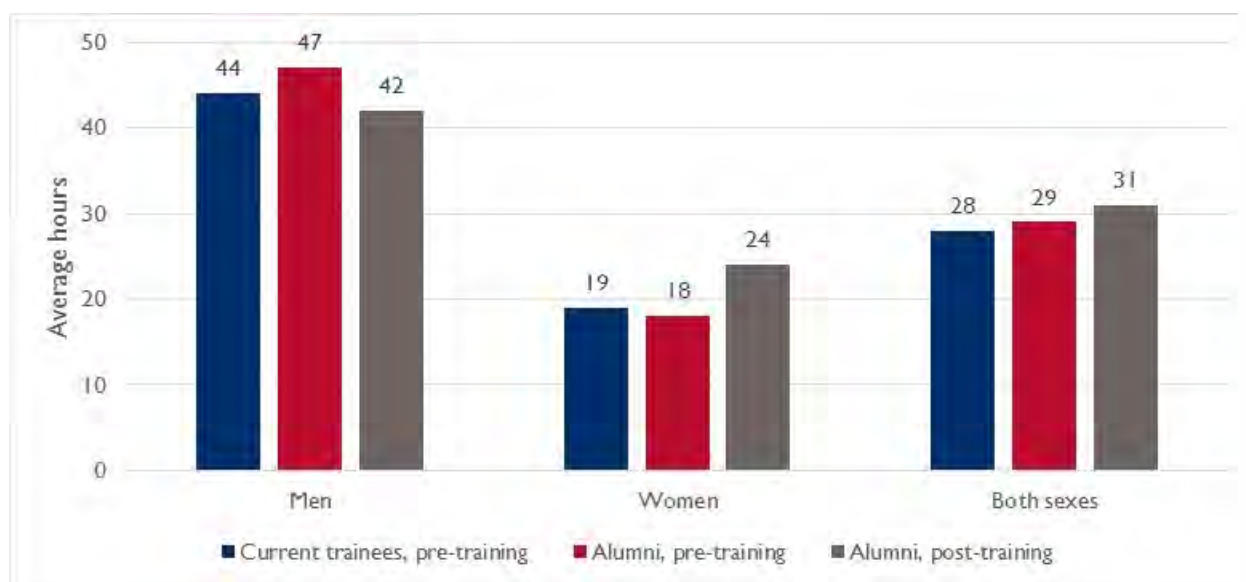
¹³ This paragraph reports results for courses with a sufficient number of observations for analysis.

¹⁴ $t=-1.3$, $p=0.0987$

¹⁵ $t=0.093$, $p=0.93$

¹⁶ Men $t=0.46$, $p=0.55$; women $t=-1.17$, $p=0.24$

FIGURE 4: AVERAGE WEEKLY WORKING HOURS BEFORE AND AFTER TRAINING



Income

The analysis considers only personal income from employment and excludes individuals with no income. Median incomes therefore exclude respondents who are not employed or not participating in the labor force.

A comparison of pre- and post-training average monthly income shows a substantial increase for both men and women, with a larger percentage increase for women—97 percent compared to 17 percent for men (Figure 5). This is an understandable result given that UNDP focused much more on those trades that benefit women. The comparison between post-training income of alumni and pre-training income of current trainees (the counterfactual) also suggests that women are earning substantially more than they would have had they not participated in the training. For men, however, the comparison suggests that their earnings are lower than they would have been otherwise. Because the counterfactual is not a rigorous one, the comparison of alumni's pre- and post-training income is a more reliable estimate of the effects of the training.

The median monthly income of employed alumni before and after training increased by more than 100 percent for participants in the Industrial Stitching (\$19 to \$57), Industrial Machine Operator (\$57 to \$133), and Merchandising (\$76 to \$159) training courses. Median income for alumni who had completed the Dress Making training dropped from \$38 to \$29.

Job Satisfaction

Satisfaction with a job is an indicator of overall job quality that may incorporate dimensions of salary, work environment, and consistency with interests or lifestyle. A greater percentage of UNDP alumni reported being satisfied with their post-training employment (77 percent of 97 respondents) than with their jobs before training (62 percent of 73 respondents); however, this difference is not statistically significant.¹⁷ Women reported a greater change in job satisfaction than men (Figure 6). The somewhat lower percentage of current trainees who reported being satisfied with their pre-training jobs (58

¹⁷ $t=-0.958$, $p=0.173$

percent of 57 respondents) suggests that training has increased job satisfaction relative to what it would have been without training.

FIGURE 5: MEDIAN PERSONAL MONTHLY INCOME BEFORE AND AFTER TRAINING

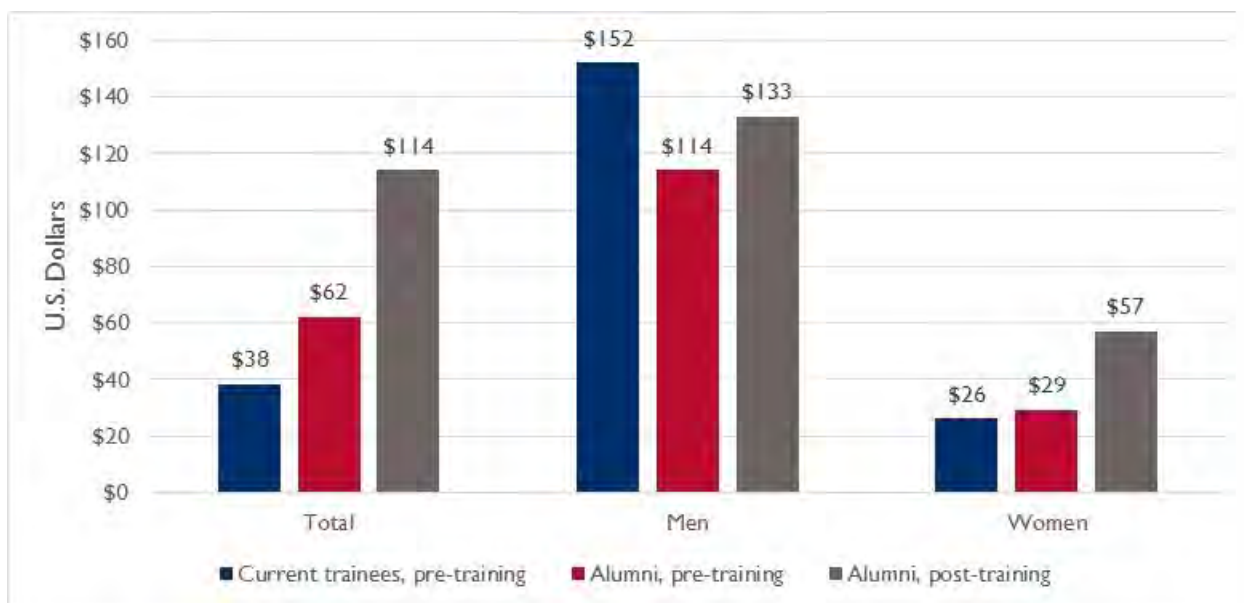
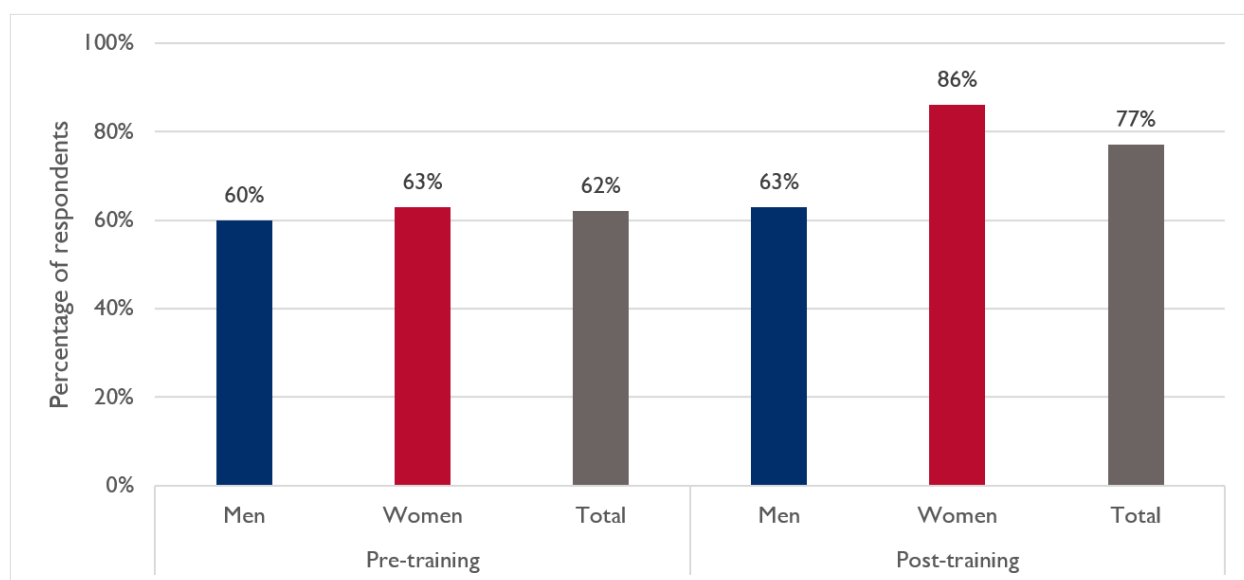


FIGURE 6: JOB SATISFACTION OF EMPLOYED ALUMNI



When asked to explain why they were satisfied or dissatisfied with their jobs, respondents most frequently cited proximity of the workplace to their homes (23 percent of 79 respondents) and better salary (18 percent of 79 respondents). Outside of these two main reasons, men were more likely than women to mention opportunities for career growth and job security, while women placed more importance on a lack of discrimination and appropriate working hours. This may indicate that men are more concerned with long-term considerations when assessing employment while women look towards the conditions of their work environment. Among the few alumni who were dissatisfied with their jobs, the most common reason cited was a low salary (85 percent of 8 respondents).

Proximity of home to the workplace also emerged as the most frequently cited reason for pre-training job satisfaction (34 percent of 83 respondents) which underscores the importance of providing trainees with skills relevant to their specific neighborhoods. Three of eight female current trainees also mentioned this consideration during group interviews. Being able to obtain employment near their homes is particularly important for women.

“[A good job] should be near home. People don’t consider it good if a girl steps out of the house or goes to far-away places. People indulge in malicious gossip about girls then. If our workplace is close to home, it will be more acceptable socially.” – Female current trainee, Lyari Town

When asked to define the characteristics of a good job, 42 percent of 31 group interview participants cited a good work environment, 39 percent mentioned good working hours, and 32 percent noted providing transportation to and from work.

Job Placement and Retention

Forty-eight percent of 186 alumni survey respondents reported that they received some type support from their training institute after the course was completed. The most common type of support that alumni received was help in searching for jobs (17 percent of 186 respondents) and being placed in a job directly (10 percent of respondents). Only 3 percent were placed in an apprenticeship, and 2 percent received career counseling. During group interviews, just 6 of the 15 alumni participants noted some form of support from the institutes. This included direct job offers and follow-ups. According to an unemployed male alumnus: *“The institute contacts us periodically to ask us our employment status, and that’s about it.”*

Alumni survey respondents reported various levels of support across training institutes. All 22 respondents who trained through Gul Ahmed reported receiving some kind of support after completing training. Other large training partners provided support to less than half of their alumni. These included Memon Industrial and Technical Institute (MITI) (30 percent of 26 respondents), Pakistan Hosiery Manufacturers and Exporters Association Institute of Knitwear Technology Karachi (PHMA IKTK) (43 percent of 37 respondents), and Vocational Training Center (VTC) (G) Kalari Lyari (29 percent of 21 respondents). In interviews, training partners emphasized their formal links with the private sector as a strategy to place graduate trainees into jobs (9 of 18 partners interviewed).

Job retention rates were relatively high among employed alumni. Eighty-three percent of 111 alumni who have had a job since they completed training are still in the first job they obtained. Interviews with industry leaders indicated that program graduates’ attitudes and soft skills often impact their job retention rates. Training partners stressed this as well. Seventy-five percent of 12 training partners interviewed noted that trainee behavior separates beneficiaries who obtain a job and those who are unable to utilize the training properly.

“The graduates of this project are not properly oriented and prepared to work with the company. They do not have the attitude and mindset that future workers should have. They are not interested in working eight hours a day and they do not work with males and females in the same environment. Females who are coming out of the UNDP project are only interested in working at home.” – Industry partner, Gul Ahmed Industry

Relevance of Jobs to Training

Thirty-six percent of 97 employed alumni were working in occupations that matched their training course; this rate was equal for both men and women. Both the Quality Checker (95 percent of 18

employed respondents) and Industrial Machine Operator (71 percent of 22 employed respondents) trainings had a high rate of job matching. The rate of matched jobs declines sharply for other trainings. Only 2 of 7 Industrial Stitching graduates and 2 of 12 Fashion Designing graduates were in occupations matched to their training. The lowest rates of job matching were from the Dress Making (6 percent of 6 respondents) and Merchandising (0 percent of 7 respondents) trainings.

Industry leaders did not express satisfaction with the performance of Youth Employment Project graduates. Only one out of six interviewed felt that the graduates had better on-the-job performance compared to other new recruits. Three mentioned problems with the skill sets of graduates, while three also mentioned problems with the attitudes of Youth Employment Project alumni. As one noted:

“The new recruits that are hired through word-of-mouth are more motivated than the ones that come from the VTCs. Their technical capacity is limited, but they are more interested in working than VTC graduates.” – Industry partner

Project beneficiaries were aware of the importance of both hard and soft skills in obtaining employment. Forty-two percent of the 31 group interview participants said that interpersonal/communication skills or proper behavior were skills that employers in their industry look for when hiring. Fifty-two percent discussed having certified skills or a proper education as a factor in being hired.

However, the variety of skills provided to program beneficiaries does not address what group interview participants felt was the greatest challenge for young people to obtain desirable jobs—corruption in hiring. Thirty-nine percent of the 31 participants said that nepotism and bribes were the greatest challenge. This kind of corruption in the broader Karachi job market is likely a major impediment for trainees who are being recruited from the most marginalized areas of the city. As one alumnus expressed:

“Jobs are not given out on merit. Those responsible for hiring are often highly incompetent and only care about personal references. Ultimately, more often than not, the deserving ones are usually left out.” – Male alumnus, North Nazimabad Town

Q2(b): What effect is the program having on keeping youth away from violent groups or activities?

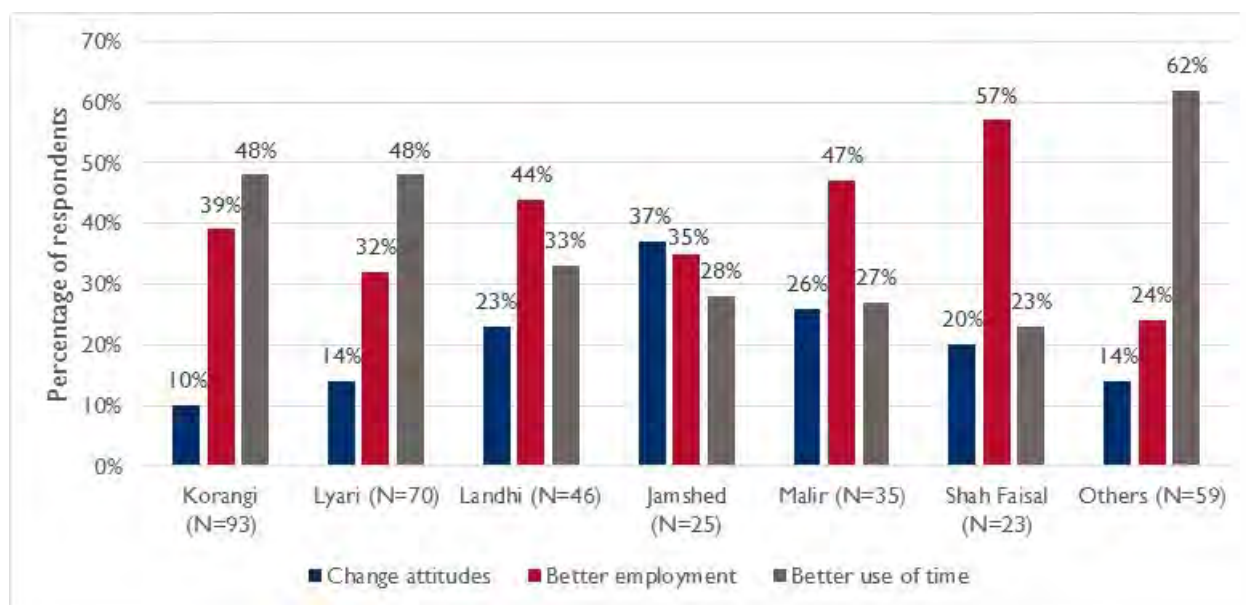
This evaluation question focuses on testing the link between skill development, employment, and reduction in crime and violent extremism. Four of five experts interviewed believed it was somewhat likely that vocational training and employment would lead to a reduction in crime and violent extremism. Two experts believed the scale of the project was too small to have any impact, while one cautioned that alumni who do not find jobs may become frustrated.

UNDP project staff, SPO staff, and representatives of training institutes, industry, and trade associations also agreed with the hypothesis. Ninety-two percent of 25 respondents believed vocational training would keep youth away from crime and violent extremism. Only one respondent somewhat disagreed with the statement that there was a link between vocational training and participation in criminal or extremist activities.

The surveys of alumni and current trainees also asked respondents if they thought vocational training—for youth such as themselves—would deter youth from participating in violent extremism or crime, and 87 percent of 403 respondents said that it would. The survey asked respondents to explain why, and the most frequent responses were by changing attitudes, increasing employment, and leading youth to use their time more productively. At the aggregate level, for all towns, 43 percent of respondents indicated that training and employment would reduce crime since youth would have less time available for

“negative activities”; 38 percent believed that training and employment would lead to less crime; and 16 percent believed training would lead to a change in attitudes and hence a reduction in crime and violent extremism. Figure 7 shows the percentage of respondents who gave each reason disaggregated by town. It is interesting to note that in Korangi and Lyari, a larger proportion of respondents thought that the reduction in crime and violence occurs because of a better use of time, while in other towns—especially Landhi, Malir, and Shah Faisal—a greater proportion of respondents believed that the reduction in crime and violence is due to engaging in better employment.

FIGURE 7: HOW TRAINING CONTRIBUTES TO REDUCED CRIME AND VIOLENCE

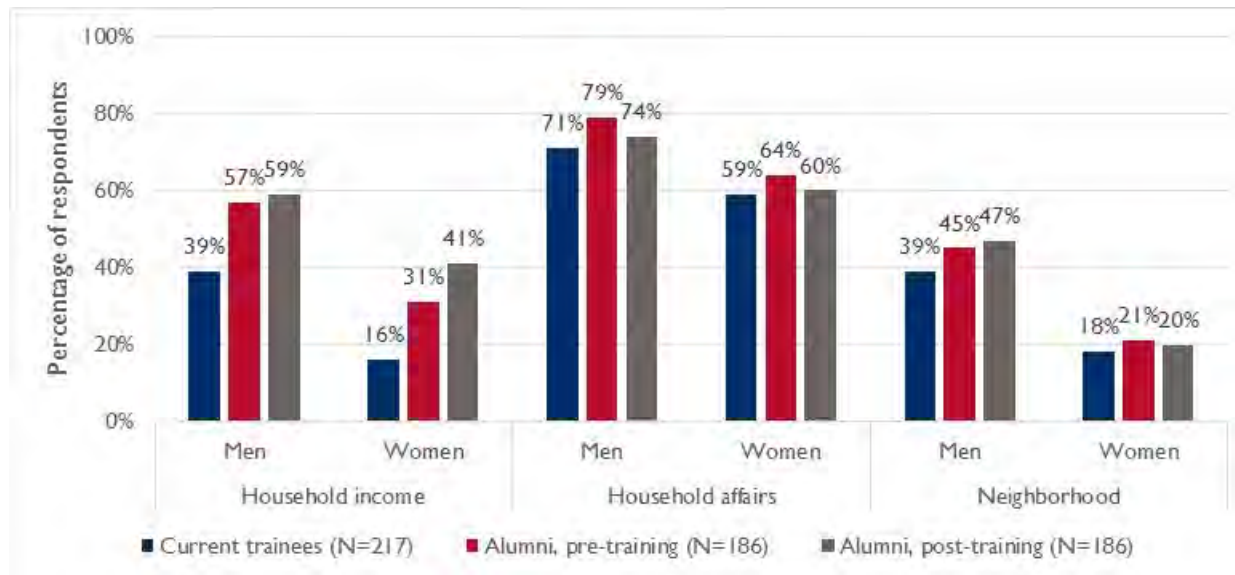


The survey asked respondents whether they contributed to household income, general household affairs, and the wellbeing of their neighborhoods in any way, in order to assess whether these positive outcomes could be associated with the project. Figure 8 presents results disaggregated by sex. Comparisons of pre- to post-training responses found little change for men or women on these three indicators, with the exception that women were more likely to contribute to household income after training than before, a difference that is significant with a p-value of 0.01. Comparisons of post-training responses to current trainees (the counterfactual) suggest larger effects for both sexes on contributions to household income and, for men, on contributions to neighborhood activities.

Q3: How, if at all, has the perception of insecurity changed in targeted towns?

In the absence of a baseline for this question, change in perception of insecurity cannot be measured over time. Instead, the evaluation discusses the current state of perceptions about insecurity in the targeted towns, and this could serve as a baseline for future evaluations. This analysis could also inform decisions on selecting towns in Karachi for similar future activities. This section presents data from the surveys of alumni and current trainees on various dimensions of security, such as the perceived level of crime and violence, its effect on households, the effects of religious and political groups, and perceptions of employment opportunities and poverty.

FIGURE 8: SURVEY RESPONDENTS' CONTRIBUTION TO HOUSEHOLD INCOME, HOUSEHOLD AFFAIRS, AND NEIGHBORHOOD WELLBEING



The analysis for question 2(b) found that an overwhelming majority of respondents believed that training reduced the likelihood of young people's engaging in criminal or violent activities. All five experts interviewed for the evaluation believed crime in Lyari, Korangi, and Sultanabad had decreased over time, and four attributed the change to the ongoing Rangers operation in the city. Experts were unable to predict whether the lull in violence would be permanent.

Respondents reported higher levels of crime and violence in Lyari, Malir, Shah Faisal, and Korangi than in other towns (Figure 9) but believed that the impact of crime and violence on their households was greater in Lyari, Korangi, Landhi, and Jamshed (Figure 10).

FIGURE 9: PERCEIVED LEVEL OF CRIME AND VIOLENCE

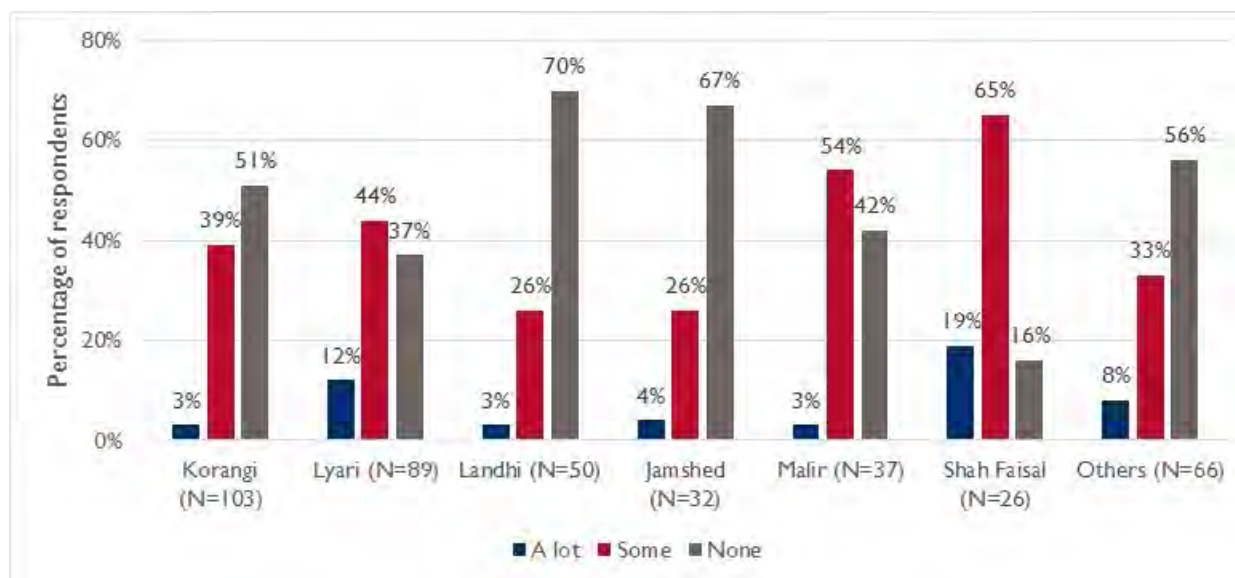
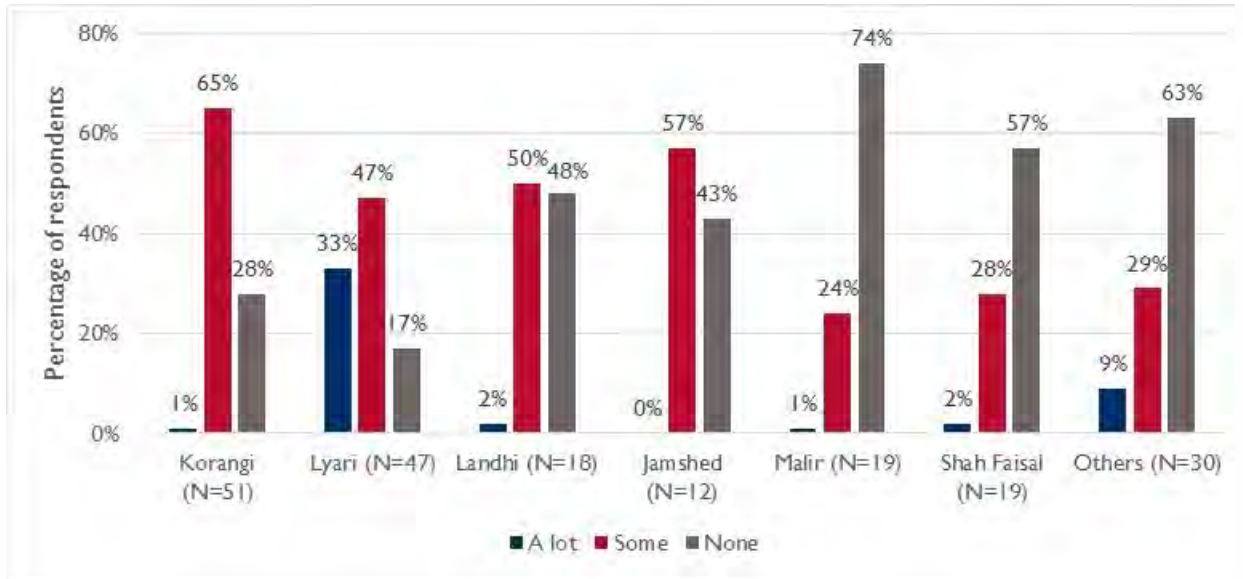


FIGURE 10: IMPACT OF CRIME AND VIOLENCE ON HOUSEHOLDS



The survey also asked about the impact of religious groups and political parties on the respondents or their households. Respondents perceived the effect of religious groups as largely positive in Korangi, Lyari, Landhi, and Shah Faisal (Figure 11). Political parties had little effect on respondents in all towns except Landhi (Figure 12).

FIGURE 11: PERCEIVED IMPACT OF RELIGIOUS GROUPS

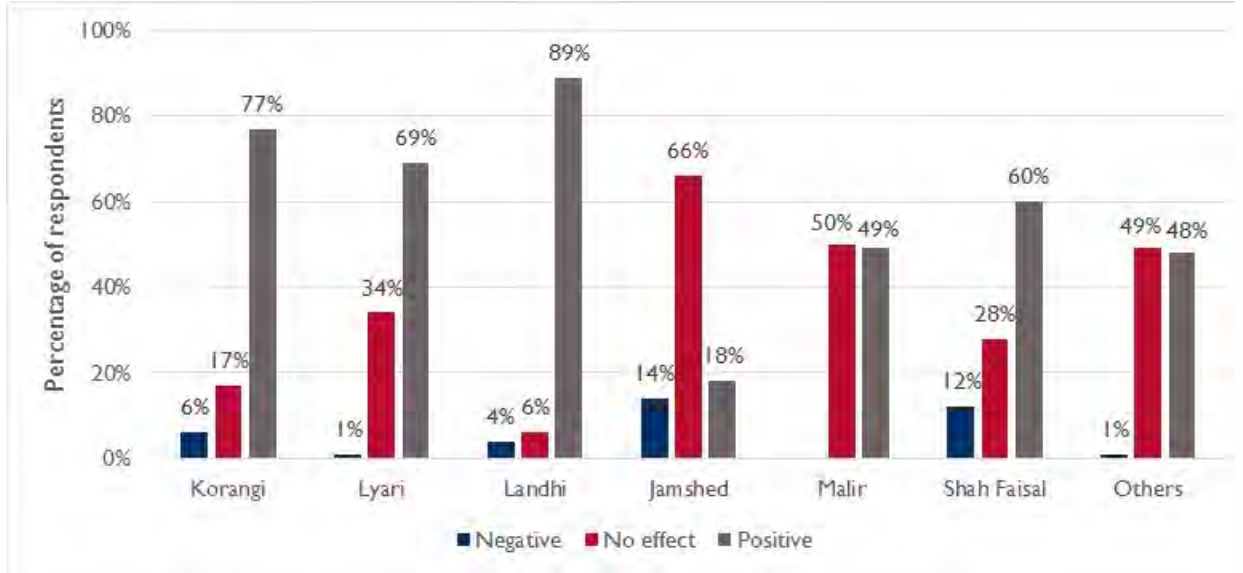
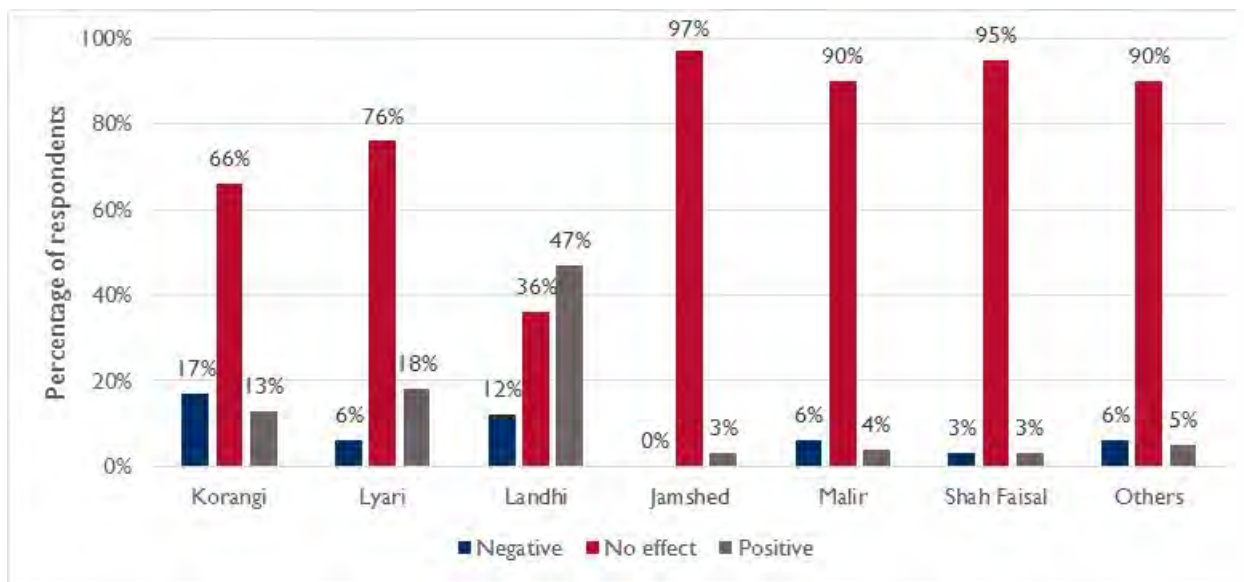


FIGURE 12: PERCEIVED IMPACT OF POLITICAL PARTIES



Survey respondents from Jamshed were more likely than those from other towns to believe they had few, if any, employment opportunities, but respondents were not optimistic about the employment prospects in any of the towns (Figure 13). Respondents from Lyari and Landhi were more likely than those from other towns to believe poverty levels were high (Figure 14).

FIGURE 13: PERCEPTIONS OF INCOME-GENERATING OPPORTUNITIES

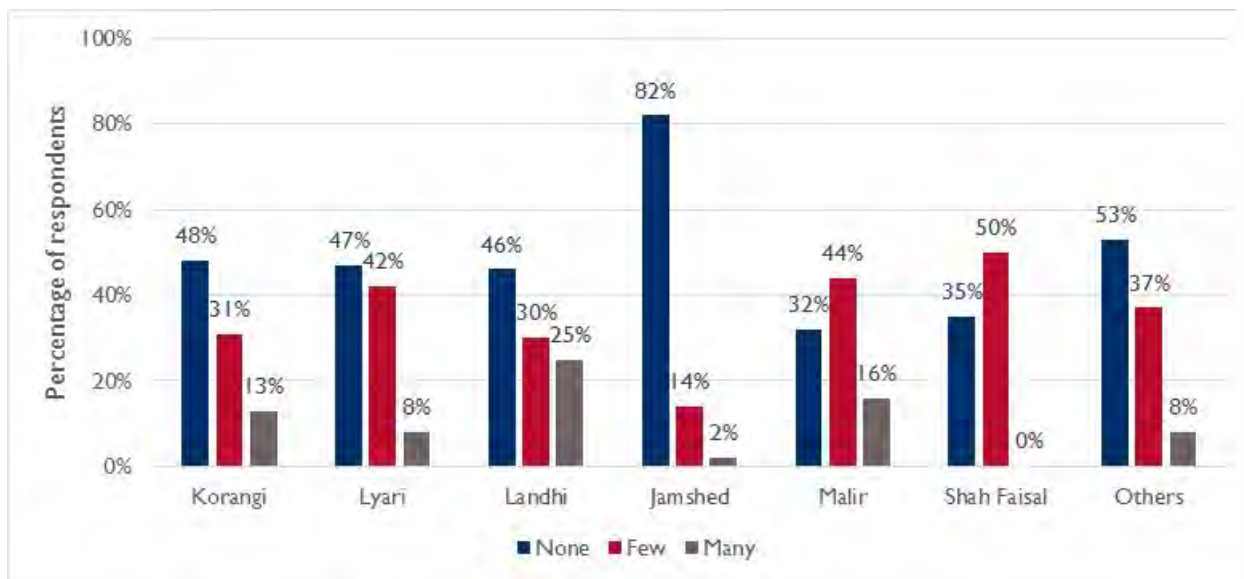
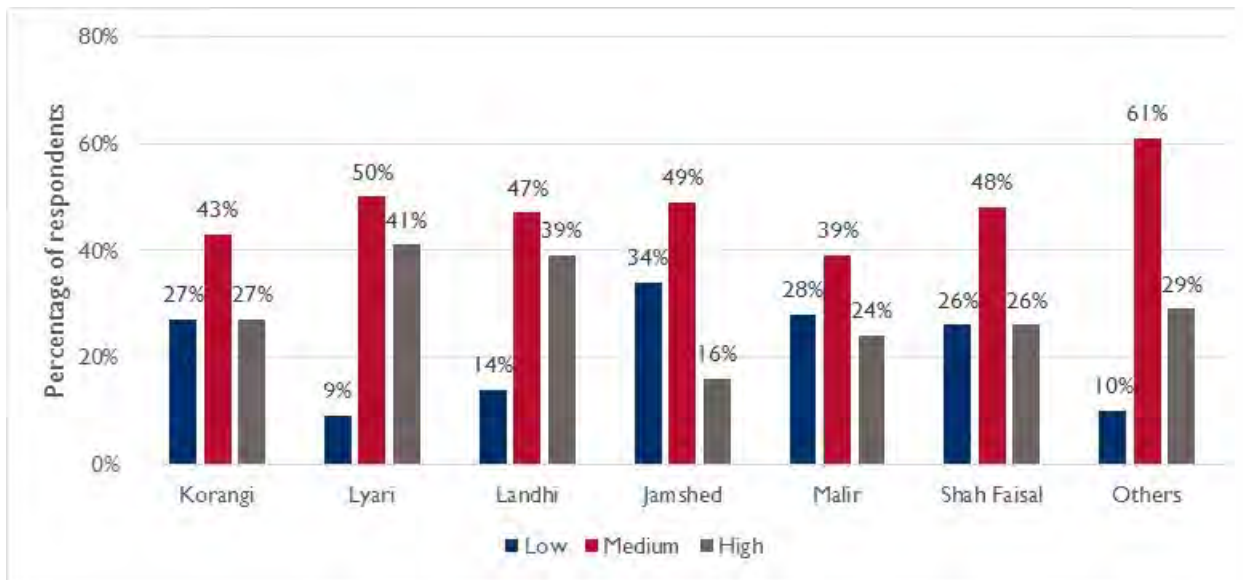
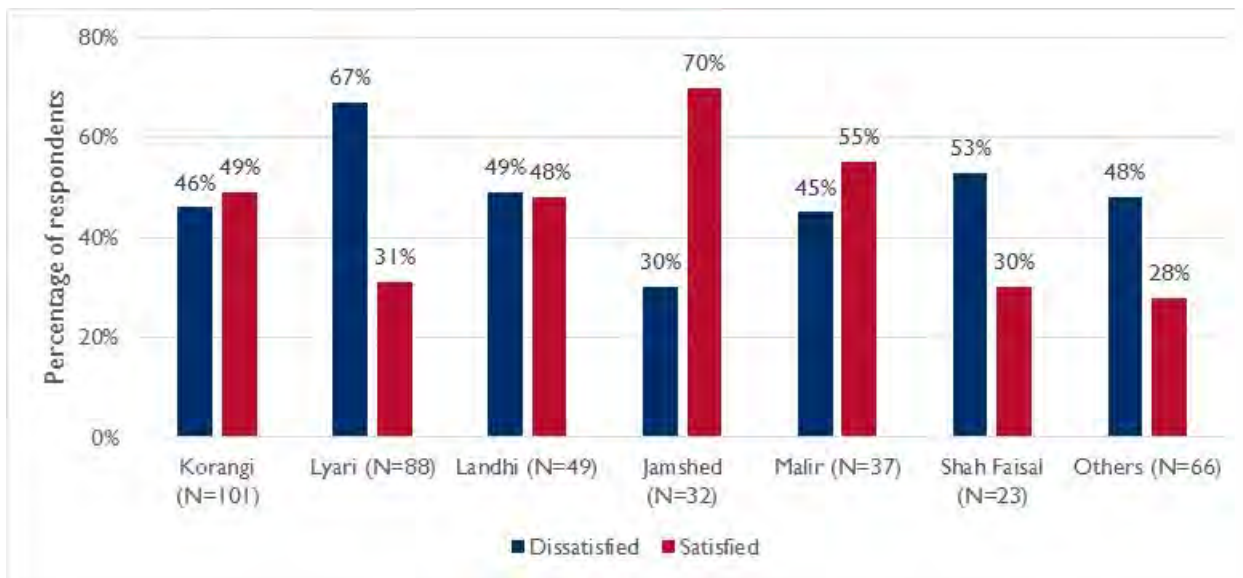


FIGURE 14: PERCEPTIONS OF POVERTY LEVEL



Respondents were also asked to rate the effectiveness of government services in their neighborhoods. Government services referred to municipal services such as water, sanitation, education, and health. Respondents from Lyari were the most dissatisfied with government services, while those from Jamshed were most satisfied (Figure 15).

FIGURE 15: RESIDENTS' SATISFACTION WITH GOVERNMENT SERVICES



Conclusions: The findings suggest that two of the targeted towns (Korangi and Lyari) have some of the highest overall levels of perceived insecurity among the towns in Karachi. Perceived levels of crime and violence in these towns, and their impacts on households, were among the highest in the city. Respondents from these towns were more likely than others to be negatively affected by the actions of political parties and more likely to believe that religious groups had a positive influence. While the differences between towns were not large, residents of the targeted towns perceived fewer

employment opportunities and higher levels of poverty than respondents from most other towns in Karachi.

Q4: How are stakeholders involved in the project?

Various stakeholder groups have been involved in planning and/or implementing the UNDP's Youth Employment Project, and several stakeholder groups have agreed to share the cost of some of the activities.

The findings highlighted below are based on 25 in-depth interviews with implementing partner staff (12), social mobilizers (4), and representatives of government¹⁸ (3) and industry (6), as well as quantitative data collected from current trainees and alumni.

Q4(a): What was the community's involvement in planning and implementing this project?

UNDP and its training partners implemented a robust system for mobilizing youth from the targeted communities. Since UNDP did not engage directly with the communities, it engaged a local organization, SPO, to lead community mobilization activities. SPO engaged local youth networks such as peace clubs and local youth community organizations to help mobilize potential trainees. All of the social mobilizers interviewed mentioned that the collaboration with the community was strong. For example:

"Yes, the community played a strong role, as it helped the implementing partner to identify the required youth and provided the space for conducting awareness sessions and setting up an information desk during the mobilization." – SPO representative

Further, SPO conducted meetings with community elders and social workers to identify and recruit youth for the trainings. Some of the training partners also mentioned that they meet with community elders, elected members, or local CBOs to raise awareness and induct trainees. One of the training partners mentioned:

"We have links with counselors. We meet them, especially women, so that they can introduce the project to the people of their areas." – Training partner representative

Q4(b): What was the private sector's involvement in planning and implementing this project?

UNDP involved the private sector through various means and for different reasons. Essentially the private sector is involved in training UNDP trainees and providing them job opportunities. For training purposes, UNDP signed a memorandum of understanding (MoU) with eight businesses, such as Gul Ahmed, to use their satellite training units as training facilities. A UNDP representative explained:

"We have signed MoUs with different industries which spell out roles and responsibilities [of each party]. The scope is to train new workers and also to upgrade the skills of existing workers. These MoUs are for the industries that have the satellite training units where UNDP supports in-house training by training the trainers, providing manuals, reviewing curricula, and also holding workshops with industry and academics. Last year it organized three such workshops." – UNDP representative

¹⁸ One government representative was from Sindh Technical Education and Vocational Training Authority (STEVTA), one was from the Planning and Development Department (P&D), and one was from Benazir Bhutto Shaheed Youth Development Program (BBSYDP).

In its work with the satellite training centers, UNDP approaches the associated business and provides a short-term trainer to conduct a three-hour training; the business does not request the assistance from UNDP. UNDP counts each training participant as a trainee, even though the participants are employed at the time of the training, which helps UNDP meet its training targets.

Another key role for the private sector is providing employment to graduates of UNDP-supported training programs. UNDP uses at least three strategies to place graduates. First, a job placement officer collects data on graduates' skills and knowledge and shares these profiles with potential employers. Second, employers communicate directly with UNDP's training partners for semi-skilled workers in the occupational areas in which the partners provided training. UNDP's partners also refer their graduates to private sector employers so that they can apply for, and potentially be placed in, jobs. Third, training partners may directly hire graduates from their satellite training units.

Private sector employers the team interviewed also suggested improvements to UNDP's approach to training. These included improving the training curricula because they believed that the content of the existing training courses does not adequately equip youth with the skill sets they require (four of four respondents). Additionally, representatives of two employers believed it was important for training centers to introduce "soft skills" training into their programs so that their graduates develop better work ethics and behavior (two of four respondents).

Q4(c): What was the involvement of other key stakeholders in planning and implementing this project?

Government institutes, CBOs, and NGOs have been involved in planning and implementing the project to some extent. SPO and local youth community organizations have helped UNDP identify and recruit trainees. Further, UNDP recently engaged the Small and Medium Enterprise Development Authority (SMEDA) to provide entrepreneurship training to graduates of technical training courses who are interested in self-employment.

The government's Planning and Development Department (P&D) supports UNDP by serving as a member of the Youth Employment Project steering committee. On a regular basis, UNDP updates P&D on progress and issues relating to implementation, and P&D helps resolve some of these issues. The government also allows UNDP to sign MoUs with STEVTA and its affiliated vocational training institutions to provide technical training. In return for the government support, UNDP provides the government training institutes with funds for raw materials and also pays a fee per trainee. A representative of STEVTA explained:

"We have been working with UNDP since August/September of last year. We have 52 institutes in Karachi; however, UNDP wanted to focus on underprivileged areas. UNDP is providing partner government training institutes with money for raw materials, and a per trainee fee. STEVTA provides the infrastructure and organizational staff ... training institutions get 6,000 rupees per trainee under different budget headings such as mobilization, transport, raw material, utility, etc." – STEVTA representative

Q4(d): What, if any, cost-sharing has the project benefitted from?

Stakeholders have provided minimal cost sharing. Private sector enterprises have not contributed to any of the costs associated with the training in the vocational training centers. However, some private sector enterprises have contributed to operational and material costs when UNDP's implementing partners provided on-site training through the satellite training units.

UNDP alumni have not expressed much interest in paying for training (Table 6). The alumni survey asked respondents if they would be willing to pay for similar training in the future. Overall, less than half of 186 respondents said they would be willing to pay for training. Those who were employed were more likely to be willing to pay compared to those who were unemployed, and those matched to jobs in the areas in which they were trained were more likely than those not matched to be willing to pay for future training.

TABLE 6: ALUMNI WHO WOULD PAY FOR SIMILAR TRAINING IN FUTURE

Alumni Respondents		Count	Yes (%)	No (%)	Not Sure (%)
Participating in labor force?	Yes	115	36%	54%	10%
	No	40	35%	55%	10%
	Total	155	36%	54%	10%
Employed?	Yes	83	42%	47%	11%
	No	72	29%	62%	9%
	Total	155	36%	54%	10%
Working in field in which trained?	Yes	33	49%	45%	6%
	No	50	39%	48%	13%
	Total	83	42%	47%	11%

In conclusion, neither alumni nor the private sector are very interested in assuming any financial responsibility related to the vocational training that is currently being provided by UNDP's implementing partners. The reason the private sector has little interest in contributing financially to the program is because, in their experience, the training does not adequately prepare potential employees for the job market.

Q5: Is the project scalable and can local resources be leveraged to transition it out of donor dependence?

Q5(a). To what extent are project activities scalable?

In individual interviews, the evaluation team asked 26 respondents including experts (5), representatives of UNDP (2), UNDP training partners (10), industry (4), associations (2), and government (3) whether they believed the project should be scaled up to train more youth, and if yes, what support should be provided.

All respondents believe that there is potential to scale up the project across the three target communities and shared some suggestions for scaling up. These included:

- All 26 respondents stated that the project should be extended geographically. Future efforts should focus on providing vocational training in towns other than Korangi, Lyari, Jamshed, and Malir. Making training opportunities more convenient to more households will likely increase enrollment and future employment.
- Nine of 16 representatives of UNDP and industry emphatically stated that the quality of training needs to improve. They suggested that the private sector should be involved more in developing content to ensure its relevance to the needs of the industry. Another way to enhance the quality of the courses is to increase their duration. Presently, industry representatives believe

that the short-term courses offered by UNDP do not adequately equip youth with the technical and soft skills required by the industry. One of the industry representatives made his point:

“For achieving targets, [the] project needs to understand and study the relationship [gap] between supply and demand. For example, the laundry sector has a lot of potential which has yet to be addressed. Dry and wet operations are in demand. But the training institution has no experience in this. There is a need to put capital expense in introducing new courses.” – Industry representative

- Two of five experts suggested that in addition to expanding geographical coverage, the government should be engaged more in such projects. They were convinced that the current practice of engaging with the government only through their participation on the steering committee and use of government training centers is insufficient. They suggested that government should provide more support in recruitment, selection, revising curricula, and providing job placement and follow-up services.
- UNDP representatives and training partners also stated that scale-up plans should consider expanding the age range of the trainees. Currently, the range is from 18 to 29 years, but several training partner representatives stated that for greater impact the age range for trainees should be increased to 35 years. They suggested that this was an important factor for vocational training and for creating better employment opportunities for women. Explaining the reasons, one of the training partner representatives said:

“...girls with the age of 18 or 19 years are not very keen and willing to [be] involved in the industry; parents usually don’t allow their girls to get involved in the industry due to the young age, so we motivated them through counselling ... Age limit is a big challenge; if it is increased, we can complete the target quickly.” – Implementing partner

Q5(b). Could the trainings continue without USAID funding? If yes, how? If no, why not?

During individual interviews with 2 UNDP representatives, 10 training partners, 5 experts, and 3 government representatives, evaluators asked about the likelihood that the project would be sustainable without external funding. All respondents believed that sustaining a project of this nature without donor funding would be challenging. They believed that, without donor funding, the budget for training would be much smaller but that training may continue in some of the same skill areas, albeit with fewer trainees. They also believed that most efforts for job placements and employment would end.

The evaluation team’s observation of UNDP’s training partners found that none of them were following international placement/employment services best practices. Without this capacity, the partners will not be able to continue entrepreneurship training for graduates who are interested in setting up home or community-based enterprises. Also, the partners will not be able to provide job placement services, liaise with the private sector, or provide follow-up services to graduates who are looking for employment opportunities. Likewise, the partners will have to reduce the number of training courses offered because they will not be able to hire as many trainers. The partners will not necessarily stop offering trainings but may only be able to offer courses that they can finance themselves, or that can be supported by industry or the government.

Another challenge that the UNDP training partners face is that the youth who receive their training do not have the financial capacity to pay for the courses (see findings for question 4). Consequently, if a

third party does not cover the costs of each training course, then many of the existing courses will have to be discontinued.

The three stakeholder groups made the following suggestions for improving prospects for sustainability.

- Eight of the 12 UNDP representatives and independent experts proposed to engage the private sector so that they could financially support the training. However, the degree to which the private sector would be interested in financing these trainings is unclear.
- Three of the five experts proposed engaging philanthropic organizations such as foundations to financially support the project. These respondents thought that some foundations may be interested in supporting a project of this nature because of their commitment to social responsibility. The government representatives did not express any interest in providing additional support to the project other than allowing the project to use STEVTA centers.
- All of the government representatives believed the project would not continue without donor funding.

In conclusion, the sustainability of the project is questionable if it continues to be implemented as it has been during the first eighteen months. If one of the key stakeholder groups, private sector industry, has serious reservations about the quality of the training which is currently being provided to youth, then it is not likely to invest in the project unless its reservations are addressed.

CONCLUSIONS

Given that it did not use location as a specific criterion, UNDP effectively attracted and selected a majority of its beneficiaries from marginalized towns as defined by USAID priorities and the evaluation team's marginalization index. The fact that many of UNDP's training facilities are located in priority and marginalized towns was a key factor in its success because the proximity of training facilities to trainees' homes was an important determinant of individuals' decisions about seeking and completing training, particularly for women.

UNDP's direct recruiting strategy relied largely on print media (newspaper ads, pamphlets, and brochures), internal announcements in its facilities, and direct contact with communities through social mobilization and community visits. Its direct strategy fueled a very effective secondary word-of-mouth effect that reached far more people than any of the direct recruiting methods. Without knowing the extent to which each direct recruiting method contributed to word-of-mouth, it is not possible to assess the cost effectiveness of the different methods.

Training has increased the employment rate, decreased the unemployment rate, and increased labor force participation relative to pre-training conditions and relative to outcomes if the trainees had not received training. It was also effective in helping trainees obtain better employment—many women shifted from self-employment to more stable wage employment, employed women were working more hours, employed men and women were earning higher incomes, and employed men and women were more satisfied with their jobs. However, the fact that 50 percent of alumni reported being unemployed or out of the labor force suggests either a mismatch between training topics and market demands or that the training is not equipping trainees with the hard and soft skills demanded by potential employers. Evidence from employers suggests that the latter is an issue.

The evaluation finds some evidence to support the development hypothesis that better employment opportunities contribute to reducing crime and violence. The primary mechanism through which employment produces these positive outcomes is by productive employment taking the place of “negative” activities. However, the evidence for this is largely hearsay and not based on reported behavioral change.

Except for garment manufacturers’ involvement in the design of the satellite training units, the evaluation team found little evidence that stakeholders were substantially involved in the project design. Furthermore, stakeholder engagement in implementation was largely passive—i.e., agreeing to work with UNDP but not particularly proactively. UNDP’s community mobilization activities appear to have successfully engaged communities in helping to identify potential trainees. Its private sector-based satellite training centers engaged a few private sector businesses directly in implementation, but otherwise the private sector’s role seems to have been limited to employing graduates—although private sector representatives did not believe graduates were well prepared, and some preferred to hire “off the street.” Government engagement included allowing UNDP to use STEVTA training institutes—albeit with compensation. Financial cost-sharing has been minimal, however, and private sector stakeholders may not see much value in supporting training that they believe does not adequately prepare graduates for the jobs they have to offer. Most trainees (a small majority) are not willing to pay for the training, although alumni who are employed, and particularly those employed in the field in which they were trained, are more likely than others to be willing to pay for training. In this context, it is difficult to see how the project is sustainable without donor support.

Greater private sector engagement in project design and implementation may have improved the likelihood that graduates would have acquired the skill sets that the private sector is looking for. The fact that many potential employers believed the graduates had not acquired the necessary skills may explain the lower income for male alumni relative to the counterfactual.

The finding that only 36 percent of employed alumni are working in occupations for which they were trained implies that the implementing partners are not focusing sufficiently on the overall target of employment. Furthermore, alumni who are working in the occupational area for which they were trained are more satisfied with their jobs than those working in other occupations. If UNDP’s implementing partners can more effectively match youth to training courses for occupational areas where there is a high probability of their obtaining employment, it is likely that job satisfaction will improve.

RECOMMENDATIONS

- If USAID/Pakistan or UNDP wish to extend the project to additional towns, UNDP should establish relationships with training institutes and satellite centers in, or near, the targeted areas. Proximity of the training venue to the homes of potential trainees will attract more applicants and is especially important for women. Expanding training capacity, perhaps by working in additional neighborhoods and with more training partners, will be critical to meeting training targets.
- UNDP needs to carefully examine the trades or occupations in which it provides training and work with the private sector to identify the skills required in these occupations and trades. It then needs to ensure that its training, in hard and soft skills, is focused on meeting market demands. More active collaboration with the private sector to identify employment opportunities and the required skills, and ensure that the training is effectively teaching these skills, may improve post-training employment outcomes and encourage the private sector to more actively support the training program.

- UNDP needs to ensure that its implementing partners adapt their curricular content to the needs of the private sector. It should also engage the private sector in validating the curricula and ensuring that trainees acquire the soft and technical skills required by private sector employers. Given the importance employees, especially women, place on proximity to the workplace, UNDP should adopt a strategy for matching training at a particular venue to the sectors and skills required in the specific locality.
- UNDP's implementing partners need to build their capacities in placement, vocational counseling, and employment services. Without these key services, placement and employment rates are likely to remain low. To build their capacity, the implementing partners should:
 - o Counsel, orient, and match youth to vocational training courses that are consistent with occupations for which the private sector is recruiting semi-skilled and skilled workers.
 - o Ensure that the curricular content of all vocational training courses complies with the demands of the private sector.
 - o Strengthen the job matching, job placement, and follow-up services so that: (a) a greater number of alumni transition into sustainable employment; and (b) the job retention rate is improved.
- UNDP and its implementing partners must strengthen their engagement with the following key stakeholder groups: (a) private sector enterprises in the economic sectors for which they train youth; (b) government entities that are responsible for initiatives that target youth, skills development, job creation, and employment; and (c) entrepreneurship and microfinance service delivery providers.

ANNEXES

Annex I: Evaluation Scope of Work

PERFORM Contract

Assignment: Evaluation of Workforce Development Project (WFD), Karachi

Scope of Work

Period of Performance (estimate required): April to June 2016.

Relevant/Target Decision Timelines (required): The program will be used to

1. Evaluate if the Work Force Development projects are on target for both training and employment targets – and if not then corrective actions can be taken in time before the project ends in December 2017
2. Inform future stabilization programming at the mission so that interventions are more focused and impactful via the lessons learned from current projects. August 2016
3. Inform Pathways to Success – Let Girls Learn part 2 which will be close to the start of implementation by August 2016 and will help with that programs workplans.

Background (required)

Around 30% of the population of Pakistan consists of youth falling in the age bracket of 15-29. This “youth bulge” provides unique opportunity and resources for Pakistan’s economic and social development provided they are skilled and educated to meet the requirements of the labor market. Unfortunately, a large portion (32%) of youth are uneducated with no vocational and life skills. These youth are vulnerable to being drawn to violence and extremism. Evidence suggests that most of the suicide bombers in Pakistan had been youth belonging to poverty stricken households. Violent conflict in Pakistan not only has a huge economic toll (the loss to national income is estimated at \$7 billion per year), it also negatively impacts the pace of growth and development in the country. Therefore, making investment in skills development of youth and to provide them employment opportunities will not only help reduce violent terrorism in the country but also help establish a foundation for long term economic growth and prosperity.

In January 2015, USAID signed a \$3 million agreement with the United Nations Development Program (UNDP) to increase income and employment opportunities for youth in Karachi. The project builds on the successful model that UNDP developed through previous projects with the garments industry.

The expected outcome of the project is to increase the income and employment opportunities for youth and women and enhanced productivity in the garment/home textiles industry. The project will contribute in enhancing livelihood and economic opportunities through technical skills development. The project targets to train 13,760 youth from marginalized households in Korangi, Lyari and Sultanabad in Karachi, at least 75% of which are expected to be able to secure employment within six months of completion of their training course.

The objective of the training is to create and employ a cadre of skilled labor force in the garment and home textiles industry. This will be done through the implementation of a standard training curriculum already developed by an international firm in consultation with the garment industry.

The curriculum is regularly being updated according to the needs of the garment industry. The training is provided on-site in the factories – this is an in-kind contribution from the industry.

Similarly, the other component of the WFD program is with Amantech. USAID's \$7M cooperative agreement with AMANTECH is a three year grant for skill building and training for 3600 underprivileged youth of Karachi. The program will see students receive one year equivalent certification training after which they will be placed with employers locally and internationally.

AMANTECH will work with youth from poor neighborhoods providing a mix of vocational and soft skills training in order to facilitate employment opportunities locally and abroad, enhancing their earning potential and generating foreign currency remittances for Pakistan. Spread over 6 acres in Karachi, AMANTECH facility comprises 21 fully equipped workshops, six computer labs, and 100+ faculty members where it offers hands-on practical training to students in market and demand driven skill requirements. In addition to technical skills, AMANTECH also develops its students' competence in soft skills. Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard (technical) skills that are occupational requirements of a job and many other activities. In order to deliver world-class technical training, AMANTECH has accessed the expertise of international vocational education organizations, such as City & Guilds, UK, and Skills International, Sri Lanka, that specialize in designing and executing vocational training programs.

The main goal of the grant to AMANTECH is to enhance the earning potential of Pakistani youth from underserved and vulnerable communities through access to internationally accredited and market driven vocational skills. Within this goal there are two main objectives that the project will measure performance against. The first is the graduation of 3,600 (12-month course equivalent) students over 3 years and the second is the target placement of 70% of these graduates with companies through institutional linkages. Some of the manufacturing trades in which the youth will be trained are automobile, mechanical, general electrical, refrigeration and air-conditioning, fabrication, welding and pipework, electronics, CAD/CIVIL, CAD/CAM, Body & Paint and textiles. Construction trades will include carpentry and plumbing.

Development Hypothesis

Making investment in skills development of youth and providing them with employment opportunities will not only help reduce violent extremism in the country but also help establish a foundation for long term economic growth and prosperity.

(Evaluation team should focus on testing this development hypothesis)

Purpose, Audience and Learning Objective (required)

Assignment Purpose	Intended Audience	Learning Objective	Information Source	Timeline
How does the geographic	USAID Karachi	To inform future geographic	Perception of communities and	Generally needed to

targeting of the project impact over all objective of reducing VE?		targeting in Karachi	experts	inform future course of the project
How effective is the beneficiary selection	USAID Karachi	To inform the future selection process for similar programs	Verification of project reports, analysis of performance data and anecdotal evidence from beneficiaries	Generally needed to inform future course of the project
How effective is the project's placement mechanism?		To learn what mechanisms are more effective for placements in future programs		Generally needed to inform future course of the project
How has securing jobs impacted the trainees household and the trainees role in the community?		To describe to external audiences what effect the project has had, for whom and how.		Generally needed to inform future course of the project

Key Evaluation/Study/Assessment Questions (required for evaluations, studies and assessments):

- How effective is the program in targeting beneficiaries from marginalized/at-risk communities/households
- How effective is the program's recruitment strategy? What percentage has been employed?
- What impact is the program having in keeping youth away from violent groups/activities?
- How is the program impacting the targeted communities (towns) at large?
 - How has the level of reported crime and violence changed in target communities? Since the start of the project? In comparison w/ other areas?
 - How has the perception of insecurity changed in target communities? Since the start of the project? In comparison w/ other areas?
- What is the stakeholder involvement in the project?
 - What was the community's involvement in planning and implementing this project?
 - What was the private sector's involvement in planning and implementing this project?
 - What was the local government's involvement in planning and implementing this project?
 - What, if any, cost-sharing has the project benefitted from?

Methodology (required):

USAID's focus for this study is to understand the answers to the questions above so that it can gauge the effectiveness of the program as well as use the information for future programming. Approaches for each question are suggested below but it is left to the assignment team to determine the best methodology to collect and analyze the information.

- 1) How effective is the program in targeting beneficiaries from marginalized/at-risk communities/households?

This question elaborates on which socio-economic groups the trainees are coming from. Economics is one factor, while 'at risk' may reflect the larger social landscape within which a household or community exists. Determining household income levels compared to the city income levels and the neighborhood income levels is important but there also needs to be an index which gauges which neighborhoods are more prone to violence or from where youth are recruited for violent activities. Neighborhoods could be indexed and index values assigned to each trainee to understand the profile of who it is USAID is supporting for its training and whether we are reaching our targeted population. This information can be built off existing resources available with UNDP and Amantech both of whom have carried out surveys and profiles of the neighborhoods they recruit from. The existing information may be cross-referenced with violent incidents, presence of armed gangs and other factors that may take youth in a violent direction.

- 2) How effective is the program's recruitment strategy? Who is getting selected and who is getting left out?

This is an evaluation of the quality of recruitment strategy by UNDP and Amantech. Are the strategies cost effective but more importantly are they allowing us to attract the right target population? Building on the information from the previous question is it possible to create a profile of trainees who are most vulnerable to fall victim to recruitment by extremist groups and to see if the recruitment strategies employed by USAID are actually getting these boys off the street and into employment training. Once the profile is established, it needs to determine out of the potential pool from the targeted neighborhoods, how many in the vulnerable profile get recruited and how many are left out.

- 3) What percentage has been employed and what kind of employment?

This information should be available from the two IPs right away. However, USAID wants to understand the sector in which trainees are hired and under what conditions (full-term, part-time, contract, etc.). The idea is to understand which training matched with which kind of employment lead to longer term job/financial security so that programming is effective over a longer time. The information gathering here will look at the trainees who have been hired, the kind of contracts they are receiving, whether they have better contracts/income than non-trainees and any other factor the assignment team thinks can be an indicator of better job security. Since Amantech has been doing this for some time there may be availability of alumni data who can be approached to assess how trainees do over a longer period of time and this can also be correlated against sector, profile of trainee, type of contract etc.

4) What impact is the program having in keeping youth away from violent groups/activities? This may require comparing the recruited youth profile with those of similar background and profile who do not opt for training. If they do not opt for training then what activities are they involved in. This would require taking sample size from trainees vs. non-trainees and if not a statistical analysis then at least a qualitative difference between the two group needs to be shown if it exists. This would build on earlier questions where profiles are built from different neighborhoods and then comparing within those profiles those who trained and those who did not.

5) How is the program impacting the targeted communities (towns) at large? Since the neighborhoods are very large compared to the trainees, it would be difficult to assess impact at a large scale. However, a before and after comparison between trainee households and a control group households can be conducted and inferences can be drawn as to the impact had all household been involved with training. This would mean collecting household income data as well as factors linked to violence (index referred earlier) within households and then comparing it before and after training for both target and control groups. The sub questions around reported crimes and perception of insecurity may not be perceptibly impacted by the project but are there to provide an understanding of the larger landscape the projects are operating in.

6) What is the stakeholder involvement in the projects? This would require understanding how the project was designed and which stakeholders were involved and to what extent. The methodology should involve qualitative interviews with the implementers and possibly other stakeholders to evaluate what worked well and what fell short in the design and why.

Team Composition (minimal description required):

USAID will review PERFORM's proposed team composition for each evaluation which should include, at a minimum:

- Team Leader/Evaluation Specialist – prioritize social science research person rather than subject matter expert
- 1-2 Subject Matter Experts
- 1-2 Local Research Specialists

Deliverables (required)

1. Assignment Work Plans (AWP): Proposed approach, methodology, timeline, staff composition, and estimated budget for completion of the work requested in the SOW. AWP drafts for both projects will be reviewed and approved by USAID before any work begins on the assignment. The AWP drafts will be revised and finalized during the team planning meeting (TPM) once an assignment team is in country. The finalized AWP's can be modified with PERFORM COR approval throughout implementation of the assignment if conditions or needs change. The finalized AWP's

with attached COR-approved amendments will be used as the basis for assessing completion and quality of the assignment. The two Workforce projects, UNDP and Amantech, should be covered separately in two different reports.

2. Field reports for each geographic area of data collection.
3. A 3-5page comparative diagnostic between the two projects summarizing the assessment and comparison between them.
4. Draft final reports for each project
5. Final reports for each project
6. Separate 1-page (2-sided) summary briefs for each project with info graphics summarizing the key findings of the evaluation for sharing with external audiences.
7. Submission of data to USAID: Per ADS 579 - USAID Development Data –all primary data (both quantitative and qualitative) collected for this assignment will be submitted to USAID in electronic format within 30 days of completion.

Level of Effort (required) and Estimated Timeline (recommended)

TASK	Team member(s) responsible	LOE (days) of Team members
AWP draft		5
Document review		5
Data collection		10
Data Analysis and Presentation of initial findings		5
Draft report submitted to USAID		5
Finalization of report		15

Annex 2: Assignment Work Plan



Midterm Evaluation of Youth Workforce Development Project

Assignment Work Plan (EVL.008)

Version 1: April 12, 2016

Version 2: May 6, 2016

Version 3: June 19, 2016

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ACRONYMS

AWP	Assignment Work Plan
DFID	Department for International Development
EGA	Economic Growth and Agriculture
GVI	Government Vocational Training Institute (Women) Nayabad Khadda Lyari
IP	Implementing Partner
MIS	Management Information System
MSI	Management Systems International
MITI	Memon Industrial and Technology Institute
o/a	on or about
PERSI	Pakistan Expanded Regional Stabilization Initiative
PHMA	Pakistan Hosiery Manufacturers and Exporters Association
SBTE	Sindh Board of Technical Education
SOW	Scope of Work
SPO	Strengthening Participatory Organization
STEVTA	Sindh Technical Education and Vocational Training Authority
TPW	Team Planning Workshop
UC	Union Council
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
VE	Violent Extremism
VTG-K	Vocation Training Center (Girls) – Korangi-5
YWFD	Youth Workforce Development

SUMMARY

Assignment Work Plan (AWP) Number	EVL.008
AWP Title	Midterm Evaluation of Youth Workforce Development Projects (YWFD)
USAID/Pakistan Requesting Office	Economic Growth and Agriculture (EGA) /Karachi
Requesting Office Point of Contact	
Start Date	o/a August 8, 2016
End Date	o/a December 19, 2016
Total AWP Cost Estimate	

ASSIGNMENT PURPOSE

The midterm evaluation of USAID/Karachi's Youth Workforce Development (YWFD) project will evaluate the performance of two YWFD projects funded by United States Agency for International Development (USAID) and implemented by AMANTECH and United Nations Development Programme (UNDP). Both implementing partners (IPs) are working in selected neighborhoods of Karachi.

The evaluation aims to:

1. Determine whether the two work force development projects are on track to meet training and employment targets – and, if not, then propose corrective actions that could be implemented in time to improve performance before the project ends in December 2017.
2. Inform USAID/Pakistan's future stabilization programming so that interventions are more focused and impactful via the lessons learned from current projects.
3. Determine if the activity is scalable and if local resources can be leveraged to transition it out of donor dependence.
4. Inform the work plans of Pathways to Success (Let Girls Learn part 2) which will begin soon after August 2016.

The project's theory of change hypothesizes that training marginalized/at-risk youth from Karachi's violence-prone areas will improve their employment prospects, reduce violent extremism (VE), and contribute to establishing a foundation for long-term economic growth and prosperity. Trained individuals are expected to become agents of change in their society and contribute to reduced aggregate levels of violence and extremism in the city.

Table 1 summarizes the assignment purpose, audiences, learning objectives, and potential information sources.

TABLE 1: SUMMARY OF PURPOSE AND OBJECTIVES

General evaluation questions	Intended audience	Learning objective	Information sources
How does the geographic targeting of the project affect the overall objective of reducing VE?	USAID/Karachi	To inform future geographic targeting in Karachi	Perception of communities and experts
How effective is the beneficiary selection?	USAID/Karachi and implementing partners	To inform future selection processes for similar programs	Verification of project reports, analysis of performance data, and anecdotal evidence from beneficiaries
How effective is the project's placement mechanism?	USAID/Karachi and implementing partners	To learn which mechanisms are more effective for placements in future programs	Anecdotal evidence from beneficiaries and placement data from implementing partners
How has securing jobs impacted the trainees' household and the trainees' role in the community?	USAID/Karachi and external audiences	To describe to external audiences what effect the project has had, for whom, and how.	Anecdotal evidence from beneficiaries

METHODS

The evaluation will use a mixed methods design drawing on primary and secondary quantitative data from a variety of sources and primary qualitative data from key informant interviews. The evaluation will employ a quasi-experimental design to answer questions that ask for a comparison of project beneficiaries and non-beneficiaries, and the neighborhoods in which they reside. The treatment group comprises alumni of the training. The comparison group will include individuals who have recently been accepted and just begun training. The evaluation will conduct surveys of each group to collect quantitative data on economic and employment status and other variables relevant to answering the evaluation questions.

The evaluation will start by analyzing quantitative data already collected by the implementing partners to gauge quality and standardization across IPs. These data will help the team identify sampling frames for data collection. The team will collect qualitative data through semi-structured interviews with various stakeholders to provide context and to help understand how and why results occurred or failed to materialize. The interviews will also document successes and short-comings.

A major factor that affects the evaluation design is the unpredictability of obtaining government permissions to collect data in the field. To minimize the potential for substantial delays in the evaluation, USAID and PERFORM agreed to conduct all individual interviews within the implementing partners' training facilities or facilities with which they partner. This approach will not require government permission. This choice implies that, with the exception of key informant interviews, the evaluation team will not be able to collect primary data from individuals who are not directly associated with the implementing partners or their training partners.

Evaluation Questions

The assignment Scope of Work (SOW) defines the target population as “marginalized/at-risk” communities and individuals. The Assignment Work Plan (AWP) uses the phrase “marginalized/at-risk” as a placeholder, particularly in articulating the evaluation questions. The evaluation team will revisit the term at the start of the assignment and, in consultation with USAID and the implementing partners, determine how to operationalize or measure the concept.

The SOW contained six evaluation questions. MSI reorganized, rephrased, and articulated these questions as follows.

I. How effective are the program’s targeting, recruiting, and selection strategies?

- a. Are the implementing partners selecting beneficiaries from marginalized/at-risk neighborhoods?
- b. Are the recruiting strategies attracting marginalized/at-risk individuals and are the partners selecting marginalized/at-risk individuals from among the pool of recruits?
- c. What is the relative cost-effectiveness of the different recruiting strategies?

Learning objective: To inform future geographic targeting and improve selection processes for similar programs.

Explanation: This question examines the effectiveness of targeting from three perspectives which, together, determine whether the project is engaging the target population of marginalized/at-risk individuals. First, are the partners targeting the most marginalized/at-risk neighborhoods within towns? Second, do the recruiting strategies attract marginalized/at-risk individuals to apply? Third, are the partners selecting the most marginalized/at risk individuals from among the pool of candidates who respond to recruiting? Finally, the question examines the cost-effectiveness of the various recruiting strategies. It will calculate cost-effectiveness in terms of cost per trainee accepted into the training program. The analysis will include only the cost of recruiting and not the cost of training.

- a) The partners implement project activities in 14 of Karachi’s 18 towns selected by USAID using the Pakistan Expanded Regional Stabilization Initiative (PERSI) strategy for Karachi. Towns are administrative units which typically have a population of at least 500,000 individuals and at times as many as a million. USAID/Karachi does not expect to change the towns in which the projects work for the duration of the projects. Towns are composed of up to thirteen Union Councils (UCs). A neighborhood is a collection of houses in close proximity with an informal geographic boundary colloquially defined by the residents of an area. A town may contain many distinct neighborhoods of varying population sizes with heterogeneous demographic and socio-economic characteristics which can potentially spill across UC boundaries. Similarly, neighborhoods can have a range of populations (in terms of size and characteristics) with multiple households residing in a housing structure.

Communication with the implementing partners suggests that they are not explicitly targeting neighborhoods. This question will therefore assess the extent to which trainees are residents of marginalized/at-risk neighborhoods.

- b) Implementing partners use a variety of strategies to recruit individuals, e.g., SMS, leaflets, word of mouth, and social mobilization. They may also use established criteria, such as age, sex, income, employment status, and criminal history, to select beneficiaries from among the pool of recruits. The evaluation will examine the effectiveness of the various recruiting

strategies in attracting marginalized/at-risk individuals and the effectiveness of the selection criteria in identifying marginalized/at-risk individuals from among the pool of applicants.

- c) The evaluation will assess the cost effectiveness of the various recruiting strategies the two partners employ. It will examine cost-effectiveness in terms of cost per trainee accepted into the training program. The measure will thus assess the cost of attracting an individual who is accepted into the program. The analysis will include only the cost of recruiting and not the cost of training.

2. How is the program affecting individual trainees?

- a. To what extent are trainees obtaining new or better jobs relative to similar individuals who do not receive training?
- b. What effect is the program having on keeping youth away from violent groups or activities?

Learning objective: To understand the nature and magnitude of impact the project has had on trainees.

Explanation: This question focuses on measuring the effect of the program on youth who have participated in the program.

- a) The evaluation will determine the extent to which previously unemployed beneficiaries have secured employment and previously employed beneficiaries have been able to find better jobs (e.g., longer-term, higher-paying, more secure) as a result of the program. The analysis will also examine the extent to which employed beneficiaries find jobs consistent with the areas in which they were trained and the characteristics of their jobs (e.g., full-term, part-time, or contract). The aim is to understand which type of training leads to more stable employment and financial security. Income is one measure of financial security but it is difficult to measure accurately. During the team planning workshop (TPW), the team will explore whether an income measure is feasible and sufficient or whether other measures would be more appropriate or practical.¹
- b) The evaluation will also examine whether trained youth are more productively engaged in constructive activities and less likely to be involved with violent groups and activities, relative to similar untrained youth. Violence may take several forms including street level crime or gang, political, feudal, domestic, or religiously motivated violence. A thorough review of project documents and discussions with the implementing partners (IPs) before the design of the data collection tools will help specify which types of violence the projects address. Irrespective of the type of violence, however, questions of this nature will be sensitive.

3. How, if at all, is the program affecting the targeted communities (towns/neighborhoods) at large?

- a. How, if at all, has the level of reported crime and violence changed in targeted towns or neighborhoods?
- b. How, if at all, has the perception of insecurity changed in targeted towns or neighborhoods?

¹ The recent report "Multidimensional Poverty in Pakistan" (Accessed at: www.pk.undp.org/content/dam/pakistan/docs/MPI/MPI%204pager.pdf?download) released by the Planning Commission may provide some other measures.

Learning objective: To understand the effect of the project beyond the level of individual beneficiaries.

Explanation: While the question alludes to establishing a causal connection between the program and violence at the neighborhood or town level, this will be next to impossible given the small number of beneficiaries relative to the size of neighborhoods and towns. The sub-questions therefore examine only changes in crime, violence and perceptions of insecurity without causal attribution.

4. What is the stakeholder involvement in the projects?

- a. What was the community's involvement in planning and implementing this project?
- b. What was the private sector's involvement in planning and implementing this project?
- c. What was the involvement of other key stakeholders in planning and implementing this project?
- d. What, if any, cost-sharing has the project benefitted from?

Learning Objective: To understand the extent of ownership of project activities.

Explanation: This question aims to understand the extent to which the IPs engaged with various stakeholders while planning and implementing the project. It will also examine the level of meaningful linkages the IPs developed with stakeholders.

- a) The nature of the project requires IPs to foster meaningful connections with populations in project neighborhoods. A better working relationship with community members should help ensure effective recruitment, especially if social mobilization is the primary mode of recruitment. Input from the communities during project planning would be instrumental in ensuring project activities are relevant for beneficiaries. The evaluation will thus gather detailed feedback from implementing partners and their social mobilization teams regarding the extent to which communities were involved in project planning and implementation.
- b) UNDP's training model, in addition to training individuals through established public and private vocational training centers, also involves private sector companies to train recruits in-house. The companies may ultimately hire some of the recruits they helped train. Involving private sector entities may affect project effectiveness, ensuring that imparted skills are relevant to current market needs. Additionally, the evaluation team will explore what, if any, role private sector entities like trade associations and chambers of commerce have played in project planning and implementation.
- c) The evaluation will also assess the role of other key stakeholders as identified during the document review, discussions with the IPs, the assignment TPW, and fieldwork. Potential stakeholders include the Sindh Board of Technical Education (SBTE), and various civil society organizations that the IPs have partnered with.
- d) Cost sharing refers to cash or in-kind contributions (e.g., technical assistance in designing training curricula) with any partners (e.g., private companies for in-house training, communities). Additionally the evaluation team will assess the impact of USAID's mandatory 10 percent contribution requirement from beneficiaries.

5. Is the project scalable and can local resources be leveraged to transition it out of donor dependence?

Explanation: The two IPs have a combined target of training 18,000 individuals. This number is small compared to the target population residing in project neighborhoods. This question will assess if and how the project can be scaled up to amplify results. The current implementation model depends heavily on USAID resources to provide services to trainees. This question will thus assess the extent to which local organizations, businesses, or the public sector can replace international donor resources. The evaluation will also examine whether trainees can contribute more than the current 10 percent of the cost of training, and whether alumni are willing to support project activities.

Data Collection

The evaluation will answer the questions with a mix of primary and secondary qualitative and quantitative data collected at the individual, neighborhood, and city levels. Table 2 summarizes key data collection activities. Table 14 outlines a detailed plan for collecting and analyzing data to answer each evaluation question.

TABLE 2: DATA COLLECTION METHODS AND SOURCES

Data collection level	Data sources
Individual	- Qualitative data from key informant interviews - IP-collected census of beneficiaries - PERFORM surveys of training alumni and current (new) trainees
Neighborhood / community	- Qualitative data from key informant interviews with community leaders and other stakeholders - Crime data from city/provincial security departments, news media, or other sources
City	- Qualitative data from key informant interviews - Crime data from city/provincial security departments, news media, or other sources

Implementing partners have been collecting basic information on all applicants. The evaluation will use these data to assess the characteristics of applicants at the time of application. The data will also provide the primary sampling frames for surveys of alumni and current trainees.

The evaluation will survey selected individuals from two treatment groups, i.e., alumni from each implementing partner, and two comparison groups, i.e., current (new) trainees from each implementing partner. The survey may include modules on income, employment, consumption, aptitude, attitude, history of violence, networks, personality vignettes, and other data that may reflect the individuals' status or propensity for engaging in violent behavior.

To examine trends in violence in Karachi, towns, and neighborhoods, the evaluation will rely on media reports on violence, data from security departments, and other sources. The ability to profile smaller administrative units such as neighborhoods will depend on the granularity of available data.

Finally, the evaluation will use key informant interviews with a purposive sample of representatives from the private sector and other relevant stakeholders.

PERFORM will engage a subcontractor to administer the surveys. The evaluation team will develop instruments and work closely with the subcontractor to train enumerators and pretest and finalize instruments.

Sampling

The geographic area the projects cover is substantial with a large number of administrative units and people. The last census was in 1998 and the population of the project area has increased substantially since then. Table 3 summarizes selected characteristics of the project area and identifies the towns in which each IP is working.

TABLE 3: ADMINISTRATIVE SUBDIVISIONS IN THE PROJECT AREA

Towns	1998 population	Number of UCs/neighborhoods	AMANTECH	UNDP
Lyari Town	607,992	11	X	X
Saddar Town	616,151	11	X	
Jamshed Town	733,821	13		
Gadap Town	289,564	8	X	
SITE Town	467,560	9		X
Kemari Town	383,778	8		X (Sultanabad)
Shah Faisal Town	335,823	7	X	X
Korangi Town	546,504	9	X	X
Landhi Town	666,748	12	X	X
Bin Qasim Town	315,684	7		
Malir Town	604,763	7	X	X
Gulshan-e-Iqbal Town	646,662	13	X (Gulistan e Johar)	
Liaquatabad Town	649,091	11		
North Nazimabad Town	500,000	10	X	
Gulberg Town	453,490	8		
New Karachi Town	684,183	13	X	
Orangi Town	723,694	13	X	X
Baldia Town	406,165	8		X
Total	9,631,673	178		

UNDP and AMANTECH are working in many of the same neighborhoods. To answer the evaluation questions, the evaluation team will survey four distinct groups, two treatment groups comprised of training alumni from both IPs, and two comparison groups comprised of current trainees from both IPs. The data analysis section of this work plan describes in detail how the evaluation will utilize information from each of these surveys.

The evaluation will select approximately 400 individuals from each of the four groups for a total survey sample size of 1,600 individuals. The sample size calculations are based on being able to measure at least a 30 percent increase in the proportion of youth employed with a power of 0.8 and an alpha of 0.05.

Survey of AMANTECH Alumni

The evaluation team will select a random sample of AMANTECH alumni from the census of trainees; stratified by type and length of training and time since they completed training. Table 4 shows the distribution of trainees by intake date, and type and length of training.

TABLE 4: AMANTECH: NUMBER OF TRAINEES BY TRAINING DURATION AND SESSION

Intake date	Length of training (months)				Total
	3	6	12	18	
January 2014	--	--	--	255	255
June 2014	--	--	242	290	532
January 2015	--	177	355	--	532
March 2015	--	--	19	--	19
June 2015	90	145	806	--	1,041
Total	90	322	1,422	545	2,379
Sampling frame	90	322	628	545	1,573

The sampling frame for AMANTECH alumni includes all trainees in Table 4 except the 806 individuals who enrolled in the 12 month program that started in June 2015. These trainees are expected to graduate in June 2016 and hence will not have graduated and had time to find jobs before data collection begins. The alumni sampling frame for AMANTECH thus consists of 1,573 individuals.

TABLE 5: AMANTECH: NUMBER OF TRAINEES BY TRAINING DURATION AND TYPE OF TRAINING

Trade/course	Course length (months)				Total
	3	6	12	18	
Auto	--	--	169	132	301
CAD	--	184	23	1	208
Electrical	--	44	273	232	549
Mechanical	--	94	151	180	425
Textiles	90	--	--	--	90
Total	90	322	616	545	1,573

AMANTECH offers training in 13 skill areas, some of which it offers at different levels of intensity (duration). Table 5 collapses trainings into four bins for sampling since there are not enough observations by specific training type. The sample will include all of the three-month textile trainees (71 of whom are women and the only women trainees at AMANTECH) because they are directly comparable to UNDP trainees. The team will select equal numbers of trainees from the remaining four bins, stratifying by length of time since completing the training.

Survey of UNDP Alumni

The team will also select a random sample of UNDP alumni from the census of trainees. The sample will be stratified by length and type of training and will include only those who completed their training at least six months prior to the evaluation. Additionally, since UNDP works through eleven training partners and four satellite training units, the evaluation team will include both in the sampling frame. The team may choose to stratify the sample by subcontractor. Unlike AMANTECH which trains almost exclusively men and trains on a variety of skills, UNDP trains mostly women and focuses on textile related skills.

Table 6 shows the number of trainees by number of months since they completed their training and the subcontractors engaged by UNDP. Data were available for 4 UNDP subcontractors² at the time PERFORM developed this AWP. Months since graduation are calculated from the date of graduation till April 2016. These numbers will be updated based on further information received from UNDP and will likely increase due to the addition of trainees from other training institutes and satellite training units.

TABLE 6: UNDP: TRAINEES BY TIME SINCE TRAINED AND UNDP SUBCONTRACTOR

Months since graduation	UNDP – Subcontractors				Total
	GVI	MITI	PHMA	VTCG-K	
0	39	35	-	52	126
1	-	23	85	-	108
2	-	-	25	-	25
3	35	190	120	60	405
4	15	-	-	-	15
5	-	-	-	-	-
6	45	50	-	60	155
7	-	110	75	20	205
Total	134	408	305	192	1,039
Sampling Frame	95	350	195	140	780

Comparison group samples

The evaluation design defines two comparison groups. These groups consist of current trainees from each IP.

The analysis will compare values of the key outcomes of interest such as employment characteristics, income, and involvement in productive activities for UNDP and AMANTECH alumni to those of a sample of 800 individuals who are just beginning training. To the extent feasible, the evaluation team will attempt to select comparison groups of youth that received training similar to that supported by USAID and from the same centers. The pre-enrollment status of recently enrolled current trainees will represent what the current status of alumni of USAID-supported training would have been had they not obtained training.

² The four training partners from which we have data are: Memon Industrial and Technology Institute (MITI), Pakistan Hosiery Manufacturers and Exporters Association (PHMA), Vocation Training Center (Girls) – Korangi-5 (VTCG-K), and Government Vocational Training Institute (Women) Nayabad Khadda Lyari (GVI).

The comparison will provide insights into the effectiveness of USAID-funded training in terms of enabling trainees to secure gainful employment, increase their income, and engage in economically and socially productive activities. The comparison will also contribute to assessing the effectiveness of the IPs' targeting and selection strategies. To triangulate the results of the comparison, the analysis may also include a simple pre-post comparison of USAID trainees.

Survey sample design summary: Table 7 summarizes the sampling design for the survey at a broad level. A simple random sample will ensure that the sample represents almost all training centers so the analysis will not have to weight results to adjust for stratification. The evaluation team will further refine the sampling design in consultation with UNDP, AMANTECH, and USAID during the TPW.

TABLE 7: SURVEY SAMPLE DESIGN SUMMARY

	UNDP alumni	AMANTECH alumni	UNDP comparison group	AMANTECH comparison group
Sample size by group	400	400	400	400
Sub-totals	800		800	
Total	1,600			

Sampling for group interviews

The evaluation team will conduct a series of group interviews with trainees and members of the comparison groups to collect primarily qualitative data, and some quantitative data, on various aspects of the projects such as recruiting, selection, training outcomes, and the security situation in the selected neighborhoods. The group interviews will focus on developing a deeper understanding of how the project's various activities have affected the lives of the trainees. The quantitative data collected through the group interviews will help explore trends, while qualitative information will add depth to the analysis and help identify the reasons behind the trends. We will conduct the group interviews at the training centers that are most easily accessible and are willing to host the interviews. MSI/PERFORM will manage the logistics for these group interviews through a subcontractor, while the evaluation team will conduct the interviews. The subcontractor's team will also be responsible for documenting, recording, and transcribing interview proceedings. The evaluation team will analyze the information received from the interviews; define the criteria for selecting trainees; and, if we select randomly, provide a list of the participants to the subcontractor.

Each group interview will engage a maximum of four participants from different neighborhoods. We will conduct an equal number of group interviews with UNDP and AMANTECH trainees and corresponding comparison groups for a total of 16 group interviews, 8 from the treatment groups and 8 from the comparison groups. Through these interviews, the evaluation team will be able to discuss various aspects of the projects with as many as 64 participants.

The evaluation team will carefully select participants for the group interviews. Keeping in mind the requirements of the evaluation, it should be possible to either select the participants randomly or purposively. The team will discuss and finalize the selection method during the TPW. If the team uses a random selection method, it will use project-generated enumeration lists from each IP to randomly select trainees.

Sampling for key informant interviews

The team will conduct semi-structured interviews with key stakeholders associated with the project and experts who can provide feedback on the project's design, implementation, and results. The interviews

will focus on evaluation questions relating to stakeholder involvement, the security situation in the target neighborhoods, and training outcomes. The interviews will also include discussions about the program's development hypothesis.

The team will select stakeholders and experts purposively to capture particular expertise, experience, or perspectives. Table 8 summarizes the key categories of stakeholders and experts and the anticipated number of interviews in each category. The team will identify specific individuals in consultation with USAID, UNDP, and AMANTECH during the TPW.

TABLE 8: KEY INFORMANT INTERVIEWS

Respondent type	Location	No. of interviews
USAID/Pakistan, Karachi Office	Karachi	3
UNDP Country Office	Islamabad	1
UNDP Project Office	Karachi	2
UNDP training partners, including satellite centers	Karachi	11
SPO mobilization staff	Karachi/Islamabad	1
AMANTECH core staff	Karachi	2
AMANTECH project and training staff	Karachi	3
Government of Sindh (STEVTA, etc.)	Karachi	4
Subject-matter experts	-	5
Current and prospective private sector employers	Karachi	10
Karachi Chamber of Commerce	Karachi	1
Relevant trade associations	Karachi	4
Total		47

Data Analysis

This section describes analysis methods for each question. The table shells are illustrative and the team will refine them during the TPW.

1. How effective are the program's targeting, recruiting, and selection strategies?

- a. Are the implementing partners selecting beneficiaries from marginalized/at-risk neighborhoods?
- b. Are the recruiting strategies attracting marginalized/at-risk individuals and are the partners selecting marginalized/at-risk individuals from among the pool of recruits?
- c. What is the relative cost-effectiveness of the different recruiting strategies?

Data Analysis

To answer question 1a, the evaluation will demarcate neighborhood boundaries within towns (probably defining UCs as neighborhoods) and develop profiles of each area using: 1) secondary crime data mapped to each neighborhood, 2) key informant interviews with the IPs' social mobilizers, 3) data from the individual surveys, and 4) interviews with experts on Karachi's political, social, and economic dynamics. The analysis may combine these data into a composite indicator of the extent to which a neighborhood is marginalized/at-risk. The evaluation will then map beneficiaries (alumni and current trainees) to neighborhoods to determine the extent to which beneficiaries are being selected from the most marginalized/at-risk neighborhoods.

The table shell in Table 9 illustrates how the evaluation team may organize and present the data to answer question 1a.

TABLE 9: ILLUSTRATIVE TABLE SHELL FOR QUESTION 1A

Town	Union Council	Neighborhood	Neighborhood ranking (within town)	Neighborhood ranking (within city)	AMANTECH percentage beneficiaries from neighborhood	UNDP percentage beneficiaries from neighborhood
Korangi	Bilal Colony					
Korangi	Nasir Colony					
Korangi	Chakra Colony					
Add rows for additional towns/UCs						

To answer question 1b, the evaluation will collect detailed demographic, socio-economic, and psychological information³ from the survey of alumni to establish a profile of the average trainee. It will use these data to determine how many alumni (those recruited and selected into the program) satisfy the measurable definition of “marginalized/at-risk” the team will have established in consultation with USAID and the IPs. The analysis will thus determine whether recruiting and selection strategies are effectively engaging marginalized/at-risk youth.

To answer question 1c, the evaluation will calculate the cost effectiveness of each recruiting method by dividing the total cost of the recruiting method by the estimated⁴ number of successful applicants who reported responding to the recruitment method in the survey. The cost-effectiveness analysis will require financial data from implementing partners disaggregated by recruiting method. Group interviews with alumni will provide qualitative information on the reasons why some recruiting strategies were more effective than others.

Table 10 illustrates how the evaluation team may organize and present the data to answer question 1c.

³ The data collected for the profile will reflect the way the team decides to operationalize the “marginalized/at-risk” concept.

⁴ The analysis will estimate the number of trainees who responded to each recruitment approach from data collected from the survey samples.

TABLE 10: ILLUSTRATIVE TABLE SHELL FOR QUESTION 1C

Method of recruitment	AMANTECH			UNDP		
	Number of trainees reporting [...] as primary recruiting method	Total amount spent by IP on recruiting method	Cost effectiveness (cost per applicant)	Number of trainees reporting [...] as primary recruiting method	Total amount spent by IP on recruiting method	Cost effectiveness (cost per applicant)
Social mobilization						
SMS						
Print media						
Other methods						
Add rows for additional recruiting methods						

2. How is the program affecting individual trainees?

- a. To what extent are trainees obtaining new or better jobs relative to similar individuals who do not receive training?
- b. What effect is the program having on keeping youth away from violent groups/activities?

Data Analysis

The analysis will use two approaches to answer question 2a. First, it will compare the pre-training status of alumni to post-training outcomes. Second, it will compare post-training outcomes for alumni to the pre-training situation of current trainees immediately before these current trainees started training. The comparison matches groups of youth with comparable motivation, however these groups may be different along other unobservable baseline characteristics especially neighborhood or time-dependent factors; the only observable differences between the two groups should be related to any differences in selection criteria or that one group received training while the other did not.

Table 11 illustrates how the team may organize and report data for the second approach to answering question 2a.

TABLE 11: ILLUSTRATIVE TABLE SHELL FOR QUESTION 2A

	AMANT ECH alumni (1)	Current AMANTECH trainees (2)	Difference of (1) and (2)	p-value of difference of (1) and (2)	UNDP alumni (3)	Current UNDP trainees (4)	Difference of (3) and (4)	p-value of difference of (3) and (4)
Change in proportion employed								
Change in individual reported income								
Change in length of contract								
Proportion who's training matches job placement								
Add rows for additional indicators								

To answer question 2b, the evaluation will collect data in the surveys to understand how alumni and current trainees who have just started their training use their time. Comparing the two groups will allow the team to draw conclusions about whether alumni are engaged in more productive activities than they would have been otherwise (taking the pre-training situation of current trainees as the counterfactual). The analysis will disaggregate granular time use data into productive and leisure activities. The assumption is that increased productive or leisure activities will crowd out violent and extremist activities. The evaluation will also triangulate survey data with the opinions of IP social mobilization teams.

Table 12 illustrates how the team may organize and report data to answer question 2b.

TABLE 12: ILLUSTRATIVE TABLE SHELL FOR QUESTION 2B

	AMANTECH alumni (1)	Current AMANTECH trainees (2)	Difference of (1) and (2)	p-value of difference of (1) and (2)	UNDP alumni (3)	Current UNDP trainees (4)	Difference of (3) and (4)	p-value of difference of (3) and (4)
Time spent in productive activities								
Time spent in leisure activities								
Add rows for additional indicators								

3. How, if at all, is the program affecting the targeted communities (towns/neighborhoods) at large?

- a. How, if at all, has the level of reported crime and violence changed in target communities?
- b. How, if at all, has the perception of insecurity changed in target communities?

Data Analysis

To answer question 3a, the evaluation will use neighborhood-level historic crime data to assess trends in reported violence throughout the intervention period. Neighborhoods with a higher proportion of youth engaged in the USAID-supported training (or similar workforce development activities) may be more likely to experience a decrease in violence and the analysis will explore this relationship.⁵

To answer question 3b, the analysis will also leverage qualitative information from key informant interviews with social mobilization teams to assess changes in perceptions of insecurity at the neighborhood level before the project and at the time of the evaluation. The surveys may also seek information about perceptions of insecurity before the project and at the time of the evaluation from surveyed youth. The analysis will create a composite indicator of perceptions of insecurity from the two data sources. The analysis will relate changes in this indicator to the proportion of neighborhood youth trained.

Table 13 illustrates how the team may organize and present data to answer questions 3a and 3b.

⁵ This assumes a link between training and engaging in violent behavior; that the proportion of youth in a neighborhood who have undergone training is large enough to affect neighborhood dynamics. The analysis may also need to account for other (i.e., non USAID-funded) workforce development activities in the area.

TABLE 13: ILLUSTRATIVE TABLE SHELL FOR QUESTIONS 3A AND 3B

Town	AMANTECH number or proportion of target population trained	AMANTECH pre- to post-project change in crime index (question 3a) or perceptions of security (question 3b)	UNDP number or proportion of target population trained	UNDP pre- to post-project change in crime index (question 3a) or perceptions of security (question 3b)
Gulberg Town				
New Karachi Town				
Add rows for additional towns				

The analysis will use appropriate statistical tests to determine if there is a relationship between the number or proportion of the target population trained and changes in the crime index.

4. What is the stakeholder involvement in the projects?

- What was the community's involvement in planning and implementing this project?
- What was the private sector's involvement in planning and implementing this project?
- What was the involvement of any other relevant stakeholder in planning and implementing this project?
- What, if any, cost-sharing has the project benefitted from?

Data Analysis

Data from key informant interviews with project stakeholders and IP staff will provide the qualitative data to answer questions 4a through 4c. To answer question 4d, the team will combine qualitative data from key informant interviews with IP staff with any quantitative data implementing partners are able to provide. Additionally the survey and group interviews will also yield information on trainees' views on the appropriateness of the cost share they are expected to pay.

Question 5: Is the project scalable and can local resources can be leveraged to transition it out of donor dependence?

Data Analysis

Data from key informant interviews with local private sector donors will allow the evaluation to assess whether local resources can replace donor funding. Interviews with experts will inform the discussion on how projects have been able to transition out of donor dependence.

Also, the survey and group interviews of alumni and current trainees will elicit the willingness of individuals to pay a higher cost share for training. The evaluation will also assess whether alumni support their parent institutions after completing training.

Strengths and Limitations

The proposed approach has the following strengths and limitations:

- The key strength of the approach is its extensive use of both quantitative and qualitative data from multiple sources. It is truly a mixed methods approach. Furthermore, answers to two of

the questions will use two comparisons – a pre/post comparison of alumni and a comparison of alumni to current trainees – to further triangulate results.

- Implementing the quantitatively heavy approach will require access to reliable secondary data. A preliminary assessment suggests that these data exist but we don't know the quality or granularity at this point. The evaluation team will assess the suitability of these data during the team planning workshop.
- Karachi's evolving security situation may affect the quality of the primary data collected by the evaluation team and the IP's. PERFORM will monitor the situation closely and modify data collection procedures and timelines if necessary.
- The reliance on retrospective questions in the surveys raises the potential for inaccurate recall to affect the reliability of data on past employment, economic status, perceptions of insecurity, and other key parameters. The evaluation will pilot all data collection instruments to ensure recall questions are items that respondents can reasonably be expected to recall or develop question sequences that enhance recall. Furthermore, it will implement parallel analyses that do not depend on recall to triangulate results that do depend on recall.
- The evaluation proposes to compare training alumni and current trainees to assess the effect of training on key outcome variables. The design should produce treatment and comparison groups with similar motivation and attitudes towards training. However, temporal external factors such as changes in unemployment or security between the time alumni entered training and the time of the evaluation, as well as factors that affect neighborhoods differentially may confound the comparison between neighborhoods and groups. The evaluation will address these concerns by comparing the two groups on a variety of variables to assess difference across a number of dimensions.
- The evaluation proposes measuring changes in violence in project neighborhoods using secondary data collected from media reports on crime activity in Karachi. These reports may not cover all instances of crime, and granular data disaggregated by neighborhoods may not be available.
- Crime and perceptions of insecurity may not be measurable quantitatively due to time constraints, small effect sizes that would necessitate prohibitively large sample sizes, and the relatively small number of trainees in a neighborhood. The training may have little or no effect on criminal activity and perception of insecurity if the scale of the project is small relative to the size of the neighborhood. More importantly, perhaps, it will be difficult to separate any impacts that do exist from the myriad other factors that affect trends in violent behavior and perceptions of insecurity. The evaluation will employ the strongest feasible design to control for these factors but options are limited.

TABLE 14: ILLUSTRATIVE SUMMARY OF PROPOSED DATA COLLECTION AND ANALYSIS METHODS

Evaluation question	Data collection method	Data source	Sampling	Methods of data analysis	Limitations/risks
I. How effective are the program's targeting, recurring, and selection strategies?					
1a. Are the implementing partners selecting beneficiaries from marginalized/at-risk neighborhoods?	Secondary review	Relevant policy documents	N/A	Review of documents to quantitatively define marginalized and at-risk	Quantitative definition of concepts may be subjective
	Midterm survey	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Respondents' perceptions of relative marginalization of their neighborhoods in comparison to other neighborhoods	Respondents may not have in-depth knowledge of other neighborhoods
	Group interview	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Respondents' perceptions of relative marginalization of their neighborhoods in comparison to other neighborhoods	Respondents may not have in-depth knowledge of other neighborhoods
	Census of beneficiaries	IP collected trainee census	N/A	Addresses of alumni and current trainees will be mapped onto neighborhoods	Reported addresses may be incorrect
	Collation of secondary sources of crime data	Media reports of crime activity for Karachi	N/A	Weekly crime report from leading newspapers will be digitized to create a composite crime variable at the neighborhood level	Reported crime may not accurately reflect the level of perpetrated violence
	Semi structured interviews	Key informants	Purposive sample of key informants, experts, project staff involved in recruitment activities and staff of donor agencies	Qualitative analysis using MaxQDA. Qualitative analysis of perceptions of marginalization of trainees' and alumni home neighborhoods and donor staff's perception of usefulness of targeting	Limited number of observations, and limited degree of attribution.
1b. Are the recruiting strategies	Secondary review	Relevant policy documents	N/A	Review of documents to quantitatively define marginalized and at-risk	Quantitative definition of concepts may be subjective

Evaluation question	Data collection method	Data source	Sampling	Methods of data analysis	Limitations/risks
attracting marginalized/at-risk individuals and are the partners selecting marginalized/at-risk individuals from among the pool of recruits?	Secondary review	Implementing partner applicant data	N/A	Unsuccessful applicants will be compared to successful applicants to assess if there is any significant difference on measured variables	Limited variables available for comparison
	Semi-structured interviews	Experts	Experts on Karachi's political, economic, and social dynamics	Qualitative analysis of perceptions of marginalization of trainees' and alumni home neighborhoods	Limited attribution due to small sample size
	Collation of secondary sources of crime data	Media reports of crime activity for Karachi	N/A	Weekly crime report from leading newspapers will be digitized to create a composite crime variable at the neighborhood level	Reported crime may not accurately reflect the level of perpetrated violence
	Group interview	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Interviews will provide qualitative information on the difference between alumni and current trainees	Groups may be different along unobserved variables
	Midterm survey	Alumni and current trainees	Random sample of alumni and current trainees from IP census of trainees; stratified by type of training and time since completion of training	Comparison of alumni and current trainees will illustrate any difference in marginalization of the two groups. Both groups' marginalization will be assessed compared to operationalized definition of marginalized and at-risk	Comparison group of current trainees may differ from alumni on unobserved variables
I.c. What is the relative cost-effectiveness of the different recruiting strategies?	IP financial reports	IP collected data	N/A	IP financial reports disaggregated to show spend on each type of recruitment activity	
	Midterm survey	Alumni and current trainees	Random sample of alumni and current trainees from IP census of trainees stratified by type of training and time since completion of training	Alumni will be asked to indicate the recruitment strategy through which they learnt about the project	Applicants might have been reached through multiple recruitment strategies and may incorrectly identify primary recruitment activity

Evaluation question	Data collection method	Data source	Sampling	Methods of data analysis	Limitations/risks
	Group interview	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Interviews will enable a deeper understanding of why certain recruitment activities are more effective than others	Respondents may have imperfect recall of recruitment activities
2. How is the program affecting individual trainees?					
2a. To what extent are trainees obtaining new or better jobs relative to similar individuals who do not receive training? 2b. What effect is the program having on keeping youth away from violent groups/activities?	Midterm survey	Alumni and current trainees	Random sample of alumni and current trainees from IP census of trainees stratified by type of training and time since completion of training Random sample of applicants from IPs list of applicants - who were not selected for training (400 youth)	Before and after comparison of means of proportion employed and quality/type of employment for intervention and comparison groups. Cross tables, graphical representation, regression analysis	Imperfect recall to questions in the midterm survey Current trainees may be different from alumni along unobserved variables
	Group interview	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Qualitative analysis of perceptions of respondents on usefulness of training and effect on leisure activities	Limited generalizability due to small sample size
	Semi-structured interviews	IP staff, employers and experts	Purposive sample of IP staff, employers of alumni and experts on Karachi's political, economic and social dynamics	Qualitative analysis of perceptions of respondents on usefulness of training and effect on leisure activities	Limited generalizability due to small sample size
3. How, if at all, is the program affecting the targeted communities (towns/neighborhoods) at large?					
3a. How, if at all, has the level of reported crime and violence changed in target communities?	Collation of secondary sources of crime data	Media reports of crime activity for Karachi	N/A	Weekly crime report from leading newspapers will be digitized to create a composite crime variable at the neighborhood level	Reported crime may not accurately reflect the level of perpetrated violence
3b. How, if at all, has the perception of insecurity changed in target	Semi structured interviews	IP staff and experts	Purposive sample of key informants, IP staff involved in recruitment activities and experts on Karachi's political, economic and social dynamics	Interviews will provide qualitative evidence of the effect of the project on target communities/neighborhoods	Limited attribution of changes because of the project

Evaluation question	Data collection method	Data source	Sampling	Methods of data analysis	Limitations/risks
communities?	Midterm survey	Alumni and current trainees	Random sample of alumni and current trainees from IP census of trainees stratified by type of training and time since completion of training	Before and after comparison of means for intervention and comparison groups along demographic, socio-economic and psychological variables. Cross tables, graphical representation, regression analysis	Imperfect recall to questions in the midterm survey
	Group interview	Alumni and current trainees	Random sample of alumni and current trainees; stratified by type of training and time since completion/start of training	Qualitative analysis of perception of changes in feelings of insecurity	Recall of perception of insecurity may be imperfect
4. What is stakeholder involvement in the project?					
4a. What was the community's involvement in planning and implementing this project?	Semi structured interviews	Key informants from staff of IPs	Purposive sample of UNDP and AMANTECH staff involved during the planning and implementation phases of the project	Interviews will provide evidence of the extent of community involvement planning and implementing the project	Limited degree of attribution
4b. What was the private sector's involvement in planning and implementing this project?	Semi structured interviews	Key informants from partners and trade associations	Purposive sample of key informants, staff of satellite training units, trade associations, members of chambers of commerce and trade associations	Interviews will provide evidence of the private sector's role in planning and implementing the project	Limited degree of attribution
4c. What was the involvement of any other relevant stakeholder in planning and implementing this project?	Semi structured interviews	Key informants from any other relevant stakeholder	Purposive sample of key informants, members of civil society, STEVTA, SBTE and experts	Interviews will provide evidence of the role of key stakeholders in planning and implementing the project	Limited degree of attribution
4d. What, if any, cost-sharing has the project benefitted from?	Semi structured interviews	Key informants from implementing partners	Purposive sample of key informants, IP staff and private sector entities involved in cost sharing arrangements	Interviews will provide evidence of cost sharing	Limited degree of attribution

Evaluation question	Data collection method	Data source	Sampling	Methods of data analysis	Limitations/risks
	Midterm survey	Alumni and current trainees	Random sample of alumni; stratified by type of training and time since completion/start of training	Cross tabs and graphs of responses to questions on whether trainee share of cost of training was appropriate	Alumni may be optimistic after improved economic circumstances due to training
	Group interview	Alumni and current trainees	Random sample of alumni; stratified by type of training and time since completion/start of training	Interviews will provide qualitative information on the opinion of respondents on their cost share	Limited degree of attribution
Question 5: Determine if the activity is scalable and if local resources can be leveraged to transition it out of donor dependence.					
	Semi-structured interviews	Local private sector donors	Purposive sample of donors	Interviews will provide opinions of local donor on project scalability and sustainability	Limited degree of attribution
	Semi-structured interviews	Experts	Purposive sample of experts	Interviews will provide expert opinion on the extent to which the project is scalable	Limited degree of attribution
	Midterm survey	Alumni	Random sample of alumni; stratified by type of training and time since completion/start of training	Respondents opinion on whether training cost share can be increased	Alumni may be optimistic after improved economic circumstances due to training
	Group interview	Alumni	Random sample of alumni; stratified by type of training and time since completion/start of training	Respondents opinion on whether training cost share can be increased	Limited degree of attribution

DELIVERABLES

Deliverables under this assignment include:

- **Detailed Methodology, Data Collection Tools, Data Collection and Analysis Plans:** During the team planning workshop (TPW), the assignment team will prepare the detailed methodology, data collection tools and data collection and analysis plans for the assignment. The methodology in the AWP will be updated and revised as needed at the end of the TPW. The revised methodology, data collection tools and data collection and analysis plans will be submitted to the PERFORM COR for approval at the end of the TPW and before the start of field work.
- **Data Collection Completion Report:** At the conclusion of data collection, PERFORM will submit to the PERFORM COR a final data collection schedule indicating dates and location of data collection activities and persons or groups interviewed if relevant.
- **Debriefing with USAID/Pakistan of Findings, Conclusions, and Recommendations:** At or near the conclusion of data analysis the assignment team will present the major findings, conclusions, and recommendations to USAID/Pakistan. As appropriate, the team will consider USAID comments during the debriefing when writing the draft report.
- **Draft Report:** The draft report will answer the assignment questions and will include findings, conclusions and recommendations across the components/sub-components. The draft report (not to exceed 30 pages) will be submitted by PERFORM to the PERFORM COR for USAID/Pakistan review and comments. The PERFORM COR will submit all comments to the draft report to PERFORM within two to three weeks of receipt of the draft report.
- **Final Report:** The final report will address all USAID/Pakistan comments. PERFORM will finalize the report and submit it to the PERFORM COR for approval within two to three weeks.
- **One-page Brief:** A brief of the key (qualitative and quantitative) findings, conclusions and recommendations related to the assignment questions will be developed by PERFORM for use by USAID/Pakistan decision makers and other relevant stakeholders. This document will be written in English and may be translated and disseminated as desired by USAID/Pakistan. PERFORM will submit the document to the PERFORM COR after the final report is approved.
- **Presentation(s) to USAID/Pakistan:** Presentation(s) of the final report will be made to USAID/Pakistan, implementing partners and other relevant stakeholders if desired by USAID/Pakistan.
- **Raw Data:** Per [ADS 579 - USAID Development Data](#) – all quantitative data collected for this assignment will be submitted to USAID/Pakistan in electronic format within 30 days of completion. Qualitative data will be delivered as 1) the coded segments used in analysis extracted from MAXQDA in an excel format or 2) tally sheets, as applicable to the analysis.
- **Development Experience Clearinghouse (DEC) Review:** Once the report is finalized, USAID/Pakistan may conduct a DEC review of the report. The PERFORM COR will share the DEC version of the report with PERFORM for final editing, formatting and uploading to the DEC.

ANTICIPATED SCHEDULE OF ACTIVITIES AND LEVEL OF EFFORT

TABLE 15: ASSIGNMENT STAFFING WITH ROLES AND RESPONSIBILITIES

Position	Status	Roles and Responsibilities
Team leader	Expat STTA	The team leader will have demonstrated experience evaluating workforce development programs worldwide. The team leader will be responsible for leading all aspects of the assignment (except fieldwork in the districts) and for producing the final report.
Statistician	Local STTA	The statistician will provide guidance on the quantitative aspects of the evaluation design, this includes regularly reviewing incoming raw data from the field; ensuring sample sizes calculation are rigorous; and providing estimates of power for outcome variables.
Field researcher (2)	Local STTA	The researcher will have intimate knowledge of Karachi and facilitate qualitative data collection activities. The researcher will conduct group and individual interviews.
Data analyst (2)	Local STTA	The data analysts will monitor data collection by the subcontractor to ensure that data collection guidelines and protocols are being followed; they will review raw data as it is collected, and perform validation checks to ensure quality.
Assignment manager	PERFORM LTTA	The assignment manager will oversee the evaluation; coordinate all travel and logistics; facilitate meetings with USAID/Pakistan; participate in the TPW, data rehearsal, data analysis, and initial debrief; review draft reports; and ensure that the team adheres to the deadlines for deliverables contained in the AWP.
Evaluation and assessments advisor/Team lead	PERFORM LTTA	The evaluation and assessments advisor/team lead is responsible for reviewing and approving all aspects of the assignment and is ultimately responsible for ensuring that the team completes the assignment on time and to required quality standards.
Logistics coordinator	Local STTA	The logistics coordinator will travel with the team in the field if necessary to handle emerging logistics issues in real time and ensure that the team can focus on the evaluation work.
Technical editor	MSI home office	The technical editor will edit the final report.

TABLE 16: ANTICIPATED ASSIGNMENT SCHEDULE AND LEVEL OF EFFORT

Assignment phase	Staffing	LOE (days)	Location of activity	Anticipated schedule	Deliverable(s)	Deliverable due date
Preparation	Team leader	16*	Home base	Aug 8-Aug 13	Drafts of introduction and background chapters (team leader)	Aug 8, 2016 (PERFORM deliverable)
	Statistician	7**			Draft answers to evaluation questions (all team members)	
	Field researcher #1	7**				
	Field researcher #2	7**				
TPW	Team leader	6	Karachi	Aug 15-Aug 20	Draft instruments	Aug 20, 2016
	Statistician	6				
	Field researcher #1	6				
	Data analyst #1	8**				
	Data analyst #2	8**				
Training and pretesting	Team leader	6	Islamabad / Karachi	Aug 22-Aug 27		
	Statistician	6				
	Researcher #1	6				
	Researcher #2	6				
	Data analyst #1	6				
	Data analyst #2	6				
Finalize tools	Team leader	3	Islamabad	Aug 29-Aug 31	Draft data collection and analysis plans and final instruments	Aug 31, 2016
	Statistician	3				
	Field researcher #1	3				
	Field researcher #2	3				
	Data analyst #1	3				
	Data analyst #2	3				
Data rehearsal	Team leader	2	Islamabad	Sep 1-Sep 2	Data rehearsal	Sep 2, 2016
	Statistician	2				
	Field researcher #1	2				
	Field researcher #2	2				
Fieldwork	Team leader	20	Karachi	Sep 5-Sep 27	Data collection completion report	Sep 30, 2016
	Logistics coordinator	20**				

* Includes days for international travel

** Includes days for domestic travel

Assignment phase	Staffing	LOE (days)	Location of activity	Anticipated schedule	Deliverable(s)	Deliverable due date
	Statistician	20				
	Field researcher #1	20				
	Field researcher #2	20				
	Data analyst #1	20				
	Data analyst #2	20				
Analysis	Team leader	14	Islamabad	Sep 28-Oct 13	Debriefing note outline to USAID/Pakistan	Oct 13, 2016
	Statistician	14			Debriefing with USAID/Pakistan	Oct 14, 2016
	Field researcher #1	14			Presentation to USAID/Pakistan & stakeholders	TBD
	Field researcher #2	14				
	Data analyst #1	14				
	Data analyst #2	14				
Reporting	Team leader	15	Home base	Oct 17-Dec 19	Draft report to USAID/Pakistan	Nov 11, 2016
	Technical editor	5			Draft one-page summary	Nov 18, 2016
					Comments on draft report returned by USAID/Pakistan	Nov 25, 2016
					Comments on one-page summary returned by USAID/Pakistan	Dec 2, 2016
					Final report to USAID/Pakistan	Dec 19, 2016
					Final one-page summary to USAID/Pakistan	Dec 19, 2016

* Includes 8 days of international travel.

** Includes two day of local travel.

LOE Summary by Position			
Status	Position	LOE (days)	
Expat STTA	Team leader	82	
Local STTA	Statistician	58	
Local STTA	Field researcher #1	58	
Local STTA	Field researcher #2	58	
Local STTA	Data analyst #1	51	
Local STTA	Data analyst #1	51	
Local STTA	Logistics coordinator	20	
Home office	Technical editor	5	
Total LOE		385	

COST ESTIMATE

A break-down of costs by the four line items is below:

Direct Labor	
Travel	
Other Direct Costs	
Subcontractor	
Grand Total	

PERFORM COR APPROVAL

[COR will indicate approval by signing below or indicating “approval” by return email].

Contracting Officer’s Representative (COR)

Date

, or designate

Annex 3: Sample by UNDP Training Partner

Sr #	Name of Partner	Type of Partner	Number of Survey Respondents
1	Eastern Garments Pvt Ltd	Factory – Satellite Training Unit (STU)	-*
2	Kings Apparel Pvt Ltd	Factory - STU	._**
3	Soorty Enterprises	Factory - STU	6
4	Gul Ahmed Apparel Div	Factory - STU	22
5	Gul Ahmed Home Textile	Factory - STU	._*
6	Rajby Industries	Factory - STU	._***
7	Artistic Milliner	Factory - STU	1
8	Al Karam Textiles	Factory - STU	._***
9	Government Vocational Training Centre [Girls] (GVTC), Korangi No. 2.5	Government TVET institute	29
10	Government Polytech Institute [Women] (GPI), Korangi No.3.5	Government TVET institute	27
11	Government Vocational Training Centre [Girls] (GVTC), Korangi No. 5	Government TVET institute	28
12	Government Vocational Institute [Women] (GVI), Nayabad Khadda, Lyari	Government TVET institute	25
13	Government Vocational Training Centre [Women] (GVTC), Kalri, Lyari	Government TVET institute	52
14	Pak-Korean Garment Technology Institute (PKGTI), Nazimabad Campus	Private TVET institute	8****
15	Memon Industrial & Technical Institute (MITI), Korangi Karachi	Private TVET institute	65
16	Pakistan Hosiery Manufacturers & Exporters Association Institute (PHMA)	Private TVET institute	43
17	Pakistan Readymade Garments Technical Training Institute (PRGTTI)	Private TVET institute	77
18	Habib University Foundation - Institute of Advancing Careers & Talents	Private TVET institute	20
19	Government Polytech Institute [Women] (GPI), Landhi	Government TVET institute	._*****
	Total		403

* Three alumni in sample frame – none randomly sampled

** Factory unavailable to conduct survey

*** Information not provided in sample frame

**** PKGTI is no longer operational – respondents were invited to the nearest TVET institute

***** GPI-Landhi has recently partnered with UNDP – no alumni available to sample at the time of the survey

TABLE 7: PROFILE OF SURVEY RESPONDENTS

Town (n)	Age (average men)	Age (average women)	Education (% matric & below – men)	Education (% matric & below – women)	Received Religious Education (% men)	Received Religious Education (% women)	Never Married (% men)	Never Married (% women)	Household Size (mean)	Number of Dependents	Mother Tongue - Urdu	Mother Tongue - Sindhi	Mother Tongue - Balochi	Mother Tongue – Punjabi & Siraiiki	Poverty Score	Median Household Income
	Years	Years	%	%	%	%	%	%	#	#	%	%	%	%	Scale	Rs
Baldia (3)	20.5	41.0	50	100	0	0	100	0	5.75	3.5	50.0	-	-	50.0	77.27	31,500
Bin Qasim (7)	27.0	28.5	66.7	25.0	33.3	0	33.3	0	10.5	4.0	45.8	31.3	-	22.9	63.40	27,300
Gadap (1)	-	35.0	-	0	-	0	-	0	9	7.0	100	-	-	-	82.95	35,000
Gulberg (2)	23.5	-	-	-	0	-	100	-	5.0	2	50.0	-	-	-	86.21	40,000
Gulshan (8)	25.6	29.2	37.5	60.0	0	0	72.7	60.0	6.9	1.8	56.3	37.5	-	-	85.74	30,000
Jamshed (32)	23.5	27.0	93.6	86.3	3.9	10.5	96.2	51.4	5.4	0.4	61.9	-	-	25.8	81.99	25,000
Kimari (12)	24.0	19.5	0	96.8	25.0	3.0	75.0	88.1	5.3	0.4	21.6	-	-	12.0	68.15	28,000
Korangi (103)	24.5	23.0	42.7	80.4	21.5	14.9	77.9	78.2	7.3	1.3	73.1	5.4	2.6	13.5	81.01	25,000
Landhi (50)	26.3	27.1	33.3	62.4	20.0	12.1	61.8	59.0	7.0	1.6	58.9	8.3	5.2	14.1	73.28	21,800
Liyaqatabad (5)	21.9	25.1	82.4	-	0	-	100	-	8.6	3.1	74.1	-	-	25.9	85.15	29,000
Lyari (89)	25.1	22.7	75.3	62.6	11.0	26.5	100	93.7	7.7	0.6	12.3	19.1	24.0	11.8	75.88	20,000
Malir (37)	27.3	23.4	33.4	98.3	12.2	28.0	99.3	72.5	6.5	2.0	87.5	3.4	0.3	8.8	81.55	29,500
New Karachi (6)	20.7	25.0	100	-	0	0	92.9	50.0	8.3	3.9	62.5	37.5	-	-	85.99	30,000
North Nazimabad (4)	26.0	21.0	-	100	33.3	0	100	100	6.0	3.0	60.0			40.0	82.32	36,000
Orangi (11)	25.4	22.0	95.4	-	29.0	0	74.1	100	7.3	3.2	62.3	-	-	12.6	79.24	26,000
S.I.T.E (1)	26.0	-	0	-	0	-	100	-	4.0	0	-	-	-	-	75.75	30,000
Saddar (5)	24.5	24.0	100	100	0	0	70.0	100	6.3	1.6	54.6	-	-	9.1	83.35	32,000
Shah Faisal (26)	23.8	25.3	33.3	66.7	0	2.6	95.8	100	6.9	0.9	91.1	-	-	5.6	83.70	32,000

Annex 4: Data Collection Instruments

Questionnaire for Alumni

Evaluation of Youth Workforce Development Projects					Innovative Development Strategies (Pvt.) Ltd.								
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<i>Questionnaire ID</i>													
QUESTIONNAIRE													
ALUMNI													
EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS													
<table border="1" style="width: 100%;"><tr><td style="width: 50%; text-align: center;"><i>KPO 1</i></td><td style="width: 50%; text-align: center;"><i>KPO 2</i></td></tr><tr><td style="height: 50px;"></td><td style="height: 50px;"></td></tr></table>					<i>KPO 1</i>	<i>KPO 2</i>							
<i>KPO 1</i>	<i>KPO 2</i>												
<i>Conducted by</i> Innovative Development Strategies (Pvt.) Ltd. 2016													

QUESTIONNAIRE ID:

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EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS

QUESTIONNAIRE

ALUMNI

تعارف

اسلام و معلم

ملاقات کیلئے شکریہ اور مجھے امید ہے آپ کا دن اچھا گزر رہا ہوگا

میراث نام ہے میں (IDS) Innovative Development Strategies میں کام کرتا/ کرتی ہوں۔ جو کہ ایک تحقیقی اریسرچ کا ادارہ ہے۔ اور ہمارا مقصد یہ ہے کہ ہم پتھروک فوئرس ڈویلپمنٹ پروجیکٹ کے اغراض و مقاصد کا جائزہ لیں جو کہ AMANTECH اور UNDP کراچی کے مختلف علاقوں میں USAID کی مدد سے سرانجام دے رہے ہیں۔ آپ کو دی گئی ٹریننگ بھی اس پروجیکٹ کا حصہ ہے۔ ہماری اس سرگرمی کا مقصد اس بات کا اندازہ لگانا ہے کہ کیا یہ پروجیکٹ اپنے ٹریننگ اور روزگار کے اہداف کو پورا کر رہا ہے۔ ہم اس پروجیکٹ اور اس کی سرگرمیوں کے بارے میں آپ کی رائے لینا چاہتے ہیں تاکہ پروجیکٹ اور ٹریننگ کے نتائج میں بہتری لائی جاسکے۔ آپ کی دی گئی معلومات صرف اس پروجیکٹ کی کارکردگی جاننے کیلئے استعمال ہوں گی اور صنفیہ راز میں رکھی جائیں گی۔ اس کیلئے آپ ہمیں معلومات فراہم کرنے میں کسی قسم کی ہچکچاہٹ محسوس نہ کریں۔ پروگرام کی بہتری کیلئے انفرادی معلومات کے بجائے اجتماعی معلومات رپورٹ کی جائیں گی۔

کیا آپ اینٹروپولوجی رکھنے کی اجازت دیں گے/گی؟

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2 ◀ (انٹرویو ختم کر دیں، مگر جواب دہندہ کی معلومات کا سیکشن اور انتظامی سیکشن جتنا ہو سکتا ہے مکمل کر لیں)

Code box 1	
List of UNDP partners	
UNDP - Youth Employment Program - Partner Institutes/Factories	
1	Artistic Milliners
2	Eastern Garments
3	Gul Ahmed
4	King s' Apparel Pvt Ltd
5	Soorty Enterprises
6	GPIW Korangi 3-1/2
7	GVI(W) NAYABAD KHADDA LYARI
8	GVTC Korangi 2 ½
9	iACT
10	MITI
11	PHMA IKT
12	PKGTI
13	PRGTTI
14	VTC (G) Kalari Lyari
15	VTG Korangi 5

Code box 2	
(جواب دہندہ کا جس کا فون نمبر دیا گیا اس سے ریسٹے کے کوڈ)	
0	جواب دہندہ خود
1	بیوی/شوہر
2	باپ/مادر
3	بیٹا/بیٹی
4	بھائی/بھین
5	دیگر رشتہ دار

Code box A: Districts	
Karachi Central	1
Karachi North	2
Karachi South	3
Karachi East	4
Karachi West	5
Malir	6
Korangi	7

Code box B: Towns	
1. Baldia Town	10. Liyaqatabad Town
2. Bin Qasim Town	11. Liyari Town
3. Gadap Town	12. Malir Town
4. Gulberg Town	13. New Karachi Town
5. Gulshan Town	14. North Nazimabad Town
6. Jamshed Town	15. Orangi Town
7. Kiamari Town	16. S.I.T.E Town
8. Korangi Town	17. Saddar Town
9. Landhi Town	18. Shahfaisal Town

ADMINISTRATIVE	
X1. Interviewer Name: سوال کنندہ کا نام	
X2. Name of Supervisor: سپر وائزر کا نام	
X3. Interview Date: انٹرویو کی تاریخ	D DM MY Y Y Y H HM MAM/PM
X4. Start Time: انٹرویو شروع کرنے کا وقت	H HM MAM/PM H HM MAM/PM
X5. End Time: انٹرویو ختم کرنے کا وقت	H HM MAM/PM H HM MAM/PM
X6a. Date of Data Entry (1st): ڈیٹا انٹری کی تاریخ D DM MY Y Y Y D DM MY Y Y Y	
X6b. Date of Data Entry (2nd): ڈیٹا انٹری کی تاریخ D DM MY Y Y Y D DM MY Y Y Y	
X7. Did respondent receive training through UNDP or Amantech? UNDP.....1 Amantech.....2 ▶ Section A	
X8. Name of the training institute: آپ نے جس ادارے سے ٹریننگ حاصل کی اس کا نام کیا ہے؟ Institute Code (Code box 1)	
SECTION A: RESPONDENT INFORMATION	
A1. Name of Respondent: جواب دہندہ کا نام	
A2. Respondent's CNIC: جواب دہندہ کا شناختی کارڈ نمبر	
(Note down age and confirm it when you ask it in A9 below) 97. CNIC not available	
A3. Phone/Cell No. آپ کا فون نمبر (رابطہ نمبر) کیا ہے؟ اگر جواب دہندہ اپنا رابطہ نمبر دینا چاہے تو آپ اس کے کسی دوست/رشتہ دار کا رابطہ نمبر لے لیں (رابطہ نمبر لینا لازمی ہے) (This is mandatory. If the respondent is not comfortable sharing his/her own phone number, write the number of a relative or another contact person) جواب دہندہ سے رشتہ (Code box 2)	
A4. Current residential street address آپ اپنی موجودہ رہائش گاہ کا پتہ بتائیں؟ (Write house and street number if applicable) (جواب دہندہ جس علاقے میں رہتا ہے اگر وہاں گلی نمبر اور مکان نمبر ہے تو ضرور لکھیں) 	
A5. District: آپ کی موجودہ رہائش گاہ کس ضلع میں واقع ہے؟ (Code box A)	A6. Town: آپ کی موجودہ رہائش گاہ کس قصبے میں واقع ہے؟ (Code box B)
A7. Name of union council آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے (UC کا مکمل نام لکھیں) (اگر جواب دہندہ کو یونین کونسل کا نام معلوم نہ ہو تو "88" کا کوڈ لکھیں) 	
A8. Neighborhood (Mohalla etc.): آپ کے موجودہ محلے کا کیا نام ہے؟	

Code box C: trainings		
UNDP		AMANTECH
1. CAD/CAM & Pattern Making	12. Industrial Sewing	23. Automobile
2. Domestic Machine Operator	13. Industrial Stitching	24. CAD-CAM
3. Domestic Stitching	14. Industrial/Domestic Stitching	25. CAD-CIVIL
4. Dress Making	15. Master Trainer	26. Carpentry
5. Dress Making and Fashion Designing	16. Merchandising	27. Electrical & Electronics
6. Dress Making/ Fashion Designing	17. Pattern making	28. Electronics
7. Embroidery	18. Production & Quality Supervisors	29. Fabrication, Welding & Pipework
8. Hand Embroidery	19. Quality Checker	30. General Electric
9. Fashion Design+Fashion Photography	20. Quality Supervisor	31. Mechanical
10. Fashion Designing	21. Sewing Machine Mechanic	32. Off Set Printing Technician
11. Industrial Machine Operator	22. Supervisor	33. Plumbing
	77. Others(specify)	34. Refrigeration & AC
		35. Stitching Machinist
		36. Vehicle Body Technician
		37. Vehicle Paint Technician
		77. Others(specify)

A9.	What is your age (in completed years)? (Confirm with age on CNIC in A2)	آپ کی عمر کتنی ہے؟ (مکمل سالوں میں بیان کریں) (سوال کنندہ شناختی کارڈ سے عمر کی تصدیق کریں جب سوال نمبر A2 میں شناختی کارڈ دیکھا گیا)	A9.
		عمر	
A10.	Sex of the respondent? (Don't ask, only observe and record)	جواب دہندہ کی جنس کیا ہے؟ (سوال مت پوچھیں، مشاہدہ کریں اور لکھیں)	A10.
	<input style="width: 30px; height: 20px;" type="checkbox"/> Male	1 مرد	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Female	2 عورت	
A11.	What is your marital status?	آپ کی ازدواجی حیثیت کیا ہے؟	A11.
	<input style="width: 30px; height: 20px;" type="checkbox"/> Never married	1 غیر شادی شدہ	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Currently married	2 شادی شدہ	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Widowed	3 یتیم	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Divorced	4 طلاق یافتہ	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Separated	5 علیحدگی شدہ	
A12.	How do you categorize your ethnicity?	آپ کس نسلیت (ethnicity) سے تعلق رکھتے ہیں؟	A12.
	<input style="width: 30px; height: 20px;" type="checkbox"/> Urdu Speaking	1 اردو بولنے والے	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Pashtun	2 پختون	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Gujrati	3 گجراتی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Sindhi	4 سندھی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Punjabi	5 پنجابی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Baloch	6 بلوچ	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Others, Specify: _____	77 دیگر بیان کریں	
A13.	What is your mother tongue?	آپ کی مادری زبان کون سی ہے؟	A13.
	<input style="width: 30px; height: 20px;" type="checkbox"/> Urdu	1 اردو	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Pashto	2 پشتو	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Gujrati	3 گجراتی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Siraiki	4 سرائیکی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Sindhi	5 سندھی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Balochi	6 بلوچی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Punjabi	7 پنجابی	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Other, Specify: _____	77 دیگر بیان کریں	
A14.	From which district of Pakistan do you originally belong to?	آپ کا آبائی تعلق پاکستان کے کس ضلع سے ہے؟	A14
	<input style="width: 30px; height: 20px;" type="checkbox"/> Karachi Central	1	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Karachi North	2	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Karachi South	3	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Karachi East	4	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Karachi West	5	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Malir	6	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Korangi	7	
	<input style="width: 30px; height: 20px;" type="checkbox"/> Other (Specify): _____	77	
A15.	What training did you received in this center? Training Name (from box C) _____	آپ نے اس ٹریننگ سینٹر سے کس قسم کی تربیت حاصل کی؟ (Code box C)	A15
	Other (Specify): _____		
A16a.	When did you start this training? (dd/mm/yy)	آپ نے یہ تربیت کب حاصل کرنا شروع کی؟	A16a
	D D M M Y Y Y Y 		
A16b.	When did you finish this training? (dd/mm/yy)	آپ کی یہ تربیت کب مکمل ہوئی؟	A16b
	D D M M Y Y Y Y 		

A17. ٹریننگ پروگرام (پروگرام کا نام - سوال نمبر A15) جس میں آپ رجسٹرڈ ہیں اس کے بارے میں آپ کو معلومات کیسے ملی؟ (جوابات پڑھ کے مت سنائیں)

A17. How did you learn about the training course in which you enrolled? (Do not read responses)

(Multiple responses are allowed)

☐	Radio show	1	ریڈیو کے ذریعے
☐	Billboard	2	بیل بورڈ
☐	Internal announcements	3	ادارے میں اعلانیہ
☐	SMS	4	ایس ایم ایس
☐	Cable airing production	5	ٹی وی کیبل اشتہار
☐	Social media	6	سوشل میڈیا (فیس بک، ٹیویٹر وغیرہ)
☐	Newspaper ads	7	اخبارات میں اشتہارات
☐	Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
☐	Street theaters	9	سٹریٹ تھیٹر
☐	Collateral (Pamphlet, Brochure, Flyers)	10	پمفلٹ، بروشر، فلائرز
☐	Door to door activity by IPs	11	آئی پیز (IPs) کی جانب سے گھر گھر مہم
☐	Open house	12	ترتیبی ادارے میں سب کیلئے تقارنی پروگرام
☐	Industrial and community visits	13	ترتیبی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
☐	Refer a student campaign	14	طالب علمی مہم سے پتا چلا
☐	Family/Friends	15	خاندانی/دوست
☐	Social mobilisers	16	سوشل موبلائزر
☐	TV appearances	17	ٹی وی پر دکھانا
☐	Satellite stations	18	سیٹلائٹ سٹیشن (انڈسٹری کے اپنے ٹریننگ سینٹر)
☐	Others (Specify)	77	دیگر بیان کریں

A18. کیا آپ کے خیال میں آپ کے محلے/علاقے میں آپ کی طرح کے دوسرے لوگ، اس طرح کی ٹریننگ کے مواقع کے بارے میں اچھی واقفیت رکھتے ہیں؟

A18. Do you think that people like yourself who live in your neighborhood are well aware of such training opportunities?

☐	Yes	1	ہاں
☐	No	2	نہیں
☐	Don't Know	88	معلوم نہیں

A19. وہ کون سے تین اہم طریقے ہیں جو آپ کی طرح کے نوجوانوں کو ٹریننگ پروگرام کی طرف راغب کر سکتے ہیں؟ (جوابات پڑھ کے مت سنائیں)

A19. What are the three most influential methods that would encourage youth like yourself to apply for such trainings?

(Do not read responses)

(تین تک جوابات لکھیں)

☐	Radio show	1	ریڈیو کے ذریعے
☐	Billboard	2	بیل بورڈ
☐	Internal announcements	3	ادارے میں اعلانیہ
☐	SMS	4	ایس ایم ایس
☐	Cable airing production	5	ٹی وی کیبل اشتہار
☐	Social media	6	سوشل میڈیا (فیس بک، ٹیویٹر وغیرہ)
☐	Newspaper ads	7	اخبارات میں اشتہارات
☐	Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
☐	Street theaters	9	سٹریٹ تھیٹر
☐	Collateral (Pamphlet, Brochure, Flyers)	10	پمفلٹ، بروشر، فلائرز
☐	Door to door activity by IPs	11	آئی پیز (IPs) کی جانب سے گھر گھر مہم
☐	Open house	12	ترتیبی ادارے میں سب کیلئے تقارنی پروگرام
☐	Industrial and community visits	13	ترتیبی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
☐	Refer a student campaign	14	طالب علمی مہم سے پتا چلا
☐	Family/Friends	15	خاندانی/دوست
☐	Social mobilisers	16	سوشل موبلائزر
☐	TV appearances	17	ٹی وی پر دکھانا
☐	Satellite stations	18	سیٹلائٹ سٹیشن (انڈسٹری کے اپنے ٹریننگ سینٹر)
☐	Others (Specify)	77	دیگر بیان کریں

A20. What was the main reason why you decided to attend this training course? A20

وہ کیا وجہ تھی جس کی بنا پر آپ نے اس ٹریننگ پروگرام کا انتخاب کیا؟

Reputation of institute	1	ادارے کی ساکھ
Quality of the training	2	ٹریننگ کا معیار
It was close to my house	3	میرے گھر کے قریب تھا
Skill improvement	4	مہارت میں بہتری
Was highly motivated by social mobilizers	5	سوشل موبلائزرز نے بہت زیادہ حوصلہ افزائی کی
Higher income prospects	6	آمدنی میں اضافہ کی امید
More employment opportunities	7	زیادہ روزگار کے مواقع
Others (Specify) _____	77	دیگر بیان کریں

SECTION B: HOUSEHOLD INFORMATION & POVERTY INDEX - BEFORE TRAINING

For this section, ask the respondents the set of questions below, making sure they understand that the questions refer to their situation just before they started the training course

سیکشن B کیلئے ہدایات: اس سیکشن کو شروع کرنے سے پہلے سوال کنندہ اس بات کو یقینی بنائے کہ جواب دہندہ یہ جانتا ہے کہ اب پوچھے جانے والے تمام سوالات ٹریننگ شروع ہونے سے پہلے کے حالات و واقعات کے بارے میں ہیں۔

Household Definition:

A household is one or more people who usually live together and share their meals. Do not include guests or visitors.

گھرانے کی تعریف:
گھرانے سے مراد ایک یا ایک سے زیادہ افراد جو عموماً اکٹھے رہتے ہیں اور اکٹھے کھانا کھاتے ہیں۔ مہمانوں اور ملاقات کیلئے آنے والے افراد کو شامل نہ کریں۔

B1 How many people were in your household?
(Enter number of household members not including guests and visitors)

B1 آپ کے گھرانے میں کتنے افراد رہتے تھے؟

گھرانے کے افراد کی تعداد

B2 کیا ٹریننگ شروع ہونے سے پہلے آپ اپنے قریبی رشتہ داروں کے ساتھ رہتے تھے جیسا کہ ماں باپ، بہن بھائی، دادا دادی، نانا نانی، بیوی بچے؟

B2 Were you living with your immediate family? By immediate family I mean your parents and/or siblings etc.

Yes	1	ہاں
No	2	نہیں

B3 آپ کے گھرانے کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ عورتوں اور مردوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

B3 How many members of your household were dependent on you? Provide separate numbers for male and female dependents?

Female		عورتیں	Male		مرد
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(اگر جواب دونوں میں 0 ہو تو سوال نمبر B6 پر چلے جائیں)

B4 آپ کے گھرانے میں 16 سال سے کم عمر کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ لڑکے اور لڑکیوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

B4 How many members of your household below 16 years old were dependent on you? Provide separate numbers for male and female dependents

Girls		لڑکیاں	Boys		لڑکے
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B5 آپ کے گھرانے میں 64 سال سے زیادہ کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ عورتوں اور مردوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

B5 How many members of your household above 64 years old were dependent on you? Provide separate numbers for male and female dependents

Female		عورتیں	Male		مرد
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B6 How many men and women in your household were working?

Female		عورتیں	Male		مرد
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B7	In what province did your household live before you started the training course?	ٹریننگ کورس شروع ہونے سے پہلے آپ کا گھرانہ کس صوبے میں رہائش پزیر تھا؟	B7																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>BALUCHISTAN</td> <td style="text-align: center;">1</td> <td style="text-align: right;">بلوچستان</td> </tr> <tr> <td>KHYBER PAKHTUNKHAW (KPK)</td> <td style="text-align: center;">2</td> <td style="text-align: right;">خیبر پختونخواہ (کے پی کے)</td> </tr> <tr> <td>SINDH</td> <td style="text-align: center;">3</td> <td style="text-align: right;">سندھ</td> </tr> <tr> <td>PUNJAB</td> <td style="text-align: center;">4</td> <td style="text-align: right;">پنجاب</td> </tr> <tr> <td>GILGIT BALTISTAN</td> <td style="text-align: center;">5</td> <td style="text-align: right;">گلگت بلتستان</td> </tr> <tr> <td>AJK</td> <td style="text-align: center;">6</td> <td style="text-align: right;">آزاد جموں کشمیر</td> </tr> <tr> <td>FATA</td> <td style="text-align: center;">7</td> <td style="text-align: right;">فاٹا</td> </tr> <tr> <td>ISLAMABAD (CAPITAL TERRITORY)</td> <td></td> <td style="text-align: right;">اسلام آباد (وفاقی دارالحکومت)</td> </tr> </table>	BALUCHISTAN	1	بلوچستان	KHYBER PAKHTUNKHAW (KPK)	2	خیبر پختونخواہ (کے پی کے)	SINDH	3	سندھ	PUNJAB	4	پنجاب	GILGIT BALTISTAN	5	گلگت بلتستان	AJK	6	آزاد جموں کشمیر	FATA	7	فاٹا	ISLAMABAD (CAPITAL TERRITORY)		اسلام آباد (وفاقی دارالحکومت)		
BALUCHISTAN	1	بلوچستان																									
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ISLAMABAD (CAPITAL TERRITORY)		اسلام آباد (وفاقی دارالحکومت)																									
	آپ کے ٹریننگ کورس شروع ہونے سے پہلے آپ کے گھرانے میں 13 سال یا اس سے کم عمر کے کتنے افراد تھے؟			B8																							
B8	How many household members were 13 years old or younger before you started the training course?																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>One</td> <td style="text-align: center;">1</td> <td style="text-align: right;">ایک فرد</td> </tr> <tr> <td>Two</td> <td style="text-align: center;">2</td> <td style="text-align: right;">دو افراد</td> </tr> <tr> <td>Three</td> <td style="text-align: center;">3</td> <td style="text-align: right;">تین افراد</td> </tr> <tr> <td>Four</td> <td style="text-align: center;">4</td> <td style="text-align: right;">چار افراد</td> </tr> <tr> <td>Five or more</td> <td style="text-align: center;">5</td> <td style="text-align: right;">پانچ افراد یا اس سے زیادہ</td> </tr> <tr> <td>None</td> <td style="text-align: center;">B10 ◀ 0</td> <td style="text-align: right;">کوئی نہیں</td> </tr> </table>	One	1	ایک فرد	Two	2	دو افراد	Three	3	تین افراد	Four	4	چار افراد	Five or more	5	پانچ افراد یا اس سے زیادہ	None	B10 ◀ 0	کوئی نہیں								
One	1	ایک فرد																									
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Four	4	چار افراد																									
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None	B10 ◀ 0	کوئی نہیں																									
	At that time, did all of children aged 5-13 years old attend school?			B9																							
B9	کیا ٹریننگ سے پہلے 5 سے 13 سال کے تمام بچے سکول جاتے تھے؟																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Not all attend school</td> <td style="text-align: center;">1</td> <td style="text-align: right;">5 سے 13 سال کے تمام بچے سکول نہیں جا رہے تھے</td> </tr> <tr> <td>Yes, all attended school</td> <td style="text-align: center;">2</td> <td style="text-align: right;">ہاں، 5 سے 13 سال کے تمام بچے سکول جاتے تھے</td> </tr> <tr> <td>No children aged 5-13</td> <td style="text-align: center;">3</td> <td style="text-align: right;">گھرانے میں 5 سے 13 سال کا کوئی بچہ نہیں تھا</td> </tr> </table>	Not all attend school	1	5 سے 13 سال کے تمام بچے سکول نہیں جا رہے تھے	Yes, all attended school	2	ہاں، 5 سے 13 سال کے تمام بچے سکول جاتے تھے	No children aged 5-13	3	گھرانے میں 5 سے 13 سال کا کوئی بچہ نہیں تھا																	
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Definition of Elementary Occupations: - Sales and services elementary occupations like street vendors and related workers, shoe -cleaning and other street services, elementary occupations, domestic and related helpers, cleaners and launderers, building caretakers, window and related cleaners, messengers, porters, doorkeepers and related workers, garbage collectors and related workers - Agricultural, fishery, and related laborers, - Laborers in mining, construction, manufacturing, and transport)																											
اہل نظر کی پیشوں کا تعارف: • اہل نظر کی پیشہ جیسا کہ گلی میں گھوم کر اشیاء فروخت کرنے والے اور اس سے ملنے جلتے کام کرنے والے، جو تے صاف کرنے والے، اور دیگر گلی محلے میں خدمات مہیا کرنے والے، گھروں میں کام کرنے والے اور ان جیسے مددگار مصنائی کرنے والے اور دھوبی، عمارت کا خیال کرنے والے، کھرڑیاں صاف کرنے والے اور ان جیسے دوسرے کارکن، پیغام پہنچانے والے (ڈزن اٹھانے والا مزدور)، چوکیدار اور اس جیسے دیگر کام کرنے والے کوڑا اٹھانے والے اور اس جیسے دیگر کارکن۔ • زراعت، ماہی گیری اور اس سے ملنے جلتے مزدور۔ • تعمیرات، ذرائع آمدورفت، چیزیں بنانے والے اور کان میں کام کرنے والے مزدور۔																											
B10	How many household members worked in elementary occupations?			B10																							
	آپ کے گھرانے کے کتنے افراد اہل نظر کی پیشوں (ایسے پیشے جس میں کوئی مہارت شامل نہ ہو یا صرف ابتدائی مہارت شامل ہو اور جو اب پرچی بیان کیے گئے ہیں) میں کام کرتے تھے؟																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>None</td> <td style="text-align: center;">0</td> <td style="text-align: right;">کوئی نہیں</td> </tr> <tr> <td>One</td> <td style="text-align: center;">1</td> <td style="text-align: right;">ایک</td> </tr> <tr> <td>Two or more</td> <td style="text-align: center;">2</td> <td style="text-align: right;">دو یا اس سے زیادہ</td> </tr> </table>	None	0	کوئی نہیں	One	1	ایک	Two or more	2	دو یا اس سے زیادہ																	
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	ٹریننگ کورس شروع ہونے سے پہلے گھرانے کی خاتون سربراہ کی مکمل تعلیم کیا تھی؟			B11																							
B11	Just before you started the training course, what was the highest educational level completed by the female head of the household?																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Less than class 1 or no data</td> <td style="text-align: center;">1</td> <td style="text-align: right;">کبھی سکول نہیں گئی یا جماعت 1 سے کم</td> </tr> <tr> <td>No female head</td> <td style="text-align: center;">2</td> <td style="text-align: right;">خاتون گھرانے کی سربراہ نہیں ہے</td> </tr> <tr> <td>Class 1 or higher</td> <td style="text-align: center;">3</td> <td style="text-align: right;">جماعت 1 یا اس سے زیادہ</td> </tr> </table>	Less than class 1 or no data	1	کبھی سکول نہیں گئی یا جماعت 1 سے کم	No female head	2	خاتون گھرانے کی سربراہ نہیں ہے	Class 1 or higher	3	جماعت 1 یا اس سے زیادہ																	
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Class 1 or higher	3	جماعت 1 یا اس سے زیادہ																									

B12	What was the main source of drinking water for the household?	گھرانے کے پینے کے پانی کا بنیادی ذریعہ کیا تھا؟	B12
☐	Hand pump, covered/closed well, motorized pump/tube well, or piped water	1 ہاتھ سے چلنے والا پمپ، ڈھکے کھنوں، موٹر والا پمپ/ نیوب ویل یا پائپڈ واٹر	
☐	Others	77 دیگر بیان کریں	
B13	What type of toilet did household members usually use when they were home?	گھرانے کے افراد جب گھر ہوتے تھے تو عموماً کس قسم کا بیت الخلاء استعمال کرتے تھے؟	B13
☐	None or other	1 کوئی نہیں یا دیگر	
☐	Flush connected to pit/septic tank or open drain	2 فلش جو گڑھے کے ساتھ جوڑا ہوا/سپٹک ٹینک یا کھلی ڈالی	
☐	Flush connected to public sewerage	3 فلش والی لیئر جو سوریج لائن سے منسلک ہو	
B14	Did the household own a refrigerator or freezer?	کیا گھرانے کے پاس ریفریجریٹر یا فریزر تھا؟	B14
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B15	Did the household own a television?	کیا گھرانے کے پاس ریپنٹیلی ویژن تھا؟	B15
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B16	Did the household own a motorcycle, scooter, car, or other vehicles?	کیا گھرانے کے پاس اپنا موٹر سائیکل، سکوتر، کار یا کوئی اور گاڑی تھی؟	B16
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B17	What was your approximate average monthly household income before the training, from all sources? (In Pakistani rupees based on income earned by all working household members)	ٹریننگ سے پہلے آپ کے گھرانے کی تمام ذرائع سے حاصل کردہ اوسط ماہانہ آمدن کتنی تھی؟ (گھرانے کے روزگار رکھنے والے تمام افراد کی ماہانہ آمدنی جمع کر کے پاکستانی روپوں میں لکھیں)	B17
	PKR.	لفظوں میں:	
سوال کنندہ کیلئے نوٹ: برائے مہربانی تفصیل مہیا کریں کہ کیسے آپ نے گھرانے کی ماہانہ آمدن کا حساب لگایا ہے۔ جو کہڑا اندازہ کو سمجھنے میں آسانی مہیا کرے کہ کیسے آپ نے گھرانے کی ماہانہ آمدن نکالی۔ Note for interviewers: Please provide any details on the calculation of household income that could help the data analysts understand how you arrived at the total average monthly amount for the household:			
SECTION C: EDUCATION STATUS			
C1	Can you read in any language with understanding?	آپ کسی بھی زبان میں سمجھ کے پڑھ سکتے ہیں؟	C1
☐	Yes	1 ہاں	
☐	No	2 نہیں	
C2	Can you write in any language?	آپ کسی بھی زبان میں لکھ سکتے ہیں؟	C2
☐	Yes	1 ہاں	
☐	No	2 نہیں	
C3	Have you ever attended any type of school?	کیا آپ نے کبھی کسی طرح کے سکول میں تعلیم حاصل کی ہے؟	C3
☐	Yes	1 ہاں	
☐	No	2 C6	

C4 What is your highest level of education completed?
(Ask the last class passed)

C4 آپ نے کتنی جماعتیں مکمل کی ہیں؟ (آخری جماعت جو مکمل کی ہو)

Below class -1	0	Class-10	10
Class-1	1	FA/FSc	11
Class-2	2	Polytechnic diploma/other diplomas	12
Class-3	3	Bachelor's degree	13
Class-4	4	Master's degree	14
Class-5	5	MPhil	15
Class-6	6	PhD	16
Class-7	7	Others (Specify) _____	77
Class-8	8		
Class-9	9		

C5 What was the main reason that you stopped attending school/discontinued your education?
(Select most important option)

C5 سکول چھوڑنے کی بنیادی وجہ کیا تھی؟
(سب سے اہم بنیادی وجہ بتائیں)

Education was costly	1	تعلیم مہنگی تھی	
School was far away from home	2	گھر سے سکول دور تھا	
Substandard school	3	غیر بنیادی سکول	
Had to help in domestic work	4	گھر کی کام میں مدد کرنا تھی	
Had to earn	5	کمائے کیلئے	
Parents did not permit	6	والدین نے اجازت نہیں دی	
Bad quality teachers	7	اچھے اساتذہ نہ ہونے کی وجہ سے	
Health reasons	8	صحت کے مسائل	
Aged	9	زیادہ عمر ہونے کی وجہ سے	
(Respondent) did not want to study	10	جو اب وہ سکول جانا نہیں چاہتا	
Education was completed	11	تعلیم مکمل کر لی	
Got married	12	شادی ہو گئی تھی	
Got pregnant	13	عالمی ہو گئی تھی	
Others (Specify): _____	77	دیگر بیان کریں	

C6 Have you ever received any formal religious education?

C6 کیا آپ نے کبھی بھی باضابطہ دینی تعلیم حاصل کی ہے؟

Yes	1	ہاں	
No	2	نہیں	

SECTION D: DETAILED EMPLOYMENT MODULE – PRE TRAINING

Primary Occupation [Before Training] (ٹریننگ سے پہلے)

مندرجہ ذیل سوالات آپ کی ٹریننگ شروع ہونے سے پہلے کے بنیادی پیشے کے بارے میں پوچھتے جائیں گے۔ بنیادی پیشے سے مراد وہ پیشہ جس میں ٹریننگ سے پہلے آپ سب سے زیادہ وقت صرف کرتے تھے۔

The following questions ask about your primary occupation before you started training. By primary occupation, I mean the occupation on which you spent most of your time.

D1 Did you do any work for pay, profit, or family gain, for even just one hour, on any day during the last 7 days before training?

D1 کیا آپ نے ٹریننگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے کسی بھی دن کم از کم ایک گھنٹے کیلئے تنخواہ، منافع یا گھریلو مالی مفادات کے لیے کام کیا؟
(سوال کنندہ ٹریننگ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے)

(ان سات دنوں میں پبلک ہولیڈیز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)

Yes	D3 ◀ 1	ہاں	
No	2	نہیں	

D2	اگر آپ نے ٹریننگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے کسی بھی دن کم از کم ایک گھنٹے کیلئے کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ کوکان تجارت، مدارس) تھا؟		D2																																												
Even if you did not work at least one hour during that week, did you have a job, shop, business, farms, or service establishment (fixed/mobile)?																																															
<table style="width: 100%; border: none;"> <tr> <td style="width: 10%; text-align: center;">☐</td> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 40%; text-align: right;">ہاں</td> </tr> <tr> <td style="text-align: center;">☐</td> <td>No</td> <td style="text-align: center;">D4 ◀ 2</td> <td style="text-align: right;">نہیں</td> </tr> </table>				☐	Yes	1	ہاں	☐	No	D4 ◀ 2	نہیں																																				
☐	Yes	1	ہاں																																												
☐	No	D4 ◀ 2	نہیں																																												
D3	ٹریننگ سے پہلے کے ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟	How many days did you work during the month before you were in training?	D3																																												
<table style="width: 100%; border: none;"> <tr> <td style="width: 10%; text-align: center;"> </td> <td style="width: 10%; text-align: center;"> </td> <td style="width: 10%; text-align: center;">Days</td> <td style="width: 70%; text-align: right;">D6 ◀ پر جائیں</td> </tr> </table>						Days	D6 ◀ پر جائیں																																								
		Days	D6 ◀ پر جائیں																																												
D4	کیا آپ ٹریننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟	Were you seeking work during the last seven days before training?	D4																																												
<table style="width: 100%; border: none;"> <tr> <td style="width: 10%; text-align: center;">☐</td> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 40%; text-align: right;">ہاں</td> </tr> <tr> <td style="text-align: center;">☐</td> <td>No</td> <td style="text-align: center;">Section E ◀ 2</td> <td style="text-align: right;">نہیں</td> </tr> </table>				☐	Yes	1	ہاں	☐	No	Section E ◀ 2	نہیں																																				
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D5	ٹریننگ سے پہلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا تھی؟	What was the main reason for your unemployment during the last seven days?	D5																																												
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D7	آپ کس صنعت سے وابستہ تھے؟ (جواب دہندہ کی صنعت کے بارے میں تفصیل سے لکھیں)	Which industry did you work in?	D7																																												
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D8	ٹریننگ سے پہلے آپ اپنی بنیادی نوکری/معاشری سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسطاً آپ کتنے گھنٹے صرف کرتے تھے؟	On average, how many hours per week did you work in the job/business you had before the training?	D8																																												
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D9	اس پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟	What was your employment status in this occupation?	D9																																												
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D11	How many people did you employ?	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟	D11
☐	Less than 10 people	1	10 سے کم افراد
☐	10 or more people	2	10 یا اس سے زیادہ افراد

D12	Do you think you were fairly compensated for the job/business you did?	آپ کے خیال میں جو کام/کاروبار آپ کرتے تھے آپ کو اس کا مناسب معاوضہ/منافع ملتا تھا؟	D12
☐	Yes	1	ہاں
☐	No	2	نہیں

D13	When did you start this job/business?	آپ نے یہ کام کب شروع کیا تھا؟	D13
D D M M Y Y Y Y			

D14	How satisfied were you with this job/business?	آپ اس کام سے کس حد تک مطمئن تھے؟	D14
☐	Highly satisfied	1	بہت زیادہ مطمئن
☐	Satisfied	2	مطمئن
☐	Neutral	D17 ◀ 3	نہ مطمئن نہ غیر مطمئن
☐	Unsatisfied	D16 ◀ 4	غیر مطمئن
☐	Highly unsatisfied	D16 ◀ 5	بہت زیادہ غیر مطمئن

D15	If satisfied, what were the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر مطمئن تھے تو بنیادی وجوہات کیا تھیں؟ (جوابات پڑھ نہ سکتے ہیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D15
☐	No discrimination of any type	1	کسی قسم کے امتیازی سلوک کا نہ ہونا
☐	Close to home/locality	2	گھر/محلے کے قریب
☐	Appropriate working hours	3	کام کے مناسب اوقات کار
☐	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت
☐	Written contract	5	تحریری معاہدہ
☐	Better salary	6	اچھی تنخواہ
☐	Job security	7	ملازمت کا تحفظ
☐	Fringe benefits	8	دیگر مراعات کا ملنا
☐	Opportunity for career growth	9	ترقی کے مواقع
☐	Business sustainability	10	کاروبار میں استحکام
☐	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ
☐	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات
☐	Others (Specify)	77	دیگر بیان کریں

D16	If unsatisfied, what were the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر غیر مطمئن تھے تو وجوہات کیا تھیں؟ (جوابات پڑھ نہ سکتے ہیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D16
☐	Discrimination	1	امتیازی سلوک کا ہونا
☐	Far from home/locality	2	گھر/محلے سے دور
☐	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار
☐	Poor working conditions	4	کام کرنے کیلئے نامناسب ماحول
☐	No contract	5	کسی معاہدے کا نہ ہونا
☐	Low salary	6	کم تنخواہ
☐	Insufficient job security	7	غیر مستحکم نوکری
☐	Insufficient fringe benefits	8	دیگر مراعات کا کم ہونا
☐	Insufficient opportunity for career growth	9	ترقی کے مواقع کا کم ہونا
☐	Business stopped due to politically instability	10	غیر چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا
☐	Business inputs became expensive	11	خام مال (Inputs) کا مہنگا ہونا
☐	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کا فقدان
☐	Others (specify)	77	دیگر بیان کریں

D17	How did you get this job/business? ☐ I got it myself/started business myself ☐ Referred by somebody ☐ Family business ☐ Others (Specify) _____	1 2 3 77	آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟ میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا نوکری/کاروبار کیلئے کسی نے حوالہ دیا تھا کاروبار وراثت میں ملا دیگر بیان کریں	D17
D18	Were you earning by the day (daily wage) or by the month (salary)? ☐ Daily wage ☐ Monthly salary	1 2	کیا آپ کی آمدن/اجرت یومیہ یا ماہانہ کے حساب سے ملتی تھی؟ روز کے حساب سے آمدن/مختواہ مہینے کے حساب سے آمدن/مختواہ	D18
D19	What was the daily wage rate or monthly salary? PKR.		یومیہ ماہانہ آمدن/اجرت کیا تھی؟ (اگر سوال نمبر D9 میں جواب فی ہفتہ جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)	D19
D20	What was your total annual income from this primary occupation before training? Annual income: PKR		ٹریننگ سے پہلے اس بنیادی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟ (اگر سوال نمبر D9 میں جواب 1 یا 3 ہو تو اس صورت میں سوال نمبر D20 کا جواب دے کر سوال نمبر D24 پر چلے جائیں)	D20
D21	Did you have a contract with your employer? If yes, was it written or verbal? ☐ No contract ☐ Yes, written contract ☐ Yes, verbal contract ☐ Don't know	1 2 3 88	کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ تھا؟ اگر ہاں تو کیا وہ تحریری تھا یا زبانی معاہدہ تھا کوئی معاہدہ نہیں تھا ہاں تحریری معاہدہ تھا ہاں زبانی معاہدہ تھا معلوم نہیں	D21
D22	What was the nature of the contract? ☐ Annual ☐ Daily ☐ Temporary ☐ Permanent ☐ Apprenticeship ☐ Based on deliverables ☐ Others (Specify) _____	1 2 3 4 5 6 7	یہ معاہدہ کس نوعیت کا تھا؟ سالانہ یومیہ آئینی مستقل ایپرنٹس شپ/آپریسٹنٹس شپ کام کے حساب سے معاہدہ دیگر بیان کریں	D22
D23	What was the duration of the contract? (Recode duration in months) Duration (in months):		یہ معاہدہ کتنے عرصے کا تھا؟ (مہینوں میں لکھیں) (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)	D23
Secondary Occupation (before training) ثانوی معاشی سرگرمی (ٹریننگ سے پہلے) مندرجہ ذیل سوالات آپ کی ٹریننگ شروع ہونے سے پہلے کے ثانوی پیشے کے بارے میں پوچھتے ہیں۔ ثانوی پیشے سے مراد وہ پیشہ ہے جب آپ بنیادی پیشے میں ملازم/کام کر رہے تھے اور اس کے علاوہ آپ نے کوئی دوسرا کام بھی کیا۔ The following questions ask about your secondary occupation before you started training. By secondary occupation, I mean any other work that you did during the time that you were engaged in your primary occupation.				
D24	In addition to your primary occupation did you do any work for pay, profit, or family gain, for even just one hour on any day during the last 7 days before training? (ان سوالات کوئی ثانوی پیشہ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے) (ان سوالات دنوں میں پبلک ہولیڈیز شامل نہیں ہیں جیسے عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	1 2	ہاں نہیں	D24
D25	Even if you did not work at least one hour during that week, did you have a job, shop, business, farms, or service establishment (fixed/mobile)? ☐ Yes ☐ No	1 2	اگرچہ آپ نے ٹریننگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے میں کسی بھی دن کم از کم ایک گھنٹہ کیلئے کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ دکان، تجارت، فارم) تھا؟ ہاں نہیں	D25
D26	How many days did you work during the month before you were in training? Days		ٹریننگ سے پہلے کس ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟ 29 پر جائیں	D26
D27	Were you seeking work during the last seven days before training? ☐ Yes ☐ No	1 2	کیا آپ ٹریننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟ ہاں نہیں	D27

D28	What was the main reason for your unemployment during the last seven days?	ٹریننگ سے پہلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا تھی؟	D28																																			
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D29	What was your secondary occupation? (Write the respondent's description in as much detail as possible)	آپ کا ثانوی پیشہ کیا تھا؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)	D29																																			
D30	Which industry did you work in? (Write the respondent's description in as much detail as possible)	آپ کس صنعت سے وابستہ تھے؟ (جواب دہندہ کی صنعت کے بارے میں تفصیل سے لکھیں)	D30																																			
D31	On average, how many hours per week did you work in the job/business you had before the training?	ٹریننگ سے پہلے آپ اپنی ثانوی نوکری/معاشری سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسط آپ کتنے گھنٹے صرف کرتے تھے؟	D31																																			
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D32	What was your employment status in this occupation?	اس پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟	D32																																			
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D34	How many people did you employ?	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟	D34																																			
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D35	Do you think you were fairly compensated for the job/business you did?	آپ کے خیال میں جو کام/کاروبار آپ کرتے تھے آپ کو اس کام میں سب معاوضہ/منافعہ ملتا تھا؟	D35																																			
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D36	When did you start this job/business?	آپ نے یہ کام کب شروع کیا تھا؟	D36																																			
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D38	If satisfied, what were the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر مطمئن تھے تو بنیادی وجوہات کیا تھیں؟ (جوابات پڑھ کر مت لائیں) (ایک سے زیادہ وجوہات دے سکتے ہیں)	D38																																																				
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D41	Were you earning by the day (daily wage) or by the month (salary)? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>☐</td><td>Daily wage</td><td>1</td><td>روز کے حساب سے آمدن/تنخواہ</td></tr> <tr><td>☐</td><td>Monthly salary</td><td>2</td><td>مہینے کے حساب سے آمدن/تنخواہ</td></tr> </table>	☐	Daily wage	1	روز کے حساب سے آمدن/تنخواہ	☐	Monthly salary	2	مہینے کے حساب سے آمدن/تنخواہ	آپ کی آمدن/اجرت یومیہ یا ماہانہ تنخواہ کے حساب سے ملتی تھی؟	D41																																												
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D42	What was the daily wage rate or monthly salary/value? PKR.	یومیہ یا ماہانہ آمدن/اجرت کیا تھی؟ (اگر سوال نمبر D32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)	D42																																																				
D43	What was your total annual income from this secondary occupation before training? Annual income: PKR	ٹریننگ سے پہلے اس ثانوی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟ کل سالانہ آمدن	D43																																																				
D44	Did you have a contract with your employer? If yes, was it written or verbal? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>☐</td><td>No contract</td><td>E1 ◀ 1</td><td>کوئی معاہدہ نہیں تھا</td></tr> <tr><td>☐</td><td>Yes, written contract</td><td>2</td><td>ہاں تحریری معاہدہ تھا</td></tr> <tr><td>☐</td><td>Yes, verbal contract</td><td>3</td><td>ہاں زبانی معاہدہ تھا</td></tr> <tr><td>☐</td><td>Don't know</td><td>E1 ◀ 88</td><td>معلوم نہیں</td></tr> </table>	☐	No contract	E1 ◀ 1	کوئی معاہدہ نہیں تھا	☐	Yes, written contract	2	ہاں تحریری معاہدہ تھا	☐	Yes, verbal contract	3	ہاں زبانی معاہدہ تھا	☐	Don't know	E1 ◀ 88	معلوم نہیں	کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ تھا؟ اگر ہاں تو کیا وہ تحریری تھا یا زبانی معاہدہ تھا؟	D44																																				
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D45	What was the nature of the contract?	یہ معاہدہ کس نوعیت کا تھا؟	D45
	Annual E1 ◀ 1	سالانہ	
	Daily 2	دیرینہ	
	Temporary 3	آرٹھ	
☐	Permanent E1 ◀ 4	مستقل	
	Apprenticeship 5	ایٹرن شپ / آپریٹنس شپ	
	Based on deliverables 6	کام کے حساب سے معاہدہ	
	Others (Specify) 77	دیگر بیان کریں	

D46	What was the duration of the contract? (Recode duration in months)	یہ معاہدہ کتنے عرصے کا تھا؟ (مہینوں میں لکھیں)	D46
	Duration (in months):		
	(اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے نمائنے میں "00" لکھیں)		

SECTION E: CONTRIBUTION TO HOUSEHOLD & NEIGHBORHOOD (BEFORE TRAINING)						
		A great deal بہت حد تک	Somewhat کچھ حد تک	A little بہت کم	Not at all بالکل بھی نہیں	Don't know معلوم نہیں
E1	To what extent did you contribute to the income of your household? آپ کس حد تک گھرانے کی آمدن میں حصہ لیتے تھے؟	4	3	2	1	88
E2	To what extent did you contribute to other affairs of your household? آپ کس حد تک گھرانے کے دیگر معاملات میں حصہ لیتے تھے؟	4	3	2	1 (skip to E4)	88 (skip to E4)
E3	What was the main way you contributed to other affairs of your household? (Explain) کس طرح آپ اپنے گھرانے کے دیگر معاملات کی بہتری کیلئے نمایاں طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					
		A great deal بہت حد تک	Somewhat کچھ حد تک	A little بہت کم	Not at all بالکل بھی نہیں	Don't know معلوم نہیں
E4	To what extent did you contribute to the wellbeing of your neighborhood? آپ اپنے محلے خاندانی معاملات کی بہتری میں کس حد تک حصہ لیتے تھے؟	4	3	2	1 (skip to F1)	88 (skip to F1)
E4a	What was the main way you contributed to the wellbeing of your neighborhood? (Explain) کس طرح آپ محلے خاندانی معاملات کی بہتری کیلئے نمایاں طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					

SECTION F: DETAILED EMPLOYMENT MODULE – AFTER TRAINING CURRENT SITUATION	
Primary Occupation [Current]	
بنیادی پیشہ (فریٹنگ کے بعد موجودہ صورتحال)	
مندرجہ ذیل سوالات فریٹنگ کے بعد آپ کے موجودہ بنیادی پیشہ کے بارے میں پوچھے جائیں گے بنیادی پیشہ سے مراد وہ پیشہ ہے جس میں آپ سب سے زیادہ وقت صرف کرتے ہیں۔ The following questions ask about your <u>current employment in your primary occupation</u> after you have completed the training. By primary occupation, I mean the occupation on which you spend most of your time.	
F1	Have you done any work for pay, profit, or family gain, for even just one hour, on any day during the last 7 days? (ان سات دنوں میں پبلک ہولڈیز پر شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)
☐	Yes F3 ◀ 1
☐	No 2
F2	Even if you did not work at least one hour in the last week, do you have a job, shop, business, farms, or service establishment (fixed/mobile)? اگر آپ نے پچھلے سات دنوں میں کم از کم ایک گھنٹے کیلئے کوئی کام نہیں کیا تو کیا آپ کے پاس کوئی ملازمت یا کاروبار (جیسا کہ دکان، تجارت، فارم) ہے؟
☐	Yes 1
☐	No F4 ◀ 2
F3	How many days did you work during the past month? گزشتہ ماہ آپ نے کتنے دن کام کیا؟
	Days F6 ◀
F4	Are you seeking work during the last seven days? کیا آپ پچھلے سات دنوں سے کام کی تلاش کر رہے ہیں؟
☐	Yes 1
☐	No Section G ◀ 2

F5	What is the main reason for your unemployment during the last seven days? ٹریڈنگ کے بعد پچھلے سات دنوں میں آپ کے بے روزگاری ہونے کی بنیادی وجہ کیا ہے؟	F5																																	
☐	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Change of occupation</td> <td style="width: 5%;">1</td> <td style="width: 45%;">پیشے کی تبدیلی</td> </tr> <tr> <td>Unable to get work</td> <td>2</td> <td>کام حاصل نہیں کر سکا</td> </tr> <tr> <td>Lost interest</td> <td>3</td> <td>نوکری میں عدم دلچسپی</td> </tr> <tr> <td>Did not like doing the job</td> <td>4</td> <td>نوکری کرنا پسند نہیں تھا</td> </tr> <tr> <td>Did not like employer</td> <td>5</td> <td>آجر (مالک) پسند نہیں تھا</td> </tr> <tr> <td>Job was terminated</td> <td>6</td> <td>نوکری سے نکال دیا تھا</td> </tr> <tr> <td>Poor working conditions</td> <td>7</td> <td>کام کرنے کیلئے نامناسب ماحول</td> </tr> <tr> <td>Business stopped due to political instability</td> <td>8</td> <td>تیر لڑائی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا</td> </tr> <tr> <td>Business inputs became expensive</td> <td>9</td> <td>خام مال (Inputs) کا مہنگا ہونا</td> </tr> <tr> <td>Business necessities unavailable (water, gas, electricity etc)</td> <td>10</td> <td>کاروبار کیلئے بنیادی سہولیات کا فقدان</td> </tr> <tr> <td>Others (specify) _____</td> <td>77</td> <td>دیگر بیان کریں</td> </tr> </table>	Change of occupation	1	پیشے کی تبدیلی	Unable to get work	2	کام حاصل نہیں کر سکا	Lost interest	3	نوکری میں عدم دلچسپی	Did not like doing the job	4	نوکری کرنا پسند نہیں تھا	Did not like employer	5	آجر (مالک) پسند نہیں تھا	Job was terminated	6	نوکری سے نکال دیا تھا	Poor working conditions	7	کام کرنے کیلئے نامناسب ماحول	Business stopped due to political instability	8	تیر لڑائی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا	Business inputs became expensive	9	خام مال (Inputs) کا مہنگا ہونا	Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان	Others (specify) _____	77	دیگر بیان کریں	Section G
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F6	What is your primary occupation? (Write the respondent's description in as much detail as possible)	F6																																	
F7	Which industry do you work in? (Write the respondent's description in as much detail as possible)	F7																																	
F8	On average, how many hours per week do you work in your current job/business? Hours	F8																																	
F9	What is your employment status in your current job? اس پیشے میں آپ کی ملازمت کی حیثیت کیا ہے؟	F9																																	
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F10	Are you an employer? کیا آپ آجر (مالک) ہیں؟	F10																																	
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F11	How many people do you employ? آپ نے کتنے افراد کو ملازمت پر رکھا ہے؟	F11																																	
☐	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Less than 10 people</td> <td style="width: 5%;">1</td> <td style="width: 45%;">10 سے کم افراد</td> </tr> <tr> <td>10 or more people</td> <td>2</td> <td>10 یا اس سے زیادہ افراد</td> </tr> </table>	Less than 10 people	1	10 سے کم افراد	10 or more people	2	10 یا اس سے زیادہ افراد																												
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F12	Do you think you are fairly compensated for job/business you do? آپ کے خیال میں جو کام/کاروبار آپ کرتے ہیں آپ کو اس کا مناسب معاوضہ/منافع ملتا ہے؟	F12																																	
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F13	When did you start your this job/business? آپ نے یہ کام کب شروع کیا؟	F13																																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">D D</td> <td style="text-align: center;">M M</td> <td style="text-align: center;">Y Y Y Y</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>			D D	M M	Y Y Y Y																														
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F14	How satisfied are you with this job?	آپ اس کام سے کس حد تک مطمئن ہیں؟	F14
	Highly satisfied	1	بہت زیادہ مطمئن
	Satisfied	2	مطمئن
☐	Neutral	F17 ◀ 3	نہ مطمئن نہ غیر مطمئن
	Unsatisfied	F16 ◀ 4	غیر مطمئن
	Highly unsatisfied	F16 ◀ 5	بہت زیادہ غیر مطمئن

F15	If satisfied, what are the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر مطمئن ہیں تو بنیادی وجوہات کیا ہیں؟ (جوابات نہ دھکے مت ٹانگیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	F15
☐	No discrimination of any type	1	کسی قسم کے امتیازی سلوک کا نہ ہونا
☐	Close to home/locality	2	گھر/محلقہ کے قریب
☐	Appropriate working hours	3	کام کے مناسب اوقات کار
☐	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت
☐	Written contract	5	تحریری معاہدہ
☐	Better salary	6	اچھی تنخواہ
☐	Job security	7	ملازمت کا تحفظ
☐	Fringe benefits	8	دیگر مراعات کا ملنا
☐	Opportunity for career growth	9	ترقی کے مواقع
☐	Business sustainability	10	کاروبار میں استحکام
☐	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ
☐	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات
☐	Others (Specify) _____	77	دیگر بیان کریں

F16	If unsatisfied, what are the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر غیر مطمئن ہیں تو بنیادی وجوہات کیا ہیں؟ (جوابات نہ دھکے مت ٹانگیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	F16
☐	Discrimination	1	امتیازی سلوک کا ہونا
☐	Far from home/locality	2	گھر/محلقہ سے دور
☐	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار
☐	Poor working conditions	4	کام کرنے کیلئے نامناسب ماحول
☐	No contract	5	کسی معاہدے کا نہ ہونا
☐	Low salary	6	کم تنخواہ
☐	Insufficient job security	7	غیر مستحکم ملازمت
☐	Insufficient fringe benefits	8	دیگر مراعات کا کم ہونا
☐	Insufficient opportunity for career growth	9	ترقی کے مواقع کا کم ہونا
☐	Business stopped due to politically instability	10	غیر چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا
☐	Business inputs became expensive	11	خام مال (Inputs) کا مہنگا ہونا
☐	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کا فقدان
☐	Others (Specify) _____	77	دیگر بیان کریں

F17	How did you get this job/business?	آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟	F17
	I got it myself/started business myself	1	میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا
☐	Referred by somebody	2	نوکرری/کاروبار کیلئے کسی نے توالہ دیا تھا
	Family business	3	کاروبار وراثت میں ملا
	Others (Specify) _____	77	دیگر بیان کریں

F18	Are you paid by the day (daily wage) or by the month (salary)?	کیا آپ کو پیسے یومیہ اجرت یا ماہانہ تنخواہ کے حساب سے ملتے ہیں؟	F18
☐	Daily wage	1	روز کے حساب سے آمدن/تنخواہ
☐	Monthly salary	2	مہینے کے حساب سے آمدن/تنخواہ

F19	What is the daily wage rate or monthly salary? (اگر سوال نمبر F9 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)	F19																					
	PKR. 																						
F20	What is your total annual income <u>from this current primary occupation</u> ? اس روزگار سے آپ کی سالانہ آمدنی کتنی ہے؟ Annual income: PKR 	F20																					
	(اگر سوال نمبر F9 میں جواب 1 یا 2 ہو تو اس صورت میں سوال نمبر F20 کا جواب دے کر سوال نمبر F24 پر چلے جائیں)																						
F21	Do you have a contract with your employer? If yes, is it written or verbal? کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ ہے؟ اگر ہاں، تو کس قسم کا معاہدہ ہے زبانی یا تحریری؟	F21																					
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">No contract</td> <td style="width: 10%; text-align: center;">F24 ◀ 1</td> <td style="width: 50%;">کوئی معاہدہ نہیں</td> </tr> <tr> <td>Yes, written contract</td> <td style="text-align: center;">2</td> <td>ہاں تحریری معاہدہ ہے</td> </tr> <tr> <td>Yes, verbal contract</td> <td style="text-align: center;">3</td> <td>ہاں زبانی معاہدہ ہے</td> </tr> <tr> <td>Don't know</td> <td style="text-align: center;">F24 ◀ 88</td> <td>معلوم نہیں</td> </tr> </table>	No contract	F24 ◀ 1	کوئی معاہدہ نہیں	Yes, written contract	2	ہاں تحریری معاہدہ ہے	Yes, verbal contract	3	ہاں زبانی معاہدہ ہے	Don't know	F24 ◀ 88	معلوم نہیں										
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Don't know	F24 ◀ 88	معلوم نہیں																					
F22	What is the nature of the contract? اس معاہدے کی نوعیت کیا ہے؟	F22																					
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Annual</td> <td style="width: 10%; text-align: center;">F24 ◀ 1</td> <td style="width: 50%;">سالانہ</td> </tr> <tr> <td>Daily</td> <td style="text-align: center;">2</td> <td>یومیہ</td> </tr> <tr> <td>Temporary</td> <td style="text-align: center;">3</td> <td>آرٹھی</td> </tr> <tr> <td>Permanent</td> <td style="text-align: center;">F24 ◀ 4</td> <td>مستقل</td> </tr> <tr> <td>Apprenticeship</td> <td style="text-align: center;">5</td> <td>انٹرن شپ / آپریٹنس شپ</td> </tr> <tr> <td>Based on deliverables</td> <td style="text-align: center;">6</td> <td>کام کے حساب سے معاہدہ</td> </tr> <tr> <td>Others (Specify)</td> <td style="text-align: center;">7</td> <td>دیگر بیان کریں</td> </tr> </table>	Annual	F24 ◀ 1	سالانہ	Daily	2	یومیہ	Temporary	3	آرٹھی	Permanent	F24 ◀ 4	مستقل	Apprenticeship	5	انٹرن شپ / آپریٹنس شپ	Based on deliverables	6	کام کے حساب سے معاہدہ	Others (Specify)	7	دیگر بیان کریں	
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Others (Specify)	7	دیگر بیان کریں																					
F23	What is the duration of the contract? (Recode duration in months) Duration (in months): 	F23																					
	یہ معاہدہ کتنے مہینے کے لیے ہے؟ (مہینوں میں لکھیں) (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مینے والے خانے میں "00" لکھیں)																						
Secondary Occupation (After Training Current Situation)																							
F24	In addition to your primary occupation did you do any work for pay, profit, or family gain, for even just one hour on any day during the last 7 days after training? (ان سات دنوں میں پبلک ہولڈیز پر شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	F24																					
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">F26 ◀ 1</td> <td style="width: 50%;">ہاں</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> <td>نہیں</td> </tr> </table>	Yes	F26 ◀ 1	ہاں	No	2	نہیں																
Yes	F26 ◀ 1	ہاں																					
No	2	نہیں																					
F25	Even if you did not work at least one hour during the last week, do you have a job, shop, business, farms, or service establishment (fixed/mobile)? اگرچہ آپ نے ٹریننگ کے بعد پچھلے سات دنوں میں کسی بھی دن کم از کم ایک گھنٹے کیلئے کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ دکان، تجارت، فارم) ہے؟	F25																					
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 50%;">ہاں</td> </tr> <tr> <td>No</td> <td style="text-align: center;">F27 ◀ 2</td> <td>نہیں</td> </tr> </table>	Yes	1	ہاں	No	F27 ◀ 2	نہیں																
Yes	1	ہاں																					
No	F27 ◀ 2	نہیں																					
F26	How many days did you work during the past month? گزشتہ ماہ آپ نے کتنے دن کام کیا؟	F26																					
	 Days																						
	F29 پر جائیں																						
F27	Are you seeking work during the last seven days? کیا آپ پچھلے سات دنوں سے کام کی تلاش کر رہے ہیں؟	F27																					
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 50%;">ہاں</td> </tr> <tr> <td>No</td> <td style="text-align: center;">Section G ◀ 2</td> <td>نہیں</td> </tr> </table>	Yes	1	ہاں	No	Section G ◀ 2	نہیں																
Yes	1	ہاں																					
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F28	What is the main reason for your unemployment during the last seven days? ٹریڈنگ کے بعد پچھلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا ہے؟	F28																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Change of occupation</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 45%; padding: 5px;">پیشہ کی تبدیلی</td> </tr> <tr> <td style="padding: 5px;">Unable to get work</td> <td style="text-align: center;">2</td> <td style="padding: 5px;">کام حاصل نہیں کر سکا</td> </tr> <tr> <td style="padding: 5px;">Lost interest</td> <td style="text-align: center;">3</td> <td style="padding: 5px;">نوکری میں عدم دلچسپی</td> </tr> <tr> <td style="padding: 5px;">Did not like doing the job</td> <td style="text-align: center;">4</td> <td style="padding: 5px;">نوکری کرنا پسند نہیں تھا</td> </tr> <tr> <td style="padding: 5px;">Did not like employer</td> <td style="text-align: center;">5</td> <td style="padding: 5px;">آجر (مالک) پسند نہیں تھا</td> </tr> <tr> <td style="padding: 5px;">Job was terminated</td> <td style="text-align: center;">6</td> <td style="padding: 5px;">نوکری سے نکال دیا تھا</td> </tr> <tr> <td style="padding: 5px;">Poor working conditions</td> <td style="text-align: center;">7</td> <td style="padding: 5px;">کام کرنے کیلئے نامناسب ماحول</td> </tr> <tr> <td style="padding: 5px;">Business stopped due to politically instability</td> <td style="text-align: center;">8</td> <td style="padding: 5px;">نیرق سیاسی حالات کی وجہ سے کاروبار کا تھپنا</td> </tr> <tr> <td style="padding: 5px;">Business inputs became expensive</td> <td style="text-align: center;">9</td> <td style="padding: 5px;">خام مال (Inputs) کا مہنگا ہونا</td> </tr> <tr> <td style="padding: 5px;">Business necessities unavailable (water, gas, electricity etc)</td> <td style="text-align: center;">10</td> <td style="padding: 5px;">کاروبار کیلئے بنیادی سہولیات کا فقدان</td> </tr> <tr> <td style="padding: 5px;">Others (specify)</td> <td style="text-align: center;">77</td> <td style="padding: 5px;">دیگر بیان کریں</td> </tr> </table>			Change of occupation	1	پیشہ کی تبدیلی	Unable to get work	2	کام حاصل نہیں کر سکا	Lost interest	3	نوکری میں عدم دلچسپی	Did not like doing the job	4	نوکری کرنا پسند نہیں تھا	Did not like employer	5	آجر (مالک) پسند نہیں تھا	Job was terminated	6	نوکری سے نکال دیا تھا	Poor working conditions	7	کام کرنے کیلئے نامناسب ماحول	Business stopped due to politically instability	8	نیرق سیاسی حالات کی وجہ سے کاروبار کا تھپنا	Business inputs became expensive	9	خام مال (Inputs) کا مہنگا ہونا	Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان	Others (specify)	77	دیگر بیان کریں
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F29	What is your secondary occupation? (Write the respondent's description in as much detail as possible)	F29																																	
F30	Which industry do you work in? (Write the respondent's description in as much detail as possible)	F30																																	
F31	On average, how many hours per week do you work in your current job/business? Hours	F31																																	
F32	What is your employment status in your current job? اس پیشے میں آپ کی ملازمت کی حیثیت کیا ہے؟	F32																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Self-employed</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 45%; padding: 5px;">اپنا کام</td> </tr> <tr> <td style="padding: 5px;">Paid employee</td> <td style="text-align: center;">F35 ◀ 2</td> <td style="padding: 5px;">تھکوا اور ملازم</td> </tr> <tr> <td style="padding: 5px;">Unpaid family worker</td> <td style="text-align: center;">F35 ◀ 3</td> <td style="padding: 5px;">بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا</td> </tr> <tr> <td style="padding: 5px;">Others (Specify)</td> <td style="text-align: center;">F35 ◀ 77</td> <td style="padding: 5px;">دیگر بیان کریں</td> </tr> </table>			Self-employed	1	اپنا کام	Paid employee	F35 ◀ 2	تھکوا اور ملازم	Unpaid family worker	F35 ◀ 3	بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا	Others (Specify)	F35 ◀ 77	دیگر بیان کریں																					
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Others (Specify)	F35 ◀ 77	دیگر بیان کریں																																	
F33	Are you an employer? کیا آپ آجر (مالک) ہیں؟	F33																																	
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Yes	1	ہاں																																	
No	F35 ◀ 2	نہیں																																	
F34	How many people do you employ? آپ نے کتنے افراد کو ملازمت پر رکھا ہے؟	F34																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Less than 10 people</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 45%; padding: 5px;">10 سے کم افراد</td> </tr> <tr> <td style="padding: 5px;">10 or more people</td> <td style="text-align: center;">2</td> <td style="padding: 5px;">10 یا اس سے زیادہ افراد</td> </tr> </table>			Less than 10 people	1	10 سے کم افراد	10 or more people	2	10 یا اس سے زیادہ افراد																											
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F35	Do you think you are fairly compensated for job/business you do? آپ کے خیال میں جو کام/کاروبار آپ کرتے ہیں آپ کو اس کا مناسب معاوضہ/منافع ملتا ہے؟	F35																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Yes</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 45%; padding: 5px;">ہاں</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center;">2</td> <td style="padding: 5px;">نہیں</td> </tr> </table>			Yes	1	ہاں	No	2	نہیں																											
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No	2	نہیں																																	
F36	When did you start your this job? آپ نے یہ کام کب شروع کیا؟	F36																																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">D D</td> <td style="text-align: center;">M M</td> <td style="text-align: center;">Y Y Y Y</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>			D D	M M	Y Y Y Y																														
D D	M M	Y Y Y Y																																	

F37	How satisfied are you with this job/business?	آپ اس کام/کاروبار سے کس حد تک مطمئن ہیں؟	F37
☐	Highly satisfied	1	بہت زیادہ مطمئن
☐	Satisfied	2	مطمئن
☐	Neutral	F40 ◀ 3	نہ مطمئن نہ غیر مطمئن
☐	Unsatisfied	F39 ◀ 4	غیر مطمئن
☐	Highly unsatisfied	F39 ◀ 5	بہت زیادہ غیر مطمئن

F38	If satisfied, what are the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر مطمئن ہیں تو بنیادی وجوہات کیا ہیں؟ (جوابات پڑھ نہ لیں) (ایک سے زیادہ وجوہات دے سکتے ہیں)	F38
☐	No discrimination of any type	1	کسی قسم کے امتیازی سلوک کا نہ ہونا
☐	Close to home/locality	2	گھر/محلے کے قریب
☐	Appropriate working hours	3	کام کے مناسب اوقات کار
☐	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت
☐	Written contract	5	تحریری معاہدہ
☐	Better salary	6	اچھی تنخواہ
☐	Job security	7	ملازمت کا تحفظ
☐	Fringe benefits	8	دیگر مراعات کا ملنا
☐	Opportunity for career growth	9	ترقی کے مواقع
☐	Business sustainability	10	کاروبار میں استحکام
☐	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ
☐	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات
☐	Others (Specify) _____	77	دیگر بیان کریں

F39	If unsatisfied, what are the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر غیر مطمئن ہیں تو بنیادی وجوہات کیا ہیں؟ (جوابات پڑھ نہ لیں) (ایک سے زیادہ وجوہات دے سکتے ہیں)	F39
☐	Discrimination	1	امتیازی سلوک کا ہونا
☐	Far from home/locality	2	گھر/محلے سے دور
☐	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار
☐	Poor working conditions	4	نظام کرنے کیلئے نامناسب ماحول
☐	No contract	5	کسی معاہدے کا نہ ہونا
☐	Low salary	6	کم تنخواہ
☐	Insufficient job security	7	غیر مستحکم نوکری
☐	Insufficient fringe benefits	8	دیگر مراعات کا کم ہونا
☐	Insufficient opportunity for career growth	9	ترقی کے مواقع کا کم ہونا
☐	Business stopped due to politically instability	10	نیمہ فنی سیاسی حالات کی وجہ سے کاروبار کو بند پڑنا
☐	Business inputs became expensive	11	خام مال (Inputs) کا مہنگا ہونا
☐	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کا فقدان
☐	Others (specify) _____	77	دیگر بیان کریں

F40	How did you get this job/business?	آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟	F40
☐	I got it myself/started business myself	1	میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا
☐	Referred by somebody	2	نوکری/کاروبار کیلئے کسی نے حوالہ دیا تھا
☐	Family business	3	کاروبار وراثت میں ملا
☐	Others (Specify) _____	77	دیگر بیان کریں

F41	Are you paid by the day (daily wage) or by the month (salary)?	کیا آپ کی آمدن/اجرت یومیہ یا ماہانہ کے حساب سے ملتی ہے؟	F41
☐	Daily wage	1	روز کے حساب سے آمدن/تنخواہ
☐	Monthly salary	2	مہینے کے حساب سے آمدن/تنخواہ

F42	What is the daily wage rate or monthly salary? (اگر سوال نمبر F32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)	F42																																								
	PKR.																																									
F43	What is your total annual income from this current secondary occupation? آپ کے اس موجودہ ثانوی پیشے سے آپ کی سالانہ آمدنی کتنی ہے؟ Annual income: PKR _____ (اگر سوال نمبر F32 میں جواب 1 یا 3 ہو تو اس صورت میں سوال نمبر F43 کا جواب دے کر سوال نمبر G1 پر چلے جائیں)	F43																																								
	_____ کل سالانہ آمدن																																									
F44	Do you have a contract with your employer? If yes, is it written or verbal? کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ ہے؟ اگر ہاں تو کس قسم کا معاہدہ ہے: لکھی یا تحریری؟ <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">☐ No contract</td> <td style="width: 10%; text-align: center;">G1 ◀ 1</td> <td style="width: 50%;">کوئی معاہدہ نہیں</td> </tr> <tr> <td>☐ Yes, written contract</td> <td style="text-align: center;">2</td> <td>ہاں تحریری معاہدہ ہے</td> </tr> <tr> <td>☐ Yes, verbal contract</td> <td style="text-align: center;">3</td> <td>ہاں لکھی معاہدہ ہے</td> </tr> <tr> <td>☐ Don't know</td> <td style="text-align: center;">G1 ◀ 88</td> <td>معلوم نہیں</td> </tr> </table>	☐ No contract	G1 ◀ 1	کوئی معاہدہ نہیں	☐ Yes, written contract	2	ہاں تحریری معاہدہ ہے	☐ Yes, verbal contract	3	ہاں لکھی معاہدہ ہے	☐ Don't know	G1 ◀ 88	معلوم نہیں	F44																												
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F45	What is the nature of the contract? اس معاہدے کی نوعیت کیا ہے؟ <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">☐ Annual</td> <td style="width: 10%; text-align: center;">G1 ◀ 1</td> <td style="width: 50%;">سالانہ</td> </tr> <tr> <td>Daily</td> <td style="text-align: center;">2</td> <td>یومیہ</td> </tr> <tr> <td>☐ Temporary</td> <td style="text-align: center;">3</td> <td>آرٹھ</td> </tr> <tr> <td>Permanent</td> <td style="text-align: center;">G1 ◀ 4</td> <td>مستقل</td> </tr> <tr> <td>Apprenticeship</td> <td style="text-align: center;">5</td> <td>ایپرنٹس شپ / آپریٹنگ شپ</td> </tr> <tr> <td>Based on deliverables</td> <td style="text-align: center;">6</td> <td>کام کے حساب سے معاہدہ</td> </tr> <tr> <td>Others (Specify)</td> <td style="text-align: center;">7</td> <td>دیگر بیان کریں</td> </tr> </table>	☐ Annual	G1 ◀ 1	سالانہ	Daily	2	یومیہ	☐ Temporary	3	آرٹھ	Permanent	G1 ◀ 4	مستقل	Apprenticeship	5	ایپرنٹس شپ / آپریٹنگ شپ	Based on deliverables	6	کام کے حساب سے معاہدہ	Others (Specify)	7	دیگر بیان کریں	F45																			
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F46	What is the duration of the contract? Recode duration in months Duration (in months): _____ (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)	F46																																								
SECTION G: JOB PLACEMENT																																										
G1	What kind of support, if any, did the training institute provide to you after completing the training course? (Do not read responses and circle all responses mentioned) ٹریننگ کورس مکمل ہونے کے بعد اگر ٹریننگ انسٹیٹیوٹ نے آپ کی مدد کی ہے تو کس طرح؟ (برائے مہربانی جوابات مت پرچھیں اور چھپتے جوابات ہوں انہیں نوٹ کریں)																																									
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G2	Do you think the training you received has had a positive impact on your employment? آپ کے خیال میں جو ٹریننگ آپ نے حاصل کی ہے کیا آپ کے روزگار (کام) پر کوئی مثبت اثر پڑا؟																																									
G2	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">☐</td> <td style="width: 55%;">Yes</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 30%;">ہاں</td> </tr> <tr> <td>☐</td> <td>No</td> <td style="text-align: center;">G4 ◀ 2</td> <td>نہیں</td> </tr> <tr> <td>☐</td> <td>Don't know</td> <td style="text-align: center;">G4 ◀ 88</td> <td>معلوم نہیں</td> </tr> </table>		☐	Yes	1	ہاں	☐	No	G4 ◀ 2	نہیں	☐	Don't know	G4 ◀ 88	معلوم نہیں																												
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G3 اگر ہاں، تو کیا مثبت اثر پڑا ہے؟
(برائے مہربانی جوابات مسترد نہیں اور ایک سے زیادہ جوابات کی گنجائش ہے)

G3 If yes, what is the positive impact?
(Do not read responses and circle all responses mentioned)

☐	It helped me get a job promotion/salary increase	1	ٹریننگ کی وجہ سے مجھے نوکری میں ترقی ملی/تنخواہ میں اضافہ ہوا
☐	It improved my job security	2	ٹریننگ سے میری نوکری مستحکم ہوئی
☐	It increased my confidence in finding a job	3	ٹریننگ نے نوکری کی تلاش میں میرا حوصلہ بڑھایا
☐	It increased my income	4	ٹریننگ سے میری آمدنی میں اضافہ ہوا
☐	It helped me get a job closer to my home	5	ٹریننگ سے مجھے اپنے گھر کے قریب نوکری ملی
☐	It helped me get a job with a better schedule	6	ٹریننگ کی وجہ سے مجھے بہتر اوقات کار والی نوکری ملی
☐	Others (Specify): _____	77	دیگر بیان کریں

G4 ٹریننگ مکمل ہونے کے بعد جو پہلا کام/ملازمت ملی کیا آپ اب بھی وہی کام کر رہے ہیں؟

G4 Are you still working in the first job/business you obtained after completing the training?

☐	Yes	1	ہاں
☐	No, in the same before training job/business	2	نہیں، میں ٹریننگ سے پہلے والی نوکری/کاروبار کر رہا ہوں
☐	No	G7 3	نہیں
☐	I have no job/work since the completion of training.	Section G1 4	ٹریننگ مکمل ہونے کے بعد سے اب تک مجھے کوئی کام نہیں ملا

G5 پہلا کام/ملازمت جو ٹریننگ مکمل ہونے کے بعد آپ کر رہے ہیں وہ کس قسم کی ہے؟

G5 What is the first job you got after completing the training?
(Write a detailed response)

G6 آپ کا پیشہ کس صنعت سے منسلک ہے؟
(تفصیل سے لکھیں)

G6 Which industry is you working in?
(Write a detailed response)

G7 ٹریننگ مکمل ہونے کے کتنے ماہ بعد آپ نے پہلی نوکری/کام شروع کیا؟
(اگر پہلا کام/ملازمت ملنے کا دورانیہ ایک مہینے سے کم ہو تو مہینے والے خانے میں "00" لکھیں)
(اگر سوال نمبر G4 میں جواب 2 ہو تو سوال نمبر G7 میں "89" لکھ کر سیکشن G1 پر چلے جائیں)

G7 How many months after the training did you get the first job?

Months

G8 سوال نمبر G4 میں جواب "3" ہونے کی صورت میں ٹریننگ مکمل ہونے کے بعد والی پہلی نوکری کے چھوڑنے کی بنیادی وجہ کیا تھی؟

G8 If "No (Option 3)" in G4 than what was the main reason you quit your first job after the training?

☐	Discrimination	1	امتیازی سلوک کا ہونا
☐	Far from home/locality	2	گھر/محلے سے دور
☐	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار
☐	Poor working conditions	4	کام کرنے کی جگہ کا غیر مناسب ہونا
☐	No contract	5	کوئی معاہدہ نہیں
☐	Low salary	6	کم تنخواہ
☐	Insufficient job security	7	غیر مستحکم نوکری
☐	Insufficient fringe benefits	8	دیگر مراعات کا کم ہونا
☐	Insufficient opportunities for career growth	9	ترقی کے مواقع کم ہونا
☐	Got a better job	10	بہتر نوکری مل گئی
☐	Others (Specify): _____	77	دیگر بیان کریں
☐	Not applicable	98	اطلاقاً نہیں ہوتا

G9 ٹریننگ مکمل ہونے کے بعد اب تک آپ کتنے کام کر چکے ہیں؟ (موجودہ کام بھی شامل ہے)

G9 How many jobs have you worked in after the training (including your current jobs)?

Number of jobs:

(اگر سوال نمبر G4 میں جواب 2 ہو تو سوال نمبر G9 میں "89" لکھیں)

SECTION G1: CONTRIBUTION TO HOUSEHOLD & NEIGHBORHOOD (AFTER TRAINING)					
	A great deal بہت حد تک	Somewhat کچھ حد تک	A Little بہت کم	Not at all بظاہر کچھ نہیں	Don't know معلوم نہیں
G1-1 To what extent do you contribute to the income of your household? آپ کس حد تک گھرانے کی آمدن میں حصہ لیتے ہیں؟	4	3	2	1	88
G1-2 To what extent do you contribute to other affairs of your household? آپ کس حد تک گھرانے کے دیگر معاملات میں حصہ لیتے ہیں؟	4	3	2	1 (skip to G1-4)	88 (skip to G1-4)
G1-3 What is the main way you contributed to other affairs of your household? (Explain) کس طرح آپ گھرانے کے معاملات کی بہتری کیلئے بنیادی طور پر حصہ لیتے ہیں؟ (تفصیل بتائیں)					
	A great deal بہت حد تک	Somewhat کچھ حد تک	A Little بہت کم	Not at all بظاہر کچھ نہیں	Don't know معلوم نہیں
G1-4 To what extent do you contribute to the wellbeing of your neighborhood? آپ اپنے محلہ کے لیے بہتری میں کس حد تک حصہ لیتے ہیں؟	4	3	2	1 (skip to H1)	88 (skip to H1)
G1-4a What is the main way you contributed to the wellbeing of your neighborhood? (Explain) کس طرح آپ محلہ کے لیے بہتری کیلئے بنیادی طور پر حصہ لیتے ہیں؟ (تفصیل بتائیں)					

SECTION H: OTHER TRAINING	
AMANTECH/UNDP کے ٹریڈنگ کورس کے علاوہ کیا آپ نے کبھی بھی کسی دوسرے کیشنل ٹریڈنگ کورس میں شرکت کی ہے؟	
H1 Other than the UNDP/AMANTECH training course, have you ever participated in any other vocational training course?	H1
☐ Yes 1 ہاں ☐ No Section I ◀ 2 نہیں	

	Course 1		Course 2	
H2 What kind of vocational training course did you participate in? آپ نے کس طرح کے کیشنل ٹریڈنگ کورس میں شمولیت کی تھی؟	Garments 1		Garments 1	
	Automobiles 2		Automobiles 2	
	Refrigeration 3		Refrigeration 3	
	Electrician 4		Electrician 4	
	Machine operators 5		Machine operators 5	
	Stitching/embroidery 6		Stitching/embroidery 6	
	Fashion design 7		Fashion design 7	
	Others (Specify): 77		Others (Specify): 77	
	Course 1		Course 2	
H3 What was the start date and duration, for the courses you completed? (Enter details for the two most recent courses) آپ نے کون کس کب شروع کیا اور کس کس کا دور کیا تھا؟	Start date: D D M M Y Y Y Y Duration (months):	Start date: D D M M Y Y Y Y Duration (months):		

SECTION I: NEIGHBORHOOD CONDITIONS					
	Very active بہت فعال	Somewhat active کچھ حد تک	Not active غیر فعال	Don't know معلوم نہیں	
I1 How active are political parties in your neighborhood? آپ کے محلہ/علاقے میں سیاسی جماعتیں کس حد تک سرگرم ہیں؟	3	2	1 (skip to I3)	88 (skip to I3)	
	Positively مثبت	No effect کوئی اثر نہیں ہوا	Negatively منفی	Don't know معلوم نہیں	
I2 How does political activity in your neighborhood affect you or your household? آپ کے محلہ/علاقے میں ہونے والی سیاسی سرگرمی آپ یا آپ کے گھرانے پر کس طرح اثر انداز ہوئی ہیں؟	3	2	1	88	
	Very active بہت فعال	Somewhat active کچھ حد تک	Not active غیر فعال	Don't know معلوم نہیں	
I3 How active are religious groups in your neighborhood? آپ کے محلہ/علاقے میں مذہبی گروہ کس حد تک فعال/سرگرم ہیں؟	3	2	1 (skip to I5)	88 (skip to I5)	

	Positively مثبت	No effect کوئی اثر نہیں ہوا	Negatively منفی	Don't know معلوم نہیں														
14 How do religious groups in your neighborhood affect you or your household? آپ کے محلے/علاقے کے مذہبی گروہ آپ یا آپ کے گھرانے پر کس طرح اثر انداز ہوتے ہیں؟	3	2	1	88														
	No crime and violence کوئی جرم اور تشدد نہیں	Some crime and violence کچھ حد تک جرم اور تشدد	A lot of crime and violence بہت زیادہ جرم اور تشدد	Don't know معلوم نہیں														
15 How would you describe the level of crime and violence in your neighborhood? آپ اپنے محلے/علاقے میں ہونے والے جرائم اور تشدد کے واقعات کو کس طرح بیان کریں گے؟	4 (skip to 17)	3	2	88 (skip to 17)														
	No effect کوئی اثر نہیں ہوا	Small effect کچھ حد تک	Large effect بہت حد تک	Don't know معلوم نہیں														
16 How does the level of crime and violence in your neighborhood affect you or your household? آپ کے محلے/علاقے میں ہونے والے جرائم اور تشدد کے واقعات آپ یا آپ کے گھرانے پر کس حد تک اثر انداز ہوتے ہیں؟	3	2	1	88														
	Very low بہت کم	Low کم	Medium نہ کم نہ زیادہ	High زیادہ	Very high بہت زیادہ	Don't know معلوم نہیں												
17 How would you describe the level of poverty in your neighborhood? آپ اپنے محلے/علاقے میں غربت کی شرح کو کس طرح بیان کریں گے؟	5	4	3	2	1	88												
	Many opportunities بہت سے مواقع	Few opportunities کچھ مواقع	No opportunities کوئی مواقع نہیں	Don't know معلوم نہیں														
18 How would you rate the availability of income generating opportunities in your neighborhood? آپ کے محلے/علاقے میں آمدنی کے مواقع کس حد تک موجود ہیں؟	3	2	1	88														
	Very satisfied بہت مطمئن	Mostly satisfied زیادہ تر مطمئن	No opinion کوئی رائے نہیں	Mostly dissatisfied زیادہ تر غیر مطمئن	Very dissatisfied انتہائی غیر مطمئن	Don't know معلوم نہیں												
19 How satisfied are you with the government services in your neighborhood (e.g., water, sanitation, schools, health facilities, etc.)? آپ اپنے محلے/علاقے میں حکومت کی فراہم کردہ سہولیات (جیسا کہ پانی، سیوریج، سکول، دواخانے، سہولیات وغیرہ) سے کس حد تک مطمئن ہیں؟	5	4	3	2	1	88												
I10 آپ کے خیال میں تکنیکل یا پیشہ تربیتی آپ جیسے نوجوانوں کو جرائم پیشہ زندگی سے روکتی ہے؟																		
I10 Do you think obtaining vocational or technical training will deter youth like yourself from participating in violent extremism or crime?																		
<table border="0"> <tr> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td>No</td> <td>I12 ◀ 2</td> <td>نہیں</td> </tr> <tr> <td>Maybe</td> <td>3</td> <td>شاید</td> </tr> <tr> <td>Don't know</td> <td>Section J ◀ 77</td> <td>معلوم نہیں</td> </tr> </table>							Yes	1	ہاں	No	I12 ◀ 2	نہیں	Maybe	3	شاید	Don't know	Section J ◀ 77	معلوم نہیں
Yes	1	ہاں																
No	I12 ◀ 2	نہیں																
Maybe	3	شاید																
Don't know	Section J ◀ 77	معلوم نہیں																
I11 If yes, why? (Explain) (Skip to section J)	I11 اگر ہاں تو کیوں (تفصیل بتائیں)																	
I12 If no, why not? (Explain)	I12 اگر نہیں تو کیوں (تفصیل بتائیں)																	

SECTION J: SUSTAINABILITY & STAKEHOLDER INVOLVEMENT			
J1	آپ نے جس کورس میں حصہ لیا تھا کیا آپ نے اس ٹریننگ کورس کیلئے کوئی معاوضہ دیا تھا؟ Did you pay anything for the training course in which you participated?	J1	
	☐ Yes 1 ہاں ☐ No 2 14 نہیں		
J2	آپ نے ٹریننگ حاصل کرنے کیلئے مکمل کورس کی کل کتنی فیس ادا کی تھی؟ How much did you pay as a trainee, fee for the entire duration of the training? [For entire duration of the training]	J2	
	PKR.		
J3	ٹریننگ فیس کے علاوہ آپ نے ٹریننگ میٹریل اور دیگر خرچوں کیلئے کتنا معاوضہ دیا؟ (اس میں آمدورفت، کھانے اور وقتی اخراجات شامل نہ کریں) How much did you pay for training material and costs other than the fee, not including transportation, meals, and incidentals? [It should not include transportation, meals and incidentals]	J3	
	PKR.		
J4	کیا آپ مستقبل میں اس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟ Would you like to receive similar training in the future?	J4	
	☐ Yes 1 ہاں ☐ No 2 38 2 38 3 38 3 ☐ Not sure 38 3		
J5	اگر ہاں، تو آپ کس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟ What would you like to receive training in? Training Name (from box C) (Code box C)	J5	
	Other (Specify):		
J6	کیا آپ مستقبل میں اس قسم کی ٹریننگ کیلئے معاوضہ/فیس دینا چاہیں گے؟ Would you pay for similar training in the future?	J6	
	☐ Yes 1 ہاں ☐ No 2 38 2 38 3 38 3 ☐ Not sure 38 3		
J7	اگر ہاں، تو آپ مکمل ٹریننگ کورس کیلئے کل کتنی فیس دے سکتے ہیں؟ If yes, how much would you willing to pay for the full course?	J7	
	PKR.		
J8	کیا آپ یہ تجویز کریں گے کہ دوسرے لوگ اس قسم کی ٹریننگ کورس کیلئے فیس ادا کریں؟ Would you recommend that others pay for similar training courses?	J8	
	☐ Yes 1 ہاں ☐ No 2 38 2 38 3 38 3 ☐ Not sure 38 3		
J9	کیا UNDP/AMANTECH نے آپ سے ٹریننگ کے منصوبے کے طریقے اور عملدرآمد کے بارے میں مشورہ کیا؟ Has UNDP/AMANTECH (as appropriate) consult with you about the design or implementation of the training project?	J9	
	☐ Yes 1 ہاں ☐ No Interview Status 2 38 2 38 3 38 3 ☐ Don't know 77		
J10	اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟ If yes, how and on what topics were you consulted? (Explain)	J10	

آپ کی معلومات کے مطابق کیا UNDP/AMANTECH نے آپ کے مسئلے/اعانتے کے لوگوں سے ٹریننگ منصوبے کے طریقے اور مملدرا آمد کے بارے میں مشورہ کیا؟ 111

111 To your knowledge, has UNDP/AMANTECH (as appropriate) consulted with others in your neighborhood about the design or implementation of the training projects?

Yes	1	ہاں
No	Interview Status ◀ 2	نہیں
Somewhat	3	کچھ حد تک
Don't know	Interview Status ◀ 77	معلوم نہیں

112 If yes or somewhat, how and on what issues were they consulted? (Explain) 112 اگر ہاں تو کس طرح سے مشورہات پر مشورہ کیا گیا؟ (وضاحت کریں)

THANK YOU FOR YOUR TIME
(Thank the respondent and check the questionnaire for completion)

Status of the interview/respondent

Originally sampled..... 1 ☐

Replaced 2

Result of the Interview:

[1] Complete

[2] Partially Complete

[3] Respondent not available

[4] Refused

[5] Others, Specify:

Interviewer's Signature: _____; Date: _____

Supervisor's Signature: Reviewed: _____; Date: _____

Other comments/observations:

Code box C: trainings

UNDP	AMANTECH
1. CAD/CAM & Pattern Making	23. Automobile
2. Domestic Machine Operator	24. CAD-CAM
3. Domestic Stitching	25. CAD-CIVIL
4. Dress Making	26. Carpentry
5. Dress Making and Fashion Designing	27. Electrical & Electronics
6. Dress Making/ Fashion Designing	28. Electronics
7. Embroidery	29. Fabrication, Welding & Pipework
8. Hand Embroidery	30. General Electric
9. Fashion Design+Fashion Photography	31. Mechanical
10. Fashion Designing	32. Off Set Printing Technician
11. Industrial Machine Operator	33. Plumbing
12. Industrial Sewing	34. Refrigeration & AC
13. Industrial Stitching	35. Stitching Machinist
14. Industrial/Domestic Stitching	36. Vehicle Body Technician
15. Master Trainer	37. Vehicle Paint Technician
16. Merchandising	77. Others(specify)
17. Pattern making	
18. Production & Quality Supervisors	
19. Quality Checker	
20. Quality Supervisor	
21. Sewing Machine Mechanic	
22. Supervisor	
77. Others(specify)	

Questionnaire for Current Trainees

Evaluation of Youth Workforce Development Projects

Innovative Development Strategies (Pvt.) Ltd.

1	-								
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Questionnaire ID

QUESTIONNAIRE

CURRENT TRAINEES

EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS

KPO 1	KPO 2

Conducted by

**Innovative Development Strategies (Pvt.) Ltd.
2016**

QUESTIONNAIRE ID: 1 - - - - -

QUESTIONNAIRE

EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS CURRENT TRAINEES

تعارف

اسلام و معص

ملاقات کیلئے شکریہ اور مجھے اُمید ہے آپ کا دل اچھا لڑ رہا ہوگا

میراث نام ہے میں (IDS) Innovative Development Strategies میں کام کرتا/ کرتی ہوں۔ جو کہ ایک تحقیقی اریسرچ کا ادارہ ہے۔ اور ہمارا مقصد یہ ہے کہ ہم پتھ ورک فورس ڈویلپمنٹ پروجیکٹ کے اغراض و مقاصد کا جائزہ لیں جو کہ AMANTECH اور UNDP کراچی کے مختلف علاقوں میں USAID کی مدد سے سرانجام دے رہے ہیں۔ آپ کو دی گئی ٹریننگ بھی اس پروجیکٹ کا حصہ ہے۔ ہماری اس سرگرمی کا مقصد اس بات کا اندازہ لگانا ہے کہ کیا یہ پروجیکٹ اپنے ٹریننگ اور روزگار کے اہداف کو پورا کر رہا ہے۔ ہم اس پروجیکٹ اور اس کی سرگرمیوں کے بارے میں آپ کی رائے لینا چاہتے ہیں تاکہ پروجیکٹ اور ٹریننگ کے نتائج میں بہتری لائی جاسکے۔ آپ کی دی گئی معلومات صرف اس پروجیکٹ کی کارکردگی جاننے کیلئے استعمال ہوں گی اور صیغہ راز میں رکھی جائیں گی۔ اس لیے آپ ہمیں معلومات فراہم کرنے میں کسی قسم کی ہچکچاہٹ محسوس نہ کریں۔ پروگرام کی بہتری کیلئے انفرادی معلومات کے بجائے اجتماعی معلومات رپورٹ کی جائیں گی۔

کیا آپ یہ انٹرویو جاری رکھنے کی اجازت دیں گے/گی؟

1 مل

2 ◀ (انٹرویو ختم کر دیں، مگر جواب دہندہ کی معلومات کا کیکشن اور تقابلی کیکشن جتنا ہو سکتا ہے مکمل کریں)

Code box 1	
List of UNDP partners	
UNDP - Youth Employment Program - Partner Institutes/Factories	
1	Artistic Milliners
2	Eastern Garments
3	Gul Ahmed
4	King s' Apparel Pvt Ltd
5	Soorty Enterprises
6	GPIW Korangi 3-1/2
7	GVI(W) NAYABAD KHADDA LYARI
8	GVTC Korangi 2 ½
9	iACT
10	MITI
11	PHMA IKTk
12	PKGTI
13	PRGTTI
14	VTC (G) Kalari Lyari
15	VTcG Korangi 5

Code box 2	
(جواب دہندہ کا جس کا نمبر دیا گیا اس سے رشتے کے کوڈ)	
0	جواب دہندہ خود
1	بیوی/شوہر
2	ماں/باپ
3	بیٹا/بیٹی
4	سہن/بھائی
5	دیگر رشتے دار

Code box A: Districts	
Karachi Central	1
Karachi North	2
Karachi South	3
Karachi East	4
Karachi West	5
Malir	6
Korangi	7

Code box B: Towns	
1. Baldia Town	10. Liyaqatabad Town
2. Bin Qasim Town	11. Liyari Town
3. Gadap Town	12. Malir Town
4. Gulberg Town	13. New Karachi Town
5. Gulshan Town	14. North Nazimabad Town
6. Jamshed Town	15. Orangi Town
7. Kiamari Town	16. S.I.T.E Town
8. Korangi Town	17. Saddar Town
9. Landhi Town	18. Shahfaisal Town

ADMINISTRATIVE	
X1. Interviewer Name: سوال کنندہ کا نام	
X2. Name of Supervisor: سپر وائزر کا نام	
X3. Interview Date: انٹرویو کی تاریخ	D D M M Y Y Y Y X6a. Date of Data Entry (1st): ڈیٹا انٹری کی تاریخ D D M M Y Y Y Y
X4. Start Time: انٹرویو شروع کرنے کا وقت	H H M M AM/PM X6b. Date of Data Entry (2nd): ڈیٹا انٹری کی تاریخ D D M M Y Y Y Y
X5. End Time: انٹرویو ختم کرنے کا وقت	H H M M AM/PM
X7. Did respondent receive training through UNDP or Amantech? UNDP.....1 Amantech.....2 ▶ Section A	
X8. Name of the training institute: آپ جس ادارے سے ٹریننگ حاصل کر رہے ہیں اس کا نام کیا ہے؟	X8 Institute Code (Code box 1)
SECTION A: RESPONDENT INFORMATION	
A1. Name of Respondent: جواب دہندہ کا نام	
A2. Respondent's CNIC: جواب دہندہ کا شناختی کارڈ نمبر	(Note down age and confirm it when you ask it in A9 below) 97, CNIC not available
A3. Phone/Cell No. (This is mandatory. If the respondent is not comfortable sharing his/her own phone number, write the number of a relative or another contact person)	A3 آپ کا فون نمبر (رابطہ نمبر) کیا ہے؟ اگر جواب دہندہ اپنا رابطہ نمبر دینا چاہے تو آپ اس کے کسی دوست / رشتہ دار کا رابطہ نمبر لے لیں (رابطہ نمبر لینا لازمی ہے)
A4. Current residential street address (Write house and street number if applicable)	A4 آپ کی موجودہ رہائش گاہ کا پتہ بتائیں؟ (جواب دہندہ جس علاقے میں رہتا ہے اگر وہاں گلی نمبر اور مکان نمبر ہے تو ضرور لکھیں)
A5. District: آپ کی موجودہ رہائش گاہ کس ضلع میں واقع ہے (Code box A)	A6. Town: آپ کی موجودہ رہائش گاہ کس ٹاؤن میں واقع ہے (Code box B)
A7. Name of union council (Write complete UC name)	A7 آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے (UC کا مکمل نام لکھیں) (اگر جواب دہندہ کو یونین کونسل کا نام معلوم نہ ہو تو "88" کا کوڈ لکھیں)
A8. Neighborhood (Mohalla etc.): آپ کے موجودہ محلے کا کیا نام ہے؟	A8

A9.	What is your age (in completed years)? (Confirm with age on CNIC in A2)	آپ کی عمر کتنی ہے؟ (مکمل سالوں میں بیان کریں) (سوال کنندہ شناختی کارڈ سے عمر کی تصدیق کریں جب سوال نمبر A2 میں شناختی کارڈ دیکھا گیا)
	عمر	
A10.	Sex of the respondent? (Don't ask, only observe and record)	جواب دہندہ کی جنس کیا ہے؟ (سوال مت پوچھیں، مشاہدہ کریں اور لکھیں)
	<input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Male 1 مرد <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Female 2 عورت	
A11.	What is your marital status?	آپ کی ازدواجی حیثیت کیا ہے؟
	<input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Never married 1 غیر شادی شدہ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Currently married 2 شادی شدہ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Widowed 3 بیوہ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Divorced 4 طلاق یافتہ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Separated 5 طے شدہ	
A12.	How do you categorize your ethnicity?	آپ کس نسلیت (ethnicity) سے تعلق رکھتے ہیں؟
	<input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Urdu Speaking 1 اردو بولنے والے <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Pashtun 2 پشٹان <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Gujrati 3 گجراتی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Sindhi 4 سندھی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Punjabi 5 پنجابی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Baloch 6 بلوچ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Others, Specify: _____ 77 دیگر، بیان کریں	
A13.	What is your mother tongue?	آپ کی مادری زبان کون سی ہے؟
	<input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Urdu 1 اردو <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Pashto 2 پشتو <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Gujrati 3 گجراتی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Siraki 4 سرائیکی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Sindhi 5 سندھی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Balochi 6 بلوچی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Punjabi 7 پنجابی <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Other, Specify: _____ 77 دیگر، بیان کریں	
A14.	From which district of Pakistan do you originally belong to?	آپ کا آبائی تعلق پاکستان کے کس ضلع سے ہے؟
	<input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Karachi Central 1 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Karachi North 2 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Karachi South 3 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Karachi East 4 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Karachi West 5 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Malir 6 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Korangi 7 <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Other (Specify) _____ 77	
A15.	What training are you receiving in this center? Training Name (from box C) _____ Other (Specify): _____	آپ اس ٹریننگ سینٹر سے کس قسم کی ٹریننگ حاصل کر رہے ہیں؟ (Code box C)
A16.	When did you start this training? (dd/mm/yy) D D M M Y Y Y Y 	آپ نے یہ ٹریننگ کب حاصل کرنا شروع کی؟

A17. ٹریننگ پروگرام (پروگرام کا نام - سوال نمبر A15) جس میں آپ رجسٹرڈ ہیں اس کے بارے میں آپ کو معلومات کیسے ملی؟ (جوابات پڑھ کے مت سنائیں)

A17. How did you learn about the training course in which you enrolled? (Do not read responses)

(Multiple responses are allowed)

Radio show	1	ریڈیو کے ذریعے
Billboard	2	بیل بورڈ
Internal announcements	3	ادارے میں اعلان
SMS	4	ایس ایم ایس
Cable airing production	5	ٹی وی کیبل اشتہار
Social media	6	سوشل میڈیا (فیس بک، ٹویٹر وغیرہ)
Newspaper ads	7	اخبارات میں اشتہارات
Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
Street theaters	9	سڑک تھیٹر
Collateral (Pamphlet, Brochure, Flyers)	10	پمفلٹ، بروشر، فلائر
Door to door activity by IPs	11	آئی پیز (IPs) کی جانب سے گھر گھر
Open house	12	ترجیحی ادارے میں سب کیلئے تعارفی پروگرام
Industrial and community visits	13	ترجیحی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
Refer a student campaign	14	طالب علمی جم سے پتا چلا
Family/Friends	15	خاندانی/دوست
Social mobilisers	16	سوشل موبلائزر
TV appearances	17	ٹی وی پر دیکھا
Satellite stations	18	سیٹلائٹ سٹیشنز (انڈسٹری کے ایسے ٹریننگ سینٹر)
Others (Specify)	77	دیگر بیان کریں

A18. کیا آپ کے خیال میں آپ کے محلے/علاقہ میں آپ کی طرح کے دوسرے لوگ، اس طرح کی ٹریننگ کے مواقع کے بارے میں اچھی واقفیت رکھتے ہیں؟

A18. Do you think that people like yourself who live in your neighborhood are well aware of such training opportunities?

Yes	1	ہاں
No	2	نہیں
Don't Know	88	معلوم نہیں

A19. دو کون سے تین اہم طریقے ہیں جو آپ کی طرح کے نوجوانوں کو ٹریننگ پروگرام کی طرف راغب کر سکتے ہیں؟ (جوابات پڑھ کے مت سنائیں)

A19. What are the three most influential methods that would encourage youth like yourself to apply for such trainings?

(تین تک جوابات لکھیں)

Radio show	1	ریڈیو کے ذریعے
Billboard	2	بیل بورڈ
Internal announcements	3	ادارے میں اعلان
SMS	4	ایس ایم ایس
Cable airing production	5	ٹی وی کیبل اشتہار
Social media	6	سوشل میڈیا (فیس بک، ٹویٹر وغیرہ)
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Others (Specify)	77	دیگر بیان کریں

A20. What was the main reason why you decided to attend this training course?

وہ کیا وجہ تھی جس کی بنا پر آپ نے اس تربیت پر پروگرام کا انتخاب کیا؟

Reputation of institute	1	ادارے کی ساکھ
Quality of the training	2	تربیت کا معیار
It was close to my house	3	میرے گھر کے قریب تھا
Skill improvement	4	ہنر میں بہتری
Was highly motivated by social mobilizers	5	سوشل موبائزر نے بہت زیادہ حوصلہ افزائی کی
Higher income prospects	6	آمدنی میں اضافہ کی امید
More employment opportunities	7	زیادہ روزگار کے مواقع
Others (Specify) _____	77	دیگر بیان کریں

SECTION B: HOUSEHOLD INFORMATION & POVERTY INDEX - BEFORE TRAINING

For this section, ask the respondents the set of questions below, making sure they understand that the questions refer to their situation just before they started the training course

سکشن B کیلئے ہدایات: اس سکشن کو شروع کرنے سے پہلے سوال کنندہ اس بات کو یقینی بنالے کہ جواب دہندہ یہ جانتا ہے کہ اب پوچھے جانے والے تمام سوالات تربیت شروع ہونے سے پہلے کے حالات و اوقات کے بارے میں ہیں۔

Household Definition:
A household is one or more people who usually live together and share their meals. Do not include guests or visitors.

گھرانے کی تعریف:
گھرانے سے مراد ایک یا ایک سے زیادہ افراد جو عموماً اکٹھے رہتے ہیں اور اکٹھے کھانا کھاتے ہیں۔ مہمانوں اور ملاقات کیلئے آنے والے افراد کو شامل نہ کریں۔

B1 How many people were in your household?
(Enter number of household members not including guests and visitors)

آپ کے گھرانے میں کتنے افراد رہتے تھے؟

گھرانے کے افراد کی تعداد

B2 Were you living with your immediate family? By immediate family I mean your parents and/or siblings etc.

کیا تربیت شروع ہونے سے پہلے آپ اپنے قریبی رشتہ داروں کے ساتھ رہ رہے تھے جیسا کہ ماں باپ/بھین بھائی/دادا دادی/نانا نانی/بیوی بیٹے؟

Yes	1	ہاں
No	2	نہیں

B3 How many members of your household were dependent on you? Provide separate numbers for male and female dependents?

آپ کے گھرانے کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ عورتوں اور مردوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

Female عورتیں Male مرد

(اگر جواب دونوں میں 0 ہو تو سوال نمبر B6 پر چلے جائیں)

B4 How many members of your household below 16 years old were dependent on you? Provide separate numbers for male and female dependents?

آپ کے گھرانے میں 16 سال سے کم عمر کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ لڑکے اور لڑکیوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

Girls لڑکیاں Boys لڑکے

B5 How many members of your household above 64 years old were dependent on you? Provide separate numbers for male and female dependents?

آپ کے گھرانے میں 64 سال سے زیادہ کے کتنے افراد معاشی طور پر آپ پر انحصار کرتے تھے۔ عورتوں اور مردوں کی تعداد کو علیحدہ علیحدہ لکھیں؟

Female عورتیں Male مرد

B6 How many men and women in your household were working?

آپ کے گھرانے کے کتنے مرد اور خواتین کام کر رہے تھے؟

Female عورتیں Male مرد

B7	In what province did your household live before you started the training course?	B7																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>BALUCHISTAN</td> <td>1</td> <td>بلوچستان</td> </tr> <tr> <td>KHYBER PAKHTUNKHAW (KPK)</td> <td>2</td> <td>خیبر پختونخواہ (کے پی کے)</td> </tr> <tr> <td>SINDH</td> <td>3</td> <td>سندھ</td> </tr> <tr> <td>PUNJAB</td> <td>4</td> <td>پنجاب</td> </tr> <tr> <td>GILGIT BALTISTAN</td> <td>5</td> <td>گلگت بلتستان</td> </tr> <tr> <td>AJK</td> <td>6</td> <td>آزاد جموں کشمیر</td> </tr> <tr> <td>FATA</td> <td>7</td> <td>فاتا</td> </tr> <tr> <td>ISLAMABAD (CAPITAL TERRITORY)</td> <td>8</td> <td>اسلام آباد (وفاقی دارالحکومت)</td> </tr> </table>	BALUCHISTAN	1	بلوچستان	KHYBER PAKHTUNKHAW (KPK)	2	خیبر پختونخواہ (کے پی کے)	SINDH	3	سندھ	PUNJAB	4	پنجاب	GILGIT BALTISTAN	5	گلگت بلتستان	AJK	6	آزاد جموں کشمیر	FATA	7	فاتا	ISLAMABAD (CAPITAL TERRITORY)	8	اسلام آباد (وفاقی دارالحکومت)		
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B8	How many household members were 13 years old or younger before you started the training course?	B8																									
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Two	2	دو افراد																									
Three	3	تین افراد																									
Four	4	چار افراد																									
Five or more	5	پانچ افراد یا اس سے زیادہ																									
None	0	کوئی نہیں																									
B9	At that time, did all of children aged 5-13 years old attend school?	B9																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Not all attend school</td> <td>1</td> <td>13 سال کے تمام بچے سکول نہیں جاتے تھے</td> </tr> <tr> <td>Yes, all attended school</td> <td>2</td> <td>ہاں، 13 سال کے تمام بچے سکول جاتے تھے</td> </tr> <tr> <td>No children aged 5-13</td> <td>3</td> <td>گھرانے میں 5 سے 13 سال کا کوئی بچہ نہیں تھا</td> </tr> </table>	Not all attend school	1	13 سال کے تمام بچے سکول نہیں جاتے تھے	Yes, all attended school	2	ہاں، 13 سال کے تمام بچے سکول جاتے تھے	No children aged 5-13	3	گھرانے میں 5 سے 13 سال کا کوئی بچہ نہیں تھا																	
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Definition of Elementary Occupations: - Sales and services elementary occupations like street vendors and related workers, shoe-cleaning and other street services, elementary occupations, domestic and related helpers, cleaners and launderers, building caretakers, window and related cleaners, messengers, porters, doorkeepers and related workers, garbage collectors and related workers - Agricultural, fishery, and related laborers, - Laborers in mining, construction, manufacturing, and transport)		ایلمنٹری پیشوں کا تعارف: - ایلمنٹری پیشہ جیسا کہ گلی میں گھوم کر اشیاء فروخت کرنے والے اور اس سے ملنے والے کام کرنے والے، جو تے صاف کرنے والے اور دیگر گلی مکے میں خدمات مہیا کرنے والے، گھروں میں کام کرنے والے اور ان جیسے مددگار صفائی کرنے والے اور دھوئی، عمارت کا خیال کرنے والے، کھرکیاں صاف کرنے والے اور ان جیسے دوسرے کارکن، پیغام پہنچانے والے (درون اٹھانے والا مزدور)، چوکیدار اور اس جیسے دیگر کام کرنے والے، کوزا اٹھانے والے اور اس جیسے دیگر کارکن۔ - زراعت، ماہی گیری اور اس سے ملنے والے مزدور۔ - تعمیرات، ذرائع آمد و رفت، چیزیں بنانے والے اور کان میں کام کرنے والے مزدور۔																									
B10	How many household members worked in elementary occupations?	B10																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>None</td> <td>0</td> <td>کوئی نہیں</td> </tr> <tr> <td>One</td> <td>1</td> <td>ایک</td> </tr> <tr> <td>Two or more</td> <td>2</td> <td>دو یا اس سے زیادہ</td> </tr> </table>	None	0	کوئی نہیں	One	1	ایک	Two or more	2	دو یا اس سے زیادہ																	
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B11	Just before you started the training course, what was the highest educational level completed by the female head of the household?	B11																									
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Class 1 or higher	3	جماعت 1 یا اس سے زیادہ																									

B12	What was the main source of drinking water for the household?	گھرانے کے پینے کے پانی کا بنیادی ذریعہ کیا تھا؟	B12
☐	Hand pump, covered/closed well, motorized pump/tube well, or piped water	1 ہاتھ سے چلنے والا ٹانکا، ڈھکھا کنواں، موٹر والا پمپ/ٹیوب ویل یا پائپ لائن والا پانی	
☐	Others	77 دیگر بیان کریں	
B13	What type of toilet did household members usually use when they were home?	گھرانے کے افراد جب گھر ہوتے تھے تو عموماً کس قسم کا بیت الخلاء استعمال کرتے تھے؟	B13
☐	None or other	1 کوئی نہیں یا دیگر	
☐	Flush connected to pit/septic tank or open drain	2 فلیش جو گڑھے کے ساتھ تیزا ہوا سپلک ٹینک یا کھلی نالی	
☐	Flush connected to public sewerage	3 فلیش والی لٹرین جو سبوریج لائن سے منسلک ہو	
B14	Did the household own a refrigerator or freezer?	کیا گھرانے کے پاس اپنا فریج یا فریزر تھا؟	B14
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B15	Did the household own a television?	کیا گھرانے کے پاس اپنا ٹیلی ویژن تھا؟	B15
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B16	Did the household own a motorcycle, scooter, car, or other vehicles?	کیا گھرانے کے پاس اپنا موٹر سائیکل، سکوتر، کار یا کوئی اور گاڑی تھی؟	B16
☐	Yes	1 ہاں	
☐	No	2 نہیں	
B17	ٹریننگ سے پہلے آپ کے گھرانے کی تمام ذرائع سے حاصل کردہ اوسط ماہانہ آمدنی کتنی تھی؟ (گھرانے کے روزگار کرنے والے تمام افراد کی ماہانہ آمدنی جمع کر کے پاکستانی روپوں میں لکھیں) B17 What was your approximate average monthly household income before the training, from all sources? (In Pakistani rupees based on income earned by all working household members) PKR. لفظوں میں: _____ سوال کنندہ کیلئے نوٹ: برائے مہربانی تفصیل مہیا کریں کہ کیسے آپ نے گھرانے کی ماہانہ آمدن کا حساب لگایا ہے۔ جو کہ ڈیٹا اینالسٹ کو سمجھنے میں آسانی مہیا کرے کہ کیسے آپ نے گھرانے کی ماہانہ آمدن نکالی۔ Note for interviewers: Please provide any details on the calculation of household income that could help the data analysts understand how you arrived at the total average monthly amount for the household: _____		
SECTION C: EDUCATION STATUS			
C1	Can you read in any language with understanding?	آپ کسی بھی زبان میں سمجھ کے پڑھ سکتے ہیں؟	C1
☐	Yes	1 ہاں	
☐	No	2 نہیں	
C2	Can you write in any language?	آپ کسی بھی زبان میں لکھ سکتے ہیں؟	C2
☐	Yes	1 ہاں	
☐	No	2 نہیں	
C3	Have you ever attended any type of school?	کیا آپ نے کبھی بھی کسی طرح کے سکول میں تعلیم حاصل کی ہے؟	C3
☐	Yes	1 ہاں	
☐	No	C6 ◀ 2 نہیں	

C4 What is your highest level of education completed?
(Ask the last class passed)

C4 آپ نے کتنی جماعتیں مکمل کی ہیں؟ (آخری جماعت جو مکمل کی ہو)

Below class -1	0	Class-10	10
Class-1	1	FA/FSc	11
Class-2	2	Polytechnic diploma/other diplomas	12
Class-3	3	Bachelor's degree	13
Class-4	4	Master's degree	14
Class-5	5	MPhil	15
Class-6	6	PhD	16
Class-7	7	Others (Specify)	77
Class-8	8		
Class-9	9		

C5 What was the main reason that you stopped attending school/discontinued your education?
(Select most important option)

C5 سکول چھوڑنے کی بنیادی وجہ کیا تھی؟
(سب سے اہم بنیادی وجہ بتائیں)

Education was costly	1	تعلیم مہنگی تھی	
School was far away from home	2	گھر سے سکول دور تھا	
Substandard school	3	غیر معیاری سکول	
Had to help in domestic work	4	گھر میں مدد کرنا تھی	
Had to earn	5	کمانے کیلئے	
Parents did not permit	6	والدین نے اجازت نہیں دی	
Bad quality teachers	7	اچھے اساتذہ نہ ہونے کی وجہ سے	
Health reasons	8	صحت کے مسائل	
Aged	9	زیادہ عمر ہونے کی وجہ سے	
(Respondent) did not want to study	10	جواب دہندہ سکول پانا نہیں چاہتا	
Education was completed	11	تعلیم مکمل کر لی	
Got married	12	شادی ہو گئی تھی	
Got pregnant	13	حامل ہو گئی تھی	
Others (Specify):	77	دیگر بیان کریں	

C6 Have you ever received any formal religious education?

C6 کیا آپ نے کبھی بھی باضابطہ دینی تعلیم حاصل کی ہے؟

Yes	1	ہاں	
No	2	نہیں	

SECTION D: DETAILED EMPLOYMENT MODULE – PRE TRAINING

Primary Occupation [Before Training] بنیادی معاشی سرگرمی (ٹریڈنگ سے پہلے)

مندرجہ ذیل سوالات آپ کی ٹریڈنگ شروع ہونے سے پہلے کے بنیادی پیشے کے بارے میں پوچھتے جائیں گے۔ بنیادی پیشے سے مراد وہ پیشہ جس میں ٹریڈنگ سے پہلے آپ سب سے زیادہ وقت صرف کرتے تھے۔

The following questions ask about your primary occupation before you started training. By primary occupation, I mean the occupation on which you spent most of your time.

D1 Did you do any work for pay, profit, or family gain, for even just one hour, on any day during the last 7 days before training?

D1 کیا آپ نے ٹریڈنگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے کسی بھی دن کم از کم ایک گھنٹے کیلئے تنخواہ، منافع یا گھریلو مالی مفادات کے لیے کام کیا؟
(سوال کنندہ ٹریڈنگ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے)

(ان سات دنوں میں پبلک ہولڈیز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)

Yes	D3 ◀ 1	ہاں	
No	2	نہیں	

D2 اگرچہ آپ نے ٹریننگ شروع ہونے سے پہلے کے سات دنوں میں کسی بھی دن کم از کم ایک گھنٹے کیلئے کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ دکان، تجارت، فارم) تھا؟

D2 Even if you did not work at least one hour during that week, did you have a job, shop, business, farms, or service establishment (fixed/mobile)?

☐ Yes 1 ہاں

☐ No D4 2 نہیں

D3 ٹریننگ سے پہلے کے ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟

D3 How many days did you work during the month before you were in training?

Days D6 پر جائیں

D4 کیا آپ ٹریننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟

D4 Were you seeking work during the last seven days before training?

☐ Yes 1 ہاں

☐ No Section E 2 نہیں

D5 ٹریننگ سے پہلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا تھی؟

D5 What was the main reason for your unemployment during the last seven days?

Change of occupation	1	پیشہ کی تبدیلی
Unable to get work	2	کام حاصل نہیں کر سکا
Lost interest	3	دلچسپی نہیں رہی
Did not like doing the job	4	نوکری کرنا پسند نہیں تھا
Did not like employer	5	آجر (مالک) پسند نہیں تھا
Job was terminated	6	نوکری سے نکال دیا گیا تھا
Poor working conditions	7	کام کرنے کیلئے نامناسب ماحول
Business stopped due to political instability	8	تعمیراتی سیاسی حالات کی وجہ سے کاروبار کا بند پانا
Business inputs became expensive	9	خام مال (Inputs) کا مہنگا ہونا
Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان
Others (specify)	77	دیگر بیان کریں

D6 آپ کا بنیادی پیشہ کیا تھا؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)

D6 What was your primary occupation? (Write the respondent's description in as much detail as possible)

D7 آپ کس صنعت سے وابستہ تھے؟ (جواب دہندہ کی صنعت کے بارے میں تفصیل سے لکھیں)

D7 Which industry did you work in? (Write the respondent's description in as much detail as possible)

D8 ٹریننگ سے پہلے آپ اپنی بنیادی نوکری/معاشرتی سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسط آپ کتنے گھنٹے صرف کرتے تھے؟

D8 On average, how many hours per week did you work in the job/business you had before the training?

Hours

D9 اس پیشہ میں آپ کی ملازمت کی کیا حیثیت تھی؟

D9 What was your employment status in this occupation?

Self-employed	1	اپنا کام
Paid employee	D12 2	تنخواہ دار ملازم
Unpaid family worker	D12 3	بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا
Others (Specify)	D12 77	دیگر بیان کریں

D10 کیا آپ آجر (مالک) تھے؟

D10 Were you an employer?

☐ Yes 1 ہاں

☐ No D12 2 نہیں

D17	How did you get this job/business? آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟	D17																					
☐	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">I got it myself/started business myself</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 50%;">میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا</td> </tr> <tr> <td>Referred by somebody</td> <td style="text-align: center;">2</td> <td>کوئی دوسرا شخص نے حوالہ دیا تھا</td> </tr> <tr> <td>Family business</td> <td style="text-align: center;">3</td> <td>کاروبار وراثت میں ملا</td> </tr> <tr> <td>Others (Specify)</td> <td style="text-align: center;">77</td> <td>دیگر بیان کریں</td> </tr> </table>	I got it myself/started business myself	1	میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا	Referred by somebody	2	کوئی دوسرا شخص نے حوالہ دیا تھا	Family business	3	کاروبار وراثت میں ملا	Others (Specify)	77	دیگر بیان کریں										
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Family business	3	کاروبار وراثت میں ملا																					
Others (Specify)	77	دیگر بیان کریں																					
D18	Were you earning by the day (daily wage) or by the month (salary)? کیا آپ کی آمدن/اجرت یومیہ یا ماہانہ کے حساب سے ملتی تھی؟	D18																					
☐	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Daily wage</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 50%;">روز کے حساب سے آمدن/مختواہ</td> </tr> <tr> <td>Monthly salary</td> <td style="text-align: center;">2</td> <td>مہینے کے حساب سے آمدن/مختواہ</td> </tr> </table>	Daily wage	1	روز کے حساب سے آمدن/مختواہ	Monthly salary	2	مہینے کے حساب سے آمدن/مختواہ																
Daily wage	1	روز کے حساب سے آمدن/مختواہ																					
Monthly salary	2	مہینے کے حساب سے آمدن/مختواہ																					
D19	What was the daily wage rate or monthly salary? یومیہ یا ماہانہ آمدن/اجرت کیا تھی؟	D19																					
	PKR, (اگر سوال نمبر D9 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)																						
D20	What was your total annual income from this primary occupation before training? ٹریننگ سے پہلے اس بنیادی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟	D20																					
	Annual income: PKR, (اگر سوال نمبر D9 میں جواب 1 یا 3 ہو تو اس صورت میں سوال نمبر D20 کا جواب دے کر سوال نمبر D24 پر چلے جائیں)																						
D21	Did you have a contract with your employer? If yes, was it written or verbal? کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ تھا؟ اگر ہاں تو کیا وہ تحریری تھا یا زبانی معاہدہ تھا؟	D21																					
☐	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">No contract</td> <td style="width: 10%; text-align: center;">D24 ◀ 1</td> <td style="width: 50%;">کوئی معاہدہ نہیں تھا</td> </tr> <tr> <td>Yes, written contract</td> <td style="text-align: center;">2</td> <td>ہاں تحریری معاہدہ تھا</td> </tr> <tr> <td>Yes, verbal contract</td> <td style="text-align: center;">3</td> <td>ہاں زبانی معاہدہ تھا</td> </tr> <tr> <td>Don't know</td> <td style="text-align: center;">D24 ◀ 88</td> <td>معلوم نہیں</td> </tr> </table>	No contract	D24 ◀ 1	کوئی معاہدہ نہیں تھا	Yes, written contract	2	ہاں تحریری معاہدہ تھا	Yes, verbal contract	3	ہاں زبانی معاہدہ تھا	Don't know	D24 ◀ 88	معلوم نہیں										
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Don't know	D24 ◀ 88	معلوم نہیں																					
D22	What was the nature of the contract? یہ معاہدہ کس نوعیت کا تھا؟	D22																					
☐	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Annual</td> <td style="width: 10%; text-align: center;">D24 ◀ 1</td> <td style="width: 50%;">سالانہ</td> </tr> <tr> <td>Daily</td> <td style="text-align: center;">2</td> <td>یومیہ</td> </tr> <tr> <td>Temporary</td> <td style="text-align: center;">3</td> <td>آرٹھی</td> </tr> <tr> <td>Permanent</td> <td style="text-align: center;">D24 ◀ 4</td> <td>مستقل</td> </tr> <tr> <td>Apprenticeship</td> <td style="text-align: center;">5</td> <td>اترین شپ/آپریٹنس شپ</td> </tr> <tr> <td>Based on deliverables</td> <td style="text-align: center;">6</td> <td>کام کے حساب سے معاہدہ</td> </tr> <tr> <td>Others (Specify)</td> <td style="text-align: center;">7</td> <td>دیگر بیان کریں</td> </tr> </table>	Annual	D24 ◀ 1	سالانہ	Daily	2	یومیہ	Temporary	3	آرٹھی	Permanent	D24 ◀ 4	مستقل	Apprenticeship	5	اترین شپ/آپریٹنس شپ	Based on deliverables	6	کام کے حساب سے معاہدہ	Others (Specify)	7	دیگر بیان کریں	
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Others (Specify)	7	دیگر بیان کریں																					
D23	What was the duration of the contract? (Recode duration in months) Duration (in months): (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینوں کے اے خانے میں "00" لکھیں)	D23																					
	Secondary Occupation (before training) ثانوی معاشی سرگرمی (ٹریننگ سے پہلے)																						
مندرجہ ذیل سوالات آپ کی ٹریننگ شروع ہونے سے پہلے کے ثانوی پیشے کے بارے میں پوچھتے ہیں۔ ثانوی پیشے سے مراد وہ پیشہ ہے جس سے آپ بنیادی پیشے میں ملازم/کام کر رہے تھے اور اس کے علاوہ آپ نے کوئی دوسرا کام بھی کیا۔ The following questions ask about your secondary occupation before you started training. By secondary occupation, I mean any other work that you did during the time that you were engaged in your primary occupation.																							
D24	In addition to your primary occupation did you do any work for pay, profit, or family gain, for even just one hour on any day during the last 7 days before training? (اگر سوال نمبر D24 کا جواب "Yes" ہے تو سوال نمبر A16 سے دیکھ کر کریں) (ان سات دنوں میں پبلک ہولڈیز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، بھرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	D24																					
☐	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Yes</td> <td style="width: 10%; text-align: center;">D26 ◀ 1</td> <td style="width: 50%;">ہاں</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> <td>نہیں</td> </tr> </table>	Yes	D26 ◀ 1	ہاں	No	2	نہیں																
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D25	Even if you did not work at least one hour during that week, did you have a job, shop, business, farms, or service establishment (fixed/mobile)? اگرچہ آپ نے ٹریننگ شروع ہونے سے پہلے کے سات دنوں میں کسی بھی دن کم از کم ایک گھنٹے کے لیے کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ گان، تجارت، فارم) تھا؟	D25																					
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No	D27 ◀ 2	نہیں																					
D26	How many days did you work during the month before you were in training? ٹریننگ سے پہلے کے ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟	D26																					
	Days D29 پر جائیں																						
D27	Were you seeking work during the last seven days before training? کیا آپ ٹریننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟	D27																					
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D28	What was the main reason for your unemployment during the last seven days?	ٹریننگ سے پہلے سات دنوں میں آپ کی بے روزگاری کی بنیادی وجہ کیا تھی؟	D28																																	
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D29	What was your secondary occupation? (Write the respondent's description in as much detail as possible)	آپ کا ثانوی پیشہ کیا تھا؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)	D29																																	
D30	Which industry did you work in? (Write the respondent's description in as much detail as possible)	آپ کس صنعت سے وابستہ تھے؟ (جواب دہندہ کی صنعت کے بارے میں تفصیل سے لکھیں)	D30																																	
D31	On average, how many hours per week did you work in the job/business you had before the training?	ٹریننگ سے پہلے آپ اپنی ثانوی کوکری/معاشرتی سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسط آپ کتنے گھنٹے صرف کرتے تھے؟	D31																																	
	Hours																																			
D32	What was your employment status in this occupation?	اس پیشہ میں آپ کی ملازمت کی کیا حیثیت تھی؟	D32																																	
	<table border="0" style="width: 100%;"> <tr> <td>Self-employed</td> <td>1</td> <td>اپنا کام</td> </tr> <tr> <td>Paid employee</td> <td>D35 ◀ 2</td> <td>تنخواہ دار ملازم</td> </tr> <tr> <td>Unpaid family worker</td> <td>D35 ◀ 3</td> <td>غیر تنخواہ دار کے گھر والے کے کام میں ساتھ دینا</td> </tr> <tr> <td>Others (Specify)</td> <td>D35 ◀ 77</td> <td>دیگر بیان کریں</td> </tr> </table>	Self-employed	1	اپنا کام	Paid employee	D35 ◀ 2	تنخواہ دار ملازم	Unpaid family worker	D35 ◀ 3	غیر تنخواہ دار کے گھر والے کے کام میں ساتھ دینا	Others (Specify)	D35 ◀ 77	دیگر بیان کریں																							
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Others (Specify)	D35 ◀ 77	دیگر بیان کریں																																		
D33	Were you an employer?	کیا آپ آجر (مالک) تھے؟	D33																																	
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D34	How many people did you employ?	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟	D34																																	
	<table border="0" style="width: 100%;"> <tr> <td>Less than 10 people</td> <td>1</td> <td>10 سے کم افراد</td> </tr> <tr> <td>10 or more people</td> <td>2</td> <td>10 یا اس سے زیادہ افراد</td> </tr> </table>	Less than 10 people	1	10 سے کم افراد	10 or more people	2	10 یا اس سے زیادہ افراد																													
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D35	Do you think you were fairly compensated for the job/business you did?	آپ کے خیال میں جو کام/کاروبار آپ کرتے تھے آپ کو اس کا مناسب معاوضہ/مبالغہ مانا تھا؟	D35																																	
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Yes	1	ہاں																																		
No	2	نہیں																																		
D36	When did you start this job/business?	آپ نے یہ کام کب شروع کیا تھا؟	D36																																	
	DD MM YY YY																																			
D37	How satisfied were you with this job/business?	آپ اس کام سے کس حد تک مطمئن تھے؟	D37																																	
	<table border="0" style="width: 100%;"> <tr> <td>Highly satisfied</td> <td>1</td> <td>بہت زیادہ مطمئن</td> </tr> <tr> <td>Satisfied</td> <td>2</td> <td>مطمئن</td> </tr> <tr> <td>Neutral</td> <td>D40 ◀ 3</td> <td>نہیں مطمئن نہ غیر مطمئن</td> </tr> <tr> <td>Unsatisfied</td> <td>D39 ◀ 4</td> <td>غیر مطمئن</td> </tr> <tr> <td>Highly unsatisfied</td> <td>D39 ◀ 5</td> <td>بہت زیادہ غیر مطمئن</td> </tr> </table>	Highly satisfied	1	بہت زیادہ مطمئن	Satisfied	2	مطمئن	Neutral	D40 ◀ 3	نہیں مطمئن نہ غیر مطمئن	Unsatisfied	D39 ◀ 4	غیر مطمئن	Highly unsatisfied	D39 ◀ 5	بہت زیادہ غیر مطمئن																				
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D38	If satisfied, what were the main reasons? (Do not read responses) (Multiple responses are allowed)	اگر مطمئن تھے تو بنیادی وجوہات کیا تھیں؟ (جوابات پڑھ کے مت سنا کریں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D38																																																			
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D40	How did you get this job/business?	آپ کیسے یہ روزگار/کاروبار کیسے ملا تھا؟	D40																																																			
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D41	Were you earning by the day (daily wage) or by the month (salary)?	کیا آپ کی آمدن اجرت یومیہ یا ماہانہ کے حساب سے ملتی تھی؟	D41																																																			
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D42	What was the daily wage rate or monthly salary/value?	ایومیہ یا ماہانہ آمدن/اجرت کیا تھی؟	D42																																																			
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D43	What was your total annual income from this secondary occupation before training?	ٹریننگ سے پہلے اس ثانوی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟	D43																																																			
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(اگر سوال نمبر D32 میں جواب 1 یا 3 ہو تو اس صورت میں سوال نمبر D43 کا جواب دے کر سوال نمبر E1 پر چلے جائیں)																																																						
D44	Did you have a contract with your employer? If yes, was it written or verbal?	کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ تھا؟ اگر ہاں تو کیا تحریری تھا یا زبانی معاہدہ تھا؟	D44																																																			
	<table border="1"> <tr><td>☐</td><td>No contract</td><td>E1 ◀ 1</td><td>کوئی معاہدہ نہیں تھا</td></tr> <tr><td>☐</td><td>Yes, written contract</td><td>2</td><td>ہاں تحریری معاہدہ تھا</td></tr> <tr><td>☐</td><td>Yes, verbal contract</td><td>3</td><td>ہاں زبانی معاہدہ تھا</td></tr> <tr><td>☐</td><td>Don't know</td><td>E1 ◀ 88</td><td>معلوم نہیں</td></tr> </table>	☐	No contract	E1 ◀ 1	کوئی معاہدہ نہیں تھا	☐	Yes, written contract	2	ہاں تحریری معاہدہ تھا	☐	Yes, verbal contract	3	ہاں زبانی معاہدہ تھا	☐	Don't know	E1 ◀ 88	معلوم نہیں																																					
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☐	Don't know	E1 ◀ 88	معلوم نہیں																																																			

D45
یہ معاہدہ کس نوعیت کا تھا؟
D45

Annual	E1 ◀ 1	سالانہ
Daily	2	دیرینہ
Temporary	3	آرٹھ
Permanent	E1 ◀ 4	مستقل
Apprenticeship	5	انٹرن شپ / آپرینٹس شپ
Based on deliverables	6	کام کے حساب سے معاہدہ
Others (Specify)	77	دیگر بیان کریں

D46
یہ معاہدہ کتنے مہینے کا تھا؟ (مہینوں میں لکھیں)
D46

(Recode duration in months)

Duration (in months): (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)

SECTION E: CONTRIBUTION TO HOUSEHOLD & NEIGHBORHOOD (BEFORE TRAINING)

	A great deal بہت حد تک	Somewhat کمی حد تک	A little بہت کم	Not at all بالکل بھی نہیں	Don't know معلوم نہیں
E1 To what extent did you contribute to the income of your household? آپ کس حد تک گھرانے کی آمدن میں حصہ لیتے تھے؟	4	3	2	1	88
E2 To what extent did you contribute to other affairs of your household? آپ کس حد تک گھرانے کے دیگر معاملات میں حصہ لیتے تھے؟	4	3	2	1 E4 ◀	88 E4 ◀
E3 What was the main way you contributed to other affairs of your household? (Explain) کس طرح آپ اپنے گھرانے کے معاملات کی بہتری کیلئے بنیادی طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					
	A great deal بہت حد تک	Somewhat کمی حد تک	A little بہت کم	Not at all بالکل بھی نہیں	Don't know معلوم نہیں
E4 To what extent did you contribute to the wellbeing of your neighborhood? آپ اپنے محلے/علاقے کی بہتری میں کس حد تک حصہ لیتے تھے؟	4	3	2	1 H1 ◀	88 H1 ◀
E4a What was the main way you contributed to the wellbeing of your neighborhood? (Explain) کس طرح آپ محلے/علاقے کی بہتری کیلئے بنیادی طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					

SECTION H: OTHER TRAINING

H1
AMANTECH/UNDP کے ٹریڈنگ کورس کے علاوہ کیا آپ نے کوئی بھی دوسرے وکیشنل ٹریڈنگ کورس میں شرکت کی ہے؟
H1

Other than the UNDP/AMANTECH training course, have you ever participated in any other vocational training course?

Yes ہاں

No نہیں

1

Section I ◀ 2

	Course 1		Course 2
H2 What kind of vocational training course did you participate in? آپ نے کس طرح کے وکیشنل ٹریڈنگ کورس میں شمولیت کی تھی؟	Garments 1		Garments 1
	Automobiles 2		Automobiles 2
	Refrigeration 3		Refrigeration 3
	Electrician 4		Electrician 4
	Machine operators 5		Machine operators 5
	Stitching/embroidery 6		Stitching/embroidery 6
	Fashion design 7		Fashion design 7
	Others (Specify): 77		

	Course 1	Course 2
H3 What was the start date and duration for the courses you completed? (Enter details for the two most recent courses) آپ نے گزشتہ دو کورس کب شروع کیا اور اس کورس کا دورانیہ کیا تھا؟	Start date: D D M M Y Y Y Y 	Start date: D D M M Y Y Y Y
	Duration (months): 	Duration (months):

SECTION I: NEIGHBORHOOD CONDITIONS						
	Very active بہت فعال	Somewhat active کچھ حد تک	Not active غیر فعال	Don't know معلوم نہیں		
11 How active are political parties in your neighborhood? آپ کے محلے/علاقے میں سیاسی جماعتیں کس حد تک سرگرم ہیں؟	3	2	1 (skip to I3)	88 (skip to I3)		
	Positively مثبت	No effect کوئی اثر نہیں ہوا	Negatively منفی	Don't know معلوم نہیں		
12 How does political activity in your neighborhood affect you or your household? آپ کے محلے/علاقے میں ہونے والی سیاسی سرگرمی آپ یا آپ کے گھرانے پر کس طرح اثر انداز ہو رہی ہیں؟	3	2	1	88		
	Very active بہت فعال	Somewhat active کچھ حد تک	Not active غیر فعال	Don't know معلوم نہیں		
13 How active are religious groups in your neighborhood? آپ کے محلے/علاقے میں مذہبی گروہ کس حد تک فعال/سرگرم ہیں؟	3	2	1 (skip to I5)	88 (skip to I5)		
	Positively مثبت	No effect کوئی اثر نہیں ہوا	Negatively منفی	Don't know معلوم نہیں		
14 How do religious groups in your neighborhood affect you or your household? آپ کے محلے/علاقے میں مذہبی گروہ آپ یا آپ کے گھرانے پر کس طرح اثر انداز ہوتے ہیں؟	3	2	1	88		
	No crime and violence کوئی جرم اور تشدد نہیں	Some crime and violence کچھ حد تک جرم اور تشدد	A lot of crime and violence بہت زیادہ جرم اور تشدد	Don't know معلوم نہیں		
15 How would you describe the level of crime and violence in your neighborhood? آپ اپنے محلے/علاقے میں ہونے والے جرائم اور تشدد کے واقعات کو کس طرح بیان کریں گے؟	4 (skip to I7)	3	2	88 (skip to I7)		
	No effect کوئی اثر نہیں ہوا	Small affect کچھ حد تک	Large effect بہت حد تک	Don't know معلوم نہیں		
16 How does the level of crime and violence in your neighborhood affect you or your household? آپ کے محلے/علاقے میں ہونے والے جرائم اور تشدد کے واقعات آپ یا آپ کے گھرانے پر کس حد تک اثر انداز ہوتے ہیں؟	3	2	1	88		
	Very low بہت کم	Low کم	Medium نہم نہ زیادہ	High زیادہ	Very high بہت زیادہ	Don't know معلوم نہیں
17 How would you describe the level of poverty in your neighborhood? آپ کے اپنے محلے/علاقے میں غربت کی شرح کو کس طرح بیان کریں گے؟	5	4	3	2	1	88
	Many opportunities بہت سے مواقع	Few opportunities کچھ مواقع	No opportunities کوئی مواقع نہیں	Don't know معلوم نہیں		
18 How would you rate the availability of income generating opportunities in your neighborhood? آپ کے اپنے محلے/علاقے میں آمدنی کے مواقع کس حد تک موجود ہیں؟	3	2	1	88		
	Very satisfied بہت مطمئن	Mostly satisfied زیادہ تر مطمئن	No opinion کوئی رائے نہیں	Mostly dissatisfied زیادہ تر غیر مطمئن	Very dissatisfied انتہائی غیر مطمئن	Don't know معلوم نہیں
19 How satisfied are you with the government services in your neighborhood (e.g., water, sanitation, schools, health facilities, etc.)? آپ اپنے محلے/علاقے میں حکومت کی فراہم کردہ سہولیات (جیسا کہ پانی، سیوریج، سکول، اور طبی سہولیات وغیرہ) سے کس حد تک مطمئن ہیں؟	5	4	3	2	1	88

آپ کے خیال میں تکنیکل یا کیشنل ٹریننگ آپ جیسے نوجوانوں کو جرائم پیشہ زندگی سے روکتی ہے؟

110

I10 Do you think obtaining vocational or technical training will deter youth like yourself from participating in violent extremism or crime?

Yes	1	ہاں
No	I12 ◀ 2	نہیں
Maybe	Section J ▶ 3	شاید
Don't know	Section J ▶ 77	معلوم نہیں

I11 If yes, why? **(Explain)** (Skip to section J) اگر ہاں تو کیوں (تفصیل بتائیں)

I12 If no, why not? **(Explain)** اگر نہیں تو کیوں (تفصیل بتائیں)

SECTION J: SUSTAINABILITY & STAKEHOLDER INVOLVEMENT

J1 کیا آپ نے اس ٹریننگ کورس کیلئے کوئی معاوضہ دیا ہے جس میں آپ داخل ہوئے؟

J1 Did you pay anything for the training course in which you enrolled?

Yes	1	ہاں
No	J4 ▶ 2	نہیں

J2 آپ نے ٹریننگ حاصل کرنے کیلئے مکمل کورس کی کل کتنی فیس ادا کی (یا اب تک ادا کر چکے ہیں)؟

J2 How much did you pay (are you paying) as a trainee, fee for the entire duration of the training? **[For entire duration of the training]**

PKR.

J3 ٹریننگ فیس کے علاوہ آپ نے ٹریننگ میٹریل اور دیگر خرچوں کیلئے کتنا معاوضہ دیا؟ (اس میں آمدورفت، کھانے اور وقتی اخراجات شامل نہ کریں)

J3 How much did you pay for training material and costs other than the fee, not including transportation, meals, and incidentals? **[It should not include transportation, meals and incidentals]**

PKR.

J4 کیا آپ مستقبل میں اس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟

J4 Would you like to receive similar training in the future?

Yes	1	ہاں
No	J8 ▶ 2	نہیں
Not sure	J8 ▶ 3	کچھ کہہ نہیں سکتے

J5 اگر ہاں تو آپ کس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟

J5 What would you like to receive training in?

Training Name (from box C) **(Code box C)**

Other (Specify):

J6 کیا آپ مستقبل میں اس قسم کی ٹریننگ کیلئے معاوضہ نہیں دیتا چاہیں گے؟

J6 Would you pay for similar training in the future?

Yes	1	ہاں
No	J8 ▶ 2	نہیں
Not sure	J8 ▶ 3	کچھ کہہ نہیں سکتے

37 اگر ہاں تو آپ مکمل ٹریننگ کورس کیلئے کتنی رقم دے سکتے ہیں؟
 37 If yes, how much would you willing to pay for the full course?
 PKR.

38 کیا آپ یہ تجویز کریں گے کہ دوسرے لوگ اس قسم کی ٹریننگ کورسز کیلئے نہیں ادا کریں؟
 38 Would you recommend that others pay for similar training courses?
☐ Yes 1 ہاں
☐ No 2 نہیں
☐ Not sure 3 کچھ کہہ نہیں سکتے

39 کیا UNDP/AMANTECH نے آپ سے ٹریننگ کے منصوبے کے طریقے اور عملدرآمد کے بارے میں مشورہ کیا؟
 39 Has UNDP/AMANTECH (as appropriate) consulted with you about the design or implementation of the training project?
☐ Yes 1 ہاں
☐ No Interview Status ◀ 2 نہیں
☐ Don't know 77 معلوم نہیں

310 اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟
 310 If yes, how and on what topics were you consulted?
 (وضاحت کریں)
 (Explain)

311 آپ کی معلومات کے مطابق کیا UNDP/AMANTECH نے آپ کے محلے اعلیٰ کے لوگوں سے ٹریننگ منصوبے کے طریقے اور عملدرآمد کے بارے میں مشورہ کیا؟
 311 To your knowledge, has UNDP/AMANTECH (as appropriate) consulted with others in your neighborhood about the design or implementation of the training projects?
☐ Yes 1 ہاں
☐ No Interview Status ◀ 2 نہیں
☐ Somewhat 3 کچھ حد تک
☐ Don't know Interview Status ◀ 77 معلوم نہیں

312 اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟
 312 If yes or somewhat, how and on what topics were they consulted?
 (وضاحت کریں)
 (Explain)

Code box C: trainings		
UNDP		AMANTECH
1. CAD/CAM & Pattern Making	12. Industrial Sewing	23. Automobile
2. Domestic Machine Operator	13. Industrial Stitching	24. CAD-CAM
3. Domestic Stitching	14. Industrial/Domestic Stitching	25. CAD-CIVIL
4. Dress Making	15. Master Trainer	26. Carpentry
5. Dress Making and Fashion Designing	16. Merchandising	27. Electrical & Electronics
6. Dress Making/ Fashion Designing	17. Pattern making	28. Electronics
7. Embroidery	18. Production & Quality Supervisors	29. Fabrication, Welding & Pipework
8. Hand Embroidery	19. Quality Checker	30. General Electric
9. Fashion Design+Fashion Photography	20. Quality Supervisor	31. Mechanical
10. Fashion Designing	21. Sewing Machine Mechanic	32. Off Set Printing Technician
11. Industrial Machine Operator	22. Supervisor	33. Plumbing
	77. Others(specify)	34. Refrigeration & AC
		35. Stitching Machinist
		36. Vehicle Body Technician
		37. Vehicle Paint Technician
		77. Others(specify)

(Thank the respondent and check the questionnaire for completion)

Originally sampled.....	1
Replaced	2



[1] Complete
[2] Partially Complete
[3] Respondent not available
[4] Refused
[5] Others, Specify:



Supervisor's Signature: Reviewed: _____; Date: _____

[illegible]

Group Interview Alumni

Basic information sheet

(Note: This sheet will be distributed to each participant before the interview and collected after the interview. Provide assistance to the participant if any of the information is missing)

Name	
Course attended	
Age	
Current Residential Address	
District	
Town	
Name of Union Council	
Institution name	
Year graduated	
Contact number	
Email	
Participant number (1-4)	

***This table will be copied four times. Once for each participant**

Group Interview Alumni

Instructions for interviewer:

Properly introduce the participants-script provided below. Please make sure that you solicit permission for recording the interview from each participant. If a respondent declines to record the interview, then take detailed notes and use the backside of pages or additional pages if required to write your notes (use notebook if required). All the questions require answers unless stated otherwise in skip instructions.

Please assign an alphanumeric code such as P1, P2, etc. to each participant. Each participant is expected to respond to each question. If a participant confirms the response from another participant, then input the code "Do" and "the participant number of the person whose response is confirmed by another participant". For example, if participant number 3 (P3) confirms the response from participant number 1 (P1), then code participant number 3's response by coding it as follows: Do P1.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you are having a good day and thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by UNDP/Amantech in different parts of Karachi. The evaluation aims to determine whether the project under which you received training is on track to meet its training and employment targets, and whether we could bring about any improvements at this stage. We would like to hear your views about the project and your experience with it. The information that you share with us will only be used for this evaluation and will remain confidential.

I. Does Participant 1 agree to participate in this interview and give permission to record? Yes / No

II. Does Participant 2 agree to participate in this interview and give permission to record? Yes / No

III. Does Participant 3 agree to participate in this interview and give permission to record? Yes / No

IV. Does Participant 4 agree to participate in this interview and give permission to record? Yes / No

Note: If all participants say yes, continue the interview. If no, try to motivate all of the participants by answering their questions and explaining the importance of recording the interview.

Background information

Q. 1. How was your experience with the training?

P1	
P2	
P3	
P4	

Q. 2. Why did you choose your specific training course?

P1	
P2	
P3	
P4	

Q. 3. How, if at all, has the training course that you received affected your life? What changes have occurred as a result of completing that training course that you were not doing previously?

P1	
P2	
P3	
P4	

Q. 4. How did you learn about the training course that you completed? *(Circle all that apply for each participant)*

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Radio show	1	1	1	1
Billboard	2	2	2	2
Internal announcements	3	3	3	3
SMS	4	4	4	4
Cable airing production	5	5	5	5
Social media	6	6	6	6
Newspaper ads	7	7	7	7
Promotion at sports events	8	8	8	8
Street theaters	9	9	9	9
Door to door activity	10	10	10	10
Open house	11	11	11	11
Refer a student campaign	12	12	12	12
Family, Friends, or Social Mobilizers	13	13	13	13
TV	14	14	14	14
Other (Specify):	15	15	15	15

Generally, what is the most influential method that would encourage youth like yourself to apply for such trainings? *(Circle up to three responses for each participant)*

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Radio show	1	1	1	1
Billboard	2	2	2	2
Internal announcements	3	3	3	3
SMS	4	4	4	4
Cable airing production	5	5	5	5
Social media	6	6	6	6
Newspaper ads	7	7	7	7
Promotion at sports events	8	8	8	8

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Street theaters	9	9	9	9
Door to door activity	10	10	10	10
Open house	11	11	11	11
Refer a student campaign	12	12	12	12
Family, Friends, or Social Mobilizers	13	13	13	13
TV	14	14	14	14
Other (Specify):	15	15	15	15

Q. 4.1. Why do you think that this recruitment method is more effective than others?

P1	
P2	
P3	
P4	

Q. 5. How were you selected for this training? What are your views about the selection process?

P1	
P2	
P3	
P4	

Q. 6. In your opinion, what are the characteristics of a good job?

P1	
P2	
P3	
P4	

Q. 7. For youth like you, what are the factors that determine how much you earn?

P1	
P2	
P3	
P4	

Q. 8. If you had not completed your training course, then what do you think you would be doing now? Why?

P1	
P2	
P3	
P4	

Q. 9. In your opinion, what are the skills that employers in your industry are looking for when hiring?

P1	
P2	
P3	
P4	

Q. 9.1. What are the greatest challenges for young people like you to get the jobs that you want?

P1	
P2	
P3	
P4	

UNEMPLOYED

Ask the following questions only if the group is currently unemployed, otherwise skip to Q14.

Q. 10. Why are you currently unemployed? Were you ever employed since you completed the training?

P1	
P2	
P3	
P4	

Q. 10.1. If you were previously employed in a job related to your training, why did you leave that job?

P1	
P2	
P3	
P4	

Q. 10.2. How is being unemployed affecting you and your household?

P1	
P2	
P3	
P4	

EMPLOYED

Ask the following questions only if the group is currently employed, otherwise skip to Q14.

Q. 11. Which of the following best describes your current employment status? Daily wage worker, salaried employee, self-employed, or an unpaid family worker?

#	Paid employment (daily wage)	Paid employment (salaried)	Self- employed	Unpaid family work
Participant 1	4	3	2	1
Participant 2	4	3	2	1
Participant 3	4	3	2	1
Participant 4	4	3	2	1

Q. 11.1. Please describe your current job?

P1	
P2	
P3	
P4	

Q. 11.2. How did you end up in this occupation?

This question is meant to probe how participants end up in different occupations, rather than how they obtained their current job

P1	
P2	
P3	
P4	

Q. 12. How does your current job compare to any job that you were doing before the training? What changes came about due to the training?

P1	
P2	
P3	
P4	

Q. 13. What kind of support, if any, are you receiving or have ever received from the [implementing partner responsible for placement]?

P1	
P2	
P3	
P4	

Q. 14. Based on your experience, what can we improve in the recruiting, training, and placement process?

P1	
P2	
P3	
P4	

Q. 15. In terms of employment, what would better encourage, attract, and retain youth in jobs?

P1	
P2	
P3	
P4	

Q. 16. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is the correct approach to keep marginalized and at-risk Karachi youth away from negative activities (especially crime and violent extremism)? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or neither agree nor disagree with the statement?

#	Strongly	Somewhat agree	Neither	Somewhat disagree	Strongly disagree	Don't know
Participant 1	5	4	3	2	1	99
Participant 2	5	4	3	2	1	99
Participant 3	5	4	3	2	1	99
Participant 4	5	4	3	2	1	99

Q. 1.1. Why do you agree or disagree? Please explain in detail.

P1	
P2	
P3	
P4	

Q. 17. Anything else that you would like to mention?

P1	
P2	
P3	
P4	

Thank you for your time and patience.

Group Interview Current Trainees

Basic information sheet

(Note: This sheet will be distributed to each participant before the interview and collected after the interview. Provide assistance to the participant if any of the information is missing)

Name	
Course attended	
Age	
Current Residential Address	
District	
Town	
Name of Union Council	
Institution name	
Year graduated	
Contact number	
Email	
Participant number (1-4)	

****This table will be copied four times. Once for each participant***

Group Interview Current Trainees

Instructions for interviewer:

Properly introduce the participants-script provided below. Please make sure that you solicit permission for recording the interview from each participant. If a respondent declines to record the interview, then take detailed notes and use the backside of pages or additional pages if required to write your notes (use notebook if required). All the questions require answers unless stated otherwise in skip instructions.

Please assign an alphanumeric code such as P1, P2, etc. to each participant. Each participant is expected to respond to each question. If a participant confirms the response from another participant, then input the code "Do" and "the participant number of the person whose response is confirmed by another participant". For example, if participant number 3 (P3) confirms the response from participant number 1 (P1), then code participant number 3's response by coding it as follows: Do P1.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you are having a good day and thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of a couple of youth workforce development projects funded by USAID and implemented by UNDP and Amantech in different parts of Karachi. This evaluation aims to determine whether we could bring about any improvements in training or job placements for youth like you. We would like to hear your views about the project. The information that you share with us will only be used for this evaluation and will remain confidential.

- I. Does Participant 1 agree to participate in this interview and give permission to record? Yes / No
- II. Does Participant 2 agree to participate in this interview and give permission to record? Yes / No
- III. Does Participant 3 agree to participate in this interview and give permission to record? Yes / No
- IV. Does Participant 4 agree to participate in this interview and give permission to record? Yes / No

Note: If all participants say yes, continue the interview. If no, try to motivate all of the participants by answering their questions and explaining the importance of recording the interview.

Background information

Q. 1. How is your experience with the training so far?

P1	
P2	
P3	
P4	

Q. 2. Why did you choose your specific training course?

P1	
P2	
P3	
P4	

Q. 3. How, if at all, do you believe this training course will affect your life in the future?

P1	
P2	
P3	
P4	

Q. 4. How did you learn about the training course? *(Circle all that apply for each participant)*

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Radio show	1	1	1	1
Billboard	2	2	2	2
Internal announcements	3	3	3	3
SMS	4	4	4	4
Cable airing production	5	5	5	5
Social media	6	6	6	6
Newspaper ads	7	7	7	7
Promotion at sports events	8	8	8	8
Street theaters	9	9	9	9
Door to door activity	10	10	10	10
Open house	11	11	11	11
Refer a student campaign	12	12	12	12
Family, Friends, or Social Mobilizers	13	13	13	13
TV	14	14	14	14
Other (Specify):	15	15	15	15

Q. 5. Generally, what is the most influential method that would encourage youth like yourself to apply for such trainings? *(Circle up to three responses for each participant)*

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Radio show	1	1	1	1
Billboard	2	2	2	2
Internal announcements	3	3	3	3
SMS	4	4	4	4
Cable airing production	5	5	5	5
Social media	6	6	6	6
Newspaper ads	7	7	7	7
Promotion at sports events	8	8	8	8

Recruitment Strategy	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>
Street theaters	9	9	9	9
Door to door activity	10	10	10	10
Open house	11	11	11	11
Refer a student campaign	12	12	12	12
Family, Friends, or Social Mobilizers	13	13	13	13
TV	14	14	14	14
Other (Specify):	15	15	15	15

Q. 5.1. Why do you think that this method is more effective than others?

P1	
P2	
P3	
P4	

Q. 6. How were you selected for this training? What are your views about the selection process?

P1	
P2	
P3	
P4	

Q. 7. In your opinion, what are the characteristics of a good job?

P1	
P2	
P3	
P4	

Q. 8. For youth like you, what are the factors that determine how much you earn?

P1	
P2	
P3	
P4	

Q. 9. In your opinion, what are the skills that employers in your industry are looking for when hiring?

P1	
P2	
P3	
P4	

Q. 9.1. What are the greatest challenges for young people like you to get the jobs that you want?

P1	
P2	
P3	
P4	

UNEMPLOYED

Ask the following questions only if the group was unemployed before starting the training, otherwise skip to Q12.

Q. 10. Why were you unemployed before the training? Were you ever employed?

P1	
P2	
P3	
P4	

Q. 10.1. If you were previously ever employed in a job, why did you leave that job?

P1	
P2	
P3	
P4	

Q. 10.2. How did being unemployed affect you and your household?

P1	
P2	
P3	
P4	

EMPLOYED

Ask the following questions only if the group was employed before starting the training, otherwise skip to Q12.

Q. 11. Which of the following best describes your employment status before training? Daily wage worker, salaried employee, self-employed, or an unpaid family worker?

#	Paid employment (daily wage)	Paid employment (salaried)	Self- employed	Unpaid family work
Participant 1	4	3	2	1
Participant 2	4	3	2	1
Participant 3	4	3	2	1
Participant 4	4	3	2	1

Q. 11.1. Could you please describe your current job?

P1	
P2	
P3	
P4	

Q. 11.2. How did you end up in that occupation?

This question is meant to probe how participants ended up in their occupations, rather than how they obtained their job.

P1	
P2	
P3	
P4	

Q. 12. What kind of support, if any, will you receive from your training institute in getting a job after you complete your training?

P1	
P2	
P3	
P4	

Q. 13. Based on your experience, what could be improved in the recruiting, training, and placement process?

P1	
P2	
P3	
P4	

Q. 14. In terms of employment, what would better encourage, attract, and retain youth in jobs?

P1	
P2	
P3	
P4	

Q. 15. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is the correct approach to keep marginalized and at-risk Karachi youth away from negative activities (especially crime and violent extremism)? Do you strongly agree, somewhat agree, somewhat disagree, or strongly agree, or neither agree nor disagree with the statement?

#	Strongly	Somewhat agree	Neither	Somewhat disagree	Strongly disagree	Don't know
Participant 1	5	4	3	2	1	99
Participant 2	5	4	3	2	1	99
Participant 3	5	4	3	2	1	99
Participant 4	5	4	3	2	1	99

Q. 15.1. Why do you agree or disagree? Please explain in detail.

P1	
P2	
P3	
P4	

Q. 16. Anything else that you would like to mention?

P1	
P2	
P3	
P4	

Thank you for your time and patience.

Key Informant's Interview Experts

Instructions for Interviewer:

Properly introduce yourself to the respondent – script provided below. The interviewer should have sufficient knowledge about the project before conducting this interview.

Please make sure that you solicit permission for recording the interview. If the respondent declines, take detailed notes and use the back side of pages or additional pages if required to write your notes. All questions require answers unless stated otherwise in skip instructions. Please provide the respondent with a brief description of the projects prior to starting.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you're having a good day. Thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by UNDP and Amantech in different parts of Karachi. The evaluation aims to determine whether the project is on track to meet its training and employment targets, and whether we could bring about any improvements at this stage. We would like to hear your views about the project and general political economy conditions in the city. The information that you share with us will only be used for this evaluation and will remain confidential. You will not be quoted on any information you provide, without your prior written permission.

- A. Do I have your consent to proceed with this interview? Yes/No _____

If no, stop interview, but complete the respondent information table below.

- B. Do I have your permission to record this interview for our notes? Yes/No _____

Explain to the respondent that it will be very difficult for you to conduct the interview and take detailed notes simultaneously, if you don't record the interview.

C. Respondent information		
1.	Full name:	
2.	Designation:	
3.	Organization:	
4.	Department:	
5.	Address:	
6.	Contact:	<i>At least one valid contact number (mobile or landline) is mandatory</i>
a.	Phone:	
b.	E-mail:	

Briefly introduce the two projects, their purpose, main activities, training areas, and job placement efforts.

Q 1. How would you characterize marginalized or at-risk youth in Karachi? In your opinion, what are the principle reasons why youth become marginalized or at-risk?

Q 2. Based upon the reasons that you have identified, which towns and neighborhoods would you consider to have the highest rates of marginalized or at-risk youth? Why?

Q 2.1. Could you share reasons why youth could be more marginalized in Lyari, Korangi, and Sultanabad compared to other areas in Karachi?

Q 2.2. Has the security, crime, economic, and political situation in these towns changed lately? Has the situation deteriorated or improved?

Q 3. In your opinion, what are the best strategies to identify the most at-risk and marginalized youth in Karachi?

Q 4. In your opinion, what type of role do marginalized or at risk youth usually play in their local communities in Karachi?

Q 5. The Youth Workforce Development Projects support marginalized/at-risk youth by providing them with vocational training and supporting them in finding a job. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is a correct approach to help marginalized and at-risk youth in Karachi to become more positive actors in their local communities? Do you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or neither agree nor disagree with the statement?

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
5	4	3	2	1	99

Q 5.1. Please share reasons for your agreement or disagreement? Are you aware of any evidence supporting your views?

Q 5.2. To what extent do you agree with the following statement: a project that focuses on vocational training and employment contributes to keep marginalized and at-risk Karachi youth away from negative activities (particularly crime and violent extremism)? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or neither agree nor disagree with the statement?

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
5	4	3	2	1	99

Q 5.3. Please share reasons for your agreement or disagreement? Are you aware of any evidence supporting your views?

Q 6. Considering the social, political, and economic situation in Karachi, in your opinion, how best could we engage the youth to ensure that they don't get involved in negative activities, especially crime and violent extremism?

Q 7. What other type of support, if any, do you believe that marginalized/at-risk youth should receive in order to facilitate their potential to become positive actors in their local communities?

Q 8. How could we ensure that marginalized or at-risk youth of Karachi remains gainfully employed?

Q 9. What role, if any, do you believe that local community members, government, and the private sector should play in the support of marginalized/at-risk youth in Karachi?

Q 10. What recommendations do you have on how best to “scale up” these projects in Karachi or other parts of the country so that other youth benefit from such initiatives? Which locations in Karachi would most benefit from such training and employment projects?

Q 11. Under what conditions could the trainings continue without USAID funding? Who else could fund them?

Q 12. In your opinion, how sustainable will the impact of employment training for marginalized/at-risk youth be in Karachi? What components can help in ensuring sustainability?

Q 13. What sectors are most in need of skilled workers?

Q 14. What technical skills are these sectors most in need of?

Q 15. What are the best strategies to identify youth to train in these skills that they can find employment?

Q 16. Anything else that you would like to mention? Anything important that we have not yet discussed?

Thank you for your time and patience.

Key Informant Interview Government Officials

Covers STEVTA, and any other government department that is already aware of and working with the projects, such as the Sindh P&DD.

Instructions for Interviewer:

Properly introduce yourself to the respondent – script provided below. The interviewer should have sufficient knowledge about the project before conducting this interview.

Please make sure that you solicit permission for recording the interview. If the respondent declines, take detailed notes and use the back side of pages or additional pages if required to write your notes. All questions require answers unless stated otherwise in skip instructions. Please provide the respondent with a brief description of the projects prior to starting.

Introduction:

Assalam-o-Alaikum (Greetings)

Hope you're having a good day. Thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by UNDP and Amantech in different parts of Karachi. The evaluation aims to determine whether the projects are on track to meet training and employment targets, and whether we could bring about any improvements at this midterm stage. We would like to hear your views about the project(s) and its activities. The information that you share with us will only be used for this evaluation and will remain confidential. You will not be quoted on any information that you provide, without your prior written permission.

A. Do I have your consent to proceed with this interview? Yes/No _____
If no, stop interview, but complete the respondent information table below.

B. Do I have your permission to record this interview for our notes? Yes/No _____
Explain to the respondent that it will be very difficult for you to conduct the interview and take detailed notes simultaneously, if you don't record the interview.

C. Respondent information		
1.	Full name:	
2.	Designation:	
3.	Organization:	
4.	Department:	
5.	Address:	
6.	Contact:	<i>At least one valid contact number (mobile or landline) is mandatory</i>
a.	Phone:	
b.	E-mail:	

Briefly introduce the two projects, their purpose, main activities, training areas, and job placement efforts.

Q. 1. How do you see the current economic and political conditions in Karachi? How are these conditions affecting the youth?

Q. 2. Do you believe that certain localities in Karachi are more affected in terms of negative impact on youth? Which areas are more affected and how?

Q. 3. What steps is the government taking in Karachi to productively engage and train youth, create employment opportunities, and save youth from getting into crime and violence? Are any major policies or strategies being implemented or planned for the near future?

Q. 4. What sectors are most in need of skilled workers in Karachi?

Q. 5. What technical skills are these sectors most in need of?

Q. 6. What are the best strategies to identify youth to train in these skills that they can find employment?

Q. 7. What are the key challenges and opportunities on the demand side of the labor force?

Q. 8. What are the key challenges and opportunities on the supply side of the labor force?

Q. 9. What is the nature of your department / organization's involvement in these projects that UNDP / Amantech is implementing?

Q. 10. What is the best way to engage the government in such projects?

Q. 11. What is the best way to engage the private sector in such projects?

Q. 12. What is the best way to engage the community in such projects?

Q. 13. How likely would it be for the training to continue without USAID funding? Under what conditions could the trainings continue without this funding? Who else could fund them? Could the government share costs in anyway?

Q. 14. In your opinion, what is the best approach for scaling such projects? Could the government scale such projects on its own, if yes how? If no, why not? What conditions would need to be in place for such projects to scale?

Q. 15. What sort of impact do you think such projects have on the trainees and their households? Do such projects contribute to changes at the neighborhood level? How?

Q. 16. What are the most important lessons that you have learned from such projects? Lessons that we could apply to these projects. Please share your thoughts on each of the following aspects:

Q. 16.1. Identification of trainees, recruitment, and selection

Q. 16.2. Training

Q. 16.3. Placement in jobs, and follow-up

Q. 17. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is the correct approach to keep marginalized and at-risk Karachi youth away from negative activities (especially crime and violence)? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or neither agree nor disagree with the statement?

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
5	4	3	2	1	99

Q. 17.1. Why do you agree or disagree?

Q. 18. Anything else that you would like to mention? Anything important that we have not discussed?

Thank you for your time and patience

Key Informant Interview Industry

Includes private sector owners or managers, representatives of trade associations. Some of the private sector owners or managers should also be from amongst the training partners.

Instructions for Interviewer:

Properly introduce yourself to the respondent – script provided below. The interviewer should have sufficient knowledge about the project before conducting this interview.

Please make sure that you solicit permission for recording the interview. If the respondent declines, take detailed notes and use the back side of pages or additional pages if required to write your notes. All questions require answers unless stated otherwise in skip instructions. Please provide the respondent with a brief description of the projects prior to starting.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you're having a good day. Thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by UNDP and Amantech in different parts of Karachi. The evaluation aims to determine whether the project is on track to meet its training and employment targets, and whether we could bring about any improvements at this stage. We would like to hear your views about the project and general requirements and conditions of employment in your industry. The information that you share with us will only be used for this evaluation and will remain confidential. You will not be quoted on any information you provide, without your prior written permission.

A. Do I have your consent to proceed with this interview? Yes/No _____.
If no, stop interview, but complete the respondent information table below.

B. Do I have your permission to record this interview for our notes? Yes/No _____.
Explain to the respondent that it will be very difficult for you to conduct the interview and take detailed notes simultaneously, if you don't record the interview.

C. Respondent information		
1.	Full name:	
2.	Designation:	
3.	Organization:	
4.	Department:	
5.	Address:	
6.	Contact:	<i>At least one valid contact number (mobile or landline) is mandatory</i>
a.	Phone:	
b.	E-mail:	

Briefly introduce the two projects, their purpose, main activities, training areas, and job placement efforts.

Q. 1. Tell us about your business. What are your main products or services?

Q. 2. What sorts of technical skills does your business require the most in producing or delivering your products or services?

Q. 3. What kind of skilled workforce does your sector require the most?

Q. 4. What types of contracts, if any, do you use when hiring these new employees? Why do you use them?

Q. 5. How do firms like yours in this sector, recruit the type of skilled workers that are needed the most?
(Circle all that apply)

- i. Job expo
- ii. Newspaper advertisement
- iii. Web advertisement
- iv. HR recruitment firms
- v. Head hunting
- vi. Through relevant universities or training institutes
- vii. All of the above
- viii. Other (specify)_____

Q. 5.I. Which methods are most effective in finding and recruiting skilled workers, and why?

Q. 6. What kinds of institutions or organizations do you usually contact to recruit new employees with the skill

sets that you are looking for? Why?

Q. 7. Would you rely more on internal trainings for your workforce in these skills, or on the trainings and courses offered by public and private sector training institutes? Why?

If the firm is working with the Youth Workforce Development Projects that are being implemented by AMANTECH/UNDP or any of its training institutes continue interview. Otherwise, skip to Q18.

Q. 8. Could you please describe what type of collaboration, if any, your firm has had with the AMANTECH or UNDP program in the following areas? If you have not had any collaboration please say so.

Q. 8.1. Recruitment

Q. 8.2. Training

Q. 8.3. Job Matching

Q. 8.4. Job Placement

Q. 8.5. Others (Specify _____)

Q. 9. How is your firm's collaboration with AmanTech/UNDP working so far? What are the main results?

Q. 10. How could the collaboration between your firm and AmanTech/UNDP be improved? What is missing? What is needed to improve the entire supply chain from recruiting to working?

Q. 11. Are there any other training institutes besides Amantech and UNDP that you regularly work with?

Yes / No: _____

Q. 12. Why do you work with them? How do they compare?

Q. 13. What recommendations do you have on how best to scale up the youth workforce development projects in other parts of Karachi, or elsewhere in Pakistan? What will be the key factors or requirements?

Q. 14. What sort of problems, if any, have you had with the retention of YWFD graduates you have recruited?

Q. 15. How would you evaluate the YWFD project's graduates you have hired in the following areas? Are you highly satisfied, somewhat satisfied, unsatisfied, highly unsatisfied, or do you have no opinion?

	HS	SS	NO	SU	HU
Technical capacity	1	2	3	4	5
Practical skills	1	2	3	4	5
Problem solving skills Repair/ maintenance/	1	2	3	4	5
Behavior	1	2	3	4	5
Communication skills/ report writing	1	2	3	4	5
Safety consciousness	1	2	3	4	5
Quality assurance	1	2	3	4	5
HS=Highly satisfied, S=Somewhat satisfied, NO=No opinion, SU=Somewhat unsatisfied, HU=Highly unsatisfied					

Q. 15.1. Do you know of any examples of really good or really bad vocational training graduates from these projects that have worked for you?

Q. 16. How does the on-the-job performance of graduates from these partner training centers compare to other new recruits whom you have hired? In what ways are they similar or different to other new recruits that you have recently hired?

Q. 17. In your opinion, how will the private sector, local communities and youth benefit from the type of projects that AMANTECH/UNDP is implementing which focuses on preparing marginalized/at-risk youth for gainful employment?

Q. 18. What sectors are most in need of skilled workers?

Q. 19. What technical skills are these sectors most in need of?

Q. 20. What are the best strategies to identify youth to train in these skills so that they may get good jobs?

Q. 21. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is the correct approach to keep marginalized and at-risk Karachi youth away from negative activities (especially crime and violent extremism)? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or neither agree nor disagree with the statement?

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
5	4	3	2	1	99

Q. 21.1. What are your reasons for agreement or disagreement?

Q. 22. Anything else that you would like to mention? Anything important that we may have missed?

Thank you for your time and patience.

Key Informant Interview Implementing Partners

Implementing partners include UNDP, AMANTECH, and other training partners.

Instructions for Interviewer:

Properly introduce yourself to the respondent – script provided below. Please make sure that you solicit permission for recording the interview. If the respondent declines, take detailed notes and use the back side of pages or additional pages if required to write your notes. All questions require answers unless stated otherwise in skip instructions.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you're having a good day. Thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by your organization in different parts of Karachi. The evaluation aims to determine whether the project you are implementing is on track to meet its training and employment targets, and whether we could bring about any improvements at this midterm stage. We would like to hear your views about the project(s) and its activities. The information that you share with us will only be used for this evaluation and will remain confidential.

- A. Do I have your consent to proceed with this interview? Yes/No _____
If no, stop interview, but complete the respondent information table below.

- B. Do I have your permission to record this interview for our notes? Yes/No _____
Explain to the respondent that it will be very difficult for you to conduct the interview and take detailed notes simultaneously, if you don't record the interview.

C. Respondent information		
1.	Full name:	
2.	Designation:	
3.	Organization:	
4.	Department:	
5.	Address:	
6.	Contact:	<i>At least one valid contact number (mobile or landline) is mandatory</i>
a.	Phone:	
b.	E-mail:	

Q. 1. Please provide us with a brief overview of the youth workforce development project that your organization is implementing. (Project background, your role, objectives, aims, targets)

Q. 2. What is the profile and location of your target group for this program? How do you define your target group?

Q. 3. What challenges, if any, have you faced in achieving the targets so far?

Q. 3.1. What strategies, if any, have you developed and applied to achieve the targets?

Q. 4. In your opinion, how successful have you been in recruiting the target group for these projects? Would you say that you have been successful, partially successful, or unsuccessful?

Successful	Partially successful	Unsuccessful	Don't know
3	2	1	99

Q. 4.1. Why do you think the recruiting strategy was successful or unsuccessful?

- Q. 5.** Please describe the overall strategy that your organization has used to inform potential candidates about the training, and encourage them to apply (recruitment strategy).
(This question is about the overall recruitment strategy. Specific recruitment activities or methods are covered in the following questions.)

Q. 5.1. Why did you choose this strategy?

Q. 5.2. In what ways, if any, has your recruitment strategy evolved over time? If so, why has it changed?

Q. 5.3. What recruitment activities or methods have you implemented under this strategy? Please state in order of priority from most used to least.

Q. 5.4. Have you matched recruitment activities to different communities? If yes, how? If not, why not? Please give specific examples by community.

Q. 5.5. Based upon your lessons learned, which recruitment activities have been the most cost-effective at recruiting marginalized or at-risk youth? Why do you think they have been effective?

Q. 5.6. What kinds of activities have not been cost-effective at recruiting marginalized or at-risk youth? Why do you think they are not effective?

- Q. 6.** After recruiting, selecting and matching youth to a vocational training program, about what percentage of the participants have dropped out of the program?
(Don't require a precise number)

_____ %

- Q. 6.1.** In your opinion, what have been the principle reasons why participants drop out of the program?

- Q. 6.2.** What mitigation efforts, if any, have you introduced to reduce trainee drop outs? To what extent have these mitigation efforts been effective?

- Q. 7.** How do you place your graduate trainees into jobs? What is the process?

- Q. 8.** In what ways, if any, do you follow up on your graduates, whether employed or unemployed? For how long do you follow up with alumni?

- Q. 9.** With respect to this project, what is the nature of collaboration, if any, that exists between your institution and the private sector?

- Q. 10.** With respect to this project, what is the nature of collaboration, if any, that exists between your institution and the communities with which you are working? What are the pros and cons of collaborating with communities on such projects?

Q. 10.1. In what ways, if any, have you engaged community members such as parents, social workers, community members, during the program review, planning and implementation?

Q. 10.2. How can the involvement of community members be improved in the future?

Q. 11. With respect to this project, what is the nature of collaboration, if any, with relevant government departments or officials? What are the pros and cons of collaborating with the government on such projects?

Q. 12. Are there any other stakeholder groups that you have engaged in the implementation of this project? If yes, which stakeholders and what has been the nature of the collaboration? What are the pros and cons of collaborating with these other stakeholders?

Q. 13. What kind of cost-sharing arrangements, if any, have you made with the private sector thus far in the project? Please share some examples.

Q. 14. Imagine that USAID funding for the project stopped. How likely would it be for the training to continue without USAID funding? Would it be very likely, somewhat likely, neither likely nor unlikely, somewhat unlikely, or highly unlikely?

Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Highly unlikely	Don't know
5	4	3	2	1	99

Q. 14.1. Please share some reasons to elaborate on your answer above.

Q. 15. Under what conditions could the trainings continue without this funding? Who else could fund them?

Q. 16. What recommendations do you have on how best to scale-up the project in Karachi or other parts of the country? Which recruiting and training strategies should be utilized in a larger-scale program? What is your strongest component?

Q. 17. What do you consider to be the two or three most important lessons that you have learned from this project so far?

Q. 18. Based on these lessons learned, what recommendations would you propose to further improve the outcomes of this project?

Q. 19. What sectors are most in need of skilled workers?

Q. 20. What technical skills are these sectors most in need of?

Q. 21. What are the best strategies to identify youth to train in these skills that they can find employment?

Q. 22. Are there any characteristics that separate a candidate who will likely complete training and get a job vs those who will not utilize the training properly?

Q. 23. To what extent do you agree with the following statement: a project that focuses on vocational training and employment is the correct approach to keep marginalized and at-risk Karachi youth away from negative activities? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree, or neither agree nor disagree with the statement?

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
5	4	3	2	1	99

Q. 23.1. Why do you think that?

Q. 24. Anything else that you would like to mention? Anything important that we have not discussed?

Thank you again for your time and patience

Key Informant Interview Social Mobilizers

Instructions for Interviewer:

Properly introduce yourself to the respondent – script provided below. Please make sure that you solicit permission for recording the interview. If the respondent declines, take detailed notes and use the back side of pages or additional pages if required to write your notes. All questions require answers unless stated otherwise in skip instructions.

Introduction:

Assalam-o-Alaikum (Greetings).

Hope you're having a good day. Thank you for the meeting.

My name is _____. I am a member of the team that is conducting field work for the midterm evaluation of youth workforce development projects funded by USAID and implemented by UNDP and Amantech in different parts of Karachi. The evaluation aims to determine whether the projects are on track, and whether we could bring about any improvements. We would like to hear your views about the project that you are involved in. The information that you share with us will only be used for this evaluation and will remain confidential. You will not be quoted on any information.

- A. Do I have your consent to proceed with this interview? Yes/No _____

If no, stop interview, but complete the respondent information table below.

- B. Do I have your permission to record this interview for our notes? Yes/No _____

Explain to the respondent that it will be very difficult for you to conduct the interview and take detailed notes simultaneously, if you don't record the interview.

C. Respondent information		
1.	Full name:	
2.	Designation:	
3.	Organization:	
4.	Department:	
5.	Address:	
6.	Contact:	<i>At least one valid contact number (mobile or landline) is mandatory</i>
a.	Phone:	
b.	E-mail:	

- Q 1.** Please share a description of the local community where you have conducted social mobilization activities for this project, emphasizing on the following aspects:

Type of description	Description
I.1 Socio-economic	
I.2 Security and political	
I.3 Ethnic and cultural	
I.4 Other (Specify):	

- Q 2.** Could you please describe the planning, if any, that is usually involved in selecting geographic areas and for your mobilization activities for this project?

- Q 3.** Please provide a description of the activities that you implement at the community level for this project? Additionally, which population are each of these activities targeting?

Description of activities	Targeted population

- Q 4.** To what extent have each of the following groups played a role in your mobilization efforts i.e. identifying and encouraging youth to apply for the trainings? Have they had a strong role, a weak role, or no role at all in mobilization efforts?

Stakeholder	Strong role	Weak role	No role	Don't know
Community	3	2	1	99
Current trainees	3	2	1	99
Graduates	3	2	1	99

- Q 4.1.** Has their participation been helpful or not?

Ask if at least one group played a strong or weak role in Q4

Q 4.2. How could these groups further support your mobilization activities?

Ask if at least one group played a strong or weak role in Q4

Q 5. How do you identify the communities and the marginalized or at-risk youth that you need to mobilize for receiving training under this project?

Q 6. What criteria do you apply to select the neighborhoods for selecting youth?

Q 7. What criteria do you apply for selecting youth in these neighborhoods?

Q 8. What are the principle challenges you have encountered in your mobilization activities at the community and at the individual levels?

8.1 At the community level	8.2 At the individual level

Q 9. Since the initiation of this project, what kind of changes, if any, have you noticed in the neighborhoods where you are working? Why have these changes occurred?

Q 10. In what ways, if any, do the project beneficiaries (trainees) contribute to the situation in their households?

Q 11. In what ways, if any, do the project beneficiaries (trainees) contribute to the situation in their neighborhoods?

Q 12. Have you observed any significant changes in the behaviors or life style of the youth who have received trainings, as compared to those that do not?

Yes	No (Skip to Q13)	Don't know
2	1	99

Q 12.1. Could you please describe the changes you have observed?

Q 13. In your opinion, how successful have the recruitment activities been in engaging marginalized or at-risk youth? Would you say they have been successful, somewhat successful, somewhat unsuccessful, or unsuccessful?

Successful	Somewhat successful	Somewhat unsuccessful	Unsuccessful	Don't know
4	3	2	1	99

Q 13.1. Why do you think they were successful or unsuccessful?

Q 14. What suggestions or recommendations do you have for improving the project's mobilization activities?

Q 15. In your opinion, how effective is this youth workforce development project been at engaging participants in employment activities? Has it been very effective, somewhat effective, somewhat ineffective, very ineffective, or neither effective nor ineffective?

Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective	Don't know
5	4	3	2	1	99

Q 15.1. Why do you think it was effective or ineffective?

Q 16. In your opinion, how effective has this project been at contributing to the economic wellbeing of participant's household and neighborhood? Has it been very effective, somewhat effective, somewhat ineffective, very ineffective, or neither effective nor ineffective?

Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective	Don't know
5	4	3	2	1	99

Q 16.1. Why do you think it was effective or ineffective in this regard?

Q 17. To what extent are participants promoting the project to their family, friends or community members? Are they promoting it strongly, promoting it weakly, or not promoting it at all?

Strongly promoting	Weakly promoting	Not promoting	Don't know
3	2	1	99

Q 17.1. If they are, how are they promoting the project? If they are not, why not?

Q 18. Anything else that you would like to mention? Anything important that we have not yet discussed?

Thank you for your time and patience.

Annex 5: Sampling

The evaluation assessed the impact of training by comparing the pre- and post-training status of alumni as well as the pre-training status of current trainees to the post-training status of alumni, where the pre-training status of current trainees represented the counterfactual, i.e., what the current status of alumni would have been had they not participated in training. Evaluators designed the survey sample to be able to detect a 10 percentage point increase in the proportion of trainees employed because of training. To test this hypothesis with 95 percent confidence and 90 percent power, the sample sizes required were 119 and 183 for current trainees and alumni respectively. However, a high non-response was expected considering that, in the absence of government permissions for fieldwork, trainees will be contacted through mobile phone numbers provided by UNDP and will be invited to participate in interviews at the training institutes in which where they were trained. The team therefore decided to conduct 500 surveys of alumni (from a sampling frame of 3,210) and 201 of current trainees (representing a complete census)—although the actual number of surveys completed for alumni is much lower than planned. Table 8 shows the numbers of surveys required, planned, and completed:

TABLE 8: SURVEYS REQUIRED, PLANNED, AND COMPLETED

Respondent Type	Total Number of Trainees	Number of Surveys		
		Required	Planned	Completed
Current	201	119	201	217
Alumni	3,210	183	500	186
Total	3,411	302	701	403

UNDP provided data on trainees' sex, town of residence, training course attended, and contact number. The list served as the sampling frame from which the evaluation team drew the sample of alumni and current trainees. The team selected simple random samples stratified by sex and town of residence. The sample was allocated across strata to ensure the appropriate presentation of each stratum in the sample. The analysis used design weights to remove the possible bias introduced due to non-proportional allocation of the sample across strata. In addition to the pre-selected sample of 500 alumni, the team also selected a random replacement sample from each stratum.

Annex 6: Marginalization Index

To identify marginalized/at-risk towns, the evaluation team developed a composite marginalization index (CMI) using town level information on 19 indicators which are organized into three dimensions: actual crimes that occurred over the past year, trainees' perceptions of insecurity in their neighborhoods, and other socio-economic indicators. The team gathered crime data for two randomly selected dates in each month from July 2014 to June 2015 from the daily Express Tribune newspaper. The team obtained perceptions of insecurity and other socio-economic indicators from the surveys of alumni and current trainees.

Crime data on 18 towns of interest included data on murders, shootings, bomb attacks, target killings, deaths, robbery, and other crimes. For perceptions of insecurity, the surveys of trainees (current trainees and alumni from UNDP and Amantech) asked a set of questions on the levels of crime and violence, political parties' and religious groups' activities in their neighborhoods, and the effects of crime and violence on their households. Additionally, the survey asked respondents about their perception of poverty in their neighborhoods, the availability of income-generating opportunities, and their satisfaction with basic government services. For other socio-economic indicators, the evaluators derived measures of educational attainment, availability of economic opportunities in neighborhoods, poverty score, and average household income from the surveys. Details and definitions of crimes and other indicators used in the construction of composite marginalization index are given in Table 9.

The composite marginalization index follows a nested weighting structure that applies equal weights across dimensions and equal weights for each indicator within a dimension. The weights assigned to each indicator are listed in Table 9. Considering variation in the nature and unit of measurement, for each indicator the team calculated a relative number using the formula given below, and these relative numbers (instead of actual numbers) were used to calculate the value of the composite marginalization index for each town.

$$R_{ij} = \frac{X_{ij} - X_{i(min)}}{X_{i(max)} - X_{i(min)}}$$

Where

R_{ij} = Relative value of indicator i for town j

X_{ij} = Actual value of indicator i for town j

$X_{i(min)}$ = Minimum value of indicator i for all towns

$X_{i(max)}$ = Maximum value of indicator i for all towns

The CMI for each town is then the weighted sum of the relative numbers calculated from the actual numbers given in Table 10 and based on the definitions in Table 9.

TABLE 9: DIMENSIONS, INDICATORS, DEFINITIONS, AND WEIGHTS FOR THE CMI

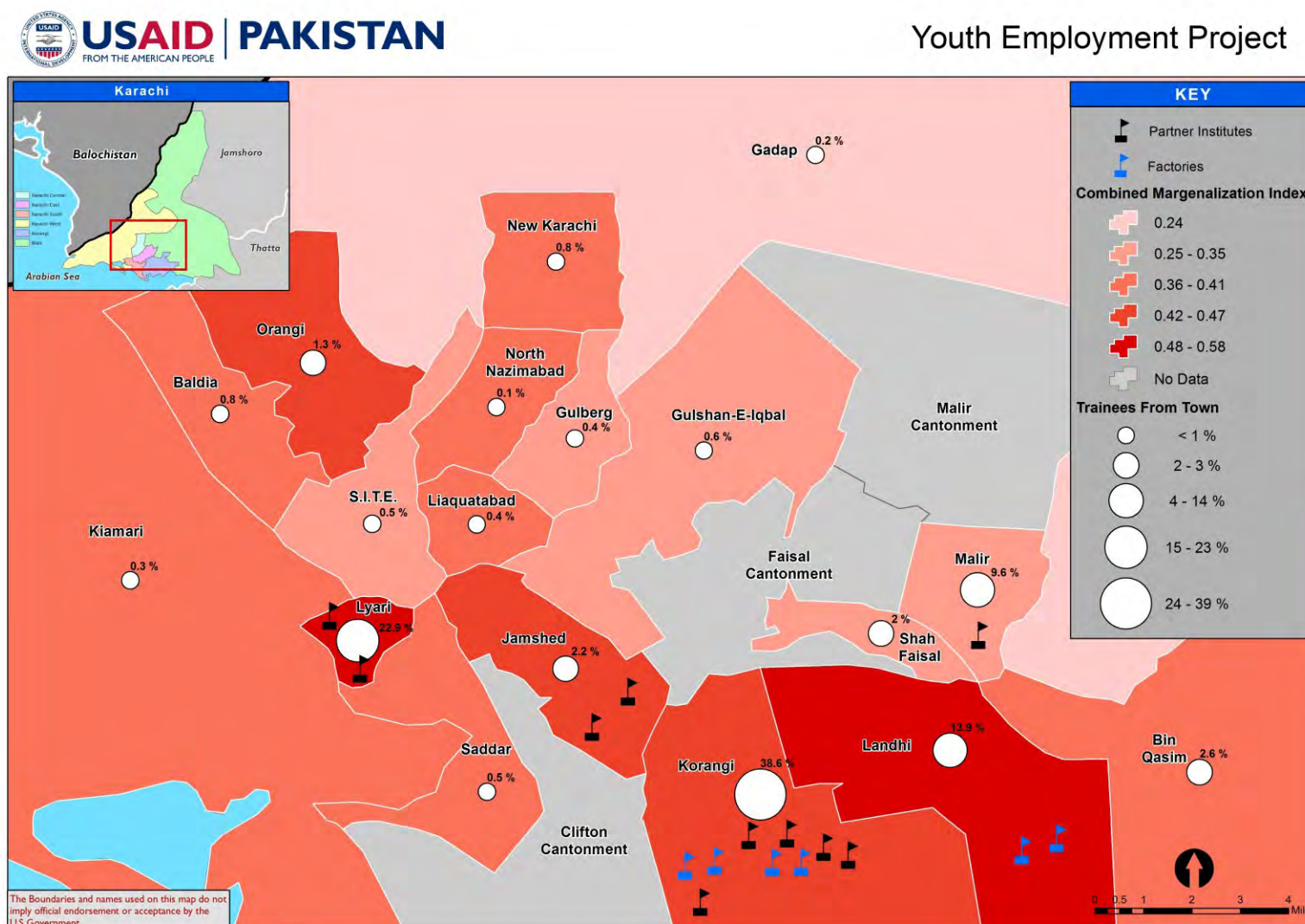
Dimension	Indicator	Definition	Weight
Crime	Murder	Number of deaths due to shooting by criminals or as a result of personal enmity	1/21
	Shooting	Number of people injured in shootings/crossfire	1/21
	Bomb Attacks	Number of deaths due to explosives, e.g., grenades, vehicle bombs, etc.	1/21
	Targeted Attack	Number of deaths or injuries due to targeted attacks on individuals	1/21
	Deaths	Number of deaths that do not fit any of the categories above. Examples include suicides, body found in parts of the city, drug overdose, criminals killed by rangers, etc.	1/21
	Robbery	Number of robberies	1/21
	Other	Number of any other crime reported that does not fit the categories above but is listed in the crime and misdemeanor section of the Express Tribune, e.g., injured during a brawl, weapons/drugs confiscated, etc.	1/21
Perception of Insecurity	Effects of political parties' activity	Percentage of respondents who think political parties' activities in their neighborhood negatively affect his/her household	1/21
	Effects of religious groups' activity	Percentage of respondents who think religious groups' activities in their neighborhood negatively affect his/her household	1/21
	Level of crime and violence	Percentage of respondents who reported "a lot of crime and violence" in their neighborhood	1/21
	Effects of crime and violence	Percentage of respondents who reported crime and violence "largely" affected their neighborhood	1/21
	Level of poverty	Percentage of respondents who think level of poverty in their neighborhood is "high or very high"	1/21
	Lack of income-generating opportunities	Percentage of respondents who think in their neighborhood there are "no opportunities" to generate income	1/21
	Satisfaction with government services	Percentage of respondents who were "mostly or very dissatisfied" with government services in their neighborhood	1/21

Dimension	Indicator	Definition	Weight
Other Socio- Economic Indicators	Educational attainments	Percentage of respondents with “middle or low grades” before starting training	1/15
	Economically inactive population	Percentage of respondents who were “not in labor force” before starting training	1/15
	Unemployment rate	Percentage of respondents who were “unemployed” before starting training	1/15
	Poverty score	Each town’s average household’s poverty score gap from 100 (i.e., 100 – town’s average household’s poverty score)	1/15
	Average income	Each town’s average household’s monthly income gap from 40,000 (i.e., 40,000 – town’s average household monthly income)	1/15

TABLE 10: CMI CALCULATION FOR ALL 18 TOWNS

Towns	Crimes						Perception of Insecurity							Other Socio-Economic Indicators						CMI
	Murder	Shooting	Bomb Attacks	Targeted Attack	Deaths	Robbery	Other Crimes	Effects of Political Parties' Activity	Effects of Religious Groups' Activity	Level of Crime and Violence	Effects of Crime and Violence	Level of Poverty	Lack of Income-Generating Opportunities	Satisfaction with Government Services	Below or Equal to Middle	Economically Not Active	Unemployed	Poverty Score	Median Household Income	
Baldia	2	3	0	0	4	0	0	24.0	13.5	3.9	42.9	23.3	39.7	79.9	7.6	39.0	12.7	77.27	31,500	0.4098
Bin Qasim	0	4	0	0	0	0	0	19.6	6.1	9.8	0.0	42.8	36.4	56.9	8.3	23.9	26.9	63.40	27,300	0.3947
Gadap	3	6	2	0	4	0	1	0.0	0.0	0.0	17.3	25.7	46.7	26.7	0.0	25.7	0.0	82.95	35,000	0.2368
Gulberg	3	5	0	2	0	0	1	22.5	3.8	14.1	5.8	20.1	13.2	63.7	3.0	34.8	11.8	86.21	40,000	0.3017
Gulshan	1	1	1	2	1	3	2	10.6	2.8	0.0	3.3	19.9	42.0	38.6	3.1	47.8	15.7	85.74	30,000	0.3324
Jamshed	1	2	0	1	4	1	6	17.7	8.4	3.5	8.8	19.0	39.1	51.9	13.5	46.5	23.1	81.99	25,000	0.4294
Kimari	0	0	0	0	2	0	0	4.0	0.0	0.0	3.8	43.1	29.3	58.4	23.9	59.6	19.8	68.15	28,000	0.3741
Korangi	2	12	0	3	1	1	0	16.8	6.3	5.6	8.5	26.3	43.6	48.5	8.3	43.5	27.3	81.01	25,000	0.4550
Landhi	6	2	1	0	1	2	9	15.8	5.2	8.4	16.1	28.6	44.5	49.2	12.6	33.7	18.5	73.28	21,800	0.5186
Liyaqatabad	4	2	0	0	4	1	0	42.3	0.0	11.0	9.1	29.5	41.7	51.2	2.7	35.8	27.7	85.15	29,000	0.3957
Lyari	3	11	1	0	15	0	3	8.0	1.4	12.8	32.8	40.6	47.4	66.7	10.6	35.4	34.3	75.88	20,000	0.5760
Malir	1	2	0	1	1	1	2	10.1	4.6	5.1	9.9	26.5	35.8	52.9	0.5	42.5	11.7	81.55	29,500	0.3141
New Karachi	2	6	0	0	1	2	1	28.6	5.5	10.9	6.9	20.7	44.6	60.6	4.1	36.9	12.7	85.99	30,000	0.3764
North Nazimabad	3	3	0	1	0	2	3	10.6	3.2	15.4	20.6	17.3	39.9	32.4	5.6	52.0	18.9	82.32	36,000	0.3825
Orangi	3	3	4	5	4	1	1	10.1	4.7	7.5	12.9	26.9	34.0	60.3	3.4	40.9	18.1	79.24	26,000	0.4740
S.I.T.E.	1	0	1	1	3	1	0	8.3	0.0	4.3	8.0	36.3	34.9	57.1	0.0	36.3	25.4	75.75	30,000	0.3348
Saddar	3	4	0	0	4	2	0	18.9	9.7	5.5	9.1	20.8	49.7	32.6	4.5	40.5	22.9	83.35	32,000	0.3778
Shah Faisal	1	1	0	0	1	0	0	24.6	11.7	10.6	19.9	12.3	25.4	54.8	1.9	45.1	30.5	83.70	32,000	0.3491

FIGURE 16: MARGINALIZATION INDEX, LOCATION OF TRAINING VENUES, AND PERCENTAGE OF TRAINEES BY TOWN



Annex 7: Effect of Distance on Recruiting

TABLE 11: REGRESSION ANALYSIS OF EFFECTS OF DISTANCE ON RECRUITING

Variable	Estimated Coefficient	Standard Error	t-statistic	P>t
All Applicants (N=51, Adjusted R-squared=0.06)				
Distance	-0.002060	0.000984	-2.1	0.041
Constant	0.056123	0.019800	2.83	0.007
Men (N=28, Adjusted R-squared=0.02)				
Distance	-0.001100	0.000760	-1.44	0.157
Constant	0.043771	0.016009	2.73	0.009
Women (N=43, Adjusted R-squared=0.11)				
Distance	-0.004990	0.002366	-2.11	0.045
Constant	0.119512	0.045094	2.65	0.014

The dependent variable is the road distance between the geographic center of the town in which an applicant lives and the center of the town in which they received training. Records are the percentage of trainees from each training location/home location pair.

Annex 8: Conflict of Interest Disclosures

The conflict of interest disclosures have been removed to protect the confidentiality of team members. They are available from MSI/PERFORM on request.

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