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KARACHI YOUTH WORKFORCE DEVELOPMENT PROJECT

MIDTERM EVALUATION REPORT (AMANTECH)

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ACRONYMS

CAD-CAM	Computer-Aided Design and Computer-Aided Manufacturing
CAD-CIVIL	Computer-Aided Design for Civil Engineering
CMI	Composite Marginalization Index
DO	Development Objective
MSI	Management Systems International
Rs.	Pakistani Rupees
SBTE	Sindh Board of Technical Education
SITE	Sindh Industrial Trading Estate
SMS	Short Message Service
STEVTA	Sindh Technical Education and Vocational Training Authority
UNDP	United Nations Development Program
USAID	United States Agency for International Development

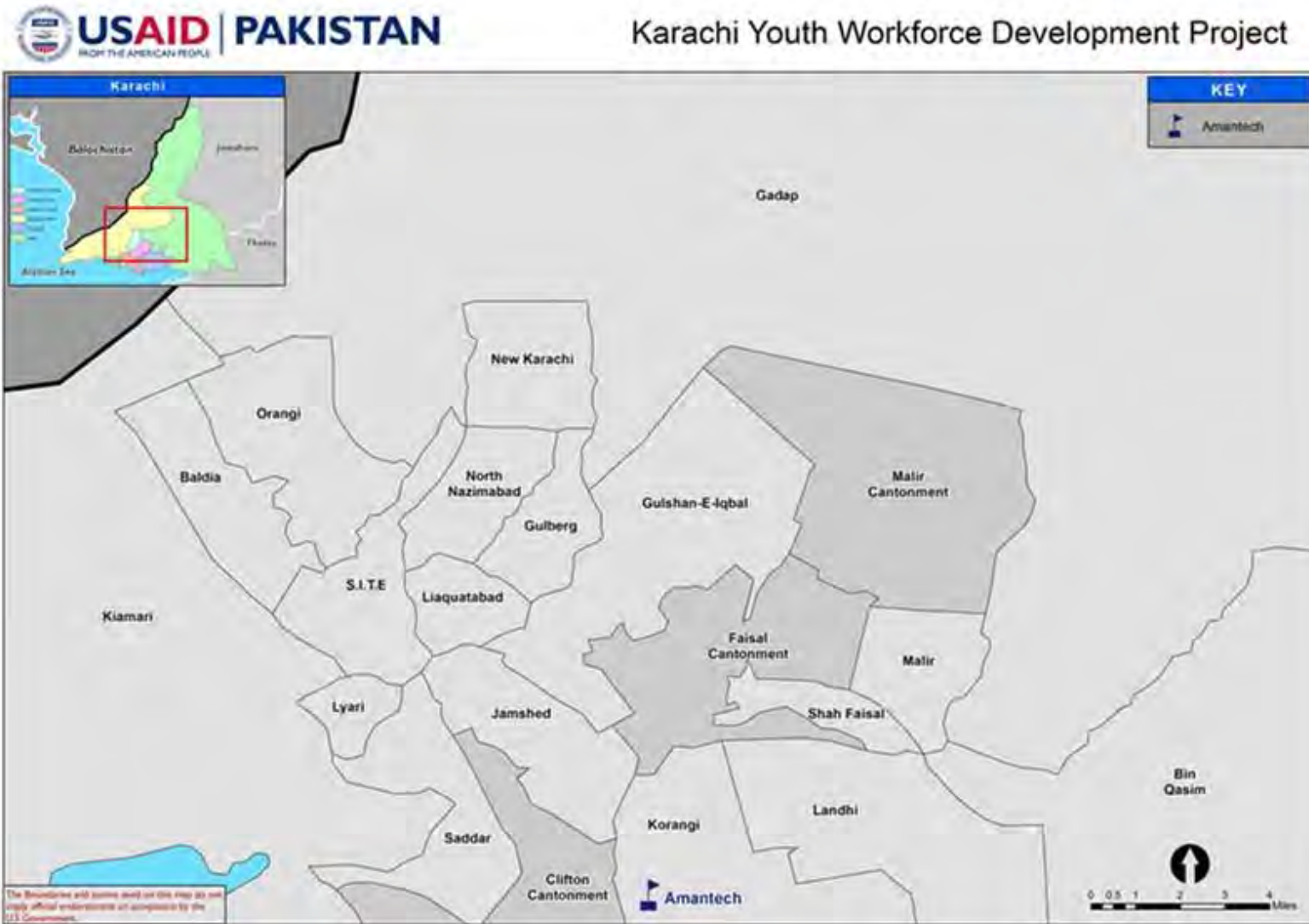
PROJECT SUMMARY

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-A-15-00005
Contracting/agreement officer's representative (COR/AOR)	-
Start date	January 1, 2015
Completion date	December 31, 2017
Location	Karachi
Implementing partner(s)	Aman Institute for Vocational Training – Amantech
USAID/Pakistan Mission Strategic Framework objectives addressed	Development Objective 3: Increased stability in focus areas Development Objective 2: Improved economic status of focus populations
Budget	-

FIGURE I: AMANTECH FACILITY AND TARGET TOWNS OF KARACHI



EXECUTIVE SUMMARY

Evaluation Purpose and Questions

The midterm evaluation of the Amantech-implemented Karachi Youth Employment Project aims 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. Amantech implements the training in its facility in Korangi Town.

Key Findings and Conclusions

Amantech did not employ a community-based recruiting strategy that targeted specific towns. Consequently, it recruited only about half of USAID-sponsored students from the most marginalized/at-risk towns.¹ Amantech has only one training facility, located in Korangi. The time and cost associated with travel between Amantech's training facility in Korangi and beneficiaries' homes is one of the most important determinants of individuals'—particularly women's—choices about whether and where to

¹ Amantech's cooperative agreement and work plans did not specify the towns from which it would recruit. They did, however, suggest that it target the towns that its risk analysis identified as the most at-risk. It succeeded in recruiting about half of its students from towns the analysis identified as high risk, and the remainder from towns with medium to low risk. It also recruited about half of its students from the towns the evaluation team's marginalization index classified as the most marginalized.

engage in training. Having a single training facility therefore limits Amantech's geographic reach within Karachi, and Amantech may face challenges in substantially engaging students from communities far from Korangi.

Training generated more and better jobs measured by a number of indicators. It increased labor force participation and employment rates, facilitated a shift from self-employment towards more stable wage employment for women, and increased median incomes. Technical and technology-focused trainings (e.g., computer-aided design for civil engineering [CAD-CIVIL], electrical and electronics, general electric, vehicle body technician, and stitching machinist) generated larger increases in employment than more traditional and manual skills training and generated higher than average percentage increases in average monthly income. Two of the trainings with the highest alumni employment rates (CAD-CIVIL and electrical and electronics) reported the lowest rates of matching occupations. Together these findings demonstrate the importance of identifying and training for promising employment opportunities and then placing individuals in these occupations, keeping in mind that some skills may transfer to occupations other than those on which the training focuses.

Amantech appears to implement its training approach well; it engages with potential employers to identify labor market demands and reportedly prepares trainees relatively well to meet these demands. Although stakeholders see a need to expand vocational training projects to engage more marginalized/at-risk youth, Amantech's nontargeted recruiting strategy, single training venue, and fee structure limit its potential to scale up the approach, target it to specific populations, and wean it from donor support. Amantech may be able to scale up recruiting from targeted towns at the margins by increasing its engagement with communities to identify local labor market needs and target potential trainees, but this will require deeper engagement with communities and a community-focused recruiting strategy.

Summary Recommendations

- Because it has only the single training facility in Korangi, Amantech will find it difficult to effectively target residents of neighborhoods throughout greater Karachi for training. If Amantech desires to target specific populations, it could consider, and perhaps pilot, different strategies to recruit and train youth from the most marginalized/at-risk communities. Options include: (1) implementing community-based recruiting strategies, (2) engaging partners with training facilities in the targeted towns, (3) finding some way (e.g., using government or donor support) to compensate individuals for the time and cost of travel to Amantech's training facility, (4) establishing or supporting satellite vocational training centers in coordination with existing local vocational training centers, and (5) setting up mobile skills development/vocational training units to provide similar vocational training that is certified by the Trade Testing Board in local communities.
- To meet employment and income targets, Amantech could work more closely with the private sector to identify required hard and soft skills, train in the practical application of these skills, and provide more consistent and targeted career counseling and job placement services. It might also identify, and focus on, the fields with the greatest potential for employment. For example, the evaluation identifies several fields for which trained labor seems to be in high demand.

EVALUATION PURPOSE AND QUESTIONS

The midterm evaluation of the Karachi Youth Workforce Development Project being implemented by Amantech aims 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 I) 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

Amantech is a subsidiary of the Aman Foundation, a nonprofit that works on a range of development issues. Amantech is the foundation's flagship vocational training institute and offers a wide variety of vocational training. USAID partnered with Amantech in January 2015 to launch the Karachi Youth Workforce Development Project.

The project focuses on training youth and aims to provide 3,600 person years of training over the three-year life of the project; e.g., a trainee completing a six-month course counts as half a person year towards the target. Amantech established a target of placing 70 percent of alumni. Upon completing their coursework, trainees sit for either the City and Guilds or the Sindh Board of Technical Education accreditation examination. Only trainees who pass an external examination contribute to the training targets.

Amantech offers training on a variety of subjects. Trainings vary in duration from short 3-month courses to 18-month trainings. The project has shifted toward shorter courses over time, with most current trainees being placed in six-month trainings. In addition to technical skills, Amantech emphasizes soft skills, such as personal grooming, office etiquette, and language skills.

Amantech's single training facility in Korangi is located near the three towns USAID prioritized in the cooperative agreement, Korangi, Lyari, and Sultanabad, a section of Kiamari Town.

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 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 at measuring project outcomes by incorporating both a before and after comparison of alumni and a comparison of the pretraining status of current trainees to the posttraining status of the alumni. The pretraining 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 posttraining status of alumni as an alternative method of measuring impact. The ability to draw two comparisons allowed the evaluation team to triangulate changes in the outcome variables and enhanced the reliability of the findings.

Data Collection

The evaluation used mixed methods to answer the evaluation questions. Primary data collection methods included surveys, semistructured interviews, and group interviews. (See Annex 3 for the data collection instruments.) The evaluation 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 and answer "how" and "why" questions. Finally, the evaluation used key informant interviews with a purposive sample of respondents from government, industry, and Amantech staff to learn their perspectives on the project.

The evaluation also analyzed data from a variety of secondary sources. Amantech 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 Statistics. A literature review of the available discourse on the subject provided background information for triangulation.

Survey

Amantech 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 and current trainees, stratified by sex and town of residence, from the lists provided by Amantech.

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 number of planned versus completed surveys. Annex 4 describes the sampling approach in more detail.

TABLE 2: INTERVIEWS PLANNED AND CONDUCTED

Respondent Type	Number of Surveys Planned	Number of Surveys Conducted
Current trainees	490	491
Alumni	410	278
Total	900	769

Because of difficulties in obtaining government permissions for fieldwork, the team conducted the interviews at the Amantech training facility. To invite trainees to the interviews, surveyors attempted to contact them at least three times a day for two consecutive days; if they had no response after two days, they marked the case as nonresponse and replaced it. Twenty-five percent of sampled individuals had their mobile phones switched off, and another 11 percent did not answer repeated phone calls, even after they had been sent a Short Message Service (SMS) introducing the survey purpose. Fourteen percent were unable to travel to training institutes for the survey or were unavailable or unreachable for other reasons. Well under 1 percent of sampled individuals refused to take part in the survey. Overall, 50 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 and 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 representatives of government line departments (3), Amantech staff (3), employers of alumni (5), and experts on Karachi city (5).

Secondary Review

In addition to collecting primary data using the methods outlined above, the evaluation team studied Amantech’s reports in detail. The team also reviewed relevant academic journal articles and policy documents, and analyzed relevant government statistics on the 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.

- Because of anticipated difficulties in 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 surveys of trainees at the Amantech training facility. The location of the survey may have caused social desirability bias, with respondents underreporting bad behavior and overreporting good behavior. Data collection instruments were designed to avoid direct personal questions to the extent possible, but some residual potential for social desirability bias remains.

- To reduce nonresponse rates, trainees were given Pakistani Rupees (Rs.) 500 for taking part in the survey. Given the low response rate, this amount was perhaps lower than optimal. Although it could be argued that monetary incentives bias responses, Toepoel² found that they do not bias responses and may instead contribute to more detailed information.
- 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 900 sampled trainees, stratified by sex and town of residence. Despite this mitigation measure, the response rate was low. The team completed 769 of the planned surveys. 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.
- The survey asked alumni a set of recall questions about their pretraining 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 questions. In addition, comparing the pretraining status of current trainees to the pretraining status of alumni validated the reliability of responses to recall questions.
- The survey sample was too small to produce statistically significant results for disaggregates by type of training, industry of employment, or sex. A sample sufficient to accommodate analysis at these levels would have been prohibitively expensive and time-consuming. Furthermore, given the difficulty the evaluation team had recruiting survey respondents, it may not have been possible to recruit a sample of sufficient size.

FINDINGS

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

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

The analysis addressed this question by first examining whether the distribution of applicants by town is different from the distribution of individuals selected for USAID-supported training. It then examined

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.

whether beneficiaries (alumni and current trainees selected for USAID-supported training programs) were more likely to come from marginalized/at-risk towns than from other towns.³

A comparison of the distribution of applicants by town to the distribution of individuals selected for USAID-supported training found no significant differences, which suggests that Amantech did not apply specific geographical criteria to select trainees from among the pool of applicants.

To determine whether trainees came from marginalized/at-risk towns, the analysis examined the percentage of trainees who came from the most marginalized/at-risk towns using two measures of marginalization/risk: (1) Amantech’s risk rating for towns in Karachi⁴ and (2) a marginalization index developed by the evaluation team (see Annex 5). Amantech’s records indicate that it has trained 4,461 individuals under the USAID-funded project, virtually all of whom came from 1 of the 18 towns in Karachi. Twenty percent of trainees (50 percent of women and 19 percent of men) came from Korangi, where the Amantech training facility is located.

Amantech recruited about half of the USAID-supported trainees from towns considered high risk (based on Amantech’s risk analysis) or most marginalized/at-risk (based on the evaluation team’s marginalization index). Forty-eight percent (53 percent of women and 47 percent of men) came from the seven towns Amantech identified as high risk based on its risk analysis (Figure 2 and Table 3), and 48 percent (87 percent of women and 45 percent of men) came from the five towns the marginalization index ranked as most marginalized/at-risk, i.e., Lyari, Landhi, Orangi, Korangi, and Jamshed (Figure 3 and Table 3).

TABLE 3: DISTRIBUTION OF TRAINEES BY RISK RANKING

Town	Amantech Risk Rating	Marginalization Index Rank	% of USAID Trainees
Lyari	Medium	1	2%
Landhi	Low	2	11%
Orangi	High	3	6%
Korangi	High	4	20%
Jamshed	Not rated	5	9%
Baldia	Not rated	6	3%
Liaquatabad	Not rated	7	4%
Bin Qasim	Not rated	8	2%
North Nazimabad	High	9	1%
Saddar	High	10	3%
New Karachi	High	11	6%
Kiamari	Not rated	12	2%
Shah Faisal	High	13	6%
Sindh Industrial Trading Estate (SITE)	Not rated	14	2%
Gulshan	High	15	6%
Malir	Medium	16	10%
Gulberg	Not rated	17	3%

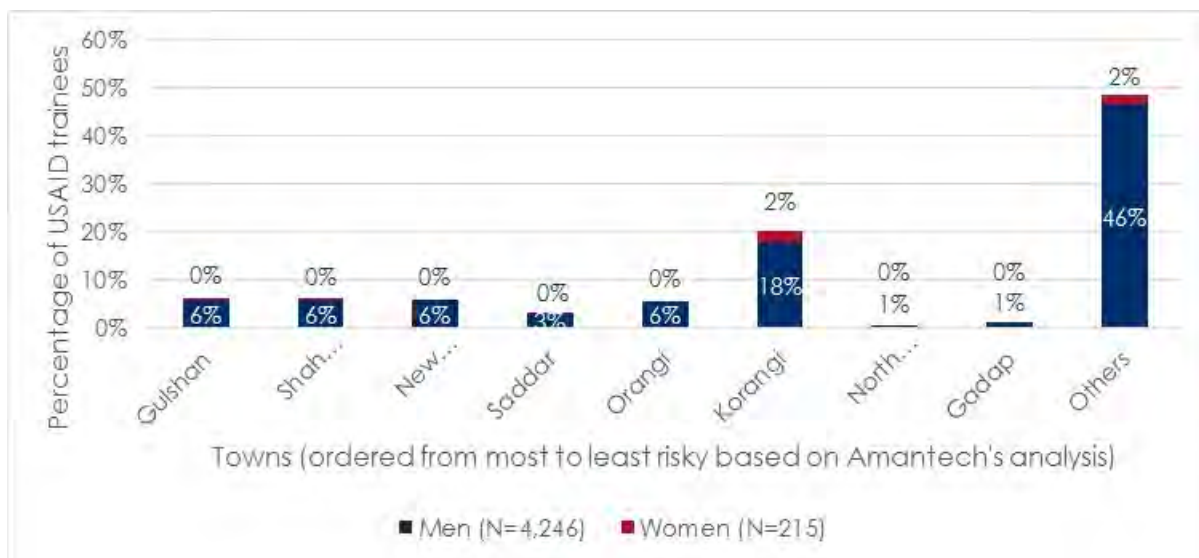
³ The analysis focuses on towns instead of neighborhoods because neighborhoods are not well defined, making it difficult to consistently identify the neighborhood in which a trainee lived.

⁴ Amantech’s analysis, contained in the cooperative agreement, ranked towns from highest to lowest risk in the following order: Shah Faisal, New Karachi, Saddar, Orangi, Korangi, North Nazimabad, Gadap, Malir, Gulistan-e-Juhar, and Landhi.

Town	Amantech Risk Rating	Marginalization Index Rank	% of USAID Trainees
Gadap	Medium	18	1%
Cantonment	Not rated		2%
Sultanabad	Not rated		0%
Other in Karachi	Not rated		0%
Out of Karachi	Not rated		0%
% from high risk	High		48%
% from medium risk	Medium		13%
% from low risk	Low		11%
% from unrated	Not rated		27%

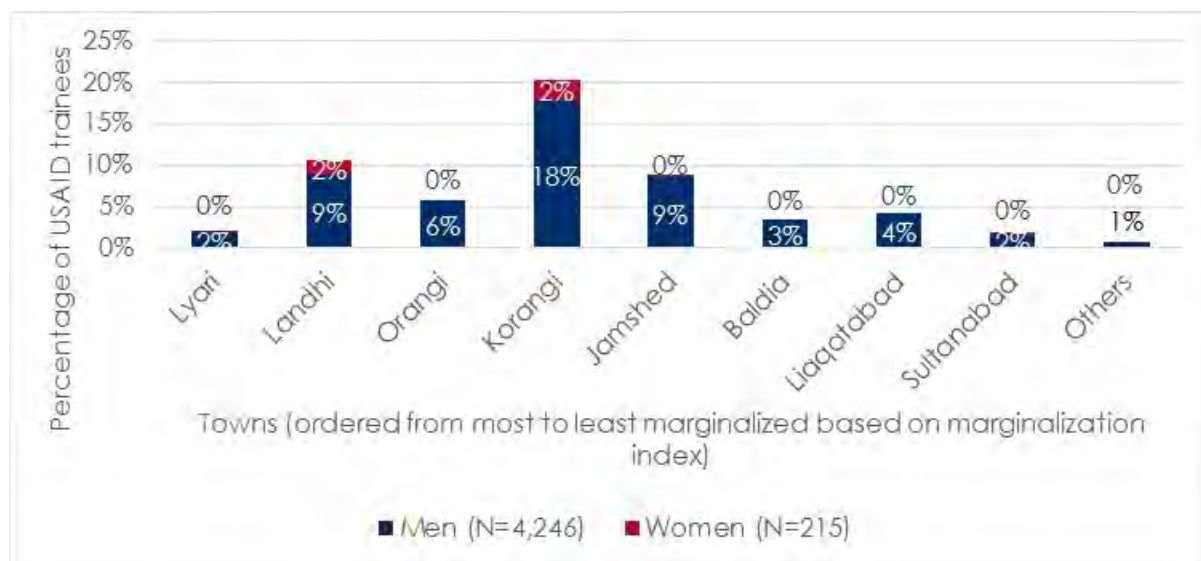
Rounding discrepancies may lead to slight differences in sums and comparisons across tables and figures.

FIGURE 2: DISTRIBUTION OF TRAINEES BY TOWN – AMANTECH RISK ANALYSIS



Note: Percentages are not disaggregated by sex. Thus, the 2 percent for women in Korangi represents 2 percent of all trainees, not 2 percent of women trainees.

FIGURE 3: DISTRIBUTION OF TRAINEES BY TOWN – MARGINALIZATION INDEX



Note: Percentages are not disaggregated by sex. Thus, the 2 percent for women in Landhi represents 2 percent of all trainees, not 2 percent of women trainees.

Amantech’s reports and the evaluation team’s interviews with Amantech staff suggest that the organization did not specifically use the applicants’ home locations as a criterion for selecting them for training. The fact that there is no significant difference between the distributions of applicants and trainees across towns—for men or women—supports this finding.⁵ In the absence of specific geographic selection criteria, evidence from various sources (see findings for question 2(a)) suggests that the distance between the training facility and trainees’ homes was an important factor in attracting trainees. A regression analysis of the effect of distance from the Amantech training facility in Korangi on the percentage of trainees recruited from various towns found that distance explained 44 percent of the variation in the percentage of trainees recruited from a town.⁶ Furthermore, the effect of distance was stronger for female than for male applicants (Annex 7).

Conclusions: Amantech recruited about half of the men and more than half of the women trainees from the most marginalized/at-risk towns (based on both the marginalization index and Amantech’s risk analysis). Women came disproportionately from Korangi, the location of the Amantech training facility, confirming findings presented later that the distance and cost of travel between a trainee’s home and the training facility were important factors in determining the towns from which Amantech successfully recruited trainees, especially women (see Table 13).

⁵ A nonparametric Kolmogorov-Smirnov test found no significant difference between the distribution of applicants (men, women, or combined) across towns and the distribution of trainees (alumni and current trainees). See Annex 6 for statistical tests and distribution of applicants and trainees.

⁶ The analysis used a crude measure of distance between the geographic centers of the towns. A linear regression of the percentage of trainees (alumni and current applicants) on distance from the center of Korangi (the town in which the Amantech facility is located) and a dummy variable indicating the three USAID priority towns explained 44 percent of the variation in percentage of trainees. The estimated coefficient was negative and significant ($\alpha = 0.01$) while the coefficient of the USAID priority dummy variable was positive but not significant ($\alpha = 0.13$).

Q1(b): Are the recruiting strategies attracting marginalized/at-risk individuals and is Amantech 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 used data from the surveys of alumni and current trainees to develop a profile along seven dimensions related to marginalization, which were measured pretraining: household income, poverty score, likelihood of poverty, literacy, educational attainment, employment rate, and percentage employed. It then matched 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 Amantech did not collect data on any of the seven marginalization criteria from 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 Amantech does not appear to have applied any particular criteria, other than passing a test, to select trainees from among the pool of applicants, 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 Amantech 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., youth 18–29 years of age) in Karachi (Table 4).

TABLE 4: SOCIOECONOMIC CHARACTERISTICS OF TRAINEES

Characteristic	Amantech	Karachi
Aged 18–29 years (%)	93%	21%
Literate (%)	99%	90%
In labor force (%)	63%	43%
Percentage employed (%)	48%	37%
Employment rate—accounting for labor force participation (%)	73%	87%
Educational attainment		
Secondary or lower (%)	62%	64%
Higher secondary or above (%)	38%	36%
Poverty score (mean)	78.3	73.5
Maximum likelihood of being under the poverty line of \$1.25/day (average %)	27%	27%
Maximum likelihood of being under the national poverty line (average %)	30%	30%
Median monthly household income (Rs.)	30,000	32,000
Household income of Rs. 20,000 or below (%)	26%	52% ^a

a. Estimates of annual household income are from the Household Economic Survey conducted by the Pakistan Bureau of Statistics and represent a sample of only 89 households.

Conclusions: Table 4 suggests that Amantech effectively attracted the target age group. Results are mixed on whether Amantech’s alumni and current trainees are more or less marginalized than their age

cohort in urban Karachi based on the other indicators. They are more likely to be in the labor force, more likely to be literate, and less likely to have a monthly household income below Rs. 20,000. However, they are significantly less likely to be employed, have a higher average poverty score, and have a slightly lower median household income.

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 Amantech 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 (i.e., word-of-mouth) emerged as the most frequently mentioned source, with social media and cable television as distant second and third most frequently mentioned, but still ranking well above most other methods. The data suggest that Amantech employed a broad recruiting strategy that relied on a variety of communication channels, and that social media and television were the most effective direct (i.e., not word-of-mouth), methods.⁷ Overall, however, most trainees heard of the training opportunity through word-of-mouth.

Table 5 ranks the recruiting methods from most to least cost-effective. These estimates suggest that, of the direct methods, the most cost-effective were social media; the refer-a-student campaign; SMS; cable television; newspaper ads; pamphlets, brochures, and flyers; and billboards, in that order. The remaining methods entailed substantially higher average cost per trainee.⁸

TABLE 5: COST-EFFECTIVENESS OF RECRUITING STRATEGIES

Recruiting Method	Effectiveness of Method (% of Responses) ⁹	Total Cost of Method (Rs.)	Number of Successful Applicants	Cost per Successful Applicant (Rs.)
Social media	15%	170,000	229	742
Refer-a-student campaign	3%	130,000	34	3,842
SMS	3%	300,000	44	6,780
Cable airing production	16%	1,900,000	216	8,795
Newspaper ads	8%	850,000	96	8,826
Pamphlets, brochures, flyers	6%	800,000	65	12,294
Billboard	5%	1,000,000	55	18,295
Promotions at sports events	2%	100,000	3	38,419
Social mobilization	1%	500,000	10	48,024

⁷ The importance of word-of-mouth as a source of information about the training opportunity does not detract from the importance of direct methods. In fact, since word-of-mouth is derivative of the direct methods, it has a multiplier effect. It was not possible in this research, however, to determine the direct recruiting methods that contributed most to word-of-mouth.

⁸ 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.

⁹ Percentage of survey respondents who mentioned each recruiting method. Respondents could identify more than one method.

Recruiting Method	Effectiveness of Method (% of Responses) ⁹	Total Cost of Method (Rs.)	Number of Successful Applicants	Cost per Successful Applicant (Rs.)
Door-to-door activity	<1%	800,000	10	76,839
Radio show	<1%	500,000	3	192,097
Street theaters	<1%	1,800,000	3	691,549
Indirectly through family and friends (word-of-mouth)	85%	N/A	N/A	N/A
All methods	N/A	8,850,000	768^a	11,526 / 4,286^b

- a. The number reflects the team’s estimate of the number of recruits that responded to the campaigns for which Amantech provided cost data.
- b. Amantech spent Rs. 11,526 per individual recruited directly by a method. Factoring in the contribution of the direct methods to word-of-mouth (family and friends) implies that Amantech spent about Rs. 8,850,000 to recruit 2,065 trainees in the relevant period at an average cost of Rs. 4,286 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 job characteristics to determine whether training is helping trainees get “new or better jobs.” The factors include the employment status, labor force participation rate, employment type, contract length and type, income, working hours, and job satisfaction. The team also analyzed the degree to which jobs are relevant to training received, and whether Amantech has provided adequate support in placing alumni in jobs. Taken together, these analyses show 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, sex, prior education, and location to gain further insights into how and for whom training was effective.

In response to a general question about how training had affected employment, 53 percent of 278 surveyed alumni felt that the training had a positive impact on their employment, with women being more likely than men to believe their employment had improved (62 percent of 73 women compared to 52 percent of 205 men). Sixty-four percent of 171 employed alumni—and 35 percent of 107 unemployed alumni—believed that the training had a positive impact. One alumna explained how improved job prospects from the training had affected her life:

“Earlier I couldn’t support my parents, now I can support them financially. Now that I have done this course, there are better chances of acquiring a good job. My life is better now.” – Female alumna, Landhi 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 increased their confidence in finding a job (33 percent of 146 responses), increased their income (28 percent), and improved their skills (26 percent).

Employment Status¹⁰

Employment status reflects the combined effect of employment, unemployment, and labor force participation. The data show that training increased employment and labor force participation rates but that it also increased unemployment rates among men as previously unemployed alumni entered the labor force.

Employment: The data suggest that Amantech training increased the percentage of trainees who were employed—i.e., the percentage of respondents who reported having worked in the past seven days.

- A comparison of employment status before and after training found that alumni were 31 percent more likely to be employed after training than before. Sixty-three percent of 278 alumni reported being employed in the seven days prior to the survey, compared to 48 percent prior to entering the program. The difference is significant at a $p < .05$ level.¹¹
- To rule out improved overall employment prospects as an explanation for the observed effect of training, the analysis compared the employment status of alumni to that of current trainees who had just entered the program. Forty-three percent of 491 current trainees reported being employed before the training (Figure 4), which suggests that the overall employment situation had not improved and that training contributed to higher employment rates among alumni.¹²
- The analysis also used a regression model to explore whether individuals who were employed prior to training were more likely to obtain jobs after training. The logit model estimated alumni's posttraining employment status as a function of pretraining employment status, education level, sex, age, marital status, town, and time (months) since completing the training. The analysis found that alumni who were employed prior to training were 3.4 percent more likely to obtain jobs after training than those who were not employed prior to training. It also found that men and older alumni were more likely than women and younger trainees to be employed posttraining.

Unemployment and Labor Force Participation: Somewhat counterintuitively, the proportion of alumni that were unemployed—defined as not working but looking for work—increased from 14 percent before training to 17 percent after training. The simultaneous increase in employment and unemployment rates is the result of a higher labor force participation rate—i.e., more unemployed people seeking work. Participating in the labor force means that an individual either is working or has sought work in the past seven days. Sixty-three percent of alumni reported participating in the labor force prior to starting training, a value that increased to 80 percent for the same group after they completed their training.

To determine whether observed increases in labor force participation and unemployment were caused by underlying economic conditions rather than the training, the analysis compared the employment and labor force participation status of current trainees—i.e., those who began their training just before the survey and represent what the status of alumni would have been had they not participated in training—with the status of alumni. The data show lower employment, unemployment, and labor force

¹⁰ For this question, the evaluation team calculated the percentage of respondents who were employed, unemployed, and not in the labor force based on the number of all respondents who were asked the question. Individuals were designated as employed if they had a job or business or claimed to have done work for pay, profit, or family gain for at least one hour in the seven-day period in question. If they were not employed, respondents were considered unemployed if they sought work in the same seven-day period. All others were designated as outside the labor force, and they were not excluded from the calculation. Therefore, the three categories always equal 100 percent.

¹¹ $t = -34.1$, $p = .0001$

¹² The pretraining employment rates are roughly consistent with publicly available figures. The 2014–15 Labor Force Survey found that 39 percent of people 20–24 years old, and 47 percent of those 25–29 year old, in urban Sindh province were employed.
http://www.pbs.gov.pk/sites/default/files/Labour%20Force/publications/lfs2014_15/t18-pak.pdf

participation rates among current trainees than among alumni (Figure 4), which suggests that alumni would have been less likely to be employed or participating in the labor force and more likely to be unemployed if they had not participated in the training.

Eight alumni who participated in group interviews reported being unemployed; the most common explanation (three of the eight) was that they could not supply the references requested by prospective employers. Together, these findings suggest that Amantech training did motivate more beneficiaries to seek employment, but that a lack of prior experience may have been a barrier.

Table 6 provides a more nuanced look at how training has affected employment status and labor force participation. The table shows the percentage of alumni who transitioned from the status listed in the rows prior to training to the status listed in the columns after training. Of the 48 percent who were employed prior to training, most (78 percent) were employed after training, and only 9 percent had left the labor force. Similarly, 55 percent of those who were unemployed prior to training reported finding employment after training, and 62 percent of those who were not in the labor force prior to training had joined the labor force, either through employment or by seeking employment, after training. The transition matrix provides additional evidence that training had a greater effect on employment status for those who were either unemployed or not in the labor force prior to training than for those who were employed.

FIGURE 4: EMPLOYMENT STATUS BEFORE AND AFTER TRAINING

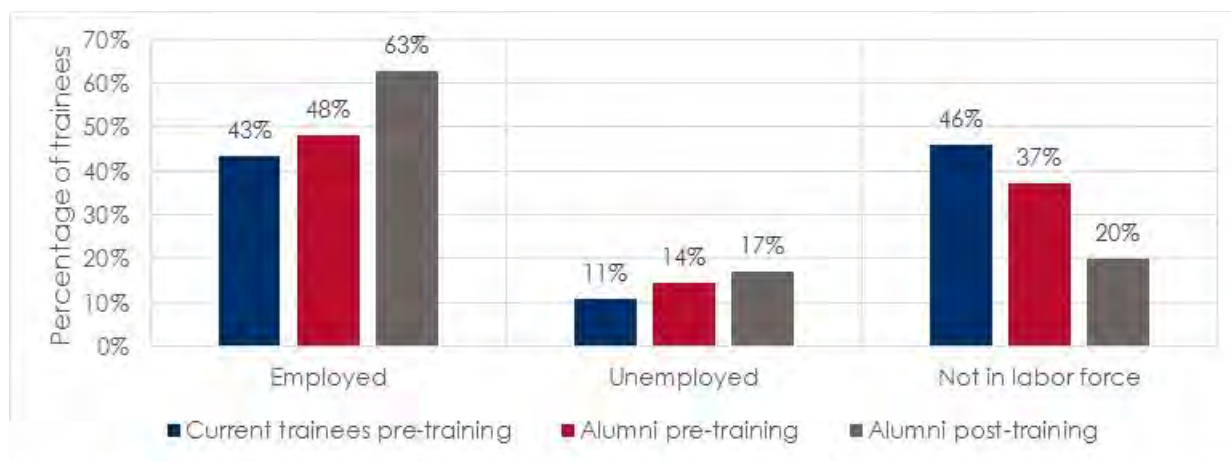


TABLE 6: TRANSITION OF ALUMNI BETWEEN STATES OF EMPLOYMENT

		Post-Training Employment State			
		Employed (%)	Unemployed (%)	Not in Labor Force (%)	Pre-Training Status (%)
Pre-Training Employment State	Employed (%)	78%	13%	9%	48%
	Unemployed (%)	55%	35%	10%	14%
	Not in Labor Force (%)	46%	16%	38%	37%
	Post-Training Status (%)	63%	17%	20%	

A transition matrix shows the percentage of respondents who transitioned from the pretraining employment state (row) to the posttraining employment state (column).

Disaggregating the analysis by sex reveals some interesting differences in employment, unemployment, and labor force participation. While both men and women reported increased labor force participation and employment, the increase in labor force participation among men more than offset increased employment leading to an increase in the unemployment rate (Figure 5). However, women were less likely than men to begin participating in the labor force after training, so their unemployment rates actually declined after training.

FIGURE 5: CHANGE IN LABOR FORCE PARTICIPATION AND EMPLOYMENT BY SEX



Qualitative data sources also linked training to increased labor force participation. During group interviews, the evaluation team asked alumni what they thought they would be doing if they had not taken the training course. Half of 16 alumni group interview participants claimed they would likely be engaging in an activity that would preclude them from the labor force, such as continuing their studies or simply staying home.

To determine whether increased labor force participation reflects a fundamental change in attitudes toward employment rather than temporary optimism following training, the analysis regressed labor force participation on time (months) since completing the training (and its square), pretraining labor force participation, sex, age, marital status, education, and town. The logit analysis found that labor force participation did not decline with the duration of unemployment after training—at least during the relatively short durations captured in the data. In fact, it found only pretraining labor force participation and sex to be significant determinants of posttraining labor force participation. Alumni who were participating in the labor force before training were 5.6 percent more likely than those who were not in the labor force prior to training to participate in the labor force after training. Similarly, men were 3.6 percent more likely to participate in the labor force after training than their female counterparts (Annex 8, Table 16).

Disaggregated by age, older trainees (30 years old and above) were significantly more likely than younger trainees (18–29 years old) to be employed before or after training. However, training improved employment rates and prospects for younger trainees far more than for older trainees. Employment rates among older trainees remained virtually unchanged before and after training at about 74 percent, while younger trainees reported a statistically significant increase in employment rates from 45 percent to 62 percent.

Training in more advanced electrical and computer skills appear to have had a greater impact on employment opportunities than training in more traditional and less technology-driven vocational skills.¹³ Most notably, employment rates increased among alumni of CAD-CIVIL training (from 33 percent to 67 percent of 21 respondents) and general electric training (from 56 percent to 84 percent of 17 respondents), and declined among alumni of automobile and plumbing training.¹⁴ Labor force participation rates increased by at least 10 percentage points for alumni of all training types except plumbing. These results, however, are based on relatively small numbers of respondents (Annex 9) and are not statistically significant.

Conclusions: Training increased labor force participation and employment rates relative to what they would have been without training. For men, the increase in labor force participation more than offset increases in unemployment, leading to an increase in unemployment rates as well. Alumni who were more likely to be unemployed at the start of the program (youth and women) registered greater gains in employment than those who were employed prior to training implying that training is more effective—in terms of employment—for those with less experience in the job market.

Employment Type

The survey data revealed no major shift in employment type for men before and after training—80 percent reported that they were paid employees before training compared to 81 percent after training. Women, however, shifted away from self-employment (34 percent of 30 employed women alumni before training compared to 21 percent of 42 after training) toward paid employment (66 percent before training to 79 percent after). The comparisons between employment types for alumni posttraining and current trainees (the counterfactual) corroborate the results of the before and after comparison for alumni. Men from either group are about as likely to be paid employees (80 percent of 99 posttraining alumni compared to 82 percent of 215 current trainees).

Training does not seem to have affected the proportion of alumni engaged as wage employees but may have shifted some from unpaid family workers to formal paid employment. The proportion of wage employees was similar for all employed alumni before and after training: 77 percent of 129 employed alumni were paid employees before training, and 80 percent of 171 employed alumni were after. Meanwhile, the percentage of alumni working as unpaid family workers declined from 4 percent before training to 2 percent after training. Comparing the 2 percent of posttraining alumni in unpaid employment to the 9 percent of current trainees who worked as unpaid family workers before training (the counterfactual) suggests an even larger impact.

Employed alumni were more likely to have either a written or verbal contract with their employer after training than before. The percentage of employed alumni with written contracts increased from 23 percent before training to 36 percent after training, while the percentage with verbal contracts increased from 3 percent to 12 percent. The 13 percentage point difference for written contracts is statistically significant.¹⁵ Comparing the 36 percent posttraining result for alumni with the 12 percent of employed current trainees with an employment contract (the counterfactual) suggests that the effect of training may have been as high as 24 percentage points.

Having a contract, i.e., a written or verbal permanent employment agreement as opposed to casual or part-time work, did not appear to affect job satisfaction; the proportion of alumni who were satisfied

¹³ The survey of alumni collected more than 10 responses on only 9 training courses—stitching machinist, refrigeration and air conditioning, CAD-CIVIL, plumbing, general electric, computer-aided design and manufacturing (CAD-CAM), mechanical, automobile, and carpentry. In this report, analyses disaggregated by training consider only these training areas. See Annex 9 for a table of observations by training.

¹⁴ All survey results are weighted to reflect the population of trainees. Therefore, the percentages reported may not always seem consistent with the number of responses or respondents.

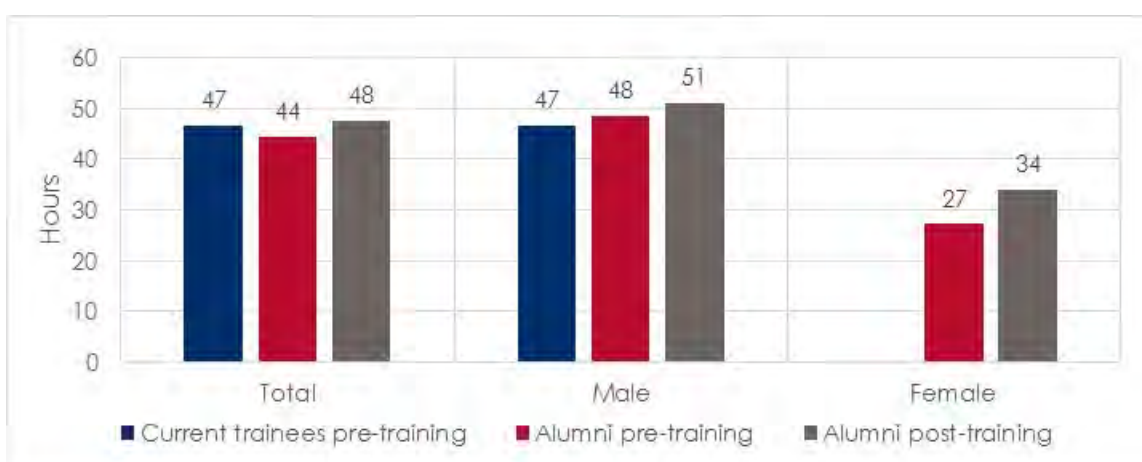
¹⁵ $t=-1.85, p=0.033$

with their jobs was about the same for those with and without a contract—53 percent of 48 individuals and 57 percent of 90 individuals, respectively.¹⁶ This was true for both written and verbal contracts, as roughly the same proportion of alumni with written (54 percent of 26 alumni) and verbal (55 percent of 22 alumni) contracts were satisfied with their jobs.

Working Hours

Working more hours is another indicator of more and better employment. A comparison of employed alumni’s before and after training weekly hours of work revealed an average increase of three hours worked per week for men and seven hours per week for women (Figure 6). The comparison between posttraining alumni and current trainees (the counterfactual) also suggests that training increased average hours worked for men (by four hours per week). Changes between before and after training work hours were not statistically significant for men or women¹⁷ or for both sexes combined.¹⁸

FIGURE 6: AVERAGE WEEKLY WORKING HOURS BEFORE AND AFTER TRAINING



The evaluation team was not able to collect any data from female current trainees.

Income

The analysis considers only personal income from employment and excludes individuals with no income. Estimates of median income therefore exclude respondents who are not employed.

Based on a comparison of before and after training median monthly income, training increased incomes for both men and women. Men’s median monthly personal income increased by 10 percent (from \$78.43 to \$86.60)¹⁹ while women’s income increased by 19 percent, from \$39.22 to \$46.69 (Figure 7). The increase in men’s median income is statistically significant. The larger percentage increase for women is probably also meaningful, but the relatively small number of observations makes the difference statistically undetectable.²⁰ The comparison between posttraining income of alumni and pretraining

¹⁶ $t=0.143$, $p=0.444$

¹⁷ Men $t=-0.48$, $p=0.633$

Women $t=-1.29$, $p=0.202$

¹⁸ $t=-0.74$, $p=0.458$

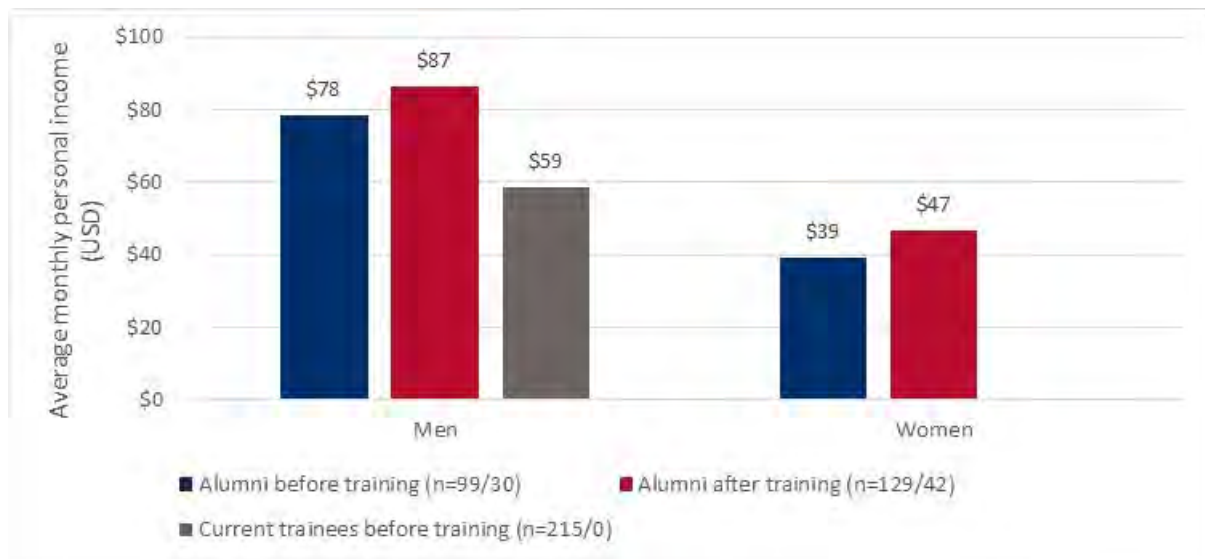
¹⁹ Pakistan rupees were converted to U.S. dollars based on the 102 rupees per dollar average month-end exchange rates between January 2014 and December 2016 reported by the State Bank of Pakistan.

²⁰ The survey did not provide sufficient detail about when respondents were working to rigorously convert nominal income to real income. Pakistan experienced 7 percent inflation between January 2015 and December 2016 (the approximate period of time between the start of the project and the evaluation). The increases in income are greater than 7 percent, so they more than offset inflation and thus represent changes in real income.

income of current trainees (the counterfactual) suggests even larger increases in income relative to what it would have been without training, but because the income of current trainees is not a rigorous counterfactual, the before and after comparison is probably a better measure of the effects of training.

Disaggregated by type of training, the number of observations is too small to detect significant changes in median income (see Table 18 in Annex 9). The data suggest, however, that alumni of plumbing and carpentry training enjoyed the greatest improvements in income—66 percent and 38 percent, respectively (see Table 17 in Annex 9). Because it is difficult to accurately measure income, estimates of the magnitude and direction of changes in median income are rough at best, especially for small disaggregates such as by training topic.

FIGURE 7: MEDIAN PERSONAL MONTHLY INCOME BEFORE AND AFTER TRAINING



Note: “n=x/y” denotes the number of observations on men/women. The evaluation team was not able to collect any data from women current trainees.

The analysis employed a regression model to examine the determinants of posttraining income among employed alumni (Annex 7). The analysis concluded that being employed prior to training, sex (male), and age all had positive and significant effects on income while marital status (unmarried) depressed income.

Job Satisfaction

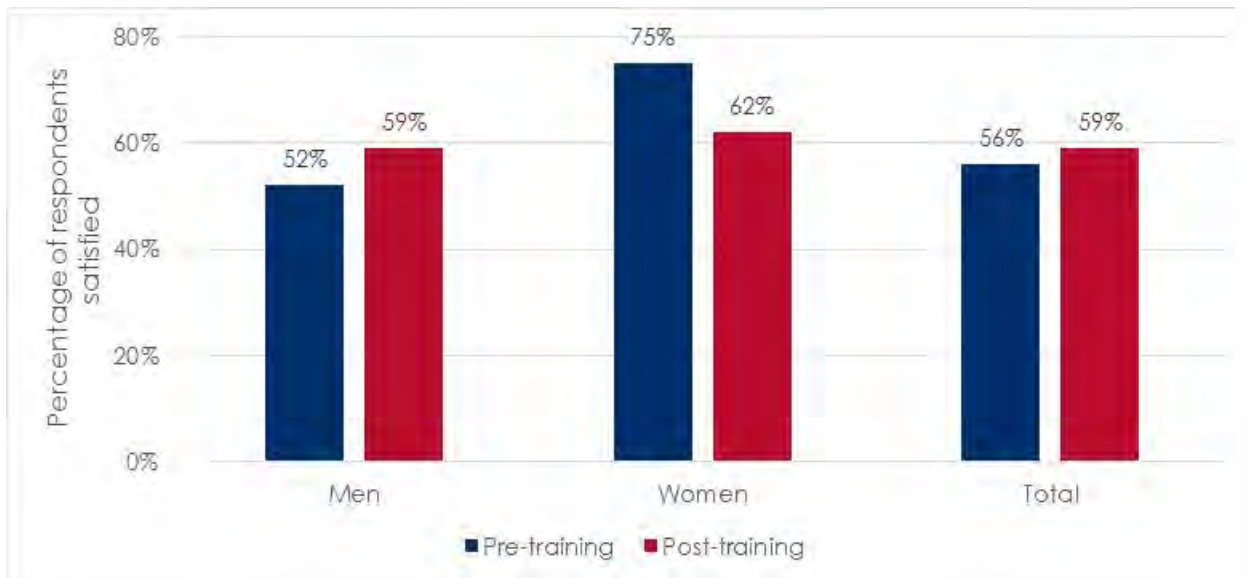
Satisfaction with a job is an indicator of overall job quality; it may incorporate dimensions of salary, work environment, consistency with interests or lifestyle, and proximity to home. Men reported slightly higher levels of job satisfaction after training than before, while women reported lower levels, although none of the differences were statistically significant (Figure 8).²¹

Alumni of three training areas reported increases of more than 25 percentage points in job satisfaction after training: automobile (47 to 84 percent), CAD-CIVIL (36 to 63 percent), and plumbing (36 to 62 percent). Alumni of stitching machinist training, however, reported lower job satisfaction rates after training (65 to 59 percent). Alumni of the electrical and electronics training had the lowest job satisfaction rate before and after training (15 and 27 percent, respectively). The data are not sufficiently detailed or of sufficient quantity to determine the causes of differences in satisfaction. Furthermore,

²¹ $t=-0.356, p=0.361$

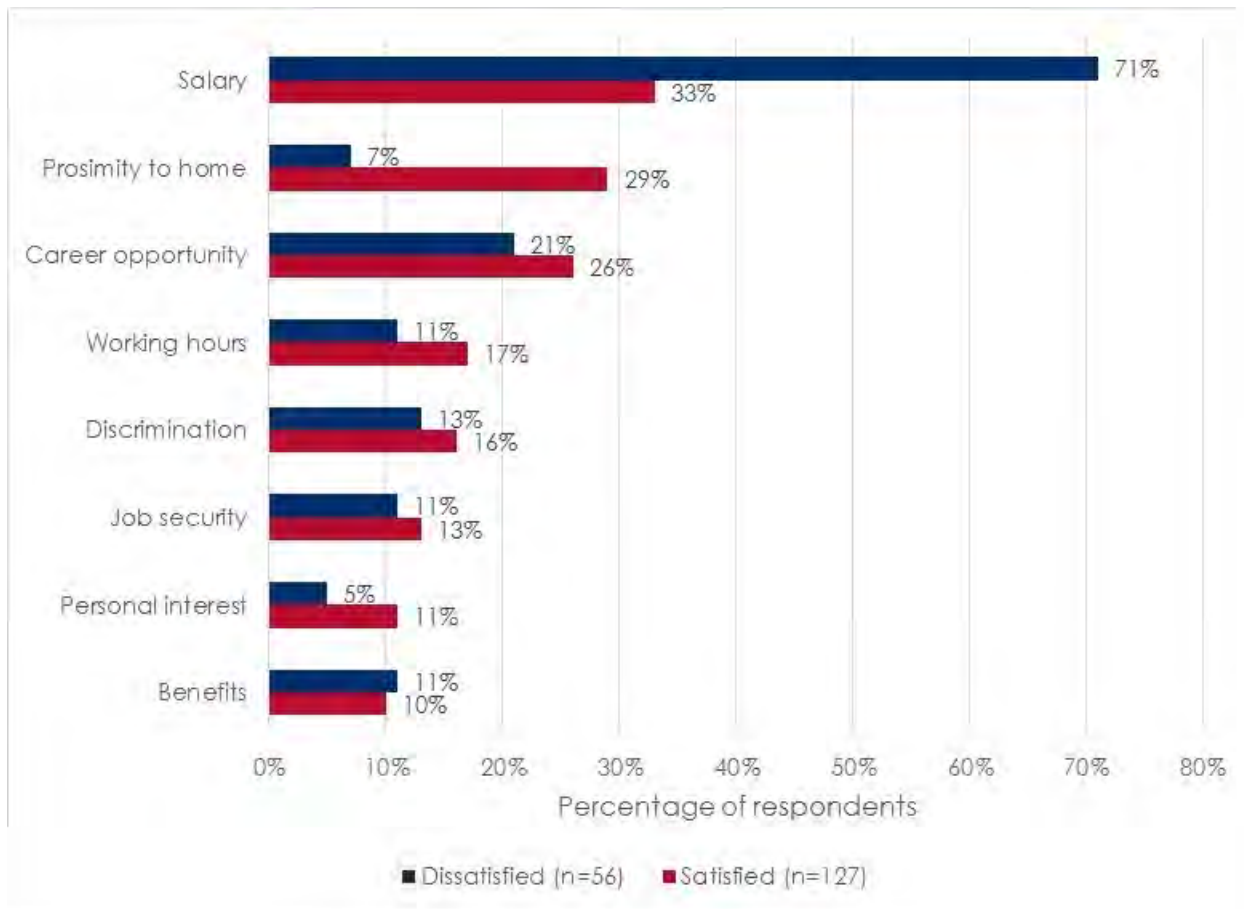
some factors that affect satisfaction, e.g., proximity to home and work environment, have little to do with the training per se.

FIGURE 8: JOB SATISFACTION OF EMPLOYED ALUMNI



When asked to explain why they were satisfied or dissatisfied with their jobs, respondents most frequently mentioned salary, opportunities for career growth, and proximity to home (Figure 9). Women were much more likely than men to mention a job's proximity to their homes as a determinant of job satisfaction (41 percent of women compared to 28 percent of men). Men more often mentioned opportunities for career growth (21 percent of men compared to 6 percent of women). This may indicate that men are more concerned with long-term considerations when assessing employment while women care more about access to their jobs given their limited mobility.

FIGURE 9: DETERMINANTS OF JOB SATISFACTION



Group interview participants cited additional characteristics of a good job. Fifty-three percent of 32 participants noted a high salary, while 38 percent mentioned a good work environment and facilities. However, location of—and transportation to—the workplace was still a consideration for 28 percent of participants (13 percent of men and 44 percent of women). As one noted:

“A good job is given to the one with good qualities. The work environment should be good, where you can adjust well. I lived nearby so I could easily join Amantech but my workplace was too far and it was inconvenient for me to travel that far. Public transport took a lot of time.” – Female alumna, Korangi Town

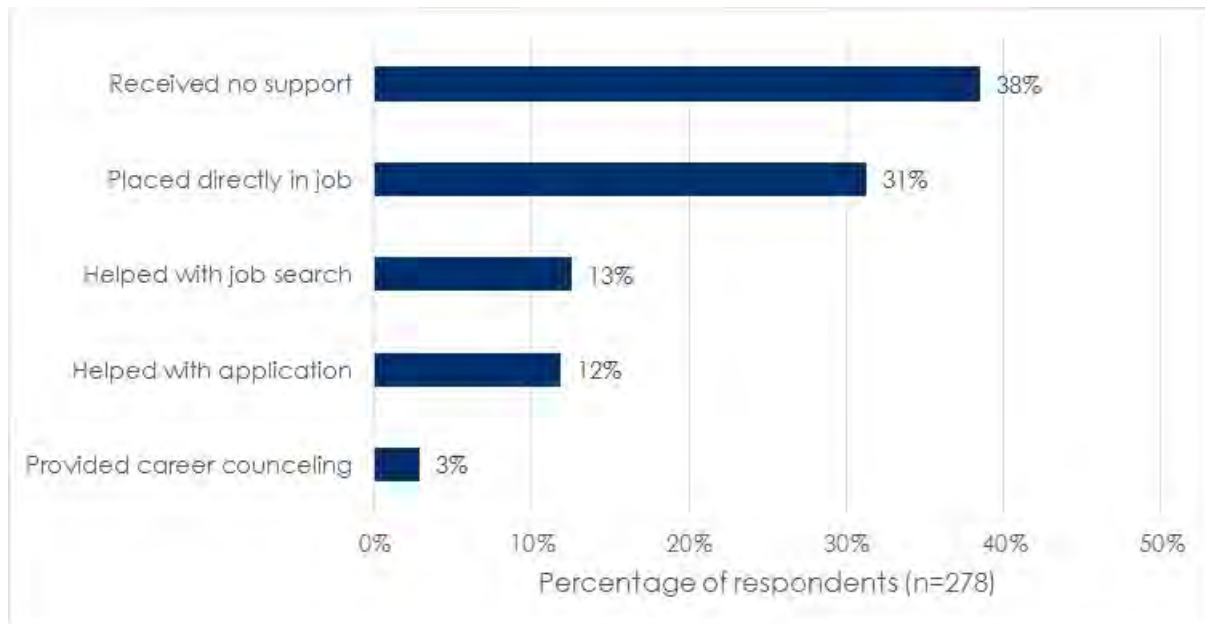
A logit regression of an indicator of being satisfied with a job (an aggregate of highly satisfied and satisfied) found no statistically significant relationship between job satisfaction and sex, age, marital status, income, whether the job matched training, or having a written or verbal contract. Having completed a secondary or intermediate education, however, had a positive impact on the likelihood of being satisfied with a job. See Annex 7 for the regression results.

Job Placement and Retention

Amantech did not consistently support alumni after training—38 percent of alumni reported receiving no support finding a job after the training. Those who did obtain support reported that Amantech placed them directly in a job, provided assistance finding a job, or helped with the application process (Figure 10). Women were more likely than men to have received support (81 percent compared to 54

percent), but the evaluation found no evidence to explain this disparity. Only 3 percent of alumni reported receiving career counseling, and 1 percent were placed in an apprenticeship.

FIGURE 10: JOB PLACEMENT SUPPORT AFTER TRAINING



The group interviews provided more nuanced information than the survey about posttraining job placement support. Twelve of the 16 alumni participants reported receiving some sort of support in obtaining employment after training. This included job offers and references to prospective employers. However, many of the job opportunities did not pan out because salaries were too low (four respondents), prospective employers did not follow up (two respondents), or the jobs were too far from the candidates' homes or in unsafe neighborhoods (one respondent). The following quote illustrates one alumna's experience.

"Vietiem and Amantech had a contract in place that after three months they will offer us a job. However, they told us that they will hire us on piece-rate, which I think is very unfair. One bundle has four pieces and they were giving 50 rupees per bundle. Based on this, we would hardly be able to earn 100 rupees per day and that is too little." – Female alumna, Korangi Town

Another alumnus suggested that the training did not prepare students adequately.

"The head of the refrigeration and air conditioning department offered me a job at the institute as an instructor. However, the salary package they offered was not acceptable to me so I didn't accept this offer. The placement cell at the institute is very ineffective. They invite interview panels from factories. The interview questions cover both theory and practice. The students perform well in theory but only a few students pass the practical part. To make its students competent, the institute needs to improve its teaching methods in practical areas. Moreover, it should send students to factories and industries to gain some practical experience as it happens in engineering universities." – Male alumnus, town unknown

Job retention rates were relatively high among employed alumni. Seventy-eight percent of alumni who have had a job since they completed training (either a new job or the same job they had prior to starting

the training) are still in the first job they obtained. Alumni employed in retail trade reported the highest retention rates (89 percent), while those employed in sales, maintenance, and repair of automobiles and motorcycles reported the lowest retention rates (71 percent).

The data provide little firm explanation for the small difference in retention rates by industry (Table 7). Women were as likely as men to have retained their first job. Similarly, differences in retention by characteristics such as a job that matches training, self-employment versus paid employment, and contract type were generally small and never statistically significant.

TABLE 7: JOB RETENTION RATES (PERCENT) BY INDUSTRY AND ALUMNI CHARACTERISTICS

Industry	Overall	Sex		Job Matches Training		Employment Type		Contract Type		
		Men	Women	Yes	No	Self	Paid	None	Written	Verbal
Manufacture of textiles	84.0%	81.8%	86.4%	80.1%	92.4%	100.0%	82.5%	84.8%	66.3%	87.2%
Sale, maintenance, and repair of motor vehicles and motorcycles; retail sale of automotive fuel	71.2%	71.2%	n.a.	56.6%	91.8%	n.a.	71.2%	82.8%	67.8%	n.a.
Retail trade, except of motor vehicles and motorcycles; repair of personal and household goods	88.9%	88.9%	n.a.	73.7%	95.2%	79.9%	93.8%	92.3%	n.a.	100.0%
Education	82.4%	100.0%	77.8%	n.a.	82.4%	71.8%	88.2%	91.9%		
Others	73.1%	74.9%	n.a.	71.2%	75.2%	86.4%	71.4%	69.6%	81.4%	39.3%
Total	78.0%	77.8%	79.1%	72.7%	83.7%	84.4%	77.3%	80.2%	76.1%	65.4%

n.a. means "no data"

Relevance of Jobs to Training

“A good job is one that matches your skill set and allows you to earn a reasonable salary, preferably within an established institution.” – Male current trainee, Malir Town

Slightly more than half of employed alumni (52 percent of 171 respondents) were working in occupations that matched their training course. By sex, 54 percent of women and 51 percent of men were working in jobs matched to their training. Employed alumni most frequently reported finding matching jobs after training on general electric (74 percent of 13 respondents), carpentry (72 percent of 11 respondents), stitching machinist (63 percent of 55 respondents), and refrigeration and air conditioning (63 percent of 22 respondents). After controlling for other variables, alumni employed in occupations that matched their training earned \$9.80 per month more than alumni employed in occupations that did not match their training.²²

The evaluation team interviewed four industry leaders who have experience hiring graduates of Amantech. Two believed that graduates of the program have better skills than other recruits. Another stated that because Amantech graduates usually come from disadvantaged communities, he prefers other recruits. The fourth industry leader noted that:

“Generally speaking, their performance is good. However, they are not motivated to remain with the company for a long period of time.”

Project beneficiaries were aware of the importance of both hard and soft skills in obtaining employment. Fifty-nine percent of 32 group interview participants said that interpersonal/communication skills or proper behavior were skills that employers in their industry look for when hiring. Fifty-six percent discussed having certified skills or a proper education as a factor in being hired.

In spite of providing beneficiaries with a variety of skills, the program is unable to overcome what group interview participants felt was the greatest challenge for young people to obtain desirable jobs. Fifty-nine percent of the 32 participants said that nepotism and bribes were the greatest challenge. This kind of corruption in the broader job market of Karachi is likely a major impediment for trainees who come from the most marginalized areas of the city. A group interview participant expressed this view:

“People get exploited, as employers ask for bribes. It’s difficult to gain employment without giving a bribe. Secondly, the nepotistic culture is another major challenge.” – Male current trainee, Landhi Town

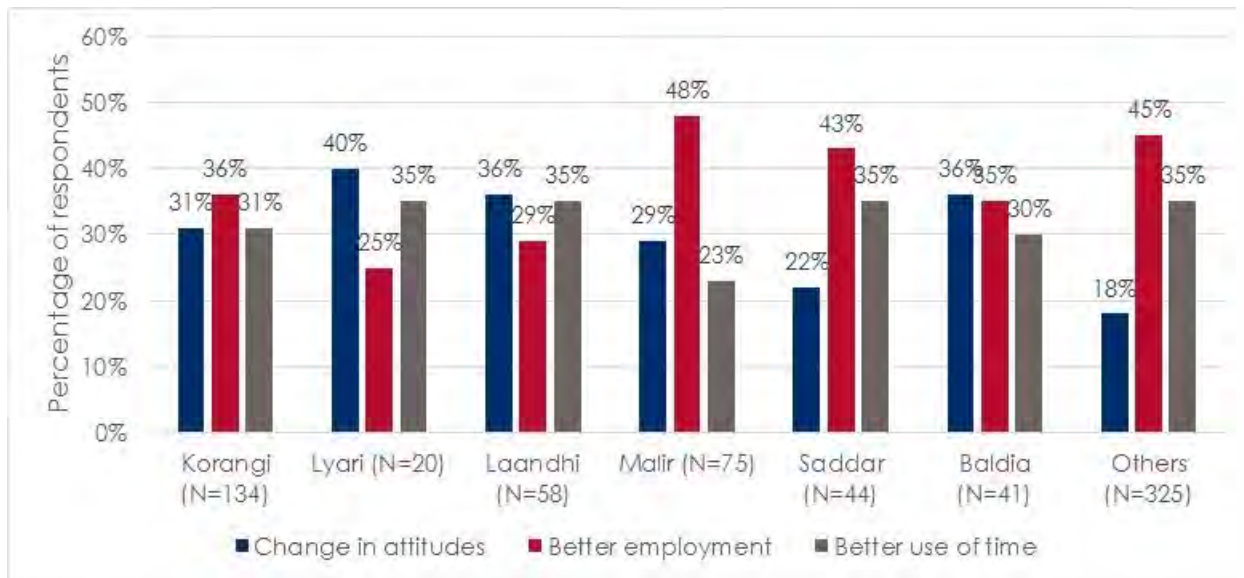
Q2(b): What effect is the program having on keeping youth away from violent groups or activities?

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 90 percent of 769 respondents said they believed 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, 90 percent of 769 respondents thought that training and employment would reduce crime and violent extremism. When asked to explain how, 41 percent attributed the anticipated reduction to employment generally, 33 percent thought that youth would have less time available for “negative activities”, and 25 percent

²² The analysis employed an ordinary least squares model to regress posttraining monthly personal income on a binary variable indicating that employment matched training, pretraining employment status, sex, age, marital status, education level, and neighborhood.

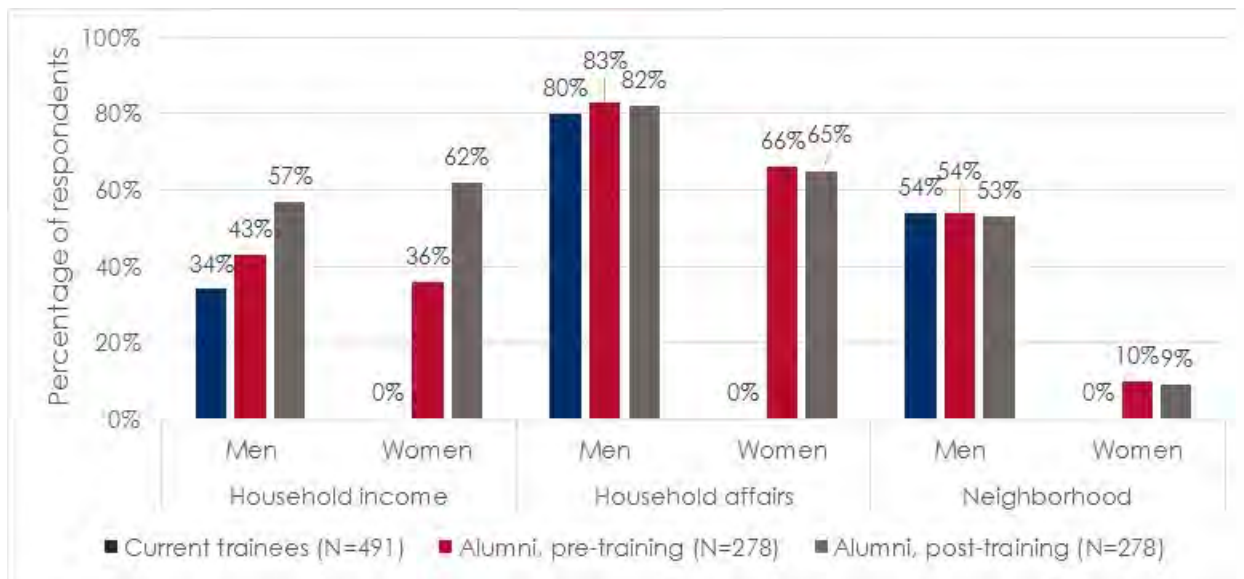
believed training would change attitudes. Figure 11 shows the percentage of respondents who gave each reason disaggregated by town.

FIGURE 11: 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 12 illustrates contributions disaggregated by sex. The only significant change between before and after training was in contributions to household income, where both men and women reported making a greater contribution. Otherwise, men were more likely than women to report contributing to household affairs and the wellbeing of their neighborhoods.

FIGURE 12: SURVEY RESPONDENTS' CONTRIBUTIONS TO HOUSEHOLD INCOME, HOUSEHOLD AFFAIRS, AND NEIGHBORHOOD WELLBEING



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 can serve as a baseline for future evaluations. This analysis also could 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.

The analysis for question 2(b) found that an overwhelming majority of respondents believed that training reduced the likelihood of young people 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, Landhi, and Korangi than in other towns (Figure 13) but believed that the impact of crime and violence on their households was greater in Baldia, Lyari, Landhi, and Korangi (Figure 14).

FIGURE 13: PERCEIVED LEVEL OF CRIME AND VIOLENCE

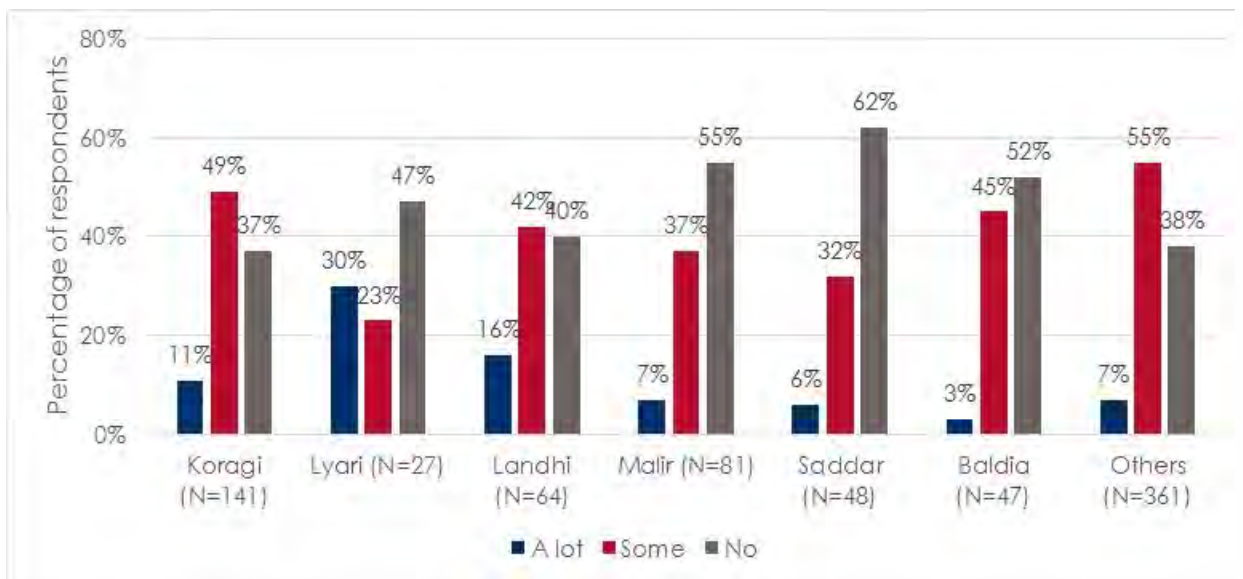
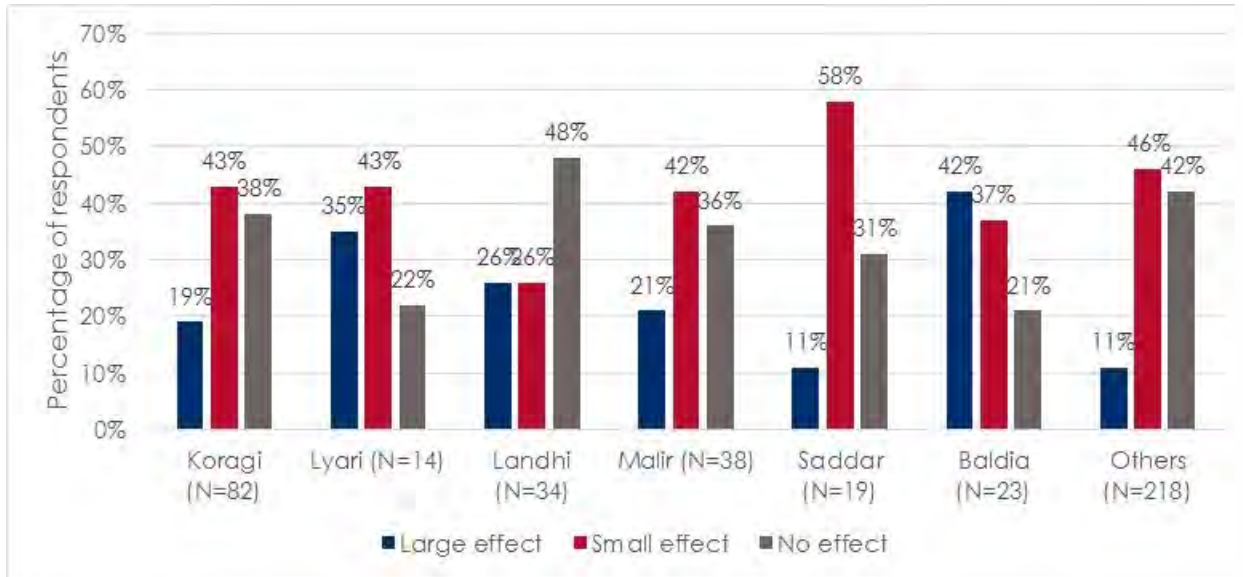


FIGURE 14: IMPACT OF CRIME AND VIOLENCE ON HOUSEHOLDS



The survey also asked about the impact of religious groups and political parties on the respondents or their households. No clear pattern emerged on the perceived effect of religious groups. About half of all respondents saw them as having a positive effect, with most of the rest reporting no effect (Figure 15). Similarly, most respondents in all towns reported that political parties had no effect on their households. Respondents from Lyari and Baldia were somewhat more likely to report a negative effect, but they do not stand out substantially from other towns in this regard (Figure 16).

FIGURE 15: PERCEIVED IMPACT OF RELIGIOUS GROUPS

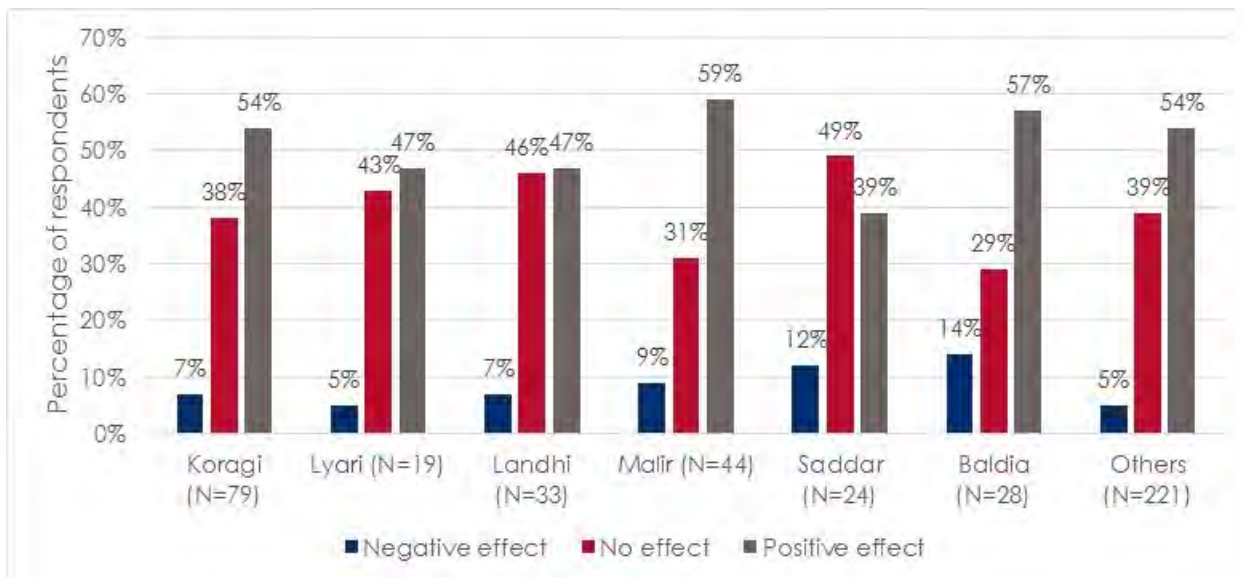
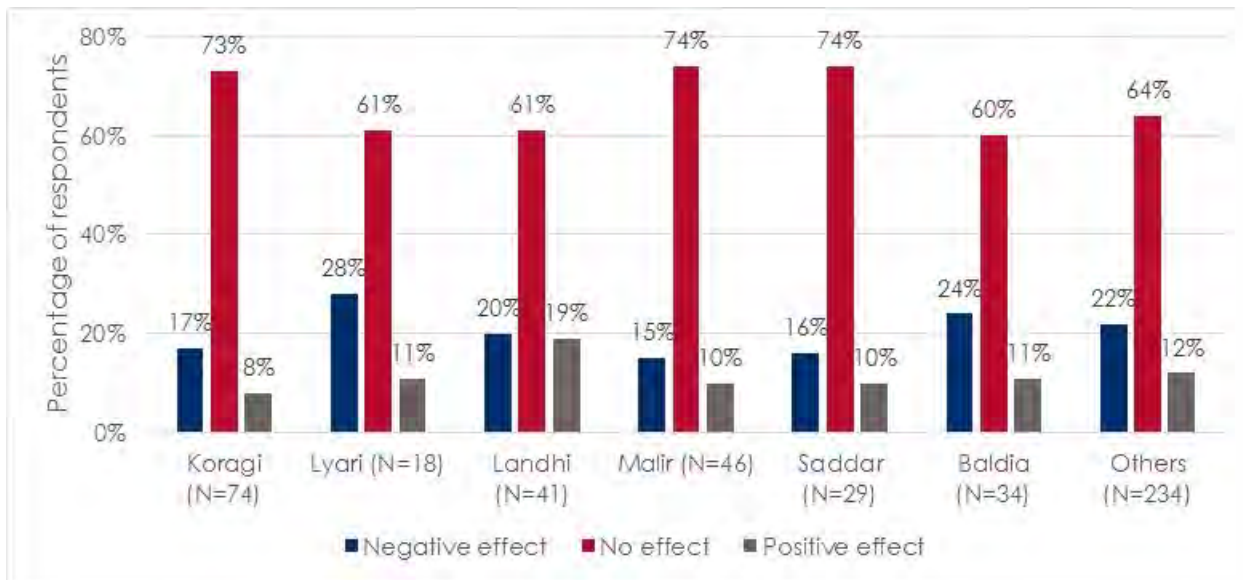


FIGURE 16: PERCEIVED IMPACT OF POLITICAL PARTIES



Respondents were not optimistic about the employment prospects in any of the towns. Less than 16 percent believed there were many employment opportunities in their towns. The distribution of the remaining responses across “None” and “Few” varied somewhat by town, with respondents from Lyari and Saddar seeing the least opportunity and those from Korangi seeing the most (Figure 17). Responses revealed no clear pattern in perceived levels of poverty (Figure 18).

FIGURE 17: PERCEPTIONS OF INCOME-GENERATING OPPORTUNITIES

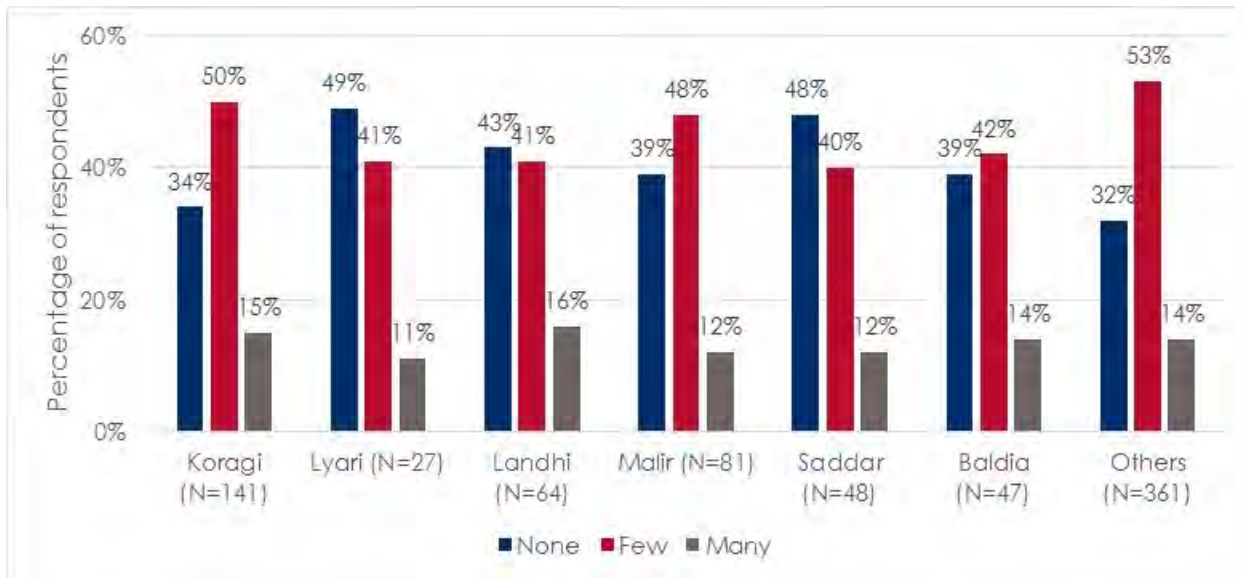
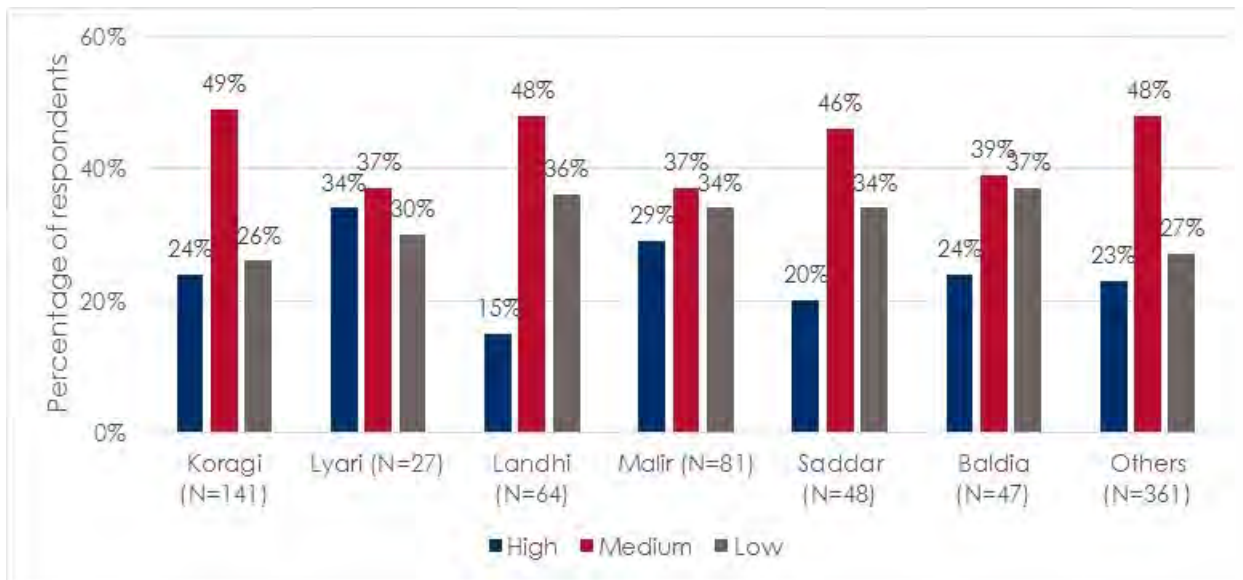
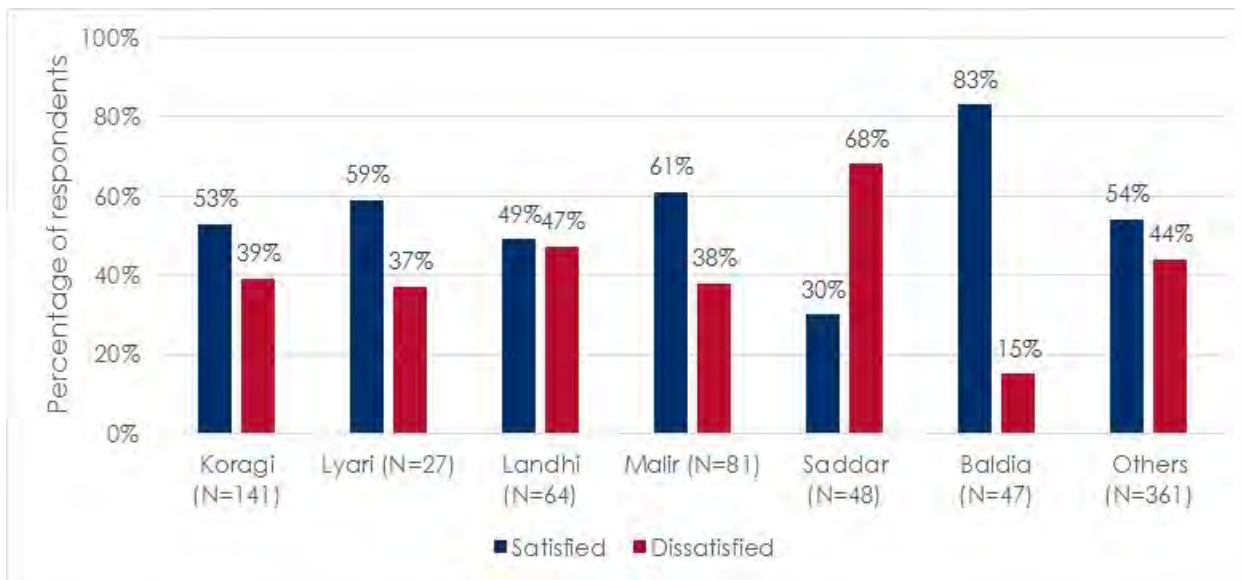


FIGURE 18: PERCEPTIONS OF POVERTY LEVEL



The surveys also asked respondents 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 Saddar were the most dissatisfied with government services, while those from Baldia were most satisfied (Figure 19).

FIGURE 19: RESIDENTS' SATISFACTION WITH GOVERNMENT SERVICES



Conclusions: The indicators of insecurity measured in the survey suggest that all of the towns are relatively insecure. While differences are not stark, Korangi and Lyari, two of the three towns targeted by USAID, rank among the least secure towns on several key indicators.

Q4: How are stakeholders involved in the project?

Amantech follows a very different approach than United Nations Development Program (UNDP)²³. One main difference is that Amantech manages the entire process itself, with relatively minor involvement of stakeholders such as communities and private sector employers. The findings in this section are based on seven in-depth interviews with Amantech staff (2) and industry representatives (5) in addition to survey data collected from alumni.

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

Based on interviews, the evaluation team found little evidence that Amantech actively involved the community in planning or implementing the project. The five industry representatives noted that community members, e.g., alumni and elders, facilitated recruiting by talking about their experiences (alumni) and identifying potential candidates for training (elders). For example, a USAID representative mentioned having attended two neighborhood events in which alumni met with employers to discuss their concerns related to training and employment. These events constitute a level of community feedback on implementation.

Both Amantech representatives the team interviewed confirmed that Amantech has not involved the community in planning or implementing the project and instead relied on its own staff and the staff of the Aman Foundation for mobilization, recruiting, and marketing activities. However, they explained that Amantech is planning to engage social mobilizers in the future to help recruit youth from marginalized communities. The social mobilizers will use identification and recruitment methods such as awareness-raising campaigns, motivational talks, and visual displays. These community-based identification and recruitment approaches complement the existing approaches that Amantech uses, such as social media, television, and newspaper advertisements.

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

Amantech works closely with the private sector across a comprehensive range of vocational training and employment-related services, including recruitment, training, job matching, job placement, and follow-up services. For recruitment, private sector enterprises contact Amantech when they need semiskilled and skilled workers to fill existing vacancies. In response, Amantech refers graduates to these employers as potential candidates. Amantech's Job Placement Unit has developed job vacancy and job seeker databases that contain descriptions of potential employment opportunities provided by the private sector and profiles of job seekers. The Job Placement Unit uses these databases to match and refer potential candidates to private sector employers.

Amantech also works closely with the private sector to ensure that trainings meet the needs of potential employers and comply with national standards, such as those established by the Trade Testing Board or international standards established by City and Guilds. All Amantech trainings are accredited based on national or international standards. Two of the five industry representatives interviewed explicitly mentioned that employers augment Amantech's basic training in a trade area with in-house, specialized training. One of the industry representatives stated:

“There is always a gap between the skills that trainees receive from the training institution and the skills they need to work at this company. Amantech graduates

²³ The UNDP implemented a similar USAID-supported training program in Karachi.

understand that they need to learn new skills and have the capacity to learn such skill sets because their basic skill sets are good.”

Lastly, Amantech collaborates with numerous private sector enterprises on apprenticeship schemes. All of the private sector representatives the evaluation team interviewed praised Amantech for matching graduates to private sector jobs and providing strong job placement and follow-up services. Amantech staff explained that they work closely with the private sector to match trainees to jobs, by striving to understand the needs of each employer before they refer their graduates. Amantech also follows up with enterprises that hire Amantech alumni to find out how its graduates are performing on the job. The evaluation team was not able to learn the results of these follow-ups.

Amantech continues to provide follow-up services to its graduates at least three months after job placement. Amantech classifies alumni as employed only when they have been employed for at least three months after graduating. The follow-up services provided by Amantech include contacting graduates and their employers to assess whether both the graduate and the employer are happy with the job placement.

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

Amantech maintains a cursory relationship with the government, mainly because it is registered as a vocational training institute with the Sindh Technical Education and Vocational Training Authority (STEVTA). Amantech staff explained that, for all practical purposes, this is the extent of its involvement with STEVTA. Although it does not represent meaningful involvement in planning or implementation, Amantech also hires various private sector entities to develop its media and awareness-raising campaigns, which include television and newspaper advertisements as well as social media networks.

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

The only cost-sharing that occurs with Amantech’s vocational training is the fee that trainees pay. According to trainees, the fee ranged from Rs. 1,000 to 30,000 depending on the nature and duration of the course. Private sector employers have not contributed to any of the costs associated with the training. Reflecting on this, one of the Amantech staff members stated:

“In a few places, we do collaborate with industry, for example some of our labs were made with the help of industry, and in textile courses we have a link with one of the industry enterprises. However, we cannot specifically associate these contributions from the private sector to this USAID project.”

When the evaluation team asked alumni if they would be willing to pay for similar training in the future, about two-thirds said they would (Table 8). This demonstrates a level of satisfaction with the courses provided by Amantech.

TABLE 8: ALUMNI WHO WOULD PAY FOR SIMILAR TRAINING IN THE FUTURE

Alumni Respondents		Count	Yes (%)	No (%)	Not Sure (%)
In the labor force?	Yes	186	66%	32%	3%
	No	44	66%	22%	13%
	Total	230	66%	30%	4%
Employed?	Yes	148	67%	30%	3%
	No	82	62%	30%	8%
	Total	230	66%	30%	4%
Matched to job in which trained?	Yes	75	66%	30%	3%
	No	73	68%	30%	2%
	Total	148	67%	30%	3%

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?

The evaluation team discussed the potential for scaling up Amantech’s project directly with seven respondents, including two Amantech staff members and five industry representatives. Three of the seven respondents believed that a project of this nature should be expanded to other locations. They explained that many young trainees who reside in different marginalized/at-risk communities across Karachi face difficulties in accessing Amantech’s single training center in Korangi due to the distance, and proposed various solutions. One of the industry representatives suggested:

“More communities in Karachi should be targeted than just Korangi, Lyari, and Sultanabad. The SITE industrial area should be contacted for job placements of youth from Lyari and Sultanabad.”

However, while recognizing the need for other centers, an Amantech representative stated the organization’s limitations:

“Replicate the project in other areas because there is a need, but USAID would have to find other implementing partners because Amantech does not have centers in other areas.”

Private sector respondents spoke highly of the quality of vocational training Amantech provided but noted that the trainees they hire often receive further specialized on-the-job training, in addition to the basic training received from Amantech. However, industry representatives explained that there is a shortage of skilled workers in many occupational areas, so if Amantech could train a larger number of individuals using its demand-driven approach and subsequently refer them to the private sector, the collaboration would result in more gainful employment for the youth.

Private sector respondents also noted that there is a need to improve trainees’ soft skills to ensure that they possess the right attitude and work ethic in addition to basic technical skills. Employers emphasized that Amantech should consider approaches to training and placing youth closer to their residences. The private sector respondents believed that by decentralizing training activities, a larger number of marginalized/at-risk youth would benefit.

In conclusion, a scale-up of Amantech's approach is limited by the fact that Amantech has only one training facility, and youth who reside in areas far from the facility find it time-consuming and costly to commute long distances. The solution is either to partner with other training centers or to provide incentives to trainees to attend the main Amantech facility.

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

The evaluation team discussed sustainability of project training and placement activities with two Amantech staff members and five independent experts. The Amantech representatives said that they will continue to provide vocational training in the same occupational areas, even if USAID funding is no longer available. However, the target population of this project—i.e., youth from marginalized/at-risk communities—would not continue to be the primary target group since Amantech's mandate is to provide high quality, demand-driven vocational training to any interested individuals.

The independent experts suggested that Amantech needs to strengthen the engagement of government and the private sector in its activities so that a larger number of youth from marginalized/at-risk communities gain access to the vocational training that Amantech offers. The experts believe that it is a responsibility of both government and the private sector to design and implement a vocational training approach similar to Amantech's but one that is locally based and more accessible to youth in marginalized/at-risk communities. Amantech could help in the design of such a model, which would be available at the local community level.

Government officials stated that the best way to sustain a vocational training system that both meets Amantech's quality standards and targets youth from marginalized/at-risk communities is to design an alternative model. This model should not be dependent on a single central training institution. Instead, training and job placement should take place at the local level, closer to the marginalized communities. Even though such a community-based model may not be suitable for Amantech to implement, Amantech could at least support it technically.

In conclusion, the sustainability of a project similar to Amantech's Karachi Youth Workforce Development Project is questionable. However, if Amantech were to provide its vocational training and employment services through a more local, community-based approach, then a larger number of youth from marginalized/at-risk communities could potentially benefit. A local, community-based model could prove to be successful if it embraces the values and principles of Amantech and implements activities that are consistent with current Amantech standards.

Prospects for sustainability may also be more promising if trainees are willing to pay for the training. A regression analysis reveals that alumni who were employed after training and who came from relatively wealthy households were more willing to pay for future training than those who were not employed or came from relatively poor families. Similarly, alumni who were unmarried or older than 29 at the time of the survey were more willing to pay for future training than married and younger alumni.²⁴ These results suggest that programs may be more self-supporting if they can attract students with a greater ability to pay (e.g., from wealthier households, older, or without the financial obligations of a family) and provide training in occupations with good employment prospects.

²⁴ The dependent variable was a binary variable that took the value of 1 if alumni were willing to pay for future training and 0 otherwise. Independent variables included posttraining employment status, household monthly income, alumni personal characteristics (age, gender, education), and neighborhood.

CONCLUSIONS

Amantech did not employ a community-based recruiting strategy that targeted specific towns. Consequently, only about half of applicants, and trainees, came from the five most marginalized towns in Karachi (based on the marginalization index) or the three towns USAID identified as priorities. Quantitative and qualitative evidence strongly suggests that the time and cost associated with travel between Amantech’s training facility in Korangi and beneficiaries’ homes are among the most important determinants of individuals’ choices about whether and where to engage in training. The proximity of the training venue to a neighborhood is particularly important for women who face additional cultural barriers to traveling far from their homes. Amantech staff said they are aware of this limitation and that they plan to collaborate with community-based organizations in marginalized/at-risk communities to increase the number of applicants and participants in future training. However, this will not directly address the issues created by Amantech’s having only one training venue.

Amantech did not apply any criteria, other than a test, to select trainees from among the pool of applicants. Consequently, the socioeconomic profile of alumni was similar to that of their age cohort in greater Karachi.

Training generated more and better jobs measured by a number of indicators. It increased labor force participation and employment rates, increased the unemployment rate slightly (a result entirely attributable to increased labor force participation), facilitated a shift from self-employment toward more stable wage employment for women, and increased median incomes. Disaggregating these overall results generates additional insights. Specifically:

- Only 52 percent of the employed alumni were working in occupations for which they had been trained. This demonstrates the importance of (1) training individuals for occupations in which jobs exist and (2) providing career counseling, placement, and follow-up services to place them in jobs matched to their training.
- Technical and technology-focused trainings (e.g., CAD-CIVIL, electrical and electronics, general electric, vehicle body technician, and stitching machinist) generated larger increases in employment than more traditional and manual skills training. This suggests that the market demands these skills and emphasizes the importance of strategically selecting training programs to best meet employment and income targets.
- Two of the trainings with the highest alumni employment rates reported the lowest rate of matching occupations. Only one-third of electrical and electronics (6 respondents) and one-quarter of CAD-CIVIL (13 respondents) employed alumni were in occupations that matched their respective trainings. This finding suggests that, while these specific fields may not have a large number of accessible employment opportunities, the technical skills learned from the trainings are relevant to other—sometimes unrelated—occupations.

The evaluation did not find strong evidence to confirm or refute the development hypothesis that better employment opportunities contribute to reducing crime and violence. The speculative (i.e., not based on experience) evidence that supports the hypothesis suggests that the primary mechanism through which employment may contribute to these positive outcomes is by productive employment’s taking the place of “negative” activities.

Amantech appears to implement its training approach well; it engages with potential employers to identify labor market demands and reportedly prepares trainees relatively well to meet these demands. While stakeholders see a need to expand vocational training projects to engage more marginalized/at-

risk youth, Amantech’s nontargeted recruiting strategy, single training venue, and fee structure limit its potential to scale up the approach, target it to specific populations, and wean it from donor support. Amantech may be able to scale up recruiting from targeted towns at the margins by increasing its engagement with communities to identify local labor market needs and target potential trainees, but this will require deeper engagement with communities and a community-focused recruiting strategy.

RECOMMENDATIONS

- To more effectively target the most marginalized or at-risk youth for training, Amantech could implement community-based recruiting activities that specifically target youth from marginalized/at-risk communities and screen prospective trainees for socioeconomic characteristics associated with marginalized or at-risk youth.
- It is probably not feasible for Amantech to establish additional training facilities in towns other than Korangi. If USAID/Pakistan or Amantech wishes to increase recruitment from specific, targeted towns, Amantech must develop alternative implementation models. These might include (1) engaging partners with training facilities in the targeted towns and (2) finding some way—e.g., using government or donor support to compensate individuals for the time and cost of travel to Amantech’s training facility—to attract recruits from distant towns. This will be especially important in efforts to boost the number of women recruits. Amantech could pilot one or more of these approaches under the USAID-funded project.
- Two strategic approaches Amantech might consider, with the support of the government, to reach more marginalized towns far from Korangi include (1) establishing or supporting satellite vocational training centers in coordination with existing local vocational training centers and (2) setting up mobile skills development/vocational training units to provide vocational training that is certified by the Trade Testing Board in local communities.
- To meet employment and income targets, Amantech should research and strategically focus on 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. It might also provide better career counseling services that match trainees to trades for which there is a strong demand for skilled workers.

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
VTGG-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 I summarizes the assignment purpose, audiences, learning objectives, and potential information sources.

TABLE I: 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	<ul style="list-style-type: none"> - Qualitative data from key informant interviews - IP-collected census of beneficiaries - PERFORM surveys of training alumni and current (new) trainees
Neighborhood / community	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 TRAINEEES 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.

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?

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?

- 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 any other relevant stakeholder in planning and implementing this project?
- d. 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?					
Ia. 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.
Ib. 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: Data Collection Instruments

Questionnaire for Alumni

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

QUESTIONNAIRE ID: 2 -

QUESTIONNAIRE
EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS
ALUMNI

تعارف

اسلام و علیکم

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 /ریسرچ کا ادارہ ہے۔ اور ہمارا مقصد یہ ہے کہ ہم پوتھ ورک فورس ڈویلپمنٹ پروجیکٹ کے اغراض و مقاصد کا جائزہ لیں جو کہ UNDP اور AMANTECH کراچی کے مختلف علاقوں میں USAID کی مدد سے سرانجام دے رہے ہیں۔ آپ کو وہی گئی ٹریڈنگ بھی اس پروجیکٹ کا حصہ ہے۔ ہماری اس سرگرمی کا مقصد اس بات کا اندازہ لگانا ہے کہ کیا یہ پروجیکٹ اپنے ٹریڈنگ 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 ٹریڈنگ کے نتائج میں بہتری لائی جاسکے۔ آپ کی وہی 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 بیاٹریو جاری رکھنے کی اجازت دیں گے؟

ہاں 1

نہیں 2 (اٹریو ختم کر دیں، مگر جواب دہندہ کی معلومات کا سیکشن اور انتظامی سیکشن 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 فون نمبر دیا گیا اس سے مرتبہ کے کوڈ)

0	جواب دہندہ خود
1	بیہی/شوہر
2	باں/باپ
3	بیٹا/بیٹی
4	بہن/بیھائی
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																	
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X2. Name of Supervisor: سپر وائزر کا نام	<input type="text"/>																
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D	D	M	M	Y	Y	Y	Y										
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X4. Start Time: انٹرویو شروع کرنے کا وقت	<table border="1"> <tr> <td>H</td><td>H</td> <td>M</td><td>M</td> <td>AM/PM</td> </tr> <tr> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	H	H	M	M	AM/PM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
H	H	M	M	AM/PM													
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>													
X5. End Time: انٹرویو ختم کرنے کا وقت	<table border="1"> <tr> <td>H</td><td>H</td> <td>M</td><td>M</td> <td>AM/PM</td> </tr> <tr> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	H	H	M	M	AM/PM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
H	H	M	M	AM/PM													
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>													
X6a. Date of Data Entry (1st): ڈیٹا انٹری کی تاریخ	<table border="1"> <tr> <td>D</td><td>D</td> <td>M</td><td>M</td> <td>Y</td><td>Y</td> <td>Y</td><td>Y</td> </tr> <tr> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> </tr> </table>	D	D	M	M	Y	Y	Y	Y	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y	Y	Y	Y										
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>										
X6b. Date of Data Entry (2nd): ڈیٹا انٹری کی تاریخ	<table border="1"> <tr> <td>D</td><td>D</td> <td>M</td><td>M</td> <td>Y</td><td>Y</td> <td>Y</td><td>Y</td> </tr> <tr> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> <td><input type="text"/></td><td><input type="text"/></td> </tr> </table>	D	D	M	M	Y	Y	Y	Y	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y	Y	Y	Y										
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>										
X7. Did respondent receive training through UNDP or Amantech? کیا آپ نے UNDP یا AMANTECH سے ٹریننگ حاصل کی؟	<table border="1"> <tr> <td>UNDP.....1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Amantech.....2 ▶ Section A</td> <td><input type="checkbox"/></td> </tr> </table>	UNDP.....1	<input type="checkbox"/>	Amantech.....2 ▶ Section A	<input type="checkbox"/>												
UNDP.....1	<input type="checkbox"/>																
Amantech.....2 ▶ Section A	<input type="checkbox"/>																
X8. Name of the training institute: آپ نے جس ادارے سے ٹریننگ حاصل کی اس کا نام کیا ہے؟	<table border="1"> <tr> <td><input type="text"/></td> <td>Institute Code</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td></td> <td>(Code box 1)</td> </tr> </table>	<input type="text"/>	Institute Code	<input type="text"/>	<input type="text"/>		(Code box 1)										
<input type="text"/>	Institute Code																
<input type="text"/>	<input type="text"/>																
	(Code box 1)																
SECTION A: RESPONDENT INFORMATION																	
A1. Name of Respondent: جواب دہندہ کا نام	<input type="text"/>																
A2. Respondent's CNIC: جواب دہندہ کا شناختی کارڈ نمبر	<input type="text"/>																
(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)	<table border="1"> <tr> <td><input type="text"/></td> <td>-</td> <td><input type="text"/></td> </tr> </table>	<input type="text"/>	-	<input type="text"/>													
<input type="text"/>	-	<input type="text"/>															
A4. Current residential street address (Write house and street number if applicable)	<table border="1"> <tr> <td><input type="text"/></td> </tr> </table>	<input type="text"/>															
<input type="text"/>																	
A5. District: (Code box A)	<table border="1"> <tr> <td><input type="text"/></td> </tr> </table>	<input type="text"/>															
<input type="text"/>																	
A6. Town: (Code box B)	<table border="1"> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	<input type="text"/>	<input type="text"/>														
<input type="text"/>	<input type="text"/>																
A7. Name of union council (Write complete UC name)	<table border="1"> <tr> <td><input type="text"/></td> </tr> </table>	<input type="text"/>															
<input type="text"/>																	
A8. Neighborhood (Mohalla etc.):	<input type="text"/>																



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.
	<input type="text"/> <input type="text"/> 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 type="checkbox"/> Male 1 <input type="checkbox"/> Female 2	مرد 1 عورت 2	
A11.	What is your marital status?	آپ کی ازدواجی حیثیت کیا ہے؟	A11.
	<input type="checkbox"/> Never married 1 <input type="checkbox"/> Currently married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5	غیر شادی شدہ 1 شادی شدہ 2 یتیم 3 طلاق یافتہ 4 علیحدگی شدہ 5	
A12.	How do you categorize your ethnicity?	آپ کس اثنیت (ethnicity) سے تعلق رکھتے ہیں؟	A12.
	<input type="text"/> <input type="text"/> Urdu Speaking 1 Pashtun 2 Gujrati 3 Sindhi 4 Punjabi 5 Baloch 6 Others, Specify: _____ 77	اردو بولنے والے 1 پشتون 2 گجراتی 3 سندھی 4 پنجابی 5 بلوچ 6 دیگر بیان کریں 77	
A13.	What is your mother tongue?	آپ کی مادری زبان کون سی ہے؟	A13.
	<input type="text"/> <input type="text"/> Urdu 1 Pashto 2 Gujrati 3 Siraiki 4 Sindhi 5 Balochi 6 Punjabi 7 Other, Specify: _____ 77	اردو 1 پشتو 2 گجراتی 3 سرائیکی 4 سندھی 5 بلوچی 6 پنجابی 7 دیگر بیان کریں 77	
A14.	From which district of Pakistan do you originally belong to?	آپ کا آبائی تعلق پاکستان کے کس ضلع سے ہے؟	A14
	<input type="text"/> <input type="text"/> Karachi Central 1 Karachi North 2 Karachi South 3 Karachi East 4 Karachi West 5 Malir 6 Korangi 7 Other (Specify): _____ 77		
A15.	What training did you received in this center? Training Name (from box C) _____ Other (Specify): _____	آپ نے اس ٹرینینگ سینٹر سے کس قسم کی ٹرینینگ حاصل کی؟ (Code box C) <input type="text"/> <input type="text"/>	A15
A16a.	When did you start this training? (dd/mm/yy) D D M M Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	آپ نے یہ ٹرینینگ کب حاصل کرنا شروع کی؟	A16a
A16b.	When did you finish this training? (dd/mm/yy) D D M M Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	آپ کی یہ ٹرینینگ کب مکمل ہوئی؟	A16b

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 ایشیور
SMS	4	ایس ایم ایس
Cable airing production	5	ٹی وی کیبل اشتہار
Social media	6	سوشل میڈیا (فیس بک، ٹیویٹیو، ٹیویٹیو)
Newspaper ads	7	اخبارات میں اشتہارات
Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
Street theaters	9	سڑک تھیٹرز
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	نہجلی/دوست
Social mobilisers	16	سوشل موبلائزر
TV appearances	17	ٹی وی پر دیکھا
Satellite stations	18	سیٹلائٹ اسٹیشن (انڈسٹری کے ایسے ٹریڈنگ سینٹرز)
Others (Specify)	77	دیگر بیان کریں

A18. Do you think that people like yourself who live in your neighborhood are well aware of such training opportunities?
(Yes/No/Don't Know)

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

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 ایشیور
SMS	4	ایس ایم ایس
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Industrial and community visits	13	ترتیبی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
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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 ٹریننگ پروگرام کا انتخاب کیا؟	A20
	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 بہتر میں بہتری	
	Was highly motivated by social mobilizers	5 سوشل موبلائزر 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 بنائے کہ جواب دہندہ یہ جانتا ہے کہ اب پوچھے جانے والے تمام سوالات ٹریننگ شروع ہونے سے پہلے کے حالات 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)

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.

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	2	نہیں

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

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

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

Female عورتیں Male مرد

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

Female عورتیں Male مرد

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
	BALUCHISTAN	1	بلوچستان
	KHYBER PAKHTUNKHAW (KPK)	2	خیبر پختونخواہ (کے پی کے)
	SINDH	3	سندھ
<input type="checkbox"/>	PUNJAB	4	پنجاب
	GILGIT BALTISTAN	5	گلگت بلتستان
	AJK	6	آزاد جموں کشمیر
	FATA	7	فاتا
	ISLAMABAD (CAPITAL TERRITORY)		اسلام آباد (وفاقی دارالحکومت)
B8	How many household members were 13 years old or younger before you started the training course?	آپ کے ٹریننگ کورس شروع ہونے سے پہلے آپ کے گھرانے میں 13 سال یا اس سے کم عمر کے کتنے افراد تھے؟	B8
	One	1	ایک فرد
	Two	2	دو افراد
<input type="checkbox"/>	Three	3	تین افراد
	Four	4	چار افراد
	Five or more	5	پانچ افراد یا اس سے زیادہ
	None	B10 ◀ 0	کوئی نہیں
B9	At that time, did all of children aged 5-13 years old attend school?	کیا ٹریننگ سے پہلے 5 سے 13 سال کے تمام بچے سکول جاتے تھے؟	B9
<input type="checkbox"/>	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
Definition of Elementary Occupations: <ul style="list-style-type: none"> 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) 		اہلکاروں کی پیشوں کا تعارف: <ul style="list-style-type: none"> اہلکاروں کی پیشہ جیسا کہ گلی میں گھوم گرا شیا 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 صفائی کرنے والے اور دھو بی، عمارت کا خیال کرنے والے، کھڑکیاں صاف کرنے والے اور ان جیسے دوسرے کارکن، پیغام پہنچانے والے (دوڑن اٹھانے والا مزدور)، چنگیڈ 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?	آپ کے گھرانے کے کتنے افراد اہلکاروں کی پیشوں (ایسے پیشے جس میں کوئی مہارت شامل نہ ہو یا صرف ابتدائی مہارت شامل ہو اور جو اب پریمی بیان کیے گئے ہیں) میں کام کرتے تھے؟	B10
	None	0	کوئی نہیں
<input type="checkbox"/>	One	1	ایک
	Two or more	2	دو یا اس سے زیادہ
B11	Just before you started the training course, what was the highest educational level completed by the female head of the household?	ٹریننگ کورس شروع ہونے سے پہلے گھرانے کی خاتون سربراہ کی مکمل تعلیم کیا تھی؟	B11
	Less than class 1 or no data	1	کبھی سکول نہیں گئی یا جماعت 1 سے کم
<input type="checkbox"/>	No female head	2	خاتون گھرانے کی سربراہ نہیں ہے
	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
<input type="checkbox"/>	Hand pump, covered/closed well, motorized pump/tube well, or piped water	1 ہاتھ سے چلنے والا پمپ، ڈھکا کھنڈ، موٹر والا پمپ/ٹیوب ویل یا پائپ والا پانی	
<input type="checkbox"/>	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
<input type="checkbox"/>	None or other	1 کوئی نہیں یا دیگر	
<input type="checkbox"/>	Flush connected to pit/septic tank or open drain	2 فلش جو گڑھے کے ساتھ جوڑا ہو/سپٹک ٹینک یا کھلی ٹالی	
<input type="checkbox"/>	Flush connected to public sewerage	3 فلش والی لیئر جو سیوریج لائن سے منسلک ہو	
B14	Did the household own a refrigerator or freezer?	کیا گھرانے کے پاس ریفریجریٹر یا فریزر تھا؟	B14
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 نہیں	
B15	Did the household own a television?	کیا گھرانے کے پاس ریٹیلو ویژن تھا؟	B15
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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 آمدنی کتنی تھی؟ (گھرانے کے روزگار رکھنے والے تمام افراد کی ماہانہ آمدنی جمع کر کے پاکستانی روپوں میں لکھیں)	B17
	<input type="text"/>	PKR. _____	لفظوں میں: _____
<p>سوال کنندہ کیلئے نوٹ:</p> <p>برائے مہربانی تفصیل مہیا کریں کہ کیسے آپ نے گھرانے کی ماہانہ آمدنی کا حساب لگایا ہے۔ جو کہڑا بنیاد سے کوئی بھی آسانی مہیا کرے کہ کیسے آپ نے گھرانے کی ماہانہ آمدنی نکالی۔</p> <p>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:</p> <p>_____</p> <p>_____</p>			
SECTION C: EDUCATION STATUS			
سیکشن C: تعلیمی حیثیت/تالیبت			
C1	Can you read in any language with understanding?	آپ کسی بھی زبان میں سمجھ کے پڑھ سکتے ہیں؟	C1
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 نہیں	
C2	Can you write in any language?	آپ کسی بھی زبان میں لکھ سکتے ہیں؟	C2
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 C6	نہیں

C4	What is your highest level of education completed? (Ask the last class passed)	آپ نے کتنی جماعتیں مکمل کی ہیں؟ (آخری جماعت جو مکمل کی ہو)	C4	
	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)	سکول چھوڑنے کی بنیادی وجہ کیا تھی؟ (سب سے اہم بنیادی وجہ بتائیں)	C5
	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 بیٹھا کام 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	جو اب وہ بندہ سکول جانا نہیں چاہتا
	Education was completed	11	تعلیم مکمل کر لی
	Got married	12	شادی ہو گئی تھی
	Got pregnant	13	حاملہ ہو گئی تھی
	Others (Specify): _____	77	دیگر بیان کریں

C6	Have you ever received any formal religious education?	کیا آپ نے کبھی بھی باضابطہ دینی تعلیم حاصل کی ہے؟	C6
	Yes	1	ہاں
	No	2	نہیں

SECTION D: DETAILED EMPLOYMENT MODULE – PRE TRAINING

Primary Occupation [Before Training] (فریٹنگ سے پہلے)

مندرجہ ذیل سوالات آپ کی فریٹنگ شروع ہونے سے پہلے کے بنیادی پیشے کے بارے میں پوچھتے جائیں گے۔ بنیادی پیشے سے مراد وہ پیشہ جس میں فریٹنگ 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? (ان سات دنوں میں پبلک ہو لیڈرز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	کیا آپ نے فریٹنگ 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 فریٹنگ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے)	D1
	Yes	D3 ◀ 1	ہاں
	No	2	نہیں

D2		<p>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 وہاں تجارت، ملازمت) تھا؟</p>	D2
D2		<p>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)?</p>	
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	D4 ◀ 2	نہیں
D3		<p>ٹریننگ سے پہلے کے ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟</p>	D3
D3		<p>How many days did you work during the month before you were in training?</p>	
<input type="text"/>	Days	D6 ◀ پر جائیں	
D4		<p>کیا آپ ٹریننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟</p>	D4
D4		<p>Were you seeking work during the last seven days before training?</p>	
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	Section E ◀ 2	نہیں
D5		<p>ٹریننگ سے پہلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا تھی؟</p>	D5
D5		<p>What was the main reason for your unemployment during the last seven days?</p>	
<input type="checkbox"/>	Change of occupation	1	پیشے کی تبدیلی
<input type="checkbox"/>	Unable to get work	2	کام حاصل نہیں کر سکا
<input type="checkbox"/>	Lost interest	3	دوستی نہیں رہی
<input type="checkbox"/>	Did not like doing the job	4	نوکری کرنا پسند نہیں تھا
<input type="checkbox"/>	Did not like employer	5	آجر (مالک) پسند نہیں تھا
<input type="checkbox"/>	Job was terminated	6	نوکری سے نکال دیا گیا تھا
<input type="checkbox"/>	Poor working conditions	7	کام کرنے کیلئے نامناسب ماحول
<input type="checkbox"/>	Business stopped due to political instability	8	غیر ملکی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا
<input type="checkbox"/>	Business inputs became expensive	9	خام مال (Inputs) کا مہنگا ہونا
<input type="checkbox"/>	Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان
<input type="checkbox"/>	Others (specify)	77	دیگر بیان کریں
D6		<p>آپ کا بنیادی پیشہ کیا تھا؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)</p>	D6
D6		<p>What was your primary occupation? (Write the respondent's description in as much detail as possible)</p>	
D7		<p>آپ کس صنعت سے وابستہ تھے؟ (جواب دہندہ کی صنعت کے بارے میں تفصیل سے لکھیں)</p>	D7
D7		<p>Which industry did you work in? (Write the respondent's description in as much detail as possible)</p>	
D8		<p>ٹریننگ سے پہلے آپ اپنی بنیادی نوکری/معاشرتی سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسطاً آپ کتنے گھنٹے صرف کرتے تھے؟</p>	D8
D8		<p>On average, how many hours per week did you work in the job/business you had before the training?</p>	
<input type="text"/>	Hours		
D9		<p>اس پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟</p>	D9
D9		<p>What was your employment status in this occupation?</p>	
<input type="checkbox"/>	Self-employed	1	اپنا کام
<input type="checkbox"/>	Paid employee	D12 ◀ 2	موجودہ دارملازم
<input type="checkbox"/>	Unpaid family worker	D12 ◀ 3	بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا
<input type="checkbox"/>	Others (Specify)	D12 ◀ 77	دیگر بیان کریں
D10		<p>کیا آپ آجر (مالک) تھے؟</p>	D10
D10		<p>Were you an employer?</p>	
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	D12 ◀ 2	نہیں

D17	How did you get this job/business? آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟	D17
<input type="checkbox"/>	I got it myself/started business myself 1 میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا	
<input type="checkbox"/>	Referred by somebody 2 نوکرری/کاروبار کیلئے کسی نے حوالہ دیا تھا	
<input type="checkbox"/>	Family business 3 کاروبار وراثت میں ملا	
<input type="checkbox"/>	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 ہوتی تھی؟	D18
<input type="checkbox"/>	Daily wage 1 روز کے حساب سے آمدن/انجواہ	
<input type="checkbox"/>	Monthly salary 2 مہینے کے حساب سے آمدن/انجواہ	
D19	What was the daily wage rate or monthly salary? یومیہ ماہانہ آمدن/اجرت کیا تھی؟	D19
<input type="text"/>	PKR. (اگر سوال نمبر D9 میں جواب دیا ہے تو وہ دہندہ ہے 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? ٹرییننگ سے پہلے اس بنیادی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟	D20
<input type="text"/>	Annual income: PKR (اگر سوال نمبر D9 میں جواب دیا ہے 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
<input type="checkbox"/>	No contract D24 ◀ 1 کوئی معاہدہ نہیں تھا	
<input type="checkbox"/>	Yes, written contract 2 ہاں تحریری معاہدہ تھا	
<input type="checkbox"/>	Yes, verbal contract 3 ہاں زبانی معاہدہ تھا	
<input type="checkbox"/>	Don't know D24 ◀ 88 معلوم نہیں	
D22	What was the nature of the contract? یہ معاہدہ کس نوعیت کا تھا؟	D22
<input type="checkbox"/>	Annual D24 ◀ 1 سالانہ	
<input type="checkbox"/>	Daily 2 یومیہ	
<input type="checkbox"/>	Temporary 3 آرٹھنی	
<input type="checkbox"/>	Permanent D24 ◀ 4 مستقل	
<input type="checkbox"/>	Apprenticeship 5 اپرنٹس/آپریٹنس شپ	
<input type="checkbox"/>	Based on deliverables 6 کام کے حساب سے معاہدہ	
<input type="checkbox"/>	Others (Specify) 7 دیگر بیان کریں	
D23	What was the duration of the contract? (Recode duration in months) یہ معاہدہ کتنے عرصے کا تھا؟ (مہینوں میں لکھیں)	D23
<input type="text"/>	Duration (in months): (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)	
Secondary Occupation (before training) (ٹرییننگ سے پہلے)		
متعدد ذیلی سوالات آپ کی ٹرییننگ 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 کو ٹرییننگ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے)	D24
<input type="checkbox"/>	Yes D26 ◀ 1 ہاں	
<input type="checkbox"/>	No 2 نہیں	
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 ٹرییننگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے 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؟	D25
<input type="checkbox"/>	Yes 1 ہاں	
<input type="checkbox"/>	No D27 ◀ 2 نہیں	
D26	How many days did you work during the month before you were in training? ٹرییننگ سے پہلے کے ایک ماہ کے دوران آپ نے کتنے دن کام کیا تھا؟	D26
<input type="text"/>	Days (D29 پر جائیں)	
D27	Were you seeking work during the last seven days before training? کیا آپ ٹرییننگ شروع ہونے سے پہلے سات دنوں میں کوئی کام ڈھونڈ رہے تھے؟	D27
<input type="checkbox"/>	Yes 1 ہاں	
<input type="checkbox"/>	No Section E ◀ 2 نہیں	

D28	What was the main reason for your unemployment during the last seven days?	ٹریڈنگ سے پہلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا تھی؟	D28
	Change of occupation	1	پیشے کی تبدیلی
	Unable to get work	2	کام حاصل نہیں کر سکا
	Lost interest	3	دلچسپی کھو بیٹا
	Did not like doing the job	4	نوکری کرنا پسند نہیں تھا
<input type="checkbox"/>	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	غیر چینی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا
	Business inputs became expensive	9	خام مال (Inputs) کا ہنگامہ ہونا
	Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان
	Others (specify) _____	77	دیگر بیان کریں
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?	ٹریڈنگ سے پہلے آپ اپنی ثانوی نوکری/معاشری سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسط آپ کتنے گھنٹے صرف کرتے تھے؟	D31
<input type="text"/>	Hours		
D32	What was your employment status in this occupation?	اس پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟	D32
	Self-employed	1	اپنا کام
<input type="checkbox"/>	Paid employee	D35 ◀ 2	تنخواہ دار ملازم
	Unpaid family worker	D35 ◀ 3	بغیر تنخواہ والے گھرانے کے کام میں ساتھ دینے والے
	Others (Specify)	D35 ◀ 77	دیگر بیان کریں
D33	Were you an employer?	کیا آپ آجر (مالک) تھے؟	D33
<input type="checkbox"/>	Yes	1	ہاں
	No	D35 ◀ 2	نہیں
D34	How many people did you employ?	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟	D34
<input type="checkbox"/>	Less than 10 people	1	10 سے کم افراد
	10 or more people	2	10 یا اس سے زیادہ افراد
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 سے سب معاوضہ/مناافع ملتا تھا؟	D35
<input type="checkbox"/>	Yes	1	ہاں
	No	2	نہیں
D36	When did you start this job/business?	آپ نے یہ کام کب شروع کیا تھا؟	D36
	DDMMYY		
D37	How satisfied were you with this job/business?	آپ اس کام سے کس حد تک مطمئن تھے؟	D37
	Highly satisfied	1	بہت زیادہ مطمئن
<input type="checkbox"/>	Satisfied	2	مطمئن
	Neutral	D40 ◀ 3	نہیں مطمئن نہ غیر مطمئن
	Unsatisfied	D39 ◀ 4	غیر مطمئن
	Highly unsatisfied	D39 ◀ 5	بہت زیادہ غیر مطمئن

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 سٹائیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D38																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>No discrimination of any type</td><td>1</td><td>کسی قسم کا امتیازی سلوک نہ ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Close to home/locality</td><td>2</td><td>گھر/محلے کے قریب</td></tr> <tr><td><input type="checkbox"/></td><td>Appropriate working hours</td><td>3</td><td>کام کے مناسب اوقات کار</td></tr> <tr><td><input type="checkbox"/></td><td>Better safety/Occupational health</td><td>4</td><td>بہتر حفاظتی/پیشہ ورانہ صحت</td></tr> <tr><td><input type="checkbox"/></td><td>Written contract</td><td>5</td><td>تحریری معاہدہ</td></tr> <tr><td><input type="checkbox"/></td><td>Better salary</td><td>6</td><td>اچھی تنخواہ</td></tr> <tr><td><input type="checkbox"/></td><td>Job security</td><td>7</td><td>ملازمت کا تحفظ</td></tr> <tr><td><input type="checkbox"/></td><td>Fringe benefits</td><td>8</td><td>دکھرامانات کا ملنا</td></tr> <tr><td><input type="checkbox"/></td><td>Opportunity for career growth</td><td>9</td><td>ترقی کے مواقع</td></tr> <tr><td><input type="checkbox"/></td><td>Business sustainability</td><td>10</td><td>کاروبار میں استحکام</td></tr> <tr><td><input type="checkbox"/></td><td>Increase income due to high demand</td><td>11</td><td>طلب میں اضافے کی وجہ سے آمدن میں اضافہ</td></tr> <tr><td><input type="checkbox"/></td><td>Government assistance for business</td><td>12</td><td>کاروبار کے استحکام کیلئے حکومتی اقدامات</td></tr> <tr><td><input type="checkbox"/></td><td>Others (Specify) _____</td><td>77</td><td>دیگر بیان کریں</td></tr> </table>	<input type="checkbox"/>	No discrimination of any type	1	کسی قسم کا امتیازی سلوک نہ ہونا	<input type="checkbox"/>	Close to home/locality	2	گھر/محلے کے قریب	<input type="checkbox"/>	Appropriate working hours	3	کام کے مناسب اوقات کار	<input type="checkbox"/>	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت	<input type="checkbox"/>	Written contract	5	تحریری معاہدہ	<input type="checkbox"/>	Better salary	6	اچھی تنخواہ	<input type="checkbox"/>	Job security	7	ملازمت کا تحفظ	<input type="checkbox"/>	Fringe benefits	8	دکھرامانات کا ملنا	<input type="checkbox"/>	Opportunity for career growth	9	ترقی کے مواقع	<input type="checkbox"/>	Business sustainability	10	کاروبار میں استحکام	<input type="checkbox"/>	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ	<input type="checkbox"/>	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات	<input type="checkbox"/>	Others (Specify) _____	77	دیگر بیان کریں	<p style="text-align: center;">D40</p>
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<input type="checkbox"/>	Others (Specify) _____	77	دیگر بیان کریں																																																			
D41	Were you earning by the day (daily wage) or by the month (salary)?	آپ کی آمدن/اجرت یومیہ یا ماہانہ تنخواہ کے حساب سے ملتی تھی؟	D41																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>Daily wage</td><td>1</td><td>روز کے حساب سے آمدن/تنخواہ</td></tr> <tr><td><input type="checkbox"/></td><td>Monthly salary</td><td>2</td><td>مہینے کے حساب سے آمدن/تنخواہ</td></tr> </table>	<input type="checkbox"/>	Daily wage	1	روز کے حساب سے آمدن/تنخواہ	<input type="checkbox"/>	Monthly salary	2	مہینے کے حساب سے آمدن/تنخواہ																																													
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D42	What was the daily wage rate or monthly salary/value?	یومیہ یا ماہانہ آمدن/اجرت کیا تھی؟	D42																																																			
	<table border="1"> <tr><td><input type="text"/></td><td>PKR.</td><td>(اگر سوال نمبر D32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)</td></tr> </table>	<input type="text"/>	PKR.	(اگر سوال نمبر D32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)																																																		
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D43	What was your total annual income from this secondary occupation before training?	ٹرینینگ سے پہلے اس ثانوی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟	D43																																																			
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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 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	یومیہ
<input type="checkbox"/>	Temporary	3	آرٹس
	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):	<input type="text"/> <input type="text"/>	(اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے نمٹانے میں "00" لکھیں)

SECTION E: CONTRIBUTION TO HOUSEHOLD & NEIGHBORHOOD (BEFORE TRAINING)						
		A great deal بہت حد تک	Somewhat کئی حد تک	A little بہت کم	Not at all بالکل کئی 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 لاتے 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 فیما بقی طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					
		A great deal بہت حد تک	Somewhat کئی حد تک	A little بہت کم	Not at all بالکل کئی نہیں	Don't know معلوم نہیں
E4	To what extent did you contribute to the wellbeing of your neighborhood? آپ اپنے محلے خاندان 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 اپنے محلے خاندان کی بہتری کیلئے فیما بقی طور پر حصہ لیتے تھے؟ (تفصیل بتائیں)					

SECTION F: DETAILED EMPLOYMENT MODULE – AFTER TRAINING CURRENT SITUATION

Primary Occupation [Current]		بنیادی پیشہ (فریٹنگ کے بعد موجود 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 بلیک ہولڈرز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	کیا آپ نے پچھلے سات دنوں (ایک ہفتہ) میں کئی بھی دن کم از کم ایک گھنٹے کیلئے تنخواہ، منافع یا گھریلو مالی مفادات کیلئے کام کیا؟ (یہاں پر پچھلے سات دنوں سے مراد اٹوارو کے دن سے پچھلے سات دن ہے)	
<input type="checkbox"/>	Yes	F3 ◀ 1	ہاں
<input type="checkbox"/>	No	2	نہیں
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؟	
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	F4 ◀ 2	نہیں
F3	How many days did you work during the past month?	گزشتہ ماہ آپ نے کتنے دن کام کیا؟	
<input type="text"/>	Days	F6 ◀	پر جائیں
F4	Are you seeking work during the last seven days?	کیا آپ پچھلے سات دنوں سے کام کی تلاش کر رہے ہیں؟	
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	Section G ◀ 2	نہیں

F5	What is the main reason for your unemployment during the last seven days? تریننگ کے بعد پچھلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا ہے؟	F5																																	
<input type="checkbox"/>	<table border="1"> <tr> <td>Change of occupation</td> <td>1</td> <td>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 لینی 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 لینی 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																																	
	آپ کا بنیادی پیشہ کیا ہے؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)																																		

F7	Which industry do you work in? (Write the respondent's description in as much detail as possible)	F7																																	
	آپ کس صنعت سے وابستہ ہیں؟																																		

F8	On average, how many hours per week do you work in your current job/business? Hours	F8																																	
	آپ اپنی اس بنیادی نوکری/معاشی سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسط کتنے گھنٹے صرف کرتے ہیں؟																																		
	<input type="text"/> <input type="text"/> Hours																																		
F9	What is your employment status in your current job? Self-employed Paid employee Unpaid family worker Others (Specify)	F9																																	
	اس پیشے میں آپ کی ملازمت کی حیثیت کیا ہے؟																																		
	اپنا کام تنخواہ دار ملازم بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا دیگر بیان کریں																																		
F10	Are you an employer? Yes No	F10																																	
	کیا آپ آجر (مالک) ہیں؟																																		
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F11	How many people do you employ? Less than 10 people 10 or more people	F11																																	
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F12	Do you think you are fairly compensated for job/business you do? Yes No	F12																																	
	آپ کے خیال میں جو کام/کاروبار آپ کرتے ہیں آپ کو اس کا مناسب معاوضہ/منافع ملتا ہے؟																																		
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F13	When did you start your this job/business? D D M M Y Y Y Y	F13																																	
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F14	How satisfied are you with this job? آپ اس کام سے کس حد تک مطمئن ہیں؟	F14																																							
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F18	Are you paid by the day (daily wage) or by the month (salary)? کیا آپ کو پیسے ہر ماہ یا ہر دن کے حساب سے ملتے ہیں؟	F18																																							
<input type="checkbox"/>	<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/ تنخواہ</td> </tr> <tr> <td>Monthly salary</td> <td style="text-align: center;">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																																		
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Monthly salary	2	مہینے کے حساب سے آمدن/ تنخواہ																																							

F19	What is the daily wage rate or monthly salary? PKR. <input type="text"/>	یومیہ یا ماہانہ اجرت کیا ہے؟ (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
F20	What is your total annual income <u>from this current primary occupation</u> ? Annual income: PKR <input type="text"/>	اس روزگار سے آپ کی سالانہ آمدنی کتنی ہے؟ (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)	F20
F21	Do you have a contract with your employer? If yes, is it written or verbal? <input type="checkbox"/> No contract <input type="checkbox"/> Yes, written contract <input type="checkbox"/> Yes, verbal contract <input type="checkbox"/> Don't know	کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ ہے؟ اگر ہاں، تو کس قسم کا معاہدہ ہے: زبانی یا تحریری کوئی معاہدہ نہیں ہاں تحریری معاہدہ ہے ہاں زبانی معاہدہ ہے معلوم نہیں	F21
F22	What is the nature of the contract? <input type="checkbox"/> Annual <input type="checkbox"/> Daily <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Based on deliverables <input type="checkbox"/> Others (Specify)	اس معاہدے کی نوعیت کیا ہے؟ سالانہ یومیہ آرٹھی مستقل انٹرن شپ / آپریٹنس شپ کام کے حساب سے معاہدہ دیگر بیان کریں	F22
F23	What is the duration of the contract? (Recode duration in months) Duration (in months): <input type="text"/>	یہ معاہدہ کتنے مہینے کا ہے؟ (مہینوں میں لکھیں) (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)	F23
Secondary Occupation (After Training Current Situation) (ٹرانینگ کے بعد موجودہ صورتحال)			
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 پیسے، منافع یا خاندان کے لیے کوئی دوسرا کام یا ملازمت، منافع یا خاندان کی مالی مفادات کیلئے کیا ہے؟)	ہاں نہیں	F24
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)? <input type="checkbox"/> Yes <input type="checkbox"/> No	اگرچہ آپ نے ٹرانینگ 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؟ ہاں نہیں	F25
F26	How many days did you work during the past month? <input type="text"/> Days	گزشتہ ماہ آپ نے کتنے دن کام کیا؟ F29 پر جائیں	F26
F27	Are you seeking work during the last seven days? <input type="checkbox"/> Yes <input type="checkbox"/> No	کیا آپ پچھلے سات دنوں سے کام کی تلاش کر رہے ہیں؟ ہاں نہیں	F27

F28	What is the main reason for your unemployment during the last seven days?	ٹریننگ کے بعد پچھلے سات دنوں میں آپ کے بے روزگار ہونے کی بنیادی وجہ کیا ہے؟	F28																																	
	<table border="1"> <tr> <td>Change of occupation</td> <td>1</td> <td>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 politically instability</td> <td>8</td> <td>نیمہ فوجی سیاسی حالات کی وجہ سے کاروبار رک گیا</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 politically instability	8	نیمہ فوجی سیاسی حالات کی وجہ سے کاروبار رک گیا	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)	آپ کا ثانوی پیشہ کیا ہے؟ (جواب دہندہ کے پیشے کے بارے میں تفصیل سے لکھیں)	F29																																	
	<p>_____</p> <p>_____</p>																																			
F30	Which industry do you work in? (Write the respondent's description in as much detail as possible)	آپ کس صنعت سے وابستہ ہیں؟	F30																																	
	<p>_____</p>																																			
F31	On average, how many hours per week do you work in your current job/business?	آپ اپنی اس ثانوی/معاشرتی سرگرمی (کاروبار) میں آپ ایک ہفتے کے دوران اوسط کتنے گھنٹے صرف کرتے ہیں؟	F31																																	
	<input type="text"/> <input type="text"/> Hours																																			
F32	What is your employment status in your current job?	اس پیشے میں آپ کی ملازمت کی حیثیت کیا ہے؟	F32																																	
	<table border="1"> <tr> <td>Self-employed</td> <td>1</td> <td>اپنا کام</td> </tr> <tr> <td>Paid employee</td> <td>F35 ◀ 2</td> <td>تعمیراتی ملازم</td> </tr> <tr> <td>Unpaid family worker</td> <td>F35 ◀ 3</td> <td>بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا</td> </tr> <tr> <td>Others (Specify)</td> <td>F35 ◀ 77</td> <td>دیگر بیان کریں</td> </tr> </table>	Self-employed	1	اپنا کام	Paid employee	F35 ◀ 2	تعمیراتی 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																																	
	<table border="1"> <tr> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td>No</td> <td>F35 ◀ 2</td> <td>نہیں</td> </tr> </table>	Yes	1	ہاں	No	F35 ◀ 2	نہیں																													
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"> <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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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"> <tr> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td>No</td> <td>2</td> <td>نہیں</td> </tr> </table>	Yes	1	ہاں	No	2	نہیں																													
Yes	1	ہاں																																		
No	2	نہیں																																		
F36	When did you start your this job?	آپ نے یہ کام کب شروع کیا؟	F36																																	
	<table border="1"> <tr> <td>D D</td> <td>M M</td> <td>Y Y Y Y</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	D D	M M	Y Y Y Y	<input type="text"/>	<input type="text"/>	<input type="text"/>																													
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<input type="text"/>	<input type="text"/>	<input type="text"/>																																		

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؟ (جوہات 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	تقریری 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؟ (جوہات 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	غیر چھٹی سیاسی حالات کی وجہ سے کاروبار کو بند پانا
	Business inputs became expensive	11	خام مال (Inputs) کا مہنگا ہونا
	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کو 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 ایسے 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? <input style="width:150px; height:25px;" type="text"/> PKR. (اگر سوال نمبر F32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)	یو ایچ ایما ہاؤس کیا ہے؟ F42
F43	What is your total annual income from this current secondary occupation? Annual income: PKR <input style="width:150px; height:25px;" type="text"/> (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)	آپ کے اس موجودہ ثانوی پیشے سے آپ کی سالانہ آمدنی کتنی ہے؟ F43
F44	Do you have a contract with your employer? If yes, is it written or verbal? <input type="checkbox"/> No contract G1 ◀ 1 کوئی معاہدہ نہیں <input type="checkbox"/> Yes, written contract 2 ہاں تحریری معاہدہ ہے <input type="checkbox"/> Yes, verbal contract 3 ہاں زبانی معاہدہ ہے <input type="checkbox"/> Don't know G1 ◀ 88 معلوم نہیں	کیا آپ کا آجر (مالک) کے ساتھ کوئی معاہدہ ہے؟ اگر ہاں تو کس قسم کا معاہدہ ہے زبانی یا تحریری F44
F45	What is the nature of the contract? <input type="checkbox"/> Annual G1 ◀ 1 سالانہ <input type="checkbox"/> Daily 2 یومیہ <input type="checkbox"/> Temporary 3 آئینہ <input type="checkbox"/> Permanent G1 ◀ 4 مستقل <input type="checkbox"/> Apprenticeship 5 ایپرنٹس شپ / آپریٹنس شپ <input type="checkbox"/> Based on deliverables 6 کام کے حساب سے معاہدہ <input type="checkbox"/> Others (Specify) 7 دیگر بیان کریں	اس معاہدہ کی نوعیت کیا ہے؟ F45
F46	What is the duration of the contract? Recode duration in months Duration (in months): <input style="width:40px; height:25px;" type="text"/> <input style="width:40px; height:25px;" type="text"/> (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے خانے میں "00" لکھیں)	یہ معاہدہ کتنے مہینے کا ہے؟ (مہینوں میں 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) <input type="checkbox"/> Placed in apprenticeship 1 شاگردی / آپریٹنس شپ گلوائی <input type="checkbox"/> Placed in job directly 2 نوکری گلوائی <input type="checkbox"/> Placed in apprenticeship and job 3 شاگردی / آپریٹنس شپ اور نوکری گلوائی <input type="checkbox"/> I transitioned to job through apprenticeship 4 ٹریننگ انسٹیٹیوٹ نے شاگردی / آپریٹنس شپ گلوائی اور نوکری میں تبدیل ہوئی <input type="checkbox"/> I did not receive any support from training institute 5 مجھے ٹریننگ انسٹیٹیوٹ کی جانب سے کوئی مدد نہیں ملی <input type="checkbox"/> Career counseling 6 کیریئر / مستقل کے بارے میں مشاورت کی <input type="checkbox"/> Helped in application process for job 7 نوکری کی درخواست داخل کرنے میں مدد ملی <input type="checkbox"/> I found a job through my own efforts 8 مجھے نوکری اپنی کوششوں سے ملی <input type="checkbox"/> Helped in searching for jobs 9 نوکری ڈھونڈنے میں مدد ملی <input type="checkbox"/> Others (Specify): _____ 77 دیگر بیان کریں	ٹریننگ کورس مکمل ہونے کے بعد گورنمنٹ انسٹیٹیوٹ نے آپ کی مدد کی ہے تو کس طرح؟ (برائے مہربانی جوابات مت پر نہیں اور جتنے جوابات ہوں انہیں نوٹ کریں) G1
G2	Do you think the training you received has had a positive impact on your employment? <input type="checkbox"/> Yes 1 ہاں <input type="checkbox"/> No G4 ◀ 2 نہیں <input type="checkbox"/> Don't know G4 ◀ 88 معلوم نہیں	آپ کے خیال میں جو ٹریننگ آپ نے حاصل کی ہے کیا آپ کے روزگار (کام) پر کوئی مثبت اثر پڑا؟ G2

G3 اگر ہاں، تو کیا مثبت اثر پڑا ہے؟
(برائے مہربانی جوابات مسترد نہیں اور ایک سے زیادہ جوابات کی گنجائش سے)

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

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

G4 ٹریڈنگ 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?

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

G5 پہلا کام/ملازمت جو ٹریڈنگ 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 ٹریڈنگ 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 ٹریڈنگ 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?

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

G9 ٹریڈنگ 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 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 نہیں	Don't know معلوم نہیں
G1-4 To what extent do you contribute to the wellbeing of your neighborhood? آپ اپنے محلے عامانے کی 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 محلے عامانے کی بہتری کیلئے بنیادی طور پر حصہ لیتے ہیں؟ (تفصیل بتائیں)					

SECTION H: OTHER TRAINING

H1 Other than the UNDP/AMANTECH training course, have you ever participated in any other vocational training course?
AMANTECH/UNDP کے ٹریڈنگ کورس کے علاوہ کیا آپ نے کبھی بھی کسی دوسرے کیشنل ٹریڈنگ کورس میں شرکت کی ہے؟

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	

H3 What was the start date and duration, for the courses you completed?
(Enter details for the two most recent courses)
آپ نے کورس کب شروع کیا اور اس کورس کا دورانیہ کیا تھا؟

Course 1	Course 2
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
I1 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)
I2 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 ہوگی؟	3	2	1	88
I3 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		
I4 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		
I5 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 effect کچھ حد تک	Large effect بہت حد تک	Don't know معلوم نہیں		
I6 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 تکم تر زیادہ	High زیادہ	Very high بہت زیادہ	Don't know معلوم نہیں
I7 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		
I8 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
I9 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، داوری سہولیات وغیرہ) سے کس حد تک مطمئن ہیں؟	5	4	3	2	1	88
I10 Do you think obtaining vocational or technical training will deter youth like yourself from participating in violent extremism or crime? آپ کے خیال میں ٹیکنیکل یا پیشہ تربیتی آپ جیسے نوجوانوں کو جرائم پیشہ پڑتھرو یا انتہا پسند سرگرمیوں سے روکتی ہے؟	I10					
	Yes ہاں	1				
	No نہیں	I12 ◀ 2				
	Maybe شاید	3				
	Don't know معلوم نہیں	Section J ◀ 77				
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	<p>آپ نے جس کورس میں حصہ لیا تھا کیا آپ نے اس ٹریننگ کورس کیلئے کوئی معاوضہ دیا تھا؟</p> <p>Did you pay anything for the training course in which you participated?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> <td>J4 ◀ 2</td> <td>نہیں</td> </tr> </table>	<input type="checkbox"/>	Yes	1	ہاں	<input type="checkbox"/>	No	J4 ◀ 2	نہیں				
<input type="checkbox"/>	Yes	1	ہاں										
<input type="checkbox"/>	No	J4 ◀ 2	نہیں										
J2	<p>آپ نے ٹریننگ حاصل کرنے کیلئے مکمل کورس کی کل کتنی فیس ادا کی تھی؟</p> <p>How much did you pay as a trainee, fee for the entire duration of the training? [For entire duration of the training]</p> <p><input type="text"/> PKR.</p>												
J3	<p>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)</p> <p>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]</p> <p><input type="text"/> PKR.</p>												
J4	<p>کیا آپ مستقبل میں اس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟</p> <p>Would you like to receive similar training in the future?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> <td>J8 ◀ 2</td> <td>نہیں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Not sure</td> <td>J8 ◀ 3</td> <td>کچھ کہہ نہیں سکتے</td> </tr> </table>	<input type="checkbox"/>	Yes	1	ہاں	<input type="checkbox"/>	No	J8 ◀ 2	نہیں	<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے
<input type="checkbox"/>	Yes	1	ہاں										
<input type="checkbox"/>	No	J8 ◀ 2	نہیں										
<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے										
J5	<p>اگر ہاں، تو آپ کس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟</p> <p>What would you like to receive training in? Training Name (from box C) <input type="text"/> <input type="text"/> (Code box C)</p> <p>Other (Specify): <input type="text"/></p>												
J6	<p>کیا آپ مستقبل میں اس قسم کی ٹریننگ کیلئے معاوضہ نہیں دینا چاہیں گے؟</p> <p>Would you pay for similar training in the future?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> <td>J8 ◀ 2</td> <td>نہیں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Not sure</td> <td>J8 ◀ 3</td> <td>کچھ کہہ نہیں سکتے</td> </tr> </table>	<input type="checkbox"/>	Yes	1	ہاں	<input type="checkbox"/>	No	J8 ◀ 2	نہیں	<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے
<input type="checkbox"/>	Yes	1	ہاں										
<input type="checkbox"/>	No	J8 ◀ 2	نہیں										
<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے										
J7	<p>اگر ہاں تو آپ مکمل ٹریننگ کورس کیلئے کتنی فیس دے سکتے ہیں؟</p> <p>If yes, how much would you willing to pay for the full course?</p> <p><input type="text"/> PKR.</p>												
J8	<p>کیا آپ یہ تجویز کریں گے کہ دوسرے لوگ اس قسم کی ٹریننگ کو دوسرے کیلئے فیس ادا کریں؟</p> <p>Would you recommend that others pay for similar training courses?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> <td>2</td> <td>نہیں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Not sure</td> <td>3</td> <td>کچھ کہہ نہیں سکتے</td> </tr> </table>	<input type="checkbox"/>	Yes	1	ہاں	<input type="checkbox"/>	No	2	نہیں	<input type="checkbox"/>	Not sure	3	کچھ کہہ نہیں سکتے
<input type="checkbox"/>	Yes	1	ہاں										
<input type="checkbox"/>	No	2	نہیں										
<input type="checkbox"/>	Not sure	3	کچھ کہہ نہیں سکتے										
J9	<p>کیا UNDP/AMANTECH نے آپ سے ٹریننگ کے منصوبے کے طریقے اور عملدرآمد کے بارے میں مشورہ کیا؟</p> <p>Has UNDP/AMANTECH (as appropriate) consult with you about the design or implementation of the training project?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td>1</td> <td>ہاں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> <td>Interview Status ◀ 2</td> <td>نہیں</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Don't know</td> <td>77</td> <td>معلوم نہیں</td> </tr> </table>	<input type="checkbox"/>	Yes	1	ہاں	<input type="checkbox"/>	No	Interview Status ◀ 2	نہیں	<input type="checkbox"/>	Don't know	77	معلوم نہیں
<input type="checkbox"/>	Yes	1	ہاں										
<input type="checkbox"/>	No	Interview Status ◀ 2	نہیں										
<input type="checkbox"/>	Don't know	77	معلوم نہیں										
J10	<p>اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟</p> <p>If yes, how and on what topics were you consulted? (Explain)</p> <p><input type="text"/></p> <p><input type="text"/></p> <p>(وضاحت کریں)</p>												

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

J11 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
<input type="checkbox"/>	No	Interview Status ◀ 2	نہیں
<input type="checkbox"/>	Somewhat	3	کچھ حد تک
	Don't know	Interview Status ◀ 77	معلوم نہیں

J12 If yes or somewhat, how and on what issues were they consulted? (Explain) اگر ہاں تو کس طرح سے وضوحات 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	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
	23. Others(specify)	34. Refrigeration & AC
		35. Stitching Machinist
		36. Vehicle Body Technician
		37. Vehicle Paint Technician
		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

<i>KPO 1</i>	<i>KPO 2</i>

Conducted by

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

QUESTIONNAIRE ID: 1 -

QUESTIONNAIRE
EVALUATION OF YOUTH WORKFORCE DEVELOPMENT PROJECTS
CURRENT TRAINEES

تعارف

اسلام و عیلم

ملاقات کیلئے شکر یہ اور مجھے اُمید ہے آپ کا دن اچھا گزار رہا ہوگا

میرا نام ہے میں (IDS) Innovative Development Strategies میں کام کرتا/ کرتی ہوں۔ جو کہ ایک تحقیقی اریسرچ ادارہ ہے۔ اور ہمارا مقصد یہ ہے کہ ہم یوتھ ورک فورس ڈیولپمنٹ پروجیکٹ کے اغراض و مقاصد کا جائزہ لیں جو کہ UNDP اور AMANTECH کراچی کے مختلف علاقوں میں USAID کی مدد سے سرانجام دے رہے ہیں۔ آپ کو وہی 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 وہی 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 ہچکچاہٹ محسوس نہ کریں۔ پروگرام کی بہتری کیلئے انفرادی معلومات کے بجائے اجتماعی معلومات رپورٹ کی جائیں گی۔

کیا آپ یا ٹریوٹیو جاری رکھنے کی اجازت دیں گے؟

ہاں 1

نہیں 2 (انٹرویو ختم کر دیں، مگر جواب دہندہ کی معلومات کا سیکشن اور انتظامی سیکشن 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 درج کیا گیا اس سے رشتے کا کوڈ)	
0	جواب دہندہ خود
1	بیوی/شوہر
2	ماں/باپ
3	بیٹا/بیٹی
4	بھن/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: <small>سوال کنندہ کا نام</small>	<input style="width: 100%;" type="text"/>								
X2. Name of Supervisor: <small>سپر وائزر کا نام</small>	<input style="width: 100%;" type="text"/>								
X3. Interview Date: <small>انٹرویو کی تاریخ</small>	<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</td> <td style="text-align: center;">Y Y</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> </tr> </table>	D D	M M	Y Y	Y Y	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
D D	M M	Y Y	Y Y						
<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>						
X4. Start Time: <small>انٹرویو شروع کرنے کا وقت</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">H H</td> <td style="text-align: center;">M M</td> <td style="text-align: center;">AM/PM</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> </tr> </table>	H H	M M	AM/PM	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>		
H H	M M	AM/PM							
<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>							
X5. End Time: <small>انٹرویو ختم کرنے کا وقت</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">H H</td> <td style="text-align: center;">M M</td> <td style="text-align: center;">AM/PM</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> </tr> </table>	H H	M M	AM/PM	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>		
H H	M M	AM/PM							
<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>							
X6a. Date of Data Entry (1st): <small>ڈیٹا انٹری کی تاریخ</small>	<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</td> <td style="text-align: center;">Y Y</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> </tr> </table>	D D	M M	Y Y	Y Y	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
D D	M M	Y Y	Y Y						
<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>						
X6b. Date of Data Entry (2nd): <small>ڈیٹا انٹری کی تاریخ</small>	<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</td> <td style="text-align: center;">Y Y</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 20px;" type="text"/></td> </tr> </table>	D D	M M	Y Y	Y Y	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
D D	M M	Y Y	Y Y						
<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>						
X7 کیا آپ نے UNDP یا AMANTECH سے ٹریننگ حاصل کی؟									
X7. Did respondent receive training through UNDP or Amantech?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">UNDP.....1</td> <td rowspan="2" style="text-align: center; vertical-align: middle;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> </tr> <tr> <td>Amantech.....2 ▶ Section A</td> </tr> </table>	UNDP.....1	<input style="width: 30px; height: 20px;" type="checkbox"/>	Amantech.....2 ▶ Section A					
UNDP.....1	<input style="width: 30px; height: 20px;" type="checkbox"/>								
Amantech.....2 ▶ Section A									
X8. Name of the training institute: <small>آپ جس ادارے سے ٹریننگ حاصل کر رہے ہیں اس کا نام کیا ہے؟</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"><input style="width: 100%;" type="text"/></td> <td style="text-align: right; vertical-align: top;">X8 Institute Code <input style="width: 20px; height: 20px;" type="text"/> (Code box 1)</td> </tr> </table>	<input style="width: 100%;" type="text"/>	X8 Institute Code <input style="width: 20px; height: 20px;" type="text"/> (Code box 1)						
<input style="width: 100%;" type="text"/>	X8 Institute Code <input style="width: 20px; height: 20px;" type="text"/> (Code box 1)								
SECTION A: RESPONDENT INFORMATION									
A1. Name of Respondent: <small>جواب دہندہ کا نام</small>	<input style="width: 100%;" type="text"/>								
A2. Respondent's CNIC: <small>جواب دہندہ کا شناختی کارڈ نمبر</small>	<input style="width: 100%;" type="text"/>								
<p>(Note down age and confirm it when you ask it in A9 below)</p> <p>97, CNIC not available</p>									
A3. Phone/Cell No. <small>آپ کا فون نمبر (رابطہ نمبر) کیا ہے؟</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"> <p>اگر جواب دہندہ اپنا رابطہ نمبر دینا چاہتا ہے تو آپ اس کے کسی دوست/رشتہ دار کا رابطہ نمبر لے لیں (رابطہ نمبر لینا لازمی ہے)</p> <p>(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)</p> </td> <td style="text-align: right; vertical-align: top;">A3 جواب دہندہ سے رشتہ (Code box 2) <input style="width: 30px; height: 20px;" type="checkbox"/></td> </tr> </table>	<p>اگر جواب دہندہ اپنا رابطہ نمبر دینا چاہتا ہے تو آپ اس کے کسی دوست/رشتہ دار کا رابطہ نمبر لے لیں (رابطہ نمبر لینا لازمی ہے)</p> <p>(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)</p>	A3 جواب دہندہ سے رشتہ (Code box 2) <input style="width: 30px; height: 20px;" type="checkbox"/>						
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A4. Current residential street address <small>آپ اپنی موجودہ رہائش گاہ کا پتہ بتائیں؟</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"> <p>(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)</p> </td> <td style="text-align: right; vertical-align: top;">A4 آپ اپنی موجودہ رہائش گاہ کا پتہ بتائیں؟</td> </tr> </table>	<p>(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)</p>	A4 آپ اپنی موجودہ رہائش گاہ کا پتہ بتائیں؟						
<p>(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)</p>	A4 آپ اپنی موجودہ رہائش گاہ کا پتہ بتائیں؟								
A5. District: <small>آپ کی موجودہ رہائش گاہ کس ضلع میں واقع ہے؟</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input style="width: 100%;" type="text"/></td> <td style="width: 50%; text-align: right;">A6. Town: <small>آپ کی موجودہ رہائش گاہ کس تپے میں واقع ہے؟</small></td> </tr> <tr> <td style="text-align: center;">(Code box A)</td> <td style="text-align: center;">(Code box B)</td> </tr> </table>	<input style="width: 100%;" type="text"/>	A6. Town: <small>آپ کی موجودہ رہائش گاہ کس تپے میں واقع ہے؟</small>	(Code box A)	(Code box B)				
<input style="width: 100%;" type="text"/>	A6. Town: <small>آپ کی موجودہ رہائش گاہ کس تپے میں واقع ہے؟</small>								
(Code box A)	(Code box B)								
A7. Name of union council <small>آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے؟</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"> <p>(Write complete UC name) (اگر جواب دہندہ کو یونین کونسل کا نام معلوم نہ ہو تو "88" کا کوڈ لکھیں)</p> </td> <td style="text-align: right; vertical-align: top;">A7 آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے؟</td> </tr> </table>	<p>(Write complete UC name) (اگر جواب دہندہ کو یونین کونسل کا نام معلوم نہ ہو تو "88" کا کوڈ لکھیں)</p>	A7 آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے؟						
<p>(Write complete UC name) (اگر جواب دہندہ کو یونین کونسل کا نام معلوم نہ ہو تو "88" کا کوڈ لکھیں)</p>	A7 آپ کی موجودہ رہائش گاہ کس یونین کونسل میں واقع ہے؟								
A8. Neighborhood (Mohalla etc.): <small>آپ کے موجودہ محلے کا کیا نام ہے؟</small>	<input style="width: 100%;" type="text"/>								

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
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	77. Others(specify)	34. Refrigeration & AC
		35. Stitching Machinist
		36. Vehicle Body Technician
		37. Vehicle Paint Technician
		77. Others(specify)

A17

ٹریڈنگ 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 سائیں)

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	بلی بورڈ
	Internal announcements	3	ادارے میں ایشیور
	SMS	4	ایس ایم ایس
	Cable airing production	5	ٹی وی کیبل اشہتار
	Social media	6	سوشل میڈیا (فیس بک، ٹیویٹر وغیرہ)
	Newspaper ads	7	اشہارات میں اشہارات
	Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
	Street theaters	9	سڑک تھیٹرز
	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 تھرائی پروگرام
	Industrial and community visits	13	ترجیحی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
	Refer a student campaign	14	طالب علمی ہم سے پتا چلا
	Family/Friends	15	خاندانی / دوست
	Social mobilisers	16	سوشل موبلائزر
	TV appearances	17	ٹی وی پر دکھانا
	Satellite stations	18	سٹیلاٹ سٹیشنز (انڈسٹری کے ایسے ٹریڈنگ سینٹرز)
	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 ٹریڈنگ 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?

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	2	نہیں
<input type="checkbox"/>	Don't Know	88	معلوم نہیں

A19

دونوں سے تین اہم طریقے ہیں جو آپ کی طرح کے نوجوانوں کو ٹریڈنگ پروگرام کی طرف راغب کر سکتے ہیں؟ (جوابات پڑھ کے مت سائیں)

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)

<input type="checkbox"/>	Radio show	1	ریڈیو کے ذریعے
<input type="checkbox"/>	Billboard	2	بلی بورڈ
<input type="checkbox"/>	Internal announcements	3	ادارے میں ایشیور
<input type="checkbox"/>	SMS	4	ایس ایم ایس
<input type="checkbox"/>	Cable airing production	5	ٹی وی کیبل اشہتار
<input type="checkbox"/>	Social media	6	سوشل میڈیا (فیس بک، ٹیویٹر وغیرہ)
<input type="checkbox"/>	Newspaper ads	7	اشہارات میں اشہارات
<input type="checkbox"/>	Promotions at sports events	8	کھیلوں کی تقریبات کے ذریعے
<input type="checkbox"/>	Street theaters	9	سڑک تھیٹرز
<input type="checkbox"/>	Collateral (Pamphlet, Brochure, Flyers)	10	پمفلٹ، بروشر، فلائر
<input type="checkbox"/>	Door to door activity by IPs	11	آئی پیز (IPs) کی جانب سے گھر گھر
<input type="checkbox"/>	Open house	12	ترجیحی ادارے میں سب کیلئے تھرائی پروگرام
<input type="checkbox"/>	Industrial and community visits	13	ترجیحی اداروں کے صنعتی علاقوں اور کمیونٹی میں دورے
<input type="checkbox"/>	Refer a student campaign	14	طالب علمی ہم سے پتا چلا
<input type="checkbox"/>	Family/Friends	15	خاندانی / دوست
<input type="checkbox"/>	Social mobilisers	16	سوشل موبلائزر
<input type="checkbox"/>	TV appearances	17	ٹی وی پر دکھانا
<input type="checkbox"/>	Satellite stations	18	سٹیلاٹ سٹیشنز (انڈسٹری کے ایسے ٹریڈنگ سینٹرز)
<input type="checkbox"/>	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 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	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 ٹریننگ شروع ہونے سے پہلے کے حالات 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 رہ رہے تھے جیسا کہ ماں باپ/بھین بھائی، دادا دادوی/نانا نانی/بیوی بیٹے؟

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

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	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

(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

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

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?	ٹریننگ کورس شروع ہونے سے پہلے آپ کا گھرانہ کس صوبے میں رہائش پذیر تھا؟	B7
	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)
B8	How many household members were 13 years old or younger before you started the training course?	آپ کے ٹریننگ کورس شروع ہونے سے پہلے آپ کے گھرانے میں 13 سال یا اس سے کم عمر کے کتنے افراد تھے؟	B8
	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
B9	At that time, did all of children aged 5-13 years old attend school?	گیا ٹریننگ سے پہلے 5 سے 13 سال کے تمام بچے سکول جاتے تھے؟	B9
	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
Definition of Elementary Occupations: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> ایلمنٹری پیشے 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 مٹھے 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 (وزن 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 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?	آپ کے گھرانے کے کتنے افراد ایلمنٹری پیشوں (ایسے پیشے جس میں کوئی مہارت شامل نہ ہو یا صرف ابتدائی مہارت شامل ہو اور جو ادھر بھی بیان کیے گئے ہیں) میں کام کرتے تھے؟	B10
	None	0	کوئی نہیں
	One	1	ایک
	Two or more	2	دو یا اس سے زیادہ
B11	Just before you started the training course, what was the highest educational level completed by the female head of the household?	ٹریننگ کورس شروع ہونے سے پہلے گھرانے کی خاتون سربراہ کی مکمل تعلیم کیا تھی؟	B11
	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

B12	What was the main source of drinking water for the household?	گھرانے کے پینے کے پانی کا بنیادی ذریعہ کیا تھا؟	B12
<input type="checkbox"/>	Hand pump, covered/closed well, motorized pump/tube well, or piped water	1 ہاتھ سے چلنے والا ٹانکا، ڈھکے کانواں، موٹر والا پمپ/ٹیوب ویل یا پائپڈ پانی	
<input type="checkbox"/>	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
<input type="checkbox"/>	None or other	1 کوئی نہیں یا دیگر	
<input type="checkbox"/>	Flush connected to pit/septic tank or open drain	2 فلیش جو گڑھے کے ساتھ تھرا ہوا پمپ ٹینک یا کھلی نالی	
<input type="checkbox"/>	Flush connected to public sewerage	3 فلیش والی لیزرین جو سوریج لائن سے منسلک ہو	
B14	Did the household own a refrigerator or freezer?	کیا گھرانے کے پاس اپنا فریج یا فریزر تھا؟	B14
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 نہیں	
B15	Did the household own a television?	کیا گھرانے کے پاس اپنا ٹیلی ویژن تھا؟	B15
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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
	<input type="text"/>	PKR.	لکھوں میں:-
			سوال کنندہ کیلئے نوٹ: برائے مہربانی تفصیل مہیا کریں کہ کیسے آپ نے گھرانے کی ماہانہ آمدن کا حساب لگایا ہے۔ جو کہ ریڈیو انٹرویو 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 سیکشن C: تعلیمی حیثیت/تقابلیت			
C1	Can you read in any language with understanding?	آپ کسی بھی زبان میں سمجھ کے پڑھ سکتے ہیں؟	C1
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 نہیں	
C2	Can you write in any language?	آپ کسی بھی زبان میں لکھ سکتے ہیں؟	C2
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	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
<input type="checkbox"/>	Yes	1 ہاں	
<input type="checkbox"/>	No	2 C6	نہیں

C4	What is your highest level of education completed? (Ask the last class passed)	آپ نے کتنی جماعتیں مکمل کی ہیں؟ (آخری جماعت جو مکمل کی ہو)	C4	
	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)	سکول چھوڑنے کی بنیادی وجہ کیا تھی؟ (سب سے اہم بنیادی وجہ بتائیں)	C5
	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 کی کام 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 کو 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?	کیا آپ نے کبھی بھی باضابطہ دینی تعلیم حاصل کی ہے؟	C6
	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 پوچھے 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? (ان سات دنوں میں پبلک ہولیڈیز شامل نہیں ہیں جیسا کہ عید کی چھٹیاں، محرم کی چھٹیاں، 14 اگست، 25 دسمبر وغیرہ ہیں)	کیا آپ نے ٹریننگ شروع ہونے سے سات دن (ایک ہفتہ) پہلے کسی بھی دن کم از کم ایک گھنٹے کیلئے تنخواہ، منافع یا گھر کی مالی مفادات کے لیے کام کیا؟ (سوال کنندہ ٹریننگ شروع ہونے کی تاریخ کا حوالہ سوال نمبر A16 سے دیکھ کر کرے)	D1
	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?

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

Section E

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/سماشی 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 پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟

D9 What was your employment status in this occupation?

<input type="checkbox"/>	Self-employed	1	اپنا کام
<input type="checkbox"/>	Paid employee	D12 ◀ 2	تنخواہ دار ملازم
<input type="checkbox"/>	Unpaid family worker	D12 ◀ 3	بغیر تنخواہ کے گھرانے کے کام میں ساتھ دینا
<input type="checkbox"/>	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

D11	How many people did you employ?	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟	D11
<input type="checkbox"/>	Less than 10 people	1	10 سے کم افراد
<input type="checkbox"/>	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/مناہج ملتا تھا؟	D12
<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D14	How satisfied were you with this job/business?	آپ اس کام سے کس حد تک مطمئن تھے؟	D14
<input type="checkbox"/>	Highly satisfied	1	بہت زیادہ مطمئن
<input type="checkbox"/>	Satisfied	2	مطمئن
<input type="checkbox"/>	Neutral	D17 ◀ 3	بے مطمئن نہ غیر مطمئن
<input type="checkbox"/>	Unsatisfied	D16 ◀ 4	غیر مطمئن
<input type="checkbox"/>	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؟ (جو بات پڑھ کے مت سنا لیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D15
<input type="checkbox"/>	No discrimination of any type	1	کسی قسم کے امتیازی سلوک کا نہ ہونا
<input type="checkbox"/>	Close to home/locality	2	گھر/محلے کے قریب
<input type="checkbox"/>	Appropriate working hours	3	کام کے مناسب اوقات کار
<input type="checkbox"/>	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت
<input type="checkbox"/>	Written contract	5	تحریری معاہدہ
<input type="checkbox"/>	Better salary	6	اچھی تنخواہ
<input type="checkbox"/>	Job security	7	ملازمت کا تحفظ
<input type="checkbox"/>	Fringe benefits	8	دیگر مراعات کا ملنا
<input type="checkbox"/>	Opportunity for career growth	9	ترقی کے مواقع
<input type="checkbox"/>	Business sustainability	10	کاروبار میں استحکام
<input type="checkbox"/>	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ
<input type="checkbox"/>	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات
<input type="checkbox"/>	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؟ (جو بات پڑھ کے مت سنا لیں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D16
<input type="checkbox"/>	Discrimination	1	امتیازی سلوک کا ہونا
<input type="checkbox"/>	Far from home/locality	2	گھر/محلے سے دور
<input type="checkbox"/>	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار
<input type="checkbox"/>	Poor working conditions	4	کام کرنے کیلئے نامناسب ماحول
<input type="checkbox"/>	No contract	5	کسی معاہدے کا نہ ہونا
<input type="checkbox"/>	Low salary	6	کم تنخواہ
<input type="checkbox"/>	Insufficient job security	7	غیر مستحکم نوکری
<input type="checkbox"/>	Insufficient fringe benefits	8	دیگر مراعات کا نہ ہونا
<input type="checkbox"/>	Insufficient opportunity for career growth	9	ترقی کے مواقع کا نہ ہونا
<input type="checkbox"/>	Business stopped due to politically instability	10	تعمیراتی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا
<input type="checkbox"/>	Business inputs became expensive	11	نہ مال (Inputs) کا مہنگا ہونا
<input type="checkbox"/>	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کا فقدان
<input type="checkbox"/>	Others (specify)	77	دیگر بیان کریں

D17	How did you get this job/business? آپ کو یہ روزگار/کاروبار کیسے ملا تھا؟	D17
<input type="checkbox"/>	I got it myself/started business myself 1 میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا	
<input type="checkbox"/>	Referred by somebody 2 نوٹری/کاروبار کیسے کسی نے نوالہ یا تھا	
<input type="checkbox"/>	Family business 3 کاروبار وراثت میں ملا	
<input type="checkbox"/>	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
<input type="checkbox"/>	Daily wage 1 روز کے حساب سے آمدن/انٹواہ	
<input type="checkbox"/>	Monthly salary 2 مہینے کے حساب سے آمدن/انٹواہ	
D19	What was the daily wage rate or monthly salary? یومیہ یا ماہانہ آمدن/اجرت کیا تھی؟	D19
<input type="text"/>	PKR. (اگر سوال نمبر D9 میں جواب 3 ہو تو جواب ہندو سے اس کے کام کی قدر (value) دو اپوں 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
<input type="text"/>	Annual income: PKR کل سالانہ آمدن	
	(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
<input type="checkbox"/>	No contract D24 ◀ 1 کوئی معاہدہ نہیں تھا	
<input type="checkbox"/>	Yes, written contract 2 ہاں تحریری معاہدہ تھا	
<input type="checkbox"/>	Yes, verbal contract 3 ہاں زبانی معاہدہ تھا	
<input type="checkbox"/>	Don't know D24 ◀ 88 معلوم نہیں	
D22	What was the nature of the contract? یہ معاہدہ کس نوعیت کا تھا؟	D22
<input type="checkbox"/>	Annual D24 ◀ 1 سالانہ	
<input type="checkbox"/>	Daily 2 یومیہ	
<input type="checkbox"/>	Temporary 3 آرٹھی	
<input type="checkbox"/>	Permanent D24 ◀ 4 مستقل	
<input type="checkbox"/>	Apprenticeship 5 انٹرن شپ/آپرنٹس شپ	
<input type="checkbox"/>	Based on deliverables 6 کام کے حساب سے معاہدہ	
<input type="checkbox"/>	Others (Specify) 7 دیگر بیان کریں	
D23	What was the duration of the contract? (Recode duration in months) یہ معاہدہ کتنے مہینوں کا تھا؟ (مہینوں میں لکھیں)	D23
<input type="text"/>	Duration (In months): (اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو بیسے والے خانے میں "00" لکھیں)	
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 دوسرا کام کرنے 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۔)	D24
<input type="checkbox"/>	Yes D26 ◀ 1 ہاں	
<input type="checkbox"/>	No 2 نہیں	
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 کا کام نہیں کیا تو کیا آپ کے پاس ملازمت یا کاروبار (جیسا کہ گان، تجارت، فارم) تھا؟	D25
<input type="checkbox"/>	Yes 1 ہاں	
<input type="checkbox"/>	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
<input type="text"/>	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
<input type="checkbox"/>	Yes 1 ہاں	
<input type="checkbox"/>	No Section E ◀ 2 نہیں	

D28	What was the main reason for your unemployment during the last seven days? کی بنیادی وجہ کیا تھی؟	ٹریننگ سے پہلے سات دنوں میں آپ کی بے روزگار ہونے کی بنیادی وجہ کیا تھی؟	D28																																	
	<table border="1"> <tr><td>Change of occupation</td><td>1</td><td>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>بچھری گھو بیٹا</td></tr> <tr><td>Did not like doing the job</td><td>4</td><td>کوکری 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>کوکری 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>نہیں چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ پلانا</td></tr> <tr><td>Business inputs became expensive</td><td>9</td><td>خاص مال (Inputs) کا ہونکا 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	بچھری گھو بیٹا	Did not like doing the job	4	کوکری کرنا پسند نہیں تھا	Did not like employer	5	آجر (مالک) پسند نہیں تھا	Job was terminated	6	کوکری سے نکال دیا تھا	Poor working conditions	7	کام کرنے کیلئے نامناسب ماحول	Business stopped due to political instability	8	نہیں چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ پلانا	Business inputs became expensive	9	خاص مال (Inputs) کا ہونکا ہونا	Business necessities unavailable (water, gas, electricity etc)	10	کاروبار کیلئے بنیادی سہولیات کا فقدان	Others (specify)	77	دیگر بیان کریں	Section E	
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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? Hours	ٹریننگ سے پہلے آپ اپنی ثانوی کوکری/معاشرتی سرگرمی (کاروبار) میں ایک ہفتے کے دوران اوسطاً آپ کتنے گھنٹے صرف کرتے تھے؟	D31																																	
D32	What was your employment status in this occupation? Self-employed Paid employee Unpaid family worker Others (Specify)	اس پیشے میں آپ کی ملازمت کی کیا حیثیت تھی؟ اپنا کام تنخواہ دار ملازم غیر تنخواہ دار کے گھرانے کے کام میں ساتھ دینا دیگر بیان کریں	D32																																	
D33	Were you an employer? Yes No	کیا آپ آجر (مالک) تھے؟ ہاں نہیں	D33																																	
D34	How many people did you employ? Less than 10 people 10 or more people	آپ نے کتنے افراد کو ملازمت پر رکھا تھا؟ 10 سے کم افراد 10 یا اس سے زیادہ افراد	D34																																	
D35	Do you think you were fairly compensated for the job/business you did? Yes No	آپ کے خیال میں جو کام/کاروبار آپ کرتے تھے آپ کو اس کا مناسب معاوضہ/مبالغہ مانا تھا؟ ہاں نہیں	D35																																	
D36	When did you start this job/business? D D M M Y Y Y Y	آپ نے یہ کام کب شروع کیا تھا؟	D36																																	
D37	How satisfied were you with this job/business? Highly satisfied Satisfied Neutral Unsatisfied Highly unsatisfied	آپ اس کام سے کس حد تک مطمئن تھے؟ بہت زیادہ مطمئن مطمئن نہیں مطمئن غیر مطمئن بہت زیادہ غیر مطمئن	D37																																	

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																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>No discrimination of any type</td><td>1</td><td>کسی قسم کا امتیازی سلوک نہ ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Close to home/locality</td><td>2</td><td>گھر/محلے کے قریب</td></tr> <tr><td><input type="checkbox"/></td><td>Appropriate working hours</td><td>3</td><td>کام کے مناسب اوقات کار</td></tr> <tr><td><input type="checkbox"/></td><td>Better safety/Occupational health</td><td>4</td><td>بہتر حفاظتی/پیشہ ورانہ صحت</td></tr> <tr><td><input type="checkbox"/></td><td>Written contract</td><td>5</td><td>تحریری معاہدہ</td></tr> <tr><td><input type="checkbox"/></td><td>Better salary</td><td>6</td><td>اچھی تنخواہ</td></tr> <tr><td><input type="checkbox"/></td><td>Job security</td><td>7</td><td>ملازمت کا تحفظ</td></tr> <tr><td><input type="checkbox"/></td><td>Fringe benefits</td><td>8</td><td>دیگر مراعات کا ملنا</td></tr> <tr><td><input type="checkbox"/></td><td>Opportunity for career growth</td><td>9</td><td>ترقی کے مواقع</td></tr> <tr><td><input type="checkbox"/></td><td>Business sustainability</td><td>10</td><td>کاروبار میں استحکام</td></tr> <tr><td><input type="checkbox"/></td><td>Increase income due to high demand</td><td>11</td><td>طلب میں اضافے کی وجہ سے آمدن میں اضافہ</td></tr> <tr><td><input type="checkbox"/></td><td>Government assistance for business</td><td>12</td><td>کاروبار کے استحکام کیلئے حکومتی اقدامات</td></tr> <tr><td><input type="checkbox"/></td><td>Others (Specify) _____</td><td>77</td><td>دیگر بیان کریں</td></tr> </table>	<input type="checkbox"/>	No discrimination of any type	1	کسی قسم کا امتیازی سلوک نہ ہونا	<input type="checkbox"/>	Close to home/locality	2	گھر/محلے کے قریب	<input type="checkbox"/>	Appropriate working hours	3	کام کے مناسب اوقات کار	<input type="checkbox"/>	Better safety/Occupational health	4	بہتر حفاظتی/پیشہ ورانہ صحت	<input type="checkbox"/>	Written contract	5	تحریری معاہدہ	<input type="checkbox"/>	Better salary	6	اچھی تنخواہ	<input type="checkbox"/>	Job security	7	ملازمت کا تحفظ	<input type="checkbox"/>	Fringe benefits	8	دیگر مراعات کا ملنا	<input type="checkbox"/>	Opportunity for career growth	9	ترقی کے مواقع	<input type="checkbox"/>	Business sustainability	10	کاروبار میں استحکام	<input type="checkbox"/>	Increase income due to high demand	11	طلب میں اضافے کی وجہ سے آمدن میں اضافہ	<input type="checkbox"/>	Government assistance for business	12	کاروبار کے استحکام کیلئے حکومتی اقدامات	<input type="checkbox"/>	Others (Specify) _____	77	دیگر بیان کریں	<p>► D40</p>
<input type="checkbox"/>	No discrimination of any type	1	کسی قسم کا امتیازی سلوک نہ ہونا																																																			
<input type="checkbox"/>	Close to home/locality	2	گھر/محلے کے قریب																																																			
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D39	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 کے مت سنا کریں) (ایک سے زیادہ جوابات دے سکتے ہیں)	D39																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>Discrimination</td><td>1</td><td>امتیازی سلوک کا ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Far from home/locality</td><td>2</td><td>گھر/محلے سے دور</td></tr> <tr><td><input type="checkbox"/></td><td>Inappropriate working hours</td><td>3</td><td>کام کے غیر مناسب اوقات کار</td></tr> <tr><td><input type="checkbox"/></td><td>Poor working conditions</td><td>4</td><td>کام کرنے کیلئے نامناسب ماحول</td></tr> <tr><td><input type="checkbox"/></td><td>No contract</td><td>5</td><td>کسی معاہدے کا نہ ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Low salary</td><td>6</td><td>کم تنخواہ</td></tr> <tr><td><input type="checkbox"/></td><td>Insufficient job security</td><td>7</td><td>غیر مستحکم نوکری</td></tr> <tr><td><input type="checkbox"/></td><td>Insufficient fringe benefits</td><td>8</td><td>دیگر مراعات کا نہ ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Insufficient opportunity for career growth</td><td>9</td><td>ترقی کے مواقع کا نہ ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Business stopped due to politically instability</td><td>10</td><td>غیر چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا</td></tr> <tr><td><input type="checkbox"/></td><td>Business inputs became expensive</td><td>11</td><td>خام مال (Inputs) کا مہنگا ہونا</td></tr> <tr><td><input type="checkbox"/></td><td>Business necessities unavailable (water, gas, electricity etc)</td><td>12</td><td>کاروبار کیلئے بنیادی سہولیات کا نشتیاں</td></tr> <tr><td><input type="checkbox"/></td><td>Others (specify) _____</td><td>77</td><td>دیگر بیان کریں</td></tr> </table>	<input type="checkbox"/>	Discrimination	1	امتیازی سلوک کا ہونا	<input type="checkbox"/>	Far from home/locality	2	گھر/محلے سے دور	<input type="checkbox"/>	Inappropriate working hours	3	کام کے غیر مناسب اوقات کار	<input type="checkbox"/>	Poor working conditions	4	کام کرنے کیلئے نامناسب ماحول	<input type="checkbox"/>	No contract	5	کسی معاہدے کا نہ ہونا	<input type="checkbox"/>	Low salary	6	کم تنخواہ	<input type="checkbox"/>	Insufficient job security	7	غیر مستحکم نوکری	<input type="checkbox"/>	Insufficient fringe benefits	8	دیگر مراعات کا نہ ہونا	<input type="checkbox"/>	Insufficient opportunity for career growth	9	ترقی کے مواقع کا نہ ہونا	<input type="checkbox"/>	Business stopped due to politically instability	10	غیر چھٹی سیاسی حالات کی وجہ سے کاروبار کا نہ چلنا	<input type="checkbox"/>	Business inputs became expensive	11	خام مال (Inputs) کا مہنگا ہونا	<input type="checkbox"/>	Business necessities unavailable (water, gas, electricity etc)	12	کاروبار کیلئے بنیادی سہولیات کا نشتیاں	<input type="checkbox"/>	Others (specify) _____	77	دیگر بیان کریں	
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D40	How did you get this job/business?	آپ کی یہ روزگار/کاروبار کیسے ملا تھا؟	D40																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>I got it myself/started business myself</td><td>1</td><td>میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا</td></tr> <tr><td><input type="checkbox"/></td><td>Referred by somebody</td><td>2</td><td>نوکری/کاروبار کیلئے کسی نے حوالہ دیا تھا</td></tr> <tr><td><input type="checkbox"/></td><td>Family business</td><td>3</td><td>کاروبار وراثت میں ملا</td></tr> <tr><td><input type="checkbox"/></td><td>Others (Specify) _____</td><td>77</td><td>دیگر بیان کریں</td></tr> </table>	<input type="checkbox"/>	I got it myself/started business myself	1	میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا	<input type="checkbox"/>	Referred by somebody	2	نوکری/کاروبار کیلئے کسی نے حوالہ دیا تھا	<input type="checkbox"/>	Family business	3	کاروبار وراثت میں ملا	<input type="checkbox"/>	Others (Specify) _____	77	دیگر بیان کریں																																					
<input type="checkbox"/>	I got it myself/started business myself	1	میں نے روزگار خود حاصل کیا تھا/کاروبار خود شروع کیا تھا																																																			
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<input type="checkbox"/>	Others (Specify) _____	77	دیگر بیان کریں																																																			
D41	Were you earning by the day (daily wage) or by the month (salary)?	کیا آپ کی آمدن اجرت پورے یا ماہانہ کے حساب سے ملتی تھی؟	D41																																																			
	<table border="1"> <tr><td><input type="checkbox"/></td><td>Daily wage</td><td>1</td><td>روز کے حساب سے آمدن/تنخواہ</td></tr> <tr><td><input type="checkbox"/></td><td>Monthly salary</td><td>2</td><td>مہینے کے حساب سے آمدن/تنخواہ</td></tr> </table>	<input type="checkbox"/>	Daily wage	1	روز کے حساب سے آمدن/تنخواہ	<input type="checkbox"/>	Monthly salary	2	مہینے کے حساب سے آمدن/تنخواہ																																													
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D42	What was the daily wage rate or monthly salary/value?	پورے یا ماہانہ آمدن/اجرت کیا تھی؟	D42																																																			
	<table border="1"> <tr><td><input type="text"/></td><td>PKR.</td><td>(اگر سوال نمبر D32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)</td></tr> </table>	<input type="text"/>	PKR.	(اگر سوال نمبر D32 میں جواب 3 ہو تو جواب دہندہ سے اس کے کام کی قدر (value) روپوں میں معلوم کر کے لکھیں)																																																		
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D43	What was your total annual income from this secondary occupation before training?	ٹرییننگ سے پہلے اس ثانوی پیشے سے آپ کی سالانہ آمدن کتنی تھی؟	D43																																																			
	<table border="1"> <tr><td><input type="text"/></td><td>Annual income: PKR</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td colspan="5">(اگر سال نمبر D32 میں جواب 3 یا 1 ہو تو اس صورت میں سوال نمبر D43 کا جواب دے کر سوال نمبر E1 پڑھ جائیں)</td></tr> </table>	<input type="text"/>	Annual income: PKR	_____	_____	_____	(اگر سال نمبر D32 میں جواب 3 یا 1 ہو تو اس صورت میں سوال نمبر D43 کا جواب دے کر سوال نمبر E1 پڑھ جائیں)																																															
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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><input type="checkbox"/></td><td>No contract</td><td>E1 ◀ 1</td><td>کوئی معاہدہ نہیں تھا</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, written contract</td><td>2</td><td>ہاں تحریری معاہدہ تھا</td></tr> <tr><td><input type="checkbox"/></td><td>Yes, verbal contract</td><td>3</td><td>ہاں زبانی معاہدہ تھا</td></tr> <tr><td><input type="checkbox"/></td><td>Don't know</td><td>E1 ◀ 88</td><td>معلوم نہیں</td></tr> </table>	<input type="checkbox"/>	No contract	E1 ◀ 1	کوئی معاہدہ نہیں تھا	<input type="checkbox"/>	Yes, written contract	2	ہاں تحریری معاہدہ تھا	<input type="checkbox"/>	Yes, verbal contract	3	ہاں زبانی معاہدہ تھا	<input type="checkbox"/>	Don't know	E1 ◀ 88	معلوم نہیں																																					
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<input type="checkbox"/>	Don't know	E1 ◀ 88	معلوم نہیں																																																			

D45	What was the nature of the contract?	یہ معاہدہ کس نوعیت کا تھا؟	D45
	Annual	E1 ◀ 1	سالانہ
	Daily	2	دیرینہ
<input type="checkbox"/>	Temporary	3	آرٹھنی
	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	What was the duration of the contract?	یہ معاہدہ کتنے عرصے کا تھا؟ (مہینوں میں لکھیں)	D46
	(Recode duration in months)	<input type="text"/> <input type="text"/>	(اگر معاہدے کا دورانیہ ایک ماہ سے کم ہو تو مہینے والے نمائے میں "00" لکھیں)
	Duration (in months):	<input type="text"/> <input type="text"/>	

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	Other than the UNDP/AMANTECH training course, have you ever participated in any other vocational training course? AMANTECH/UNDP کے ٹریڈنگ کورس کے علاوہ کیا آپ نے کوئی بھی دوسرے پیشہ ورانہ ٹریڈنگ کورس میں شرکت کی ہے؟
<input type="checkbox"/>	Yes 1 ہاں
<input type="checkbox"/>	No Section I ◀ 2 نہیں

	Course 1		Course 2	
H2	Garments 1	<input type="checkbox"/>	Garments 1	<input type="checkbox"/>
	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 گورن کب شروع کیا اور اس کورس کا دورانیہ کیا تھا؟	Start date: D D M M Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Start date: D D M M Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
	Duration (months): <input type="text"/> <input type="text"/>	Duration (months): <input type="text"/> <input type="text"/>		

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 ہوگی 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 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 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، سپورٹس، سکول، اور طبی سہولیات وغیرہ) سے کس حد تک مطمئن ہیں؟	5	4	3	2	1 88

آپ کے خیال میں تکنیکل یا وکیشنل ٹریننگ آپ جیسے نوجوانوں کو جرائم پیشہ پڑھنے اور ایجنڈے سے روکتی ہے؟

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

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	I12 ◀ 2	نہیں
<input type="checkbox"/>	Maybe	Section J ◀ 3	شاید
<input type="checkbox"/>	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 Did you pay anything for the training course in which you enrolled? کیا آپ نے اس ٹریننگ کورس کیلئے کوئی معاوضہ دیا ہے جس میں آپ داخل ہوئے؟

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	J4 ◀ 2	نہیں

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

PKR.

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]** ٹریننگ فیس کے علاوہ آپ نے ٹریننگ مٹیریل اور دیگر خرچوں کیلئے کتنا معاوضہ دیا؟ (اس میں آمدورفت، کھانے اور قسمی اخراجات شامل نہ کریں)

PKR.

J4 Would you like to receive similar training in the future? کیا آپ مستقبل میں اس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	J8 ◀ 2	نہیں
<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے

J5 What would you like to receive training in? اگر ہاں تو آپ کس قسم کی ٹریننگ حاصل کرنا چاہیں گے؟

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

Other (Specify):

J6 Would you pay for similar training in the future? کیا آپ مستقبل میں اس قسم کی ٹریننگ کیلئے معاوضہ نہیں دیتا چاہیں گے؟

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	J8 ◀ 2	نہیں
<input type="checkbox"/>	Not sure	J8 ◀ 3	کچھ کہہ نہیں سکتے

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.

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?

<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	No	2	نہیں
<input type="checkbox"/>	Not sure	3	کچھ کہہ نہیں سکتے

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?

<input type="checkbox"/>	<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	<input type="checkbox"/>	No	Interview Status ◀ 2	نہیں
<input type="checkbox"/>	<input type="checkbox"/>	Don't know	77	معلوم نہیں

310 If yes, how and on what topics were you consulted? (Explain)

اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟
(وضاحت کریں)

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?

<input type="checkbox"/>	<input type="checkbox"/>	Yes	1	ہاں
<input type="checkbox"/>	<input type="checkbox"/>	No	Interview Status ◀ 2	نہیں
<input type="checkbox"/>	<input type="checkbox"/>	Somewhat	3	کچھ حد تک
<input type="checkbox"/>	<input type="checkbox"/>	Don't know	Interview Status ◀ 77	معلوم نہیں

312 If yes or somewhat, how and on what topics were they consulted? (Explain)

اگر ہاں، تو کس طرح کے موضوعات پر مشورہ کیا گیا؟
(وضاحت کریں)

Code box C: trainings

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

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 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. 15.I. 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

affection 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. 5.1. 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
1.1 Socio-economic	
1.2 Security and political	
1.3 Ethnic and cultural	
1.4 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 4: Sampling

The evaluation assessed the impact of training by comparing the before and after training status of alumni as well as the pretraining status of current trainees to the posttraining status of alumni, where the pretraining 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 380 and 281 for current trainees and alumni, respectively. However, a high nonresponse rate was expected considering that, in the absence of government permissions for fieldwork, trainees would be contacted through mobile phone numbers provided by Amantech and would be invited to participate in interviews at the training facility. The team therefore decided to conduct 410 surveys of alumni and 490 of current trainees—although the actual number of surveys completed for alumni was much lower than planned. Table 9 shows the number of surveys required, planned, and completed.

TABLE 9: SURVEYS REQUIRED, PLANNED, AND COMPLETED

Respondent Type	Total Number of Trainees	Number of Surveys		
		Required	Planned	Completed
Current trainees	2,365	380	490	491
Alumni	742	281	410	278
Total	3,107	661	900	769

Amantech 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 the nonproportional allocation of the sample across strata. In addition to the preselected sample of 490 trainees and 410 alumni, the team also randomly selected replacement samples half the size of the original samples for each stratum.

Table 10 summarizes characteristics of survey respondents.

TABLE 10: 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 (male respondents)	Number of dependents (female respondents)	Mother tongue - Urdu	Mother tongue - Sindhi	Mother tongue - Pashto	Mother tongue – Punjabi & Siraiiki
	Years	Years	%	%	%	%	%	%	#	#	#	%	%	%	%
Baldia (47)	21.9	-	79.0	-	12.2	-	89.9	-	7.3	2.0	-	35.4	2.0	14.1	28.1
Bin Qasim (18)	22.8	25.0	74.5	100	25.0	0	68.1	100	7.7	1.0	0	34.9	12.1	-	20.7
Gadap (12)	22.1	-	100	-	31.0	-	91.3	-	7.0	2.8	-	73.8	-	8.7	-
Gulberg (23)	23.2	-	56.3	-	17.4	-	73.1	-	7.1	1.5	-	87.4	-	-	7.7
Gulshan (30)	23.1	26.0	83.5	-	25.9	0	86.7	100	6.2	1.4	0	59.4	11.3	9.6	16.3
Jamshed (40)	22.4	-	86.5	-	18.2	-	80.8	-	6.6	2.0	-	63.6	7.9	4.5	3.7
Kiamri (27)	21.4	-	81.5	-	12.4	-	84.4	-	8.2	1.1	-	15.9	6.4	37.6	5.7
Korangi (141)	20.3	25.1	91.9	79.2	16.8	21.4	94.5	73.7	7.5	1.3	1.7	73.6	2.2	6.5	6.6
Landhi (64)	20.4	23.4	86.7	-	6.0	15.0	98.6	90.0	6.7	1.4	1.1	65.0	3.4	9.2	9.3
Liaquatabad (43)	21.2	-	81.6	-	12.2	-	93.7	-	6.1	1.3	-	90.7	-	-	5.2
Lyari (27)	21.0	-	92.1	-	14.6	-	100	-	7.4	0.4	-	36.5	11.0	3.7	15.0
Malir (81)	20.5	23.4	82.9	100	20.6	0	97.7	87.5	7.1	1.3	0.1	63.9	3.6	9.4	12.1
New Karachi (38)	21.6	-	85.9	-	15.6	-	82.8	-	6.3	1.9	-	84.3	6.2	-	7.9
North Nazimabad (35)	21.1	-	54.0	-	9.9	-	80.2	-	9.0	1.0	-	94.9	-	2.6	2.6
Orangi (37)	20.4	-	78.4	-	19.6	-	98.3	-	7.5	1.3	-	78.8	-	6.5	8.2
SITE (27)	22.5	-	71.1	-	10.8	-	89.2	-	8.7	2.6	-	44.1	4.4	23.6	10.8
Saddar (48)	22.4	29	78.7	0	18.8	0	80.6	100	7.0	2.0	4.0	47.5	2.0	16.2	24.2
Shah Faisal (29)	21.5	27	88.7	100	0	0	89.2	0	6.4	1.0	4.0	67.4	4.0	-	24.5

Annex 5: Composite Marginalization Index

To identify marginalized/at-risk towns, the evaluation team developed a composite marginalization index (CMI) using town level information on 19 indicators organized into 3 dimensions: actual crimes that occurred over the past year, trainees' perceptions of insecurity in their neighborhoods, and other socioeconomic 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 socioeconomic 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. In addition, the survey asked respondents about their perceptions of poverty in their neighborhoods, the availability of income-generating opportunities, and their satisfaction with basic government services. For other socioeconomic indicators, the evaluators derived measures of educational attainment, availability of economic opportunities in neighborhoods, poverty scores, 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 11.

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 11. Considering variation in the nature and unit of measurement, the team calculated a relative number for each indicator using the formula given below; 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

Table 11 defines indicators and groups them into three dimensions (crime, perception of insecurity, and other socioeconomic indicators). The team assigned a weight to each indicator, and the CMI for each town is the weighted sum of the relative numbers. Each dimension accounts for one-third of the CMI. Table 12 provides the calculation and CMI for each town.

TABLE 11: 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 attack	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, unexplained deaths, 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 <i>Express Tribune</i> , 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 their households	1/21
	Effects of religious groups' activity	Percentage of respondents who think religious groups' activities in their neighborhood negatively affect their households	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
Other socio-economic indicators	Educational attainment	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

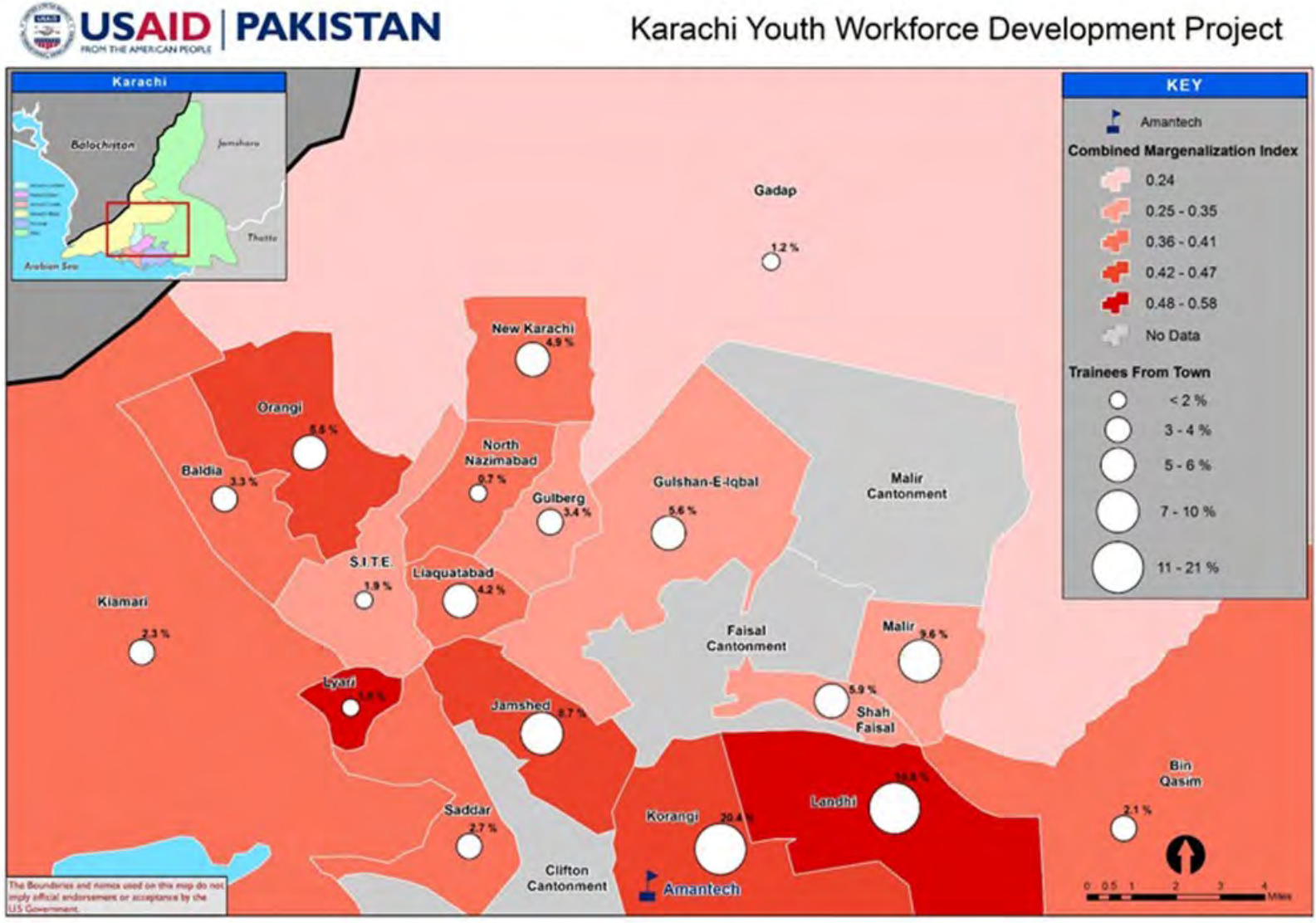
Dimension	Indicator	Definition	Weight
	Unemployment rate	Percentage of respondents who were “unemployed” before starting training	1/15
	Poverty score	Each town’s average household’s poverty score gap from 100 (i.e., 100 – town’s average household’s poverty score)	1/15
	Average income	Each town’s average household’s monthly income gap from 40,000 (i.e., 40,000 – town’s average household’s monthly income)	1/15

TABLE 12: 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	
	#	#	#	#	#	#	#	%	%	%	%	%	%	%	%	%	%	Scale	Rs.	
Liyari	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	20000	0.5760
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	21800	0.5186
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	26000	0.4740
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	25000	0.4550
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	25000	0.4294
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	31500	0.4098
Liaquatabad	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	29000	0.3957
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	27300	0.3947
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	36000	0.3825
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	32000	0.3778
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	30000	0.3764
Kiamri	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	28000	0.3741
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	32000	0.3491
SITE	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	30000	0.3348
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	30000	0.3324
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	29500	0.3141
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	40000	0.3017
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	35000	0.2368

"#" means number.

FIGURE 20: MARGINALIZATION INDEX, LOCATION OF TRAINING VENUE, AND PERCENTAGE OF APPLICANTS BY TOWN



Annex 6: Tests of Equality of Distributions

The analysis used the nonparametric independent samples Kolmogorov-Smirnov test to determine whether the distribution of applicants by town differed significantly from the distribution of trainees. The test concluded that, for men, women, and the combined sample, the distributions of applicants and trainees were statistically equivalent. Levels of significance for the three tests are 0.964, 0.766, and 0.766 for the women, men, and combined samples, respectively.

FIGURE 21: TEST RESULTS FOR EQUALITY OF DISTRIBUTIONS

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Women_AT is the same across categories of Group1.	Independent-Samples Kolmogorov-Smirnov Test	.964	Retain the null hypothesis.
2	The distribution of Men_AT is the same across categories of Group1.	Independent-Samples Kolmogorov-Smirnov Test	.766	Retain the null hypothesis.
3	The distribution of Both_AT is the same across categories of Group1.	Independent-Samples Kolmogorov-Smirnov Test	.766	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Annex 7: Regression Results

Effect of Distance on Recruiting

TABLE 13: 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 he or she received training. Records are the percentage of trainees from each training location/home location pair.

Determinants of Job Satisfaction

TABLE 14: LOGIT REGRESSION RESULTS FOR JOB SATISFACTION

Variable	Coefficient	Standard Error	z	P>z
Constant term	-2.01328	1.15374	-1.74	0.08
Post-training income	0.000034	0.0003	1.28	0.20
Post-training written or verbal contract	-0.02382	0.3834	-0.06	0.95
Unmarried	0.96503	0.6033	1.60	0.11
Between 18 and 29 years old	-0.23824	0.7036	-0.34	0.74
Job matches training	0.19219	0.3688	0.52	0.60
Completed secondary education	1.40132	0.8184	1.71	0.09
Completed intermediate education	1.466518	0.8096	1.81	0.07
Male	-0.15056	0.4392	-0.34	0.73

The dependent variable is an indicator of job satisfaction. All variables except income are dummy variables.

Determinants of Post-Training Personal Monthly Income

TABLE 15: REGRESSION RESULTS FOR MONTHLY INCOME

Variable	Coefficient	Standard Error	t	P>t
Constant term	-1060.292	10947.088	-.097	.923
Job matched to training	1000.421	1446.753	.691	.490
Employed prior to training	4511.652	1457.878	3.095	.002
Male	5373.529	1850.428	2.904	.004
Age in years	546.049	164.245	3.325	.001
Unmarried	-4521.601	2359.553	-1.916	.057
Secondary education	-3588.501	8942.685	-.401	.689
Intermediate education	-3326.536	8943.327	-.372	.710
Bachelor or master's degree	2753.838	9322.546	.295	.768
Korangi	-4986.129	2344.600	-2.127	.035
Malir	-2830.152	2609.944	-1.084	.280
Landhi	-2500.559	2634.737	-.949	.344
Saddar	-3708.617	3619.897	-1.025	.307
Liaquatabad	1344.148	4719.253	.285	.776
Jamshed	7531.838	4284.533	1.758	.081
New Karachi	-8331.841	3619.967	-2.302	.023
Orangi	-4968.516	3169.369	-1.568	.119
Gulshan	-4388.211	3401.747	-1.290	.199
Shah Faisal	-2096.814	4400.079	-.477	.634

Annex 8: Effect of Duration on Labor Force Participation after Training

TABLE 16: EFFECT OF DURATION ON LABOR FORCE PARTICIPATION

Variable	Estimated Coefficient	Marginal Effect	P-Value
BT_LFP	1.663	5.276	0.000
Dur	.034	1.035	0.861
Dur2	-.005	.995	0.626
Male	1.140	3.126	0.009
Unmarried	-.731	.481	0.154
Primary	18.769	1.417 × 10 ⁷	0.999
Secondary	-1.586	.205	0.159
Intermediate	-1.222	.295	0.278
Korangi Town	.016	1.016	0.977
Malir Town	1.271	3.563	0.091
Landhi Town	.205	1.228	0.754
Saddar Town	.806	2.238	0.504
Liaquatabad Town	-.406	.666	0.595
Jamshed Town	-.569	.566	0.467
New Karachi	19.186	2.149 × 10 ⁸	0.999
Orangi Town	1.025	2.787	0.379
Gulshan Town	.895	2.446	0.459
Shah Faisal Town	.172	1.188	0.864
Constant	1.684	5.387	0.276

Dependent variable is posttraining labor force participation, and independent variables include pretraining labor force participation, number of months since the completion of training (duration and its square), gender, marital status, education, and neighborhood.

Annex 9: Disaggregates by Training Topic

TABLE 16: NUMBER OF OBSERVATIONS BY TRAINING TOPIC

Training Topic	Count			Percentage (by column)		
	Men	Women	Total	Men	Women	Total
Stitching machinist	24	71	95	12%	97%	34%
Refrigeration and air conditioning	39	0	39	19%	0%	14%
CAD-CIVIL	20	0	20	10%	0%	7%
Plumbing	19	0	19	9%	0%	7%
General electric	16	0	16	8%	0%	6%
Computer-Aided Design and Computer-Aided Manufacturing (CAD-CAM)	15	0	15	7%	0%	5%
Mechanical	14	0	14	7%	0%	5%
Automobile	13	0	13	6%	0%	5%
Carpentry	12	0	12	6%	0%	4%
Fabrication, welding, and pipework	9	0	9	4%	0%	3%
Vehicle body technician	9	0	9	4%	0%	3%
Electrical and electronics	6	0	6	3%	0%	2%
Electronics	6	0	6	3%	0%	2%
Vehicle paint technician	2	0	2	1%	0%	1%
Textile designing	0	2	2	0%	3%	1%
Toyota technology education program	1	0	1	0%	0%	0%
Total	205	73	278	100%	100%	100%

TABLE 17: BEFORE AND AFTER TRAINING MEDIAN INCOME BY TRAINING TOPIC

Training Topic	Number of Observations	Median Income Before Training	Number of Observations	Median Income After Training
Men				
Refrigeration and air conditioning	21	\$78.43	22	\$63.73
Plumbing	15	\$78.43	12	\$129.90
Carpentry	11	\$156.86	11	\$215.69
General electric	8	\$98.04	13	\$81.70
Mechanical	8	\$66.18	11	\$56.37
Stitching machinist	7	\$117.65	14	\$41.26
CAD-CIVIL	6	\$39.22	13	\$24.51
Automobile	5	\$98.04	5	\$98.04
CAD-CAM	5	\$122.55	6	\$120.10
Electrical and electronics	4	\$42.48	6	\$17.97
Fabrication, welding, and pipework	4	\$160.13	5	\$147.06
Vehicle body technician	3	\$78.43	5	\$11.44
Electronics	2	\$64.62	3	\$95.59
Vehicle paint technician	0	\$0.00	2	\$5.72
Toyota technology education program	0	\$0.00	1	\$11.44
Women				
Stitching machinist	29	\$39.22	41	\$49.02
Textile designing	1	\$39.22	1	\$31.86

Note: None of the changes in income are statistically significant.

Annex 10: 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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