

ANNEX F:
EEA Pakistan Evaluation Report

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Acronyms and Abbreviations

AKF	Aga Khan Foundation
AKRSP	Aga Khan Rural Support Programme
CNG	Compressed Natural Gas
COTHM	College of Tourism & Hotel Management
DOVE	Develop Our Valuable Earth
EEA	Education and Employment Alliance
HDIP	Hydrocarbon Development Institute of Pakistan
IRM	Institute for Rural Management
IYF	International Youth Foundation
NAVTEC	National Vocational and Technical Education Commission
NRSP	National Rural Support Programme
NGORC	NGO-Resource Centre
OGRA	Oil & Gas Regulatory Authority
PAITHOM	Pak Austrian Institute of Tourism & Hotel Management
PITHM	Pakistan Institute of Tourism & Hotel Management
RSPN	Rural Support Programmes Network
TPS	Tourism Promotion Services
USAID	United States Agency for International Development

Executive Summary

Pakistan has a long history of vocational and technical training programs, but over the years these training programs have become more supply driven with very poor industry linkage. The government bureaucracy has further compounded the problem by hindering the development of new, innovative systems for preparing young people for the workforce. EEA-Pakistan (EEA-P) has been implemented by the International Youth Foundation (IYF) and Rural Support Programmes Network (RSPN) to form an alliance of private and public sector leaders to address the workforce development needs of young people and industry by strengthening employability skills of youth and placing them in quality jobs. Six workforce development projects were implemented by local NGOs under direction of RSPN and the EEA-P Steering Committee from December 2006 to April 2009. The summative evaluation was conducted by an independent evaluator to assess: 1) the overall value and utility of the alliance approach; 2) the effect of EEA-P on direct beneficiaries; and 3) the indirect effect of EEA-P on families and communities of youth. One hundred youth, twenty employers, and six alliance partners participated in the study through surveys, interviews, and focus group discussions.

Overall Value and Utility of the Alliance Approach: The study shows that EEA Pakistan effectively formed partnerships with 19 public-private sector organizations to provide demand-driven skills training to marginalized youth and help them find employment. It achieved a 1:1 leverage ratio as targeted, generating \$862,742 in leverage contributions. EEA-P strengthened the capacity of local implementing partners by improving their training modules and helping them to implement alliance-based projects and provide job placement services to youth. The training modules developed through these projects will continue to be used by local organizations for future training activities, thereby improving the quality of workforce development training and contributing to the sustainability of the EEA program. One project in particular has received funding of US\$100,000 from National Vocational and Technical Education Commission (NAVTEC) to implement the second phase of EEA-P project. Overall, more than twenty businesses, including banks, hotels, mobile phone companies, and restaurants, provided on-site training and/or internships to youth participants, and several of these same companies subsequently hired the participants after they completed the training program.

Program Benefit to Direct Beneficiaries: The study shows that EEA-P is successful not only mobilizing local resources but also providing quality employability skills training to marginalized youth focusing on specific industries including compressed natural gas, hospitality and services. With respect to beneficiaries fully tracked, the program trained a total of 1,406 youth (98% of the number of beneficiaries targeted) of which 41% are women; 98.5% of all participants completed their training programs. Additionally, more than 10,000 trainees across one hundred Vocational Training Institutes throughout Punjab benefitted from the basic IT training that was improved through this program.¹ The improved curriculum and instructor training is expected to continue to benefit 10,000 Punjab Vocational Training Council (PVTC) trainees annually.

The quality and relevance of EEA-P training is rated highly by graduates and employers. The study also finds substantial improvements in life skills particularly in areas of self-confidence and conflict resolution. EEA-P has placed 551 youth (63% of the employment target) within six months upon graduation. Fourteen graduates have decided to establish small businesses with the new skills they acquired. The study found that income levels of most youth who were working previously have increased as a result of participation in EEA-P training programs. In terms of employer satisfaction, 95% of employers surveyed feel that EEA graduates are better than other graduates, illustrating the effectiveness and relevance of EEA-P skills training provided. Additionally, all employers interviewed think that EEA-P was able to provide qualified graduates for the business sector, thereby closing the gap between employers' needs and employees' qualifications.

Indirect Benefit to Families and Communities: The study also finds positive if indirect benefits for the program on families of youth. Over eighty percent of youth are sharing their incomes with their families for health, education and household expenses. Additionally, seventy percent of youth surveyed reported that their financial support helped improve the financial and social situations of their families.

¹ EEA-P's implementing partner - PVTC was not able to track the job placement data after the training. Therefore, this evaluation does not take into account 10,000 youth trained by PVTC but rather focuses on graduates from five other projects that EEA-Pakistan has been able to track systematically. Target and actual numbers have been presented accordingly.

Lessons Learned and Recommendations:

EEA-P successfully enhanced the capacity of implementing partners and provided relevant skills training to youth, but it could be further improved based on recommendations provided by youth and other stakeholders through this evaluation study. Recommendations for similar initiatives in the future are as follows:

- **Effectiveness:** One target that was not met in EEA-P was the percentage of female participants. Effectiveness of the program in terms of gender inclusiveness can be increased by training females as Master Trainers which was not specifically targeted in the program. It can also be enhanced by creating innovative avenues to increase accessibility and full participation of young women.
- **Relevance:** The relevance of the program can be further enhanced by increasing the number of exposure visits and providing more opportunities for hands-on training. Moreover, internship periods and training duration can be increased to improve the relevance of the training programs.
- **Sustainability:** The long-term effectiveness of the project could have been even greater if the sub-grant projects would have been replicated and scaled up immediately following the pilot training phase supported with EEA funding. Unfortunately, as opportunities for scaling up began to arise, the overall EEA program was coming to an end, making it difficult to capitalize on such opportunities. For future efforts, building the alliance structure is hopefully less time intensive, with more time to focus on project implementation and second stage scaling. Also, EEA-P should have made more concerted efforts to engage in policy level discussions with the Government of Pakistan to initiate the EEA approach at its training institutes. It should have also pursued opportunities to work with the private sector to offer these trainings on a profit-oriented basis. Finally, corporate social responsibility departments of various companies could have been approached to generate funding for scholarships for unemployed youth.

Section I: Introduction

Pakistan has a long history of vocational and technical training programs, but over the years these offerings have become more supply driven with very poor industry linkage; government bureaucracy has further compounded the problem by hindering the development of new, innovative systems for preparing young people for the workforce. The main impediments for the development of training in Pakistan have been the rigid and out dated labor regulations and the lack of a unified national training policy. The direct result of the rigid labor regulations is that firms are weary of expanding their workforce for fear of not being able to retrench people when necessary. This has resulted in the majority of them being employed as contract or temporary workers. The firms therefore have no incentive to train temporary workers as there is high incidence of labor turnover. Over 35% of the labor force in the manufacturing sector is composed of temporary workers. This is a major obstacle to developing the demand for training. One of the problems arising out of this is that there is a very poor level of work ethics.

The lack of a well thought-out national policy for training has also taken a toll on the skill levels of the workforce in Pakistan. But it must be noted that the high level of illiteracy is also a serious problem that has to be addressed immediately. There are over 500 training institutions in the country providing training to around 200,000 people every year. The Punjab Vocational Training Council (PVTC) and Technical Education and Vocational Training Authority (TEVTA) are the institutions which have the most extensive reach in the country. The Vocational and Technical Training (VTT) system is administered by a number of federal, provincial and private agencies. These various agencies have little or no knowledge of a national initiative for skills development and their training programs do not match the requirements of the industry. It is not surprising that although there are 546 training institutions, there are very few courses that meet the demands required by industry. Furthermore there is little provision for on-the-job training by most of these institutions. This depicts that there are major structural deficiencies in the VTT system in Pakistan and there is a need for the private sector to intervene to offer demand-driven sustainable training services.

Indeed, Pakistan provides a unique blend of challenges and opportunities for initiatives aimed at addressing core economic needs through improved education and employment. While many would argue that the current environment leaves all Pakistani youth under educated, poorly trained, and generally unable to obtain meaningful employment, others can point to large and small programs supported by the public and private sectors that are starting to have positive effect on Pakistani youth.

One such initiative is International Youth Foundation's (IYF) USAID-funded 'Education Employment Alliance Pakistan' (EEA-P) program implemented by Rural Support Programmes Network (RSPN) from December 2006 through April 2009. EEA-P was designed to support successful workforce development projects to address employability skills of young men and women in Pakistan, using creative resources in partnership with capable Pakistani private sector and civil society organizations.

The summative evaluation was conducted by Anjum Masood, an independent consultant, from November 2008 through February 2009. This study seeks to assess the following: 1) the overall value and utility of the alliance approach, and 2) the effectiveness of EEA employability interventions on direct beneficiaries and their families. Specific objectives are to:

1. Assess the effectiveness, relevance, sustainability and efficiency of the EEA Pakistan approach according to the following intermediate results:
 - a. Alliance Building and Leveraging of Resources
 - b. Improved Access to and Relevance of Education and Employability Training
 - c. Improved Prospects for Employment and Successful Entrepreneurship
 - d. Sustainability of Project Results
 - e. Positive Indirect Effect on Families and Communities of Youth
2. Identify strengths, weaknesses and challenges of the project in the context of current trends in youth employment in Pakistan that would have implications on further strengthening and expanding the project.

Problem Statement

Pakistan is a country with high incidence of poverty and a growing population that is characterized by low levels of literacy and skills base. The current educational system of the country is a curriculum system rather than the competency based system. Whereas competency based systems impart skills that are both up-to-date and very much related to the industry requirement, the curricula used for the most part in Pakistan were developed many years back, do not include the industry input, and were mostly designed by the public sector. As such, students graduating out of technical and vocational colleges, though trained, do not have the skills required by the industry. This has a two pronged effect on the labor/youth markets. The youth are becoming increasingly unemployed or underemployed in certain sectors; and the industry is getting hungrier for trained workforce. Thus, those who graduate from middle or high school, or even university, do not have the right set of skills to find a job or meet the needs of the job market.

The traditional education system does not enable the youth to identify their true potential by analyzing their aptitude. The absence of career guidance combined with a lack of innovative market oriented training program limits the range of career paths followed, resulting in labor surplus in some trades and deficit in others. Second, the country has limited resources and very few facilities for imparting technical and vocational skills; moreover, those facilities that are available are either not properly equipped or not managed. Third, the skills imparted by technical and vocational training institutes fails to ensure employability for their graduates, as it is not demand driven, owing to a lack of effective cooperation between the training institutes and the industry/private sector, which would employ their product, i.e. skilled labor. Fourth, there are very few programs that develop, encourage and promote entrepreneurial talent among young men and women in order to help them find their niche, be self-employed and participate more actively in the growth of their local economies. Last, the specific training needs of and employment opportunities for young women which form a growing section of the workforce do not receive adequate attention by the mainstream skill development programs. Many of these issues were outlined in a recent USAID/Pakistan RFA – Empower Pakistan: Jobs – which references the EEA-P program and is structured to build on the successes of the EEA-P program. Selections from the RFA are included below:

Due to short-comings in the formal education system, even secondary school and university graduates tend to lack basic communication skills, self-confidence, English language skills, ICT proficiency, career development information, and job-search skills. Pakistan is typical of many South Asian countries in that its educational pedagogies generally do not cultivate assertive self-presentation skills, independent or collective problem-solving, self-initiative, or results-based productivity beyond test-taking. Yet these are the skills that are in high-demand among employers in a variety of sectors, especially the service sectors where successful interface with customers is critically important. The challenge is even greater for young women graduates who are usually socialized to remain passive in public settings... Employers in Pakistan report that they cannot find qualified workers, while Pakistani youth don't know where to look for jobs or further training options to increase their employability. There is also little in the way of professional development for workforce development professionals in Pakistan... There are already a significant number of training institutions and poverty alleviation NGOs in Pakistan, though they are inadequately distributed across the country and face challenges achieving outcomes for more disadvantaged population sub-groups.

Figure 1 presents the breakdown of male and female enrollment of youth in vocational and technical education training. The figures have been extracted from the Pakistan Education Census of 2005.

Figure 1: Youth Enrollment in Vocational and Technical Training in Pakistan

Education Type	Female	Male	Total
Vocational	76,265	86,672	161,937
Technical (i.e., Bachelor's degree in Engineering)	6,462	37,339	43,801

Project Summary

In December 2006, IYF identified Rural Support Programmes Network (RSPN) as the National Secretariat to implement EEA-P. The Secretariat was set up under the Special Projects Wing of RSPN. RSPN hired a Senior Programme Officer, Finance Manager, and Administrative Assistant to support the overall program. The functions of the Secretariat included the following:

- a. Develop the grants program, its management system, and criteria for award of sub-grants

- b. Proactively engage with partners from local and international private sector concerns with the support of IYF’s country representative and home office
- c. Develop innovative and scalable programs for education and employment of youth, especially girls, with a focus on regions and communities with limited opportunities
- d. Implement effective leveraging and grant monitoring and evaluation systems and processes
- e. Ensure compliance with USAID and IYF requirements and guidelines
- f. Report to RSPN and IYF on project progress and financial progress on a regular basis

In accordance with EEA-P’s objectives, RSPN aimed to create and support alliances that enhanced the capacities of disadvantaged young women and men (ages 15-25 years) of Pakistan while ensuring fair income generating activities either through employment opportunities or entrepreneurship. Specific objectives of the program included:

- Alliance building and leveraging of resources from the private sector
- Improving access, quality and relevance of employability and entrepreneurship training opportunities
- Improving opportunities for employment and entrepreneurship

While targeting youth groups, with a special focus on women, the project pursued opportunities in the following areas:

- a. Development of Employability Skills
- b. Linking Training Facilities with Employment Opportunities
- c. Entrepreneurship Training and Support
- d. Career Counseling
- e. Business Development Services
- f. Development of Business Clusters

The methodology of project implementation is discussed below:

National Alliance/Steering Committee and Secretariat: To accomplish program objectives, RSPN formed the Steering Committee comprised of the private sector, civil society, youth groups and representatives of USAID and IYF. This Committee acted as an advisory body for the EEA-P seed grants program. Figure 2 includes the list of the Steering Committee members:

Figure 2: List of Steering Committee Members

Name	Title	Affiliation
Mr. Faisal Ali Khan	Director Commercial	DHL Pakistan Pvt. Ltd.
Mr. Haider Ali Isani	Resident Manager	Engro Chemicals Pakistan Ltd.
Mr. Imran Ijaz	Government Account Manager	Microsoft
Mr. Waqar A. Anjum	Programme Manager Philanthropy Services	Pakistan Centre for Philanthropy
Mr. Abid Channa	Programme Manager	Thardeep Rural Development Program
Ms. Maria Ahmad	Programme Manager	Radio 1 FM
Mr. Aazar Bhandara	Economic Growth Specialist	USAID/Pakistan
Ms. Savera Hayat	Country Advisor	IYF
Mr. Saeed Khan	CEO	Punjab Vocational Training Council
Ms. Afreina Noor	Project Manager	The Free and Fair Election Network

The private sector representatives contributed their knowledge of the industry and also helped build links with other private sector partners. The civil society members brought their knowledge of disadvantaged communities and issues facing the poor. The youth leaders—Maria Ahmad and Afreina Noor—helped the Steering Committee consider the real needs of the target group.

Grants Program Parameters: While working under the guidance of the committee, RSPN managed a competitive grants program, whereby proposals were invited from non-profit organizations, public sector institutions and the private entities. The seed grants were in the range of US \$10,000-200,000. In total, 5 grants were given to five implementing partners: Aga Khan Foundation (AKF), Sabawon, ASK Development, Sahara Welfare Society, and National Rural Support Programmes-Institute for Rural Management with a focus on 8 districts: Karachi, Lahore, Gilgit, Peshawar, Rawalpindi, Faisalabad, Sialkot, and Muzafarabad. With the exception of ASK Development, each implementing organization is a non-profit. ASK Development operates as a for-profit training institution, but implemented their EEA-P activity as a non-profit under their Social Sector Program.

Figure 3: Summary of EEA-Pakistan Subgrant Projects

Sub-Grant 1	<p>Project Title: Livelihood Up-gradation and Development of Youth in the Hospitality Sector of Select Districts Implementing Partner: AKF Strategic Partners: COTHM, PITHM, PAITHOM, NGORC, AKRSP, and TPS Total Number of Alliance Partners: 7</p> <p>Objectives: Build the capacity of unemployed youth and the junior staff (kitchen & management) of small to medium sized hotels and restaurants paying special attention to quality control, improved hygiene, and better management.</p> <p>Partnership Setup: AKF was the overall project manager while the strategic partners provided support and resources in curriculum development, training, and employability of youth.</p>
Sub-Grant 2	<p>Project Title: Training in Vital Job Skills for Disadvantaged Youth in Pakistan Implementing Partner: ASK Development Strategic Partners: DOVE, SUKHI, and Bedari Total Number of Alliance Partners: 4</p> <p>Objectives: To train disadvantaged youth in professional skills such as customer services skills, articulation, selling skills and corporate ethics to become better quality employees for the services and manufacturing industries.</p> <p>Partnership Setup: ASK Development designed the curriculum, imparted the trainings, and assisted in employability of youth, while the partners identified youth participants for the training program.</p>
Sub-Grant 3	<p>Project Title: Innovative Youth Employability Scheme (I-YES) Implementing Partner: Sabawon Strategic Partners: All Pakistan Compressed Natural Gas (CNG) Association, HDIP, and OGRA Total Number of Alliance Partners: 4</p> <p>Objectives: To provide in-class and on-the job training to youth in various aspects of CNG station management and services including the handling and maintenance of CNG dispensers and book keeping.</p> <p>Partnership Setup: Sabawon managed the overall project while the partners assisted and pooled its resources to develop the curriculum, impart trainings, and facilitate employment.</p>
Sub-Grant 4	<p>Project Title: Sahara Art & Craft Center Implementing Partner: Sahara Welfare Society Strategic Partners: Engro Chemicals, Ali Institute of Education Total Number of Alliance Partners: 3</p> <p>Objectives: To provide training in stitching, drafting, hand embroidery, machine embroidery, knitting work, preparation of home decoration items to 250 out of school girls.</p> <p>Partnership Setup: Sahara Welfare Society imparted the training and identified the youth, Ali Institute of Education provided technical assistance for curriculum development and teacher training, while Engro provided resources in setting up the Center.</p>
Sub-Grant 5	<p>Project Title: Passport to Success – Life Skills for Employability Program for Pakistan Implementing Partner: NRSP-IRM</p> <p>Objectives: To pilot the GE Foundation and IYF’s Passport to Success Program with out of school youth engaged with vocational training and those with a Bachelors degree; and measure its effect on the youth.</p> <p>Partnership Setup: RSPN adapted IYF’s Passport to Success curriculum, provided Training-of-Trainers, and carried out a Trainer’s Consultative Session, while IRM imparted the training to youth.</p>

In order to support the technical aspects of these activities, RSPN also hired a curriculum expert who assisted sub-grantees in the development of training curricula and training master trainers. This was

especially important for the I-YES and Hospitality training programs, which developed new curricula. RSPN's curriculum expert worked with the implementing partners to ensure the content of the curricula and the quality of the trainers would translate into effective training for the youth participants.

Target Beneficiaries: The target group was intended to be youth, particularly women, between the ages of 15-25 years, irrespective of their level of education. However, since the official youth age range is 15-29 year old in Pakistan, the project recruited trainees in this age group. A majority of the young people were at least 18 years old because enrollment in projects required the National ID card. The project focused on the youth from marginalized communities by using community-based NGOs to identify participants.

Project Duration: The program was designed and implemented for a period of 21 months from December 2006 to August 30, 2008. It was given a no-cost extension to April 30, 2009.

Evaluation Methodology

This evaluation is based on a mix of qualitative and quantitative methods and uses a triangulation approach based on a) focus group discussions, b) the administration of survey tools, and c) key informant interviews. The generic survey tools developed by IYF have been utilized to assess the program outcomes in accordance with the EEA Results Framework. The focus group discussions revealed information that subsequently led to a better understanding of the motivations, behavior and perspectives of the project partners, employers and the target beneficiaries-youth. The evaluation targeted three groups of stakeholders:

- Partners: Consisting of government, civil society and private sector partners that have directly or indirectly supported EEA-P program. These include Steering Committee members, project implementers and other alliance partners.
- Beneficiaries: Consisting of the youth who participated in EEA training programs, employability programs, coaching, or other EEA supported programs and their communities, family and friends.
- Employers: These were private or public sector employers who offered internships/and or job to EEA-P trained youth.

Formal survey questionnaires: Comprehensive survey questionnaires developed by IYF were used to gather input from a wide spectrum of the total universe of EEA-P direct and indirect beneficiaries, EEA partners, Alliance members, and employers. A total of five main questionnaires were utilized as listed below, and each was designed to target one of the groups stated above:

- Partner Survey in three parts:
 - Survey -- Alliance Members (both members of National or Project-based Alliances)
 - Survey -- Implementing Partners
 - Survey -- National EEA Secretariat
- Follow-up participant Survey
- Employer survey

The partners' and employer's surveys and youth questionnaires were administrated directly on a one-to-one basis.

Focus group interviews: Focus group discussions were held with youth and employers as these provide a different dynamic and strengthen the case for generalizing findings from smaller samples.

Key informant Interviews: Key informant interviews were undertaken to validate findings of the participants' survey. It targeted trainers, mentors, and supervisors.

Sampling: Given the diversity in the profile and size of target population, the following sample size was used:

- A. Sample Sizes:
 - Participants: one hundred youth
 - Employers: twenty employers
 - Partners: three implementing partners and three alliance members

B. Composition of Samples:

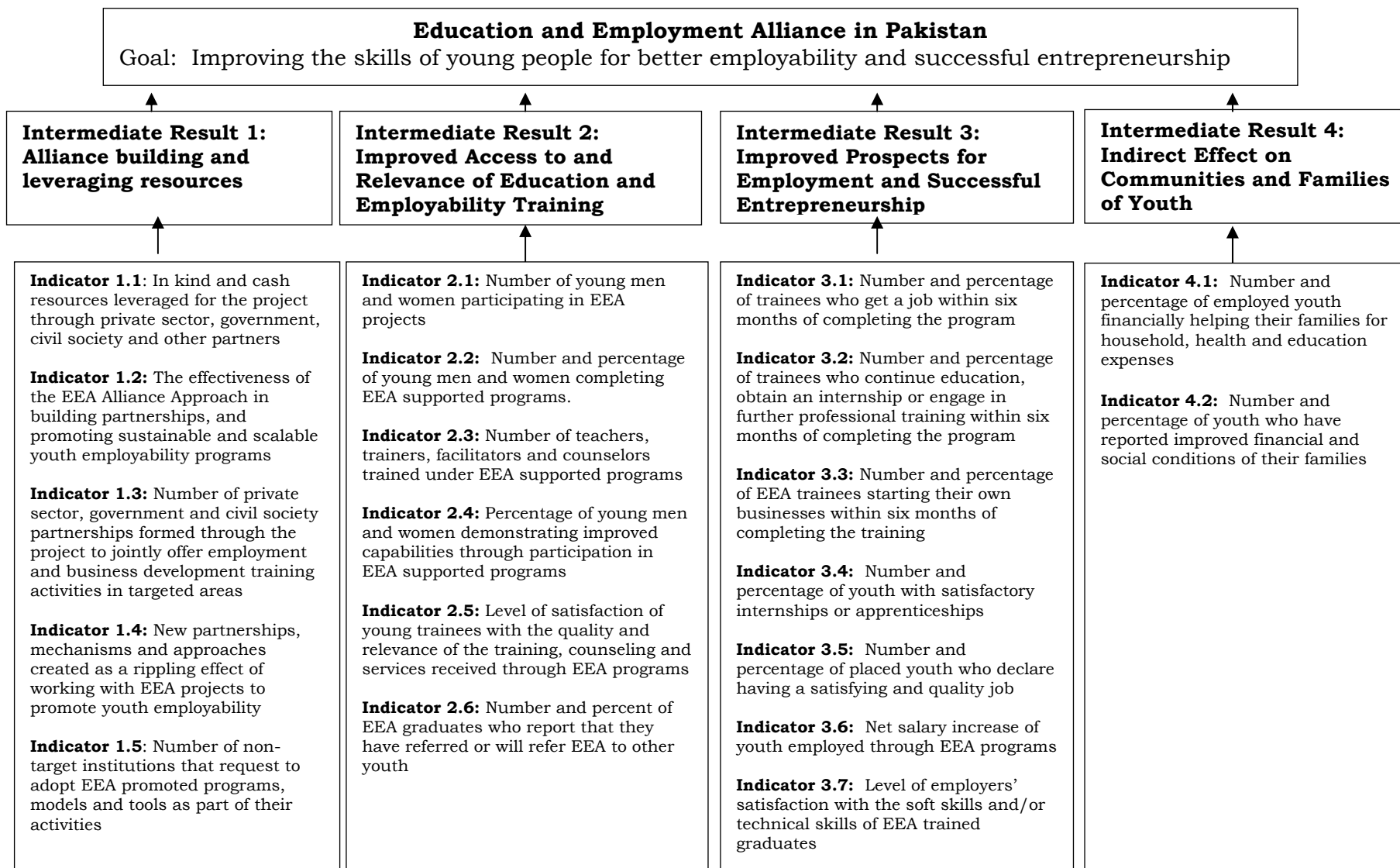
- Participants: The samples composed of youth who have completed EEA programs and included:
 - Working and non-working youth
 - Young men and women
 - Geographically dispersed locations: Karachi, Lahore, Gilgit, Peshawar, Rawalpindi, Faisalabad, Sialkot, and Muzafarabad.

Youth who left the program before completion were not included.

V. Findings

The EEA-Pakistan Results Framework (see below) is developed based on the global framework, and global indicators applicable to EEA-Pakistan project are assessed. The findings on each of the indicators, applicable to EEA Pakistan project are presented in Section III.

Section II: EEA-Pakistan Results Framework



Section III: Findings and Analytical Review of Program Achievements

Intermediate Result I: Alliance Building and Leveraging Resources

Summary of Intermediate Result One Findings

The study shows that EEA Pakistan has effectively formed partnerships with 19 public-private sector organizations to provide demand-driven skills training to marginalized youth and help them find employment. It has achieved a 1:1 leverage ratio as targeted, generating \$862,742 in leverage contributions against direct USAID support. EEA-P has strengthened the capacity of local implementing partners by improving their training modules and training them on implement alliance-based projects and effectively provide job placement services to youth. The training modules developed through these projects will continue to be used by local organizations for future training activities, thereby improving the quality of workforce development training and contributing to the sustainability of EEA program. One project in particular has received funding (\$100,000) from NAVTEC to implement the second phase of EEA-P project. Overall, more than twenty businesses, including banks, hotels, mobile phone companies, and restaurants, provided on-site training and/or internships to youth participants, and several of these same companies subsequently hired the participants after they completed the training program.

Indicator 1.1: In kind and cash resources leveraged for the project through private sector, government, civil society and other partners

The program was able to achieve a 1:1 leverage ratio as targeted under the grant agreements with AKF, ASK Development, Sahara Welfare, and SABAWON. One partner, NRSP-IRM, did not contribute resources toward the implementation of the Passport to Success Program because the bulk of the program consisted of adapting and piloting the life skills program in Pakistan, which was conducted under a tight timeline that could not depend on leveraged resources for implementation. It was envisioned that after the successful pilot training period, leverage resources could be sought to continue and expand the life skills training. Also, for this project, contributions by the GE Foundation in the development of the curriculum were not counted, but rather included in calculations related to other country adaptations of the program. Alliance partners contributed \$859,526 toward individual projects against USAID support of \$586,248. RSPN also contributed \$3,217 toward Secretariat operations, bringing the total leverage to \$862,742.

Figure 4: Overall Project Budgets and Leverage Contributions by Project

Program Partners	Leverage Value (\$)	Grant Value (\$)	Comment
1. AKF	201,872	200,000	Alliance partners contributed resources by providing trainers, curriculum, staff time, training resources, training venues, etc.
2. ASK Development	249,216	141,531	
3. Sahara Welfare	32,208	10,000	
4. SABAWON	116,230	81,520	
5. NSRP-IRM	-	153,197	
6. PVTC	260,000	-	
Total Value	859,526	586,248	

Indicator 1.2: The effectiveness of the EEA Alliance Approach in building partnerships, and promoting sustainable and scalable youth employability programs

The EEA-P program was able to form partnerships with five local organizations: AKF, ASK Development, Sahara Welfare, SABAWON, and NRSP-IRM. Through these partnerships it developed and implemented youth employability projects and trained 1,250 youth in technical skills and 180 in life skills for employability in eight cities. The training modules developed through these projects have enhanced the capacity of the four partner organizations for further replicating the trainings as these were adopted by the local organizations implementing the projects. Partners have either planned to use the training modules to provide further trainings as in the case of COTHM or utilize them to implement similar projects if funding is made available. However, these projects are not financially independent due to their lack of revenue generation and therefore are dependent on donor financing. Figure 5 provides background information and summarizes the sustainability status of each project:

Figure 5: Sustainability Status by Project

Project Name	Objective	Alliance Partners	Sustainability Status
Microsoft/Employability for IT Trainees	To Improve IT training in 90 Vocational Training Institutes, used by 250 students and reaching 9,000 students annually	Punjab Vocational Training Council, Microsoft	The improved IT curriculum and teacher training benefits 10,000 PVTC trainees annually.
Hospitality Sector Skills Development	To improve the skills of 400 young men and women for work in small and medium size hotels and restaurants and to promote the overall climate for tourism by Pakistanis and foreigners	Aga Khan Foundation, Serena Hotels, Chefs Association of Pakistan	Training program unable to continue due to lack of funding for the next phase.
Trainings in Vital Service-Related Job Skills	To provide 300 disadvantaged young women and men in three districts with training in service industry-related skills and to help place 250 into jobs	ASK Development, DOVE, SUKHI	Phase 2 under implementation with a \$100,000 grant from NAVTEC to reach an additional 580 youth.
Sahara Art and Craft Center	To provide skills training in arts and crafts for 250 young women and to help them generate income by selling goods at local Arts & Crafts centers	Sahara Welfare Organization, Engro Chemicals, Ali Education Institute of Lahore	Project unable to continue due to shift in programmatic focus by Sahara Welfare Association. Home-based businesses are anticipated to continue providing income generating opportunities for women.
Safe and Steady Employment at CNG Stations	To provide certified training and job placements for 300 youth seeking to become CNG service station operators and to thereby increase safety conditions and station management capabilities	Sabawon, Pakistan, Pakistan CNG Association, Civil Junction, Oil & Gas Regulatory Auth., Hydrocarbon Dev. Inst.	Project unable to continue due to lack of funding for the next phase.
Life Skills for Employability for Pakistani Youth	To adapt, implement, certify and widely disseminate a comprehensive life skills program to benefit approximately 25,000 Pakistani youth annually following an initial pilot phase training 180 youth.	Rural Support Programs Network, Institute for Rural Management, NAVTEC	Integration of life skills programming into implementing partner's technical training program anticipated but not final at time of evaluation.

The Steering Committee, which was formed in part to enhance the public-private partnerships developed to support the activities, met three times during the first year of EEA-P implementation. These meetings focused on the sub-grant solicitation process and contributed to the selection and refinement of effective workforce development projects, but were unable to contribute to the development of robust partnerships to sustain and scale EEA-P program activities. Keeping Steering Committee members engaged in the program outside of steering committee members and then after the sub-grantee selection process was a major challenge for EEA-P.

Cost Effectiveness: The overall cost effectiveness of the EEA Pakistan country program has been assessed on two levels. The first level is related to country program subgrants, which include both seed grants administered by USAID and cash and in-kind leverage contributions contributed by other partners to support EEA country programs. The second level more broadly includes costs classified as alliance building and program support costs. This second level includes costs outside of those directly incurred by project implementers. They accordingly include costs related to the functioning of the EEA National Secretariat RSPN, local consultants in Pakistan, as well as IYF direct and indirect expenditures attributable to the Pakistan program. Each of these cost categories are discussed in more detail below.

Subgrant Project-level Costs: As noted above, subgrant project-level costs include seed funds and leverage contributions invested toward individual projects which typically covered curriculum design or improvement, training, job placement costs, and project specific costs of NGO subgrantees. The amount of seed funding support from USAID toward individual projects is a useful metric to assess cost effectiveness given that such

funds are directly focused on implementation of projects, are directly leveraged by investments from other parties, and are best positioned for increased efficiency when additional beneficiaries are added to successful pilot programs. In Pakistan, the USAID support of approximately \$586,248 in seed funds that were coupled with leverage investments of \$859,526² reached a total of 1,406 beneficiaries. If all project-level costs are taken in account, this brings the cost to \$1,028 per beneficiary, of which \$417 was borne directly by USAID and \$611 was shouldered by the alliance partners.

Figure 6: Project-level Costs

Subgrant Name	Number of Beneficiaries	USAID Funds	Leverage	Total Project Budget	Cost Per Beneficiary
Aga Khan Foundation	363	\$ 200,000	\$ 201,872	\$ 401,872	\$ 1,107
ASK Development	301	\$ 141,531	\$ 249,217	\$ 390,748	\$ 1,298
Sahara Vocational Training	250	\$ 10,000	\$ 32,207	\$ 42,207	\$ 169
Sabawon CNG Training	312	\$ 81,520	\$ 116,230	\$ 197,750	\$ 634
RSPN Life Skills Training	180	\$ 153,197	\$ -	\$ 153,197	\$ 851
PVTC IT Training	NA	\$ -	\$ 260,000	\$ 260,000	NA
TOTAL	1,406	\$ 586,248	\$ 859,526	\$ 1,445,774	\$ 1,028

Alliance Building and Program Support Costs: A more expansive examination of costs by necessity also includes those alliance building and program support costs related to the EEA-Pakistan program. These costs supported significant, collective efforts by IYF working together with RSPN as National Secretariat, and local program consultants. Their efforts focused on a number of items related to program activities, including managing the design and implementation of alliance based interventions; providing international technical expertise on successful employability approaches; assisting in leveraging of resources; providing capacity building support to implementing partners in skills training, job placement and post training support to entrepreneurs; and providing financial oversight, compliance, and direct monitoring and evaluation support. Upon examination of IYF accounting records, these costs taken together with indirect costs attributable to the Pakistan program, totaled \$686,162. This USAID-borne cost adds approximately \$488 on a per beneficiary basis.

Figure 7: Alliance Building and Program Support Costs

Subgrant Name	Number of Beneficiaries	Alliance Building & Program Support Costs	Cost Per Beneficiary
Aga Khan Foundation	363	\$ 114,360	\$ 315
ASK Development	301	\$ 114,360	\$ 380
Sahara Vocational Training	250	\$ 114,360	\$ 457
Sabawon CNG Training	312	\$ 114,360	\$ 367
RSPN Life Skills Training	180	\$ 114,360	\$ 635
PVTC IT Training	NA	\$ 114,360	NA
TOTAL	1,406	\$ 686,162	\$ 488

Taken together, these overall costs of both seed funds and alliance building program support costs total approximately \$1,516 per beneficiary, and appear roughly equivalent compared to other good practice country projects of this duration and that include internships, on the job training and international technical assistance. Of the cost of \$1,516 per beneficiary, \$905 (60%) was borne by USAID and \$611 (40%) was contributed by alliance partners. It is noted that this analysis does not take into account PVTC beneficiaries who benefitted from improved curricula supported by EEA.

When assessing costs of the EEA-P program, it is important to note that we have deliberately not included beneficiaries from the largest training program. This program, implemented by the Punjab Vocational Training Center, upgraded the Microsoft Unlimited Potential IT curriculum and supported the training of 10,000 beneficiaries through PVTC's extensive network of Vocational Training Centers across the Punjab region of Pakistan. Based on the tracking information PVTC provided, the target of 10,000 youth was reached. However,

² This leverage figure does not include RSPN's contribution of \$3,217.

given the inability of PVTC to fully track these graduates and performance under the EEA monitoring and evaluation system, we have chosen conservatively not to include such numbers in our overall calculations. Should these 10,000 beneficiaries be counted toward the overall totals for the purpose of cost-effectiveness, the overall cost per beneficiary would be significantly reduced to \$187 (60% by USAID and 40% by the alliance), including the project level costs of \$127 and alliance building and program support costs of \$60.

Finally, and perhaps most significantly, a full assessment of cost efficiency would also require a more thorough assessment of the effectiveness of alliance building activities on long term sustainability and scalability of proven practice programs. As such, the PVTC model of programming for example demonstrates the significant increase in beneficiaries and benefits possible through an alliance building approach, particularly with government or quasi-government agencies as partners. Should the new efforts to substantially expand the EEA model be successful, the cost effectiveness of initial EEA investments could be dramatically expanded. While the longitudinal study required for this type of evaluation goes beyond the scope and resources available for this study, such factors should be addressed more directly in similar employability projects in the future.

Indicator 1.3: Number of private sector, government and civil society partnerships formed through the program to jointly offer employment and business development training activities in targeted areas

The program formed partnerships with nineteen partners, including AKF, ASK Development, Sahara Welfare, SABAWON, and NRSP-IRM and their strategic partners to jointly offer employment and business development training activities in Lahore, Karachi, Gilgit, Peshawar, Sialkot, Faisalabad, Muzaffarabad, Rawalpindi/Islamabad. Figure 8 provides more details on EEA-P partners and their contributions. For example, ASK Development partnered with community-based organizations (CBOs) such as DOVE, SUKHI, and Bedari. These CBOs helped ASK Development match the technical training programs, which focused on the service industry, with the needs and opportunities in the communities and also reached into the community to identify training participants. ASK Development and these CBOs then approached a variety of businesses to provide internships and consider job placement. As a result, more than twenty businesses, including banks, hotels, mobile phone companies, and restaurants, provided on-site training and/or internships to youth participants, and several of these same companies subsequently hired the participants after they completed the training program.

Figure 8: Typology of EEA-P Partners and Their Contributions

Partner Name	Partner Role and Contributions
Corporations	
DHL Pakistan	Steering Committee member
Microsoft	Providing cash and in-kind assistance / Steering Committee member
Engro Chemicals Pakistan Limited	Steering Committee member and Donor
Serena Hotels / Tourism Promotion Services	Resource Partner providing training venues and other support
Chef's Association of Pakistan	Resource Partner during training curriculum development
CNG Association of Pakistan	Donor and resource partner
Thardeep Rural Development Program	Steering Committee member
Government	
National Vocational and Technical Education Commission (NAVTEC)	Providing cash contribution for continuation of training activities
Hydrocarbon Development Institute of Pakistan (HDIP)	Resource Partner during training curriculum development
College of Tourism & Hotel Management (COTHM)	Resource Partner
Oil & Gas Regulatory Authority	Resource Partner during training curriculum development
Federation of the Chambers of Commerce Pakistan	Potential partner in creating linkages with private sector partners, particularly on job placement issues
Pakistan Institute of Tourism & Hotel Management (PITHM)	Resource Partner
Pak Austrian Institute of Tourism & Hotel Management (PAITHOM)	Resource Partner
Non-governmental Organizations	
Rural Support Programmes Network	National Secretariat
Punjab Vocational Training Council	Steering Committee member; project partner
Society for Upgradation of Knowledge, Health, and Infrastructure (SUKHI)	Resource Partner – mobilizing youth and helping place training participants into internships and jobs
Civil Junction	Resource Partner

Aga Khan Foundation	Implementing Partner
ASK Development	Implementing Partner
Sahara Welfare Society	Implementing Partner
SABAWON	Implementing Partner
Institute for Rural Management	Training provider for Life Skills project
Pakistan Centre for Philanthropy	Steering Committee member
Develop Our Valuable Earth (DOVE)	Resource Partner – mobilizing youth and helping place training participants into internships and jobs
Innovation Alliance	Training provider for PVTTC project
Rotary International (Rawalpindi Club)	Steering Committee member
Ali Institute for Education	Technical Resource Partner for Sahara Arts & Crafts teacher training

Indicator 1.4: New partnerships, mechanisms and approaches created as a ripple effect of working with EEA programs to support youth employability

USAID/Pakistan developed a US\$80 million *Empower Pakistan: Jobs* project based partly on the framework of the existing program. In addition, NAVTEC agreed to provide Rs.6.5million (approximately \$100,000) to ASK Development to train 540 youth in the services sector related skills provided under EEA-P.

Indicator 1.5: Number of non-target institutions that request to adopt EEA promoted programs, models and tools as part of their activities

A majority of the firms bidding on USAID/Pakistan’s US\$80 million *Empower Pakistan: Jobs* project requested IYF and RSPN to partner with them and to adopt the EEA-Pakistan promoted projects, models and tools as part of their bids. In total, four out of six major bidders requested partnerships from IYF and RSPN.

Intermediate Result II: Improved Access to and Relevance of Education and Employability Training

Summary of Intermediate Result Two Findings

The study shows that EEA-P is successful in not only mobilizing local resources but providing quality employability skills training to marginalized youth focusing on specific industries including compressed natural gas, hospitality and services. The program has trained a total of 1,406 youth (vs. 1,430 targeted) of which 41% are women, and 98.5% completed the training. Additionally, more than 10,000 trainees across one hundred Vocational Training Institutes throughout Punjab benefitted from the basic IT training that was improved through this program. The quality and relevance of training was rated high by graduates and employers. For instance, almost all of the graduates surveyed report to have gained the skills they need to find employment. The study also finds substantial improvements in life skills particularly in areas of self-confidence and conflict resolution.

Indicator 2.1: Number of young men and women participating in EEA projects

The program reached 1,406 men and women out of the target of 1,430. A synopsis with gender breakdown is presented in Figure 9 below:

Figure 9: Number of Youth Participated by Project

	Target	Actual	Female	Male	Percentage
Total	1,430	1,406	583	810	97%
Aga Khan Foundation-Hospitality Training	400	363	112	251	91%
ASK Development-Service Industry	300	301	124	177	100.3%
Sahara Welfare-Arts and Crafts Centre	250	250	250	0	100%
SABAWON- CNG Safety and Service	300	312	0	312	104%
RSPN – Passport to Success	180	180	97	83	100%

Additionally, more than 10,000 trainees across 100 Vocational Training Institutes throughout Punjab benefitted from the basic IT training that was improved through this program. The improved curriculum and instructor training is expected to continue to benefit 10,000 trainees annually.

Indicator 2.2: Number and percentage of young men and women completing EEA supported projects

The global EEA program required EEA-P to ensure that 90% of the program trainees complete the EEA supported trainings. The program planned to train 1,287 men and women, but it exceeded this target by training 1,393 youth (810 men and 583 women). The details are given in Figure 10 below:

Figure 10: Number of youth Completed by Project

	Target	Actual	Male	Female	Percentage Overachieved	Dropout
Total	1,287	1,386	803	583	7.7%	20
AKF-Hospitality Training	360	363	251	112	1%	0
ASK -Service Industry	270	299	175	124	11.1%	2
Sahara - Crafts Centre	235	250	0	250	10.6%	0
SABAWON- CNG Safety	270	294	294	0	10.9%	18
RSPN – Passport to Success	162	180	83	97	11.1%	0

Indicator 2.3: Number of teachers, trainers, facilitators and counselors trained under EEA supported programs

The project trained a total of 51 trainers against a target of 54 (94% of the target). The trainers and facilitators were primarily chosen from the industry and from various training institutes working with the project partners. The trainers not only imparted the required technical skills to youth but also worked on their life skills to build their self confidence in some instances like the Hospitality and the Services sector projects. Each project had its own mechanism of identifying trainers and facilitators. AKF was working with various hospitality institutes including COTHM, PITHM, and PAITHOM, who provided their regular faculty to teach these courses. These

faculty members were well aware of the course contents thus the project did not build their capacity in any new skills. Sabawon worked with All Pakistan CNG Association to identify four trainers from their industry partners/counterparts: Hydrocarbon Development Institute of Pakistan, and Oil and Gas Regulatory Authority. On the other hand, ASK Development and Sahara Welfare Society already had their own trainers.

Figure 11: Number of Teachers and Trainers Trained by Project

	Target	Actual	Percentage achieved
Total	54	51	94%
ASK -Service Industry	20	20	100%
Sahara -Arts and Crafts Centre	6	4	67%
SABAWON- CNG Safety	8	4	50%
RSPN – Passport to Success	20	23	115%

Indicator 2.4: Percentage of young men and women demonstrating improved capabilities through participation in EEA supported projects

Survey results show high percentages of youth reporting improved capabilities through participation in EEA-P supported projects.

- Ninety-nine percent of the respondents felt that they gained technical knowledge and skills through the training provided by the program.
- All respondents felt that there communications and conflict resolution skills have improved.
- Ninety-eight percent felt that their ability to listen to others improved.
- Ninety-seven percent felt that there self-confidence and sense of initiative has improved.
- Seventy-five percent felt that their relationship with family and friends have improved after completing the training.

Figure 12: Improvements in Communication Skills

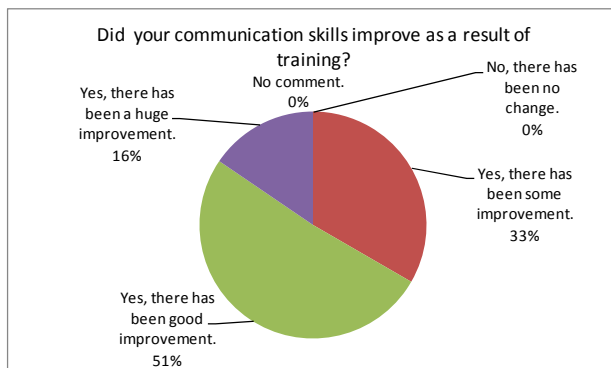


Figure 13: Conflict Resolution Skills



Indicator 2.5: Level of satisfaction of young trainees with the quality and relevance of the training, counseling and services received through EEA-P program

Overall, 73% respondents felt that they have gained needed knowledge and skills to start a new business and eighty percent felt empowered as a young entrepreneur because of the skills gained. However, only 34% of the trainees actually got some entrepreneurship-related training through the projects implemented by AKF and Sahara Welfare Society. It should be noted that the figures of 73% and 83% was solely based on the trainee perception and understanding of the survey questions. Although most of the projects did not provide any entrepreneurship related training, many trainees felt they can undertake a business with their newly gained confidence and skills. This demonstrates that if youth are provided with an opportunity for demand driven training, their own creative thinking process comes into play and they are able to think of new ideas of earning income including entrepreneurship.

Indicator 2.6: Number and percentage of youth who completed EEA supported programs who report that they have referred or will refer this program to other youth

Seventy-three percent of the respondents have referred youth to this program and 93% would refer youth to this program as depicted in the graphs below: These implicit endorsements speak to both the quality and the relevance of the training programs. The participants were satisfied with the training programs and have seen their new skills translate into new employment opportunities, and thus would overwhelmingly recommend that others participate in EEA-P training programs.

Intermediate Result III: Improved Prospects for Employment and Successful Entrepreneurship

Summary of Intermediate Result Three Findings

The study found that EEA-P has been able to use its alliance networks to place youth in jobs effectively within six months after graduation. EEA-P has placed 551 youth within six months upon graduation. Twelve graduates have decided to establish small businesses with new the skills acquired. The study finds that income levels of most youth who were working previously have increased as a result of participation in the training. In terms of employer satisfaction, 95% of employers surveyed thought that EEA graduates were better than other graduates from similar age groups, illustrating the effectiveness and relevance of EEA-P skills training provided. Additionally, all employers interviewed thought that EEA-P provided qualified graduates for the business sector, thereby closing the gap between employers' needs and employees' qualifications.

Indicator 3.1: Number and percentage of trainees who gain employment within six months of completing program

A total of 551 youth secured jobs within six-months after completing the training which represented 63% against the original target of 875 youth. The reason for a lower achievement rate was primarily because the Sahara Art Craft Center could not facilitate trainees in obtaining jobs. The Sahara Center is located in a remote and culturally traditional area of Pakistan, where job opportunities for women outside of the home are rare. Both geography and social norms prevented follow-up, but we heard anecdotally that some women have started home businesses in sewing and embroidery. Otherwise, the employment rate for men and women was roughly equivalent. A somewhat unexpected result came from the hospitality project, where women found greater than expected success due to their interest and willingness to work in commercial kitchens and restaurants' desire to hire women, who are seen as well suited for the work because of their discipline and cleanliness.

Indicator 3.2: Number and percentage of trainees who continue education, obtain an internship or engage in further professional training within six months of completing program

Ninety-five percent of the respondents showed interest in continuing education and professional training at some point in their career, and 52% of the respondents were able to be placed as interns or apprentices as a result of the training they received from EEA-P.

Indicator 3.3: Number and percentage of EEA trainees starting their own businesses within six months of completing training

Overall, eighty percent of the respondents felt empowered to start a business as a result of the training, and fourteen respondents have actually started one. These were trainees trained under the hospitality project. The Sahara Art & Crafts Centers was the only project that had some entrepreneurial thrust in it. It is important to mention that none of the projects purely focused on creating entrepreneurs, rather they focused majorly on technical skills that could facilitate employment. Thus these fourteen respondents that actually started their own businesses initiated this effort solely with their own initiative and resources. The program did not have any provision to help them start a business. Moreover, for anyone wanting to start a business, accessing finance is also a hindrance. The project did not dedicate resources to connect the youth with various financing institutions as it was not planned or designed to provide this connection.

Indicator 3.4: Number and percentage of youth with satisfactory internships or apprenticeships

Overall, 52% of the total participants trained have been inducted into either an internship program or as an apprentice. The projects that facilitated internship included the ones implemented by AKF, ASK Development, and Sabawon. Figure 14 shows the level of satisfaction with internships among the interviewed trainees:

Figure 14: Youth Satisfaction with Internships and Apprenticeships

Program Satisfaction ranking	Excellent	Good	Fair	Poor	N/A
Overall internship experience	45.7%	34.3%	11.4%	0.0%	8.6%
Relevance of the assignment to training	35.3%	47.1%	8.8%	0.0%	8.8%
Technical skills learned	40.0%	31.4%	14.3%	5.7%	8.6%
Coaching received during internship	48.5%	30.3%	12.1%	0.0%	9.1%

Thus, a majority of trainees were very satisfied with the internship opportunities that the projects offered. These internship opportunities were secured by implementing partners through strong outreach to the private sector. The CNG project, for example, partnered with the All Pakistan CNG Association whose membership includes more than 300 CNG stations. The hospitality project engaged the private sector early in the process by holding a series of strategic roundtable discussions. These discussions not only helped AKF develop a strong curriculum, but also build momentum among stakeholders, including small hotels and restaurants, which were willing to provide internships to training participants.

Indicator 3.5: Number and percentage of placed youth who declare having a satisfying and quality job

The study finds that ninety percent of the respondents felt satisfied with the quality and remuneration of jobs they were able to obtain as a result of the training. More than 75% of the respondents found that their training was relevant to their jobs. A break-down of the responses is provided in the table below:

Figure 15: Job Satisfaction of Youth

Are you happy with the current job, level of job and other type of compensation provided?				
Indicators	Very Poor	Poor	Fair	Very Satisfying
Overall work environment.	0.0%	9.8%	52.9%	37.3%
Relevance of the job in the field of study	2.0%	8.2%	38.8%	51.0%
Support from supervisor and or peers	2.2%	8.9%	48.9%	40.0%
Possibilities for professional growth.	2.3%	11.6%	51.2%	34.9%
Salary	2.1%	23.4%	40.4%	34.0%
Other Compensation	9.5%	14.3%	42.9%	33.3%

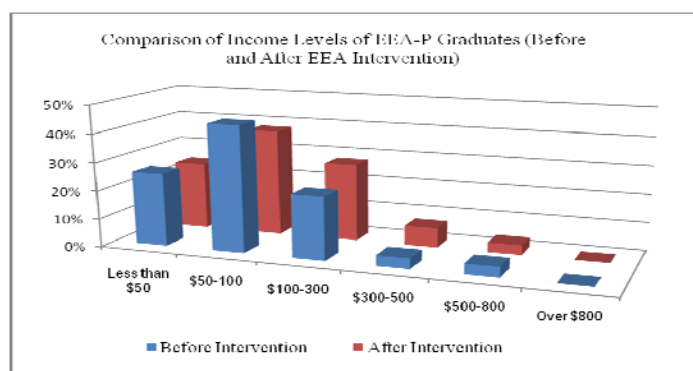
Indicator 3.6: Net salary increase of youth employed through the EEA programs (within six months after placement)

A synopsis of the salary before and after the training is provided in the table below. It is worth noticing that percentage of youth with less than \$50 and \$50-\$100 monthly salary reduced, while the youth earning a monthly salary between \$100-\$300 and \$300-\$500 increased. Therefore, trainee salary levels have increased from a lower level to a higher level. This can be attributed to the relevance of the skills imparted to the ones required by the industry, and in general willingness of employers to pay the program trainee higher than other employees. The figure below compares salary levels of EEA-P graduates before and after the intervention.

Figure 16: Job Income Comparison

Income Level in US\$	Before Intervention	After Intervention
Less than 50	25.90%	24.10%
50-100	44.40%	37.90%
100-300	22.20%	27.60%
300-500	3.70%	6.90%
500-800	3.70%	3.40%
Over 800	0.00%	0.00%

Figure 17: Income Level Comparison (Before and After the Intervention)



Indicator 3.7: Level of employers' satisfaction with the soft skills and/or technical skills of EEA trained youth

Interviews with employers revealed that the performance of the EEA graduate is relatively better as compared to the non-EEA graduates. Several recurring trends can also be drawn - although these were mentioned in response to suggestions for improvement of the EEA-P program, they can be applied generally to any technical vocational program for youth:

- Training duration should be adequate to cover material at a reasonable pace
- Training should include practical application of skills being taught to reinforce lessons
- Training schedule should be flexible in order to provide access to a greater number of youth
- Training programs should include modules on improving English language communication

Employers also provided important feedback on the EEA-P graduates they have hired and observed in the workplace. These quotes demonstrate the positive effect EEA-P training programs had on critical employability skills.

Direct quotes by Employers about the EEA graduates they employed:

- “The confidence level, attitude and discipline were good among the program trainees”
- “Trainees have gained exceptional knowledge and education through the program”
- “The trainees have increased motivation level”
- “The female trainees we have hired are dedicated and regular”
- “The trainees have good management, communication and data handling skills”
- “The trainees require less effort to understand the assigned tasks”
- “The trainees are well aware of the sector they are trained in”

Further data from the twenty employers that participated in the EEA-Pakistan evaluation demonstrate their support for EEA.

How did you know about EEA program?

- Fifty-six percent said they were approached by EEA project partners
- Twelve percent found out about the program from media (brochures, newspapers and magazines)
- Nineteen percent reported that somebody/some company referred EEA graduates

Performance ratings

- Fifty-five percent of employers rated overall performance of graduates as good; 40% as excellent; and 5% as fair
- Technical skills: Fair – 20%; Good – 40%; Excellent – 35%
- Life skills: Fair – 30%; Good – 40%; Excellent – 25%

Comparing EEA graduates with other graduates

- Seventy-four percent of employers said EEA graduates are better than other graduates and 21% as the best; 5.3% as the same
- Eighty-eight percent said EEA graduates met their expectations or needs

Would you consider offering jobs, internships or apprenticeships to EEA graduates in the future?

- All employers responded Yes

In your opinion, do you think EEA training is closing the gap between employers' need and the employees' qualifications? (i.e., providing qualified candidates to the business sector meeting the market needs)

- All employers responded Yes

What do you know about EEA?

- “They are providing quality services for producing quality staff for organizations”
- “They provide capable and skilled employees”

In your opinion, do you think EEA training is closing the gap between employers' needs and the employees' qualifications? (i.e. providing qualified candidates to the business sector meeting the market needs)?

- All employers that responded to this question agreed (nineteen respondents). They all agreed to offer internships and jobs to EEA graduates in the future as well.

Explain whether your EEA experience has any effect on your approach their human resources management approach in recruiting youth for internships or jobs.

- Thirty-eight percent of responding employers stated that the company plans to become more involved in alliance programs focusing on youth employability.
- Nineteen percent of employers stated that the company is more open to the idea of providing internships and mentorship support to youth in general.
- Thirteen percent of responding employers stated that the company is likely to recruit youth through EEA programs and other similar programs.

Intermediate Result IV: Positive Indirect Effect on Families and Communities of Youth

Summary of Intermediate Result Four Findings

The study also finds positive if indirect effects of the program on families youth served. Over eighty percent of youth are sharing their incomes with their families for health, education and household expenses. It also seeks to determine how many youth feel like they now have ability to improve financial and social conditions of their families. Seventy percent of youth surveyed reported that their financial support helped improve the financial and social situations of their families.

Indicator 4.1: Number and percentage of employed youth financially helping their families for household expenses, health and education

The study revealed that 82% of the respondents are helping their families in terms of household expenses, health and education to a certain degree. Eighty-two percent of the respondents reported that their support helped improve their families' financial and social standing, and 18% reported no change. Additionally, 34% of the respondents said they noticed major improvements in their relationships with family and friends after completing the program, 41% reported some improvements, and 25% reported no change.

Indicator 4.2: Number and percentage of youth who have reported improved financial and social conditions of their families

The study sought to determine not only how many youth are helping their families but how many feel like they now have ability to improve financial and social conditions of their families. The results are presented below:

- Seventy-five percent of graduates stated that that their financial support (with the income they shared) helped improve their family's financial and social situation.
- Eighteen percent of graduates reported that their support *somewhat* improved the situation.
- Eleven percent of youth reported no change.

Section IV: Challenges, Lessons Learned and Recommendations

Effectiveness, Relevance and Sustainability

The EEA-P final evaluation has led to several conclusions and recommendations presented below. This section presents the report's main conclusions and recommendations on the EEA-P program's effectiveness, relevance and sustainability.

Main conclusions and recommendations are as follows:

- Capacity of implementing partners has been enhanced through the program.
- Partners are willing to scale the programs, but funding sources have not been identified.
- Recommendations include:
 - Longer training duration
 - More training content on English language and computer skills
 - More practical training opportunities
 - Improved job placement services.

Effectiveness:

The effectiveness of any intervention is gauged through measuring its performance against the intended benefits. The EEA-P was well designed and addressed the evolving needs of the beneficiaries. It remained responsive to the needs of youth being trained, the alliance partners, and employers. The training programs were developed based on needs assessment of the employers and historical context and experience of the implementing partners/training agencies. Both the CNG and Hospitality project conducted extensive market research prior to developing training manuals. And Both ASK Development and AKF revised their training plans during implementation to respond to new realities: ASK Development identified a high-demand training program and location mid-way through implementation and quickly made the necessary adjustments to deliver the training program; AKF originally planned to provide hospitality training in Swat, but quickly realized that the tourism market there was rapidly declining, so they canceled that training workshop and added more participants to locations with more likelihood for job placement. Good planning and swift responses to changing environments and market needs were essential in the effectiveness of the training programs and ability to place participants into jobs. And employers rated EEA graduates higher as compared to the non-EEA graduates, which highlights the effectiveness of EEA-P.

The program had various effects on the stakeholders involved in its implementation, primarily the youth participants, their families, and their employers. Over the life of the program, it trained 1,386 youth of which 508 (37%) -- 411 male, 97 female -- secured employment. These youth are contributing significantly to their families and the local economy. Approximately 76% of the interviewed youth declared that their family's financial and social conditions improved after the completing the training program, and about 96% expressed that they would be interested in pursuing further studies or training after completing the program. The program led to increased profits for various businesses that employed the EEA-P trained youth. Youth also reported increased confidence as a result of the training, which may not be directly attributable to results, but has apparently encouraged twelve entrepreneurs to start their own businesses.

Recommendation: One target that was not met in EEA-P was the percentage of female participants. Effectiveness of the program in terms of gender inclusiveness can be increased by training females as Master Trainers which was not specifically targeted in the program. It can also be enhanced by creating innovative avenues for young women to participate in trainings which are much more accessible to them.

Relevance:

As suggested in USAID's RFA, which is quoted in the Problem Statement section above, Pakistan's current education system does a poor job imparting skills which are required to get a decent employment or are irrelevant to the market needs. In response to this problem, the EEA-P program designed demand-driven trainings in consultation with industries that were relevant to the kinds of employees needed by these industries. EEA-P training programs also featured guest speakers from the private sector, field visits to potential employers, and seminars attended by all stakeholders—participants, implementers, and potential employers—which served to raise awareness and provide young people an opportunity to test their new communications skills. By enrolling in the EEA-P designed projects, youth acquired skills that were valued and appreciated by the employers as well as helped them in getting employed.

Recommendation: The relevance of the program could have been further enhanced by increasing the number of exposure visits and the hands-on training. This recommendation was identified by the youth in the focus group

discussions and feedback forms. Moreover, internship periods should be increased under the training projects to further increase the relevance of the training.

Sustainability: For the most part, the training programs developed under EEA-P lack financial independence due to the inability to generate revenue through fee-based training and a lack of external funding to support more training workshops. RSPN is not continuing to build alliances to provide such trainings due to absence of funding to run the secretariat and provide grant funds for additional projects. The trainings imparted by various implementation partners were subsidized through the project funding and the trainees were not charged the cost of service delivery based on actual. The reason for the subsidy was the program's target: unemployed youth who are not able to pay fees to support the cost of the training programs. Nevertheless, EEA-P made a strong case to civil society and private sector stakeholders that youth employability is a critically important issue that can be addressed with innovative approaches and moderate levels of funding. It is too soon at the writing of this report to determine whether the strategy and approach of EEA will sustain in Pakistan, but NAVTEC's funding of a subsequent round of training by ASK Development and USAID/Pakistan's endorsement of EEA as a successful pilot worthy of expansion indicates that it will be sustained in some manner.

Recommendation: The long-term effectiveness program could have been even greater if the sub-grant projects would have been replicated and scaled up immediately following the pilot training phase supported with EEA funding. Only the ASK Development project received additional external funding to continue offering training programs. Nevertheless the program approach had a significant effect in terms of adoption by project partners and donors like USAID/Pakistan replicating the approach in its Empowering Pakistan: Jobs program. Also, the program should have made more efforts to engage in policy level discussions with the Government of Pakistan to initiate the EEA approach at its training institutes. It could have also worked with the private sector to offer these trainings on a profit-oriented basis. Finally, corporate social responsibility wings of various private sector concerns could have been approached to generate funding for scholarships for unemployed youth.

Conclusion

The challenge of workforce development is to ensure that the needs of both unemployed youth and industry are met. For employers, the workforce system must ensure that there is an available labor pool of sufficient size and skill to support continued economic vitality and efforts to improve productivity. For workers the system should ensure that individuals have opportunities to acquire the skills necessary to gain and maintain decent employment at a living wage.

The USAID funded EEA-P program did not attempt to address the policy environment issues discussed above as this was not within its mandate. However, the program was able to introduce a model that can be replicated at the national level to offer training services that are demand driven. This would entail continued multi-sector collaboration to identify and address the employability needs of young people and industry and increased involvement of national public and private sector vocational training providers. EEA-P was able to demonstrate its positive effect on the lives of the youth trained by facilitating new employment opportunities for unemployed youth, better opportunities and increased salaries for those who were already employed, confidence and personality building through provision of life skills, and most of all a sense of strength to do something meaningful in life. The EEA-P sub-grant projects, however, were not able to demonstrate immediate replication, which indicates that further work needs to be done to improve the program design to ensure sustainability. The program's approach nevertheless was well appreciated by the partners, employers, youth, and donors like USAID Pakistan. The alliance model introduced through this program can nurture future youth employability efforts in Pakistan.



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org



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