



Final Report

FINAL EVALUATION OF RYE II

February 24, 2023

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Acknowledgments

AASA Consulting is pleased to present the findings from the study on the Final Evaluation of the Revitalizing Youth Enterprise Program (RYE) II, to gauge the overall effectiveness, and to ascertain how impactful it has been thus far to the youth receiving it, and as a program in general.

The study would not have been possible without the support of several key individuals and organizations. The time devoted by representatives from NRSP, Ecommerce Success Pakistan (ESP), and the Master Trainers for interviews, which were crucial in building our understanding with respect to the project delivery, its challenges and areas of improvement for future scalability. I extend our appreciation to these individuals, the organizations and departments involved.

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Thank you

Zohair Ashir
Chief Executive

Acronyms

ESP	Ecommerce Success Pakistan
ICT	Information and Communications Technology
KIIs	Key Informant Interviews
MCF	Micro Challenge Fund
NAVTC	National Vocational and Technical Training Commission
NGOs	nongovernmental organizations
NRSP	National Rural Support Programme
OECD-DAC	Organization for Economic Co-operation and Development - Development Assistance Committee
PPAF	Pakistan Poverty Alleviation Fund
PSC	Poverty Scorecard
RBF	Results Based Framework
RYE	Revitalizing Youth Enterprise
TEVTA	Technical Education and Vocational Training Authority
TNA	Training Need Assessment
TVET	Technical and vocational education and training
TVST	Technical Vocational Skills Training
UC	Union Council

Executive Summary

The Revitalizing Youth Enterprise (RYE) II program initiated by the Pakistan Poverty Alleviation Fund (PPAF), through a funding of USD 200,000 from the Citi Foundation. It is a skills training program to train the youth population of Pakistan for the modern and future marketplace. This program is carried out in Sindh (Karachi) and Punjab (Multan and Bahawalpur) from March 2022 to January 2023 with an objective to alleviate poverty, by providing equitable access to economic opportunities to the youth through PPAF's partner organization National Rural Support Programme (NRSP) and their digital skills training partner Ecommerce Success Pakistan (ESP). An additional amount of USD 7,500 were allocated for Micro Challenge Fund (MCF) for 20 beneficiaries of the program. The program participants were trained in digital and life skills, to equip them for offline and online digital markets and they learned new skills through online training.

AASA Consulting Pvt. Ltd. (AASA Consulting) was contracted to evaluate the program and its results, entering the contract on January 6th, 2023 for the Final Evaluation of RYE-II (phase two of the Revitalizing Youth Enterprise program), with the contract closing on February 24th, 2023.

Data collection was carried out via in-person surveys with participants, and interviews with relevant stakeholders and institutions. The findings pertain to implementation of the program and improvement in socio-economic and employability status of trainees. The overarching goal of the program is to move 50% percent of participants to a higher band of the Poverty Scorecard (PSC). A Detailed Results-Based Framework (RBF) was designed by PPAF. Under this assignment, desk review and primary research were undertaken. Evaluation was carried out using the principles of the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) and PPAF requirements.

Statistical analysis and proportional allocation were used to designate an overall sample size of 101 beneficiaries in Karachi, 68 beneficiaries were surveyed, with 34 males and 34 females. In Bahawalpur, the sample was 33 beneficiaries, with 17 male and 16 female participants. Additionally, the partner organization (NRSP), the training provider (ESP), and PPAF were interviewed. A total of 8 training events were conducted for the beneficiaries (against the target of 6 training events).

Key Findings

Program Relevance

As per PPAF's mandate in terms of gender equity, it was found that trainees in the program were split about evenly by gender (male: 49%, female: 51%). Of these beneficiaries, 50% were educated up to Class 12, with 22% having an undergraduate education, and 6% having a diploma, which was important for the program to be effective. As per findings of the survey, about 64% of beneficiaries were familiar with digital devices prior to starting training. However, contrary to the program requirements, access to digital devices was low for all trainees before the program, and much lower for female participants as compared to male participants. Despite this, the survey found that, on average, 50% of the beneficiaries have gained employment after the training.

Program Effectiveness and Efficiency

92% of the beneficiaries said that the training had helped them learn financial management. Furthermore, 65% of the beneficiaries reported an increase in their understanding of social media platforms, followed by marketing through Google Search Engine at 60%. Overall, 63% of the sample beneficiaries reported an improvement in their expertise after the training.

In addition to the above, the percentage of beneficiaries with access to the internet and ownership of an android/smartphone increased by 28% and 22% respectively after training. The ownership of various ICT tools and access to internet significantly increased among female beneficiaries. After training, nearly 50% of sampled beneficiaries are reportedly using android/smartphones for business and income generation. The percentage of beneficiaries with digital bank accounts increased by

37% by the end of training, with a significant increase observed among female beneficiaries. The gender gap in digital financial inclusion of the beneficiaries enrolled in the program minimized to almost 1% from 18%.

Trainees were generally satisfied with the training courses and the instructors and 84% of the beneficiaries responded positively in terms of their satisfaction level. Also, due to the remote nature of the courses, electricity breakdown (54%) and absence of laptop computers (79%) were cited as the most common obstacles for trainees. Trainers also reported that internet connectivity was poor during trainings, as well as requiring extra time due to lack of knowledge of trainees in regard to digital literacy. Lastly, many trainees faced time and scheduling constraints due to being university students.

Program Connectedness

ESP reported that, in accordance with the modern digital marketplace, “Ten plus students were managing Facebook pages or Instagram pages for clients and some had created their own page on an online platform.” In the survey, almost 33% of the female beneficiaries had started freelance work as social media managers after the training, showing the benefit of digital skills in empowering women. The Training Needs Assessment conducted by ESP showed that both public and private institutions offer similar courses, with the public sector institutes identified being NEVTEC, NAVTTC, TEVTA. Yet, most public sector institutes used recorded videos and little to no follow-up. In contrast, ESP kept in contact with trainees through WhatsApp and Facebook groups. In the private sector, there are institutes such as e-Commerce wala, E-Commerce by Galaxy Group, Extreme Commerce, Enablers, Fahad Khokhar and Azad Chaiwala. These trainings are prohibitively expensive for a large amount of the population. ESP had the experience and expertise to conduct the program satisfactorily.

Program Impact

There were several impacts seen on the beneficiaries, even within this short period of time. Thus far, on average, 50% of the beneficiaries gained employment (against the target of 75%) after their training was concluded. It is pertinent to mention that 93% of the respondents reported an increase in their quality of work, 91% claimed to have increased market knowledge and 92% reported an increase in financial management which would ultimately lead towards improved employability. 75% of the beneficiaries reported an increase in network linkages (against the target of 90%).

Moreover, recent Monsoon floods, rising inflation, the evolving economic crisis and political instability may be contributing factor towards low achievement.

Additionally, with the adoption of online means of income, the beneficiaries' average monthly personal income improved from PKR 1,670 to PKR 3,247, showing a 94% increase (against the target of 50%). Almost all beneficiaries (close to 98%) reported that their professional ability/technical expertise improved due to the trainings (against the target of 50%). Further, on average, 94% of the beneficiaries claimed to have learned how to plan and organize before starting work.

The PSC band on average rose from 58 in 2022 to 60 in 2023 and the percentage of non-poor also went from 95% (2022) to 98% (2023) (against the target of 50%).

Program Sustainability

During the training, access to the internet and ICT devices increased for 20% – 30% of trainees. 75% of the trainees also reported that their professional linkages in the market increased. The Training Providers are actively working to assist beneficiaries in finding relevant internships. Up to 80% have freelancing accounts and established profiles. Additionally, 73% - 74% of female and male beneficiaries have digital bank accounts. Support groups and trainer support have been provided for at least three months, to help trainees establish businesses and/or transition into the market. Lastly, Micro Challenge Funds were awarded to 20 participants through competitive presentations. That said, only 18% of beneficiaries are working as freelancers. A significant proportion of them do

not own personal laptops, which would be required to expand digital skills competency and their usage for businesses in the long run.

Limitations

Given that the trainings only concluded mid-January of this year, there were many beneficiaries who were still seeking out opportunities, which may take a month or more to find and secure. There was also a problem with contacting beneficiaries, as the addresses and numbers were sometimes incorrect (or too vague in the case of addresses). NRSP offered support to the enumerators in this regard, but it added time to the process. Additionally, some beneficiaries had security concerns in terms of taking a survey, which required NRSP support to create confidence and increase response rate. The project deadline was also a constraint, due to there being a short period of time to complete the project, though it was completed with support from the PPAF team.

Best Practices and Lessons Learnt

Many of the trainees had limited or no access to technology prior to the courses, due to belonging to poorer sections of the population. It may be beneficial for instructors to teach basic knowledge prior to or at the start of the training. However, the program itself was unique in the sense that it opened an avenue by targeting educated youth from low income areas for digital skills while majority training programs tend to focus on less or uneducated youth for vocational trainings. The micro challenge fund was also integral in helping beneficiaries kickstart their entrepreneurial journey. For future programs, the number of beneficiaries receiving the seeds grant can be increased efficacy of future programs.

Recommendations

Firstly, efforts should be made to select the student having similar level of digital literacy and education levels to help improve delivering quality classes and the results. Integrally, physical training spaces/computer labs should be provided, as they would be more effective and efficient means of learning. To this end, regional/district/UC offices of implementing partners can be utilized to set up the training spaces/computer labs. It was also ascertained that higher budgets are required for future projects to increase quality and operational ease. Scalability is important, as digital skills trainings should be in-built in all skills training initiatives. Tied to the budget, the provision of android devices (laptops/mobiles/tablets) should be done to increase program effectiveness. It would also be valuable to link beneficiaries to seed grants and youth loans/interest-free loans. For the continual growth and financial sustainability of trainees, 'refresher' and advanced training courses should be considered by the funding agencies. Project durations could also be increased, to provide enough time to properly train beneficiaries for the best results. And at the earliest stages, concept notes and project designs should include "after delivery" or "follow-up" activities, including tracer studies to maintain quality and ensure that the investment made has a long-term positive impact.

1.0 Introduction

Pakistan's majority youth population can either be characterized as a vast, untapped resource, or a serious concern, particularly during periods of scarcity. It can become a resource if the correct steps are taken to ensure that the youth have the tools to succeed in the current and future marketplace. For this reason, the Revitalizing Youth Enterprise (RYE) II program initiated by the Pakistan Poverty Alleviation Fund (PPAF), through funding from the Citi Foundation, is an important step toward preparing the youth for an uncertain future. This program is being carried out to alleviate poverty, by providing equitable access to economic opportunities to the youth through PPAF's partner organization National Rural Support Programme (NRSP) and their Digital Skills Training Partners Ecommerce Success Pakistan (ESP). Under RYE II, participants are trained in digital and life skills, to equip them for offline and online digital markets. The participants learned new skills through online training, and the project was executed in Bahawalpur, Multan and Karachi.

To gauge the impact and lessons learned from this program, PPAF has contracted AASA Consulting Pvt. Ltd. (AASA Consulting) to evaluate the program and its effects on the youth who participated and completed the trainings. AASA Consulting entered the contract on January 6th, 2023 for the Final Evaluation of RYE-II (phase two of the Revitalizing Youth Enterprise program), with the contract closing on February 24th, 2023.

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

The goal of the program is to move 50% of participants to a higher band of the Poverty Scorecard (PSC). A Detailed Results Based Framework (RBF) is designed to document and monitor key outcomes and outputs of the program. Training involving digital skills and employment will also be evaluated so that future interventions can be improved and made more effective. Desk-based review of project documentation and primary research was also undertaken. The evaluation exercise is administered as per the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation principles and PPAF requirements. The report will allow for challenges and successes to be revealed and addressed in future programs, in order to further tap into the vast resource that is Pakistan's youth population.

Exhibit 1: Implementing Partners



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

Exhibit 1: Implementing Partners



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



National Rural Support Programme

The National Rural Support Programme was established in 1991, and is the country's largest such programme in regard to outreach, staff and development activities. The organisation is a not-for-profit and is registered under Section 42 of Companies Act 2017 (repealed Companies Ordinance 1984). It works toward reducing poverty by carrying out development activities and helping people in poverty achieve their potential. It operates in all four provinces (including Azad Jammu and Kashmir), with regional and field offices, in 72 districts. It has a network of 245,637 Community Organizations and is engaged with 3.78 million poor households. It is committed to growth over time, to continue its progress toward alleviating poverty and development in rural areas across Pakistan.



Ecommerce Success Pakistan was started with the Founder's vision to increase knowledge, share values and allow participants to earn a minimum of \$1,000 on a monthly basis. It is committed to helping people generate profits using Amazon, with low risk, allowing their businesses to grow over time. It offers training courses on selling in online marketplaces, such as Amazon, eBay, Etsy and Daraz. It also offers mentorship programs. It operates in Karachi, Islamabad, Rawalpindi and Peshawar.

1.1 Background and Rationale

RYE-II was implemented from June 2021 to January 2023. It is financed by the Citi Foundation. The program was designed to alleviate poverty in the target districts by providing equitable access to opportunities for increased incomes and improved quality of life. This program aimed to target 200 unemployed youth (16-24 years of age) in districts Karachi Bahawalpur and Multan eligible for employment by providing them locally focused technical/vocational trainings and expertise. Selected participants are trained in digital and life skills, to equip them for online and offline digital markets. The participants learnt new skills and are earning income. Each training was conducted completely online. The program locations have access to an established market and logistic infrastructure.

PPAF has engaged the services of AASA Consulting to conduct evaluation of RYE-II to assess the program's effectiveness in terms of processes, implementation approach and activities carried out. The study would be helpful for the organization to measure progress against the program goal and other log-frame indicators.










2.0 Approach & Methodology

2.1 Study Objective

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

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

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

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

2.2 Methodology

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

Survey Sample – Beneficiaries

PPAF has trained 200 beneficiaries from selected districts in Sindh (Karachi) and Punjab (Bahawalpur and Multan). A sample size of 100 for RYE-II beneficiaries using statistical formulae with N (200), e (7%) at 95% confidence/precision level and P (50% or 0.5) was used to decide the sample size.

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

Where;

n = Optimal Sample

N = Beneficiaries of the Program

P = Estimated Probability (50% Theoretical Maximum)

e = Maximum error deemed acceptable

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

The total sample size for interviewing for the Program's Phase II was divided among two sample districts (Karachi and Bahawalpur) through proportional allocation. Sample allocation by district, gender and training type for RYE Phase II beneficiaries is illustrated in Exhibits 3.

Exhibit 3: Sample Distribution (in Numbers)						
KARACHI						
Course Name	Total Beneficiaries			Realized Sample		
	Female	Male	Total	Female	Male	Grand Total
1. Digital Marketing and Life Skills	15	13	28	9	8	17
2. E-Commerce and Life Skills	15	17	32	8	9	17
3. Graphic Designing and Life Skills	26	9	35	9	8	17
4. Social Media Management and Life Skills	13	10	23	8	9	17
Total	69	49	118	34	34	68
BAHAWALPUR						
Course Name	Total Beneficiaries			Realized Sample		
	Female	Male	Total	Female	Male	Grand Total
1. Digital Marketing and Life Skills	10	4	14	5	4	9
2. E-Commerce and Life Skills	9	8	17	4	4	8
3. Graphic Designing and Life Skills	15	4	19	4	4	8
4. Social Media Management and Life Skills	14	3	17	4	4	8
Total	48	19	67	17	16	33
Grand Total	117	68	185	51	50	101

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

1. **In-depth interview with Partner Organization (NRSP)** responsible for the implementation of the skills program. The design structure of the program, relevance, efficiency and effectiveness of the project activities, identifying issues and challenges faced, lessons learned, success stories, and sustainability were the focus of this interview.

2. **Interviews/Consultative Meetings with Training Provider (ESP)/Master Trainers** were conducted to assess the extent of their role and to get a more comprehensive feedback since Master Trainers were in direct contact with the beneficiaries.
3. **Interview/Consultative Meeting with PPAF** was to understand their role, experience of working with partner organizations, challenges and areas requiring strengthening.

Development of Survey Instruments

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

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

Enumeration Strategy and Field Team Plan

We conducted face-to-face surveys with the Program's Phase II beneficiaries. District-based resources in Bahawalpur and Karachi were on-boarded for conducting face-to-face interviews with beneficiaries from the Program.

Data Management and Analysis

The quantitative survey was undertaken through face-to-face interviews conducted at beneficiaries' locations through a pre-designed tool. The data received is analyzed using IBM SPSS, a reputed statistics software. Descriptive statistics, frequencies, and proportions were computed based on households' socio-economic demographic characteristics.

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

3.0 Limitations, Challenges and Coping Strategy

- 1. It is too early to carry out the impact assessment of the program:** The trainings for digital skills concluded on January 17th, 2023. During data collection there were beneficiaries who had already started to positively enhance their income levels, but there was still a group which was engaged in the internship phase, or in the market, waiting for an opportunity. The data collected on gauging the impact was collected during the survey and is shared in detail under the findings section.
- 2. Incorrect/incomplete contact details:** This was a problem which the enumeration team faced when scheduling face-to-face interviews. In most cases the addresses were just given as locality names and the street address was incomplete. Similarly, in some cases, contact numbers were incorrect. Both these problems did require additional effort and time in achieving the targeted sample. The NRSP coordinator at the field level supported the team and connected the enumerators through WhatsApp groups.
- 3. Uncertainty and security concerns of beneficiaries had a negative impact on the response rate:** Initially, beneficiaries were connected on mobile numbers where they showed reluctance in sharing information and being part of the survey. At the same time, there were some incomplete addresses. This problem was discussed with the NRSP focal person. The focal person shared the AASA Consulting team's contact details and objective of the survey to ease the beneficiaries' uncertainty. The message sent through the NRSP forum helped improve the response rate and pace of data collection.
- 4. Timeframe of the evaluation is very short:** The proposed period for conducting the evaluation assignment is relatively short and there were strict deadlines. We have managed to complete the evaluation on time in support from PPAF team.

4.0 Key Survey Findings

This Chapter entails the quantitative and qualitative findings of the survey conducted including insights from the KIIs. In line with DAC’s requirement, the key findings are thematically divided into six dimensions:

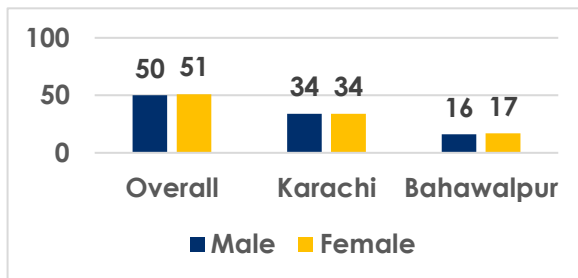
- Relevance
- Efficiency
- Effectiveness
- Connectedness
- Impact
- Sustainability

4.1 Personal Profile of Sample Beneficiaries

4.1.1 District-wise Distribution

The objective of the program was to alleviate poverty by targeting unemployed youth and providing them with digital training and life skills, and ensuring their eligibility for employment. The realized sample of 101 beneficiaries (67 in Karachi and 33 in Bahawalpur) was selected with special attention to maintaining a gender balance.

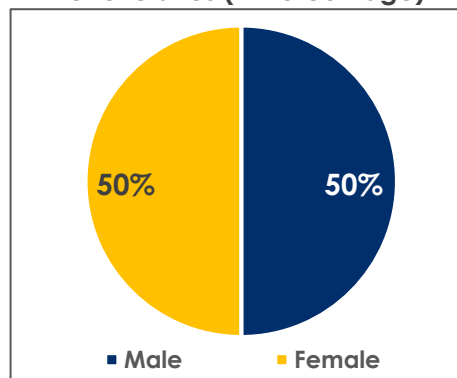
Exhibit 4: Realized Sample Beneficiaries Distribution by Gender and District



4.1.2 Gender-wise Distribution

Prior to selecting the trainees, a set of selection criteria were laid out by PPAF in order to identify the target audience that is most in need of the training. One of PPAF’s core values is social inclusivity, hence in order to ensure the program uphold this value, a salient feature of the selection criteria was to maintain a gender balance in the trainees. Out of a total sample of 101 beneficiaries, 50 were male, while 51 were female (see Exhibit 3 for further details).

Exhibit 5: Realized Sample Beneficiaries (in Percentage)

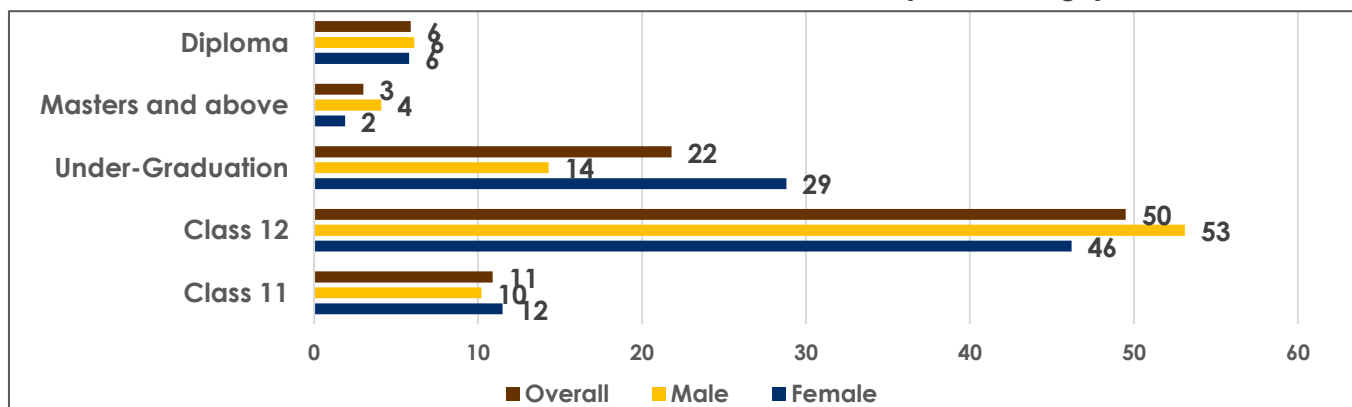


Additionally, since the target beneficiaries were those who had completed at least 10 years of education, the age requirement of the beneficiaries ranged from 16 to 24 and in line with the requirement, the survey found the average age of the beneficiaries to be 21 years old.

4.1.3 Education-wise Distribution

The survey found that the education level of the beneficiaries ranged from Class 11 to Masters with 6% of the beneficiaries holding a diploma in various fields.

Exhibit 6: Current Education Level of Beneficiaries (in Percentage)



4.2 Program Relevance

In order to bring about a significant change and to deliver an effective training course, it is important to assess whether the implementation processes and interventions being introduced are relevant to the needs of the target audience. The objective of the program was essentially to target low-income households and provide digital training in high-demand and relevant fields to the unemployed youth of selected districts, in order to ensure their employability. The aim is to increase their income and lift their households out of poverty. The program provided the beneficiaries with digital skills training, including Digital Marketing, E-commerce, Graphic Designing and Social Media Management.

4.2.1 Identifying Relevant Trainees

Prior to selecting the trainees, a set of selection criteria were laid out by PPAF in order to identify the target audience that is most in need of the training. One of PPAF's core values is social inclusivity, hence in order to ensure the program uphold this value, a salient feature of the selection criteria was to maintain a gender balance in the trainees. Out of a total sample of 101 beneficiaries, 50 were male, while 51 were female.

Overall the selection criteria were similar for all courses, with little variation due to the nature of the training, consisting of the following:

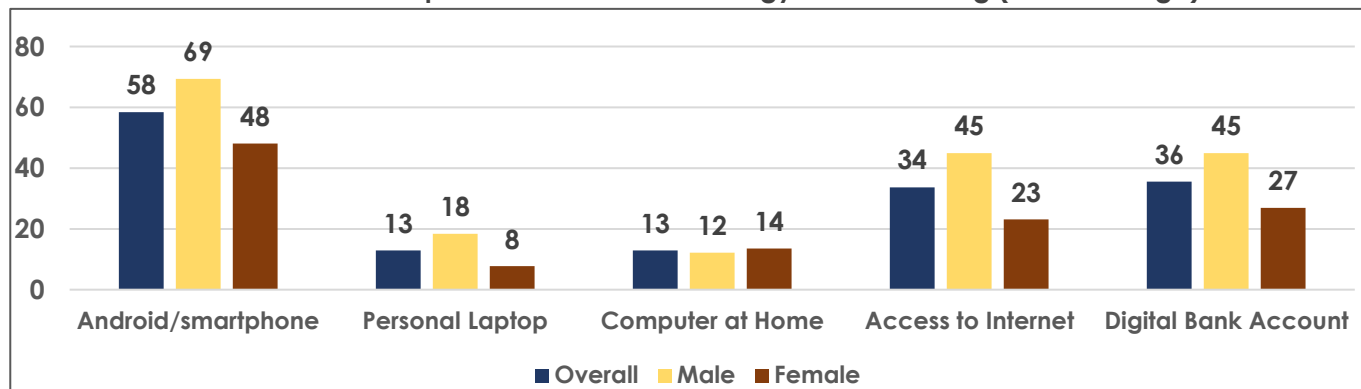
- Access, or ownership of digital devices such as smartphones, computers or laptops
- Education; at least metric (10 years of education)
- Experience; Working freelance or having some exposure to digital skills was given priority
- Preference was given to those who are interested and have previous experience
- Willing to complete the training

Given that these trainings require a degree of technical knowledge and digital literacy, the selection criteria for the Program required the education of the targeted beneficiaries to range from Matric to Masters. For this reason, during an interview with NRSP, we were informed that the poverty score range was increased to 0-40 as the training required the trainees to have access to android phones or laptops, which increased their poverty score.

Since the delivery of these trainings was online and the focus was to improve digital literacy, along with equipping the trainees with relevant skills, it was important that these trainees had access to or owned a mobile phone or a laptop. This was also listed as one of the requirements in the selection process of the trainees. However, during our survey we found that only about 58% of the beneficiaries had access to a smartphone prior to the training, 13% to a personal laptop and another 13% had a computer available at home. The finding here with regard to the low accessibility of digital devices also correlates with the high personal expenditure by the trainees, highlighted in later sections.

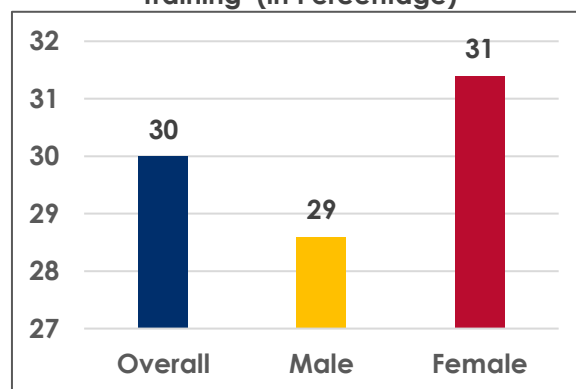
Evidently, the access to digital devices was found to be significantly less in female trainees as compared to their male counterparts. As shown in Exhibit 7, about 48% of the female trainees had smartphones and only 8% owned personal laptops. In comparison, 69% of the males had smartphones, while 18% had personal laptops prior to the training.

Exhibit 7: Ownership and Access to Technology Before Training (in Percentage)



Interest in the offered trainings and prior experience was also part of the selection criteria for the trainees. In order to equip them with the skills being offered, their interest and some sort of prior knowledge was expected to act as a stepping stone for them to make the most out of the training. When asked about whether they had taken any training prior to the one being offered, the response, as shown in Exhibit 8, conveyed that on average of 30% of the trainees had attended training prior to the NRSP training.

Exhibit 8: Received Training Prior to PPAF/NRSP Training (in Percentage)



However, it is important to note that the trainings provided were not necessarily in the same field as the current ones. The trainees identified their previous trainings as ADAC (13%), ICT (38%), Graphic Designing (13%), Tailoring (25%) and Web-Designing (13%) (**Annexure 7 See table 1.4**). From this, we can assess that about 64% (ICT, Graphic Designing and Web-Designing) were familiar with digital devices prior to starting training.

4.2.2 Relevance of Program Interventions

Prior to the launch of the training program, a training needs assessment was conducted in order to gauge the relevance and importance of the training in terms of designing an appropriate curriculum and assessing the opportunities available after the training. Ecommerce Success Pakistan (ESP) was engaged to conduct the TNA and carry out the trainings.

As detailed in the Training Needs Report, the four training courses identified were selected on the basis of the need of the market and the trait specific expert's opinion of the digital industry. Additionally, a desk-based review of the market competitors brought forth the importance of the program with regards to high fees being charged in several private and public institutions for similar courses, making them inaccessible to the target population. The TNA also highlighted that through KIs with sector experienced personnel, it became apparent that there are diverse opportunities in digital industry and the course content being provided consists of the most updated areas of knowledge which will provide a pathway for the trainees to start earning through these fields.

“The students have gone through a major learning curve and it was great to see the competence and confidence these students achieved by end of the training program.”
Key Informant Interview

The respondents of the KIs, as detailed in the TNA, also discussed the importance of this training opportunity for their future. Their main expectation from the training was that this will become a source of earning for them. Moreover, skills enhancement, additional career support and starting their own business on online platforms were identified as additional expectations.

During an interview with the ESP, it was highlighted that the “final presentation made by some of the students in Micro Challenge Fund Award showed positive change and the students who at the start of the sessions were not aware of the digital skills program or were low on digital literacy have progressed considerably”. This is validated by the survey finding where 63% of the beneficiaries claimed that their expertise has increased post training. **(Annexure 7 See table 4.2)**

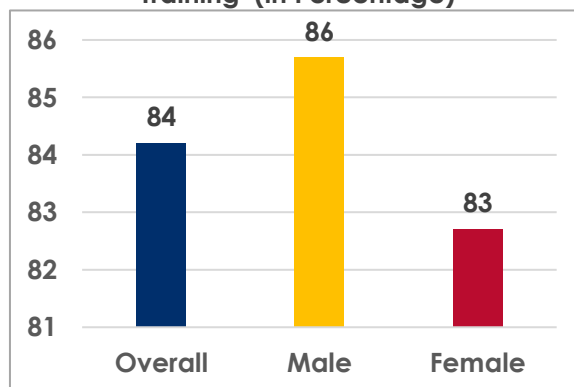
4.2.3 Areas of Improvement

On a larger scale, there were few areas of improvement that became apparent in the survey. However, it should also be noted that 87% of the overall beneficiaries reported that they require more advanced training to work as per market requirements. Although this was a knowledge-based training conducted to get the beneficiaries to start earning, the digital market and its various tools are increasing at an exponential rate and hence more advanced skills are integral in order to stay relevant in the field. **(Annexure 7, see table 1.4 and 3.3)**

4.3 Program Effectiveness and Efficiency

Program effectiveness and efficiency are related to the level by which a program's activities produce the desired effects/outcomes, by adopting an efficient implementation strategy and utilizing the allocated resources efficiently and effectively. The program's impact in terms of program effectiveness and efficiency can be assessed from the findings from the beneficiaries' survey responses, as illustrated in the exhibits 9. Insights were gathered from consultative meetings with program stakeholders, including NRSP, PPAF, the training service provider and the trainers engaged.

Exhibit 9: Trainees who were Satisfied with Training (in Percentage)



Out of the beneficiaries interviewed, 84% responded positively in terms of their satisfaction level. Satisfaction level of males (86%) was reported to be higher than that of females (83%). 93% of the beneficiaries reported their satisfaction level with the trainer. **(Annexure 7 See Table 3.3)**

4.3.1 Training Delivery

During the program, four training courses on digital skills were delivered, namely on Digital Marketing, E-Commerce, Graphic Designing and Social Media Management. According to Exhibit 10, **on average, a class/batch size was 28, as reported by beneficiaries during the survey. Almost half of them were female participants. The training duration was three months. An average of two hours of classes were conducted two days a week.**

However, through meetings with course trainers, it was found that, of two sessions conducted in a week, the first session was referred to as a leading session, during which trainers would deliver new training contents per the course outline. In contrast, the second session was regarded as the support session for revision, recap and further practice of the lesson taught in the main session. **The remaining days were utilized for assignment preparation, submission, coordination via WhatsApp groups and follow up support the participants for preparation of their assignment.**

Exhibit 10: Various Features of Training Programs Offered [Average Values]

		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	49	52
Trainees/participants in this training (as reported by sample beneficiaries)	Number	28	30	27
Female participants in this training (as reported by sample beneficiaries)	Number	14	12	16
Duration of the training reported	Months	3	3	3
Duration of the practical component	Months	3	3	3
Number of days of training reported during a week	Days	2	2	2
Number of hours of training reportedly carried out in a day	Hours	2	2	2

The support sessions were also essential for trainees who could not properly attend the main session due to internet connectivity and electricity issues, and required additional help and review. Further, the support sessions also allowed trainees to practice the skills taught at the end of the training session and receive feedback from the trainer.

Some participants did not have a computer at home or a personal laptop, and they could not actively engage in practical exercises during the classes. The two-day break between main and support sessions allowed trainees to temporarily obtain laptops from their peers or use the government facility to complete their assignments and activities and discuss with the trainers during the support sessions, which increased the overall effectiveness of the lessons taught.

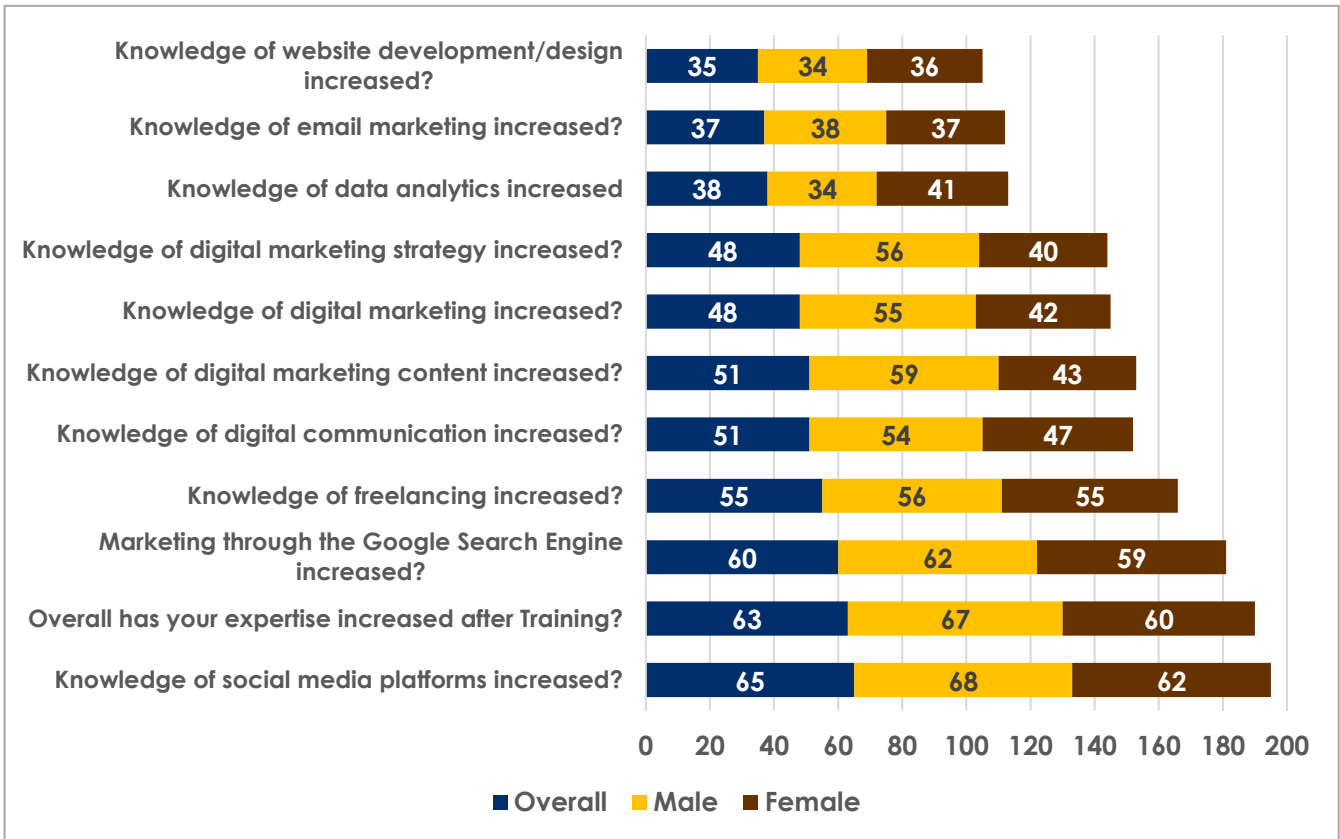
Furthermore, during the meetings with course trainers, it was also noted that the hired course instructors were of sound educational background, holding over five years of experience in digital skills training, online businesses and freelancing with international and local clients. Their sound background in digital skills and business proved critical for ensuring the competency building of beneficiaries in the online/digital market. Even after the training schedule concluded, trainers were in contact with trainees through the training service provider, which established WhatsApp groups and Facebook pages to provide technical assistance to beneficiaries after training.

4.3.2 Improvement in Technical Knowledge and Financial Skills

During the beneficiaries' survey, sample beneficiaries were questioned about the improvements in their knowledge in regard to the relevant technical areas covered during the training, after completing the training session. Exhibit 11 furnishes these perceptions in terms of average percentages of sample beneficiaries reporting improvement in technical knowledge relevant to the training content delivered. The specific question was, "After this training by NRSP/PPAF, by what percentage has _____ increased?"

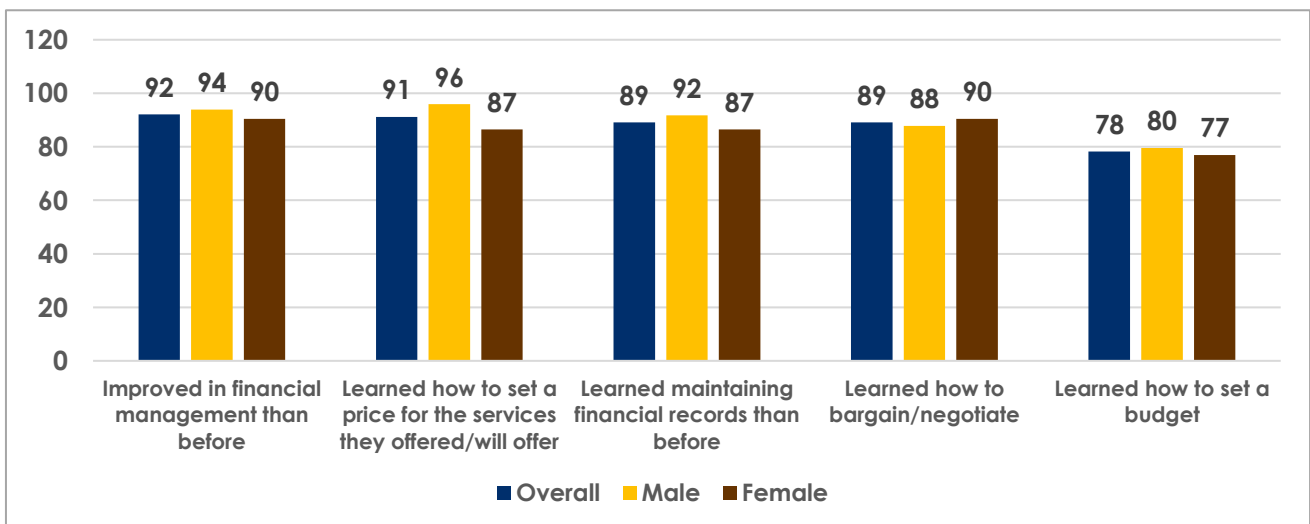
Over 50% of sample beneficiaries reported improvement in their knowledge of freelancing, social media/digital marketing and digital communication after the training. Most beneficiaries reported an increased understanding of social media platforms (65%) and marketing through Google (60%). However, low percentages of beneficiaries reported improvement in the knowledge of e-mail marketing (37%), the data analytics function in regard to marketing of various social media platforms, freelancing, and e-commerce platforms (38%) and website development (35%). No visible and significant inter-gender differences were observed.

Exhibit 11: Program Beneficiaries Reported Improvement in Their Technical Knowledge (In Percentage)



Most beneficiaries (92%) said that the training had helped them learn financial management, as illustrated in Exhibit 12, 78% of beneficiaries also reportedly learned how to make a budget. Overall 91% of beneficiaries mentioned that they are now aware of how to set pricing for the services that they are/will offer and negotiate with prospective clients.

Exhibit 12: Program Beneficiaries Reported Improvement in Financial Skills (In Percentage)

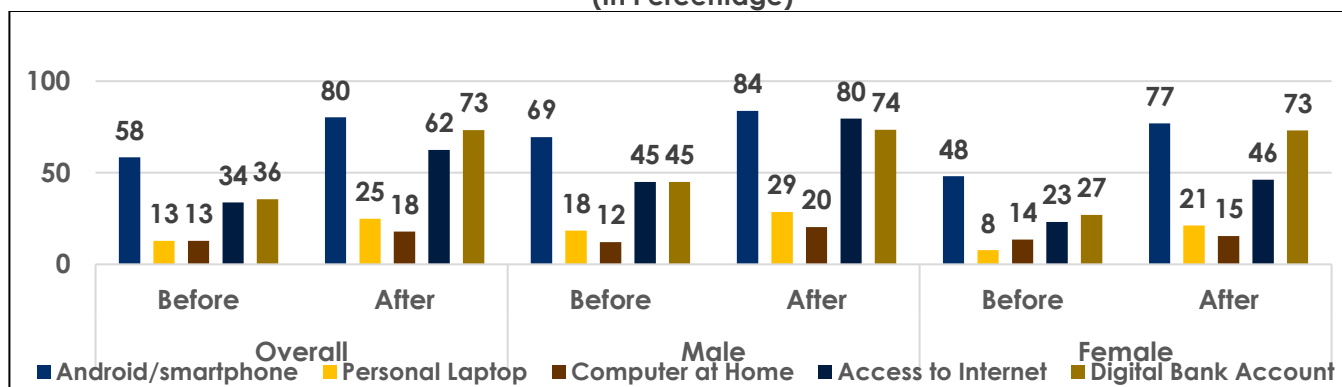


4.3.3 Improved Access to Information and Communication Technology Devices and Their Usage for Business

Exhibit 13 reports the incidence of beneficiaries before and after the training, as reported during the beneficiaries' survey, with access to internet and ownership of ICT devices, including android/smartphones and computers (either a personal laptop or desktop computer at home), which are essential for generating income online using the digital skills learned during the training.

The percentage of beneficiaries with access to the internet and ownership of an android/smartphone increased by 28% and 22% respectively by the end of training. The Exhibit shows that only 34% of beneficiaries had access to an internet connection before the training, whereas, over 60% of beneficiaries reportedly have access to one after the training. Close to 80% of beneficiaries currently own an android/smartphone, whereas before the training, only 58% had smartphones. Close to 42% of beneficiaries also own a computer laptop or desktop, while before training, close to 25% of beneficiaries either had a desktop or laptop; an increase of 16% is evident. **It is worth noting that the ownership of various ICT tools (particularly smartphones) and access to internet significantly increased among female beneficiaries,** as illustrated in the exhibit below.

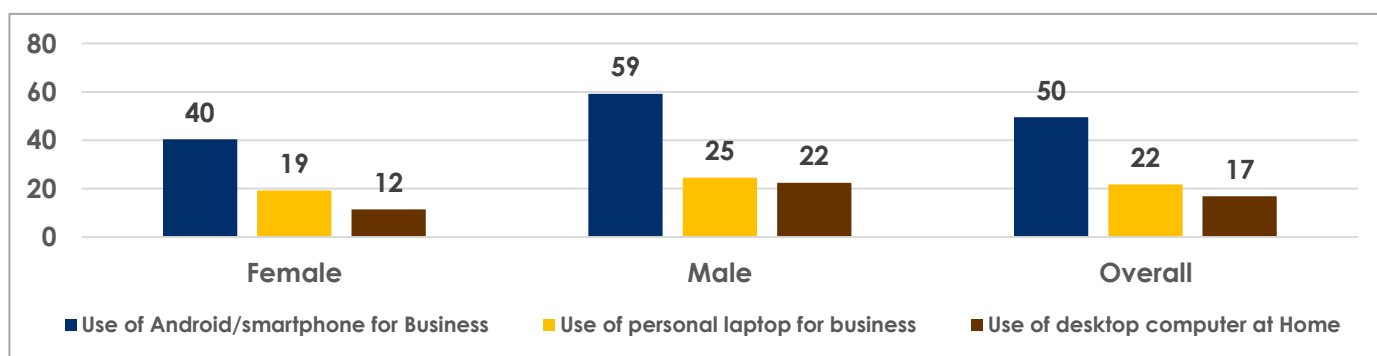
Exhibit 13: Program Beneficiaries with Ownership and Access to Technology (Before and After the Training) (In Percentage)



Information regarding the usage of ICT in business and generating income activities is tabulated in Exhibit 14. Significant inter-gender differences are evident in using ICT tools in the business.

Currently, after the training, nearly 50% of beneficiaries are reportedly using Android/smartphones for business and income generation, as per the beneficiaries' survey responses. The exhibit below shows that, besides the smartphone, the incidence of using other tools for business - only 22% of beneficiaries use laptops, and 17% use desktop computers for business purposes. However, it is essential to note that the prevalence of female beneficiaries using ICT (smartphones and desktop computers/laptops) for business and online income generation was lower than for male beneficiaries. As evident in the exhibit below, android phones were used by 59% of male beneficiaries for generating income online, whereas only 40% of female beneficiaries used android phones for income-generating purposes. Similar gendered patterns were observed in the usage of other ICT tools.

Exhibit 14: Program Beneficiaries Using ICT for Business and Income Generation (In Percentage)

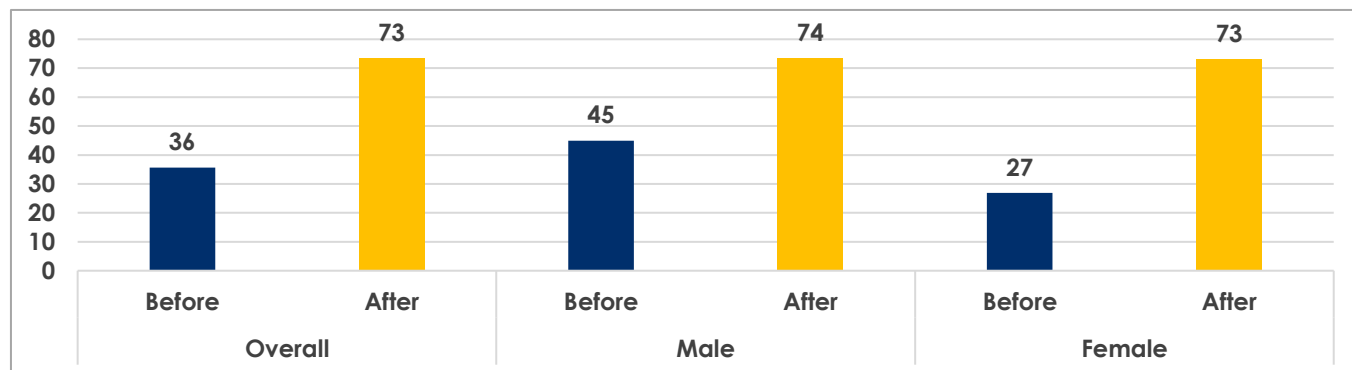


4.3.4 Improved Digital Financial Inclusion

During the consultative meetings with NRSP and PPAF, it was reported that beneficiaries who did not have digital bank accounts were provided guidance on how to open them, in order to help with online income generation and digital transactions and payments. The beneficiaries' survey revealed that **the percentage of beneficiaries with digital bank accounts increased by 37% by the end of training; a significant increase is observed in the incidence of digital bank account holders**

among female beneficiaries. Exhibit 15 shows that only 36% of beneficiaries (male: 45% and female: 27%) had digital accounts before the training. In contrast, the current prevalence of beneficiary account holders has risen to 73% (male: 74% and female: 73%) who reported having digital accounts. **The gender gap in digital financial inclusion of the beneficiaries enrolled in the program has minimized to almost 1% from 18%,** which should be marked as a significant programmatic achievement.

Exhibit 15: Program Beneficiaries with Digital Accounts (Before and After the Training) (In Percentage)



Furthermore, the course trainers during the consultative meetings reported that up to 80% of students have online freelancing accounts established at fiverr.com. In addition, 15% to 20% of participants have also started earning through various e-commerce platforms.

4.3.5 Access to Internships

The concept of internships was introduced as an added advantage where a skilled resource is connected to the digital platform market. This provides the beneficiaries with a pathway to the industry and ensures that they learn on-job skills to complement the training they have received. During an interview with ESP, we were informed that the “concept of internship was very effective. In some cases, students were hired by the employer as well.”

It is important to note that the training schedule has just concluded, and training institutes, in collaboration with NRSP, are working towards ensuring that the participants obtain paid internships, as discussed during the consultative meeting with the training provider. PPAF and the Citi Foundation are actively involved in assisting beneficiaries to find suitable internships in order to gain relevant experience.

4.3.6 Program Monitoring and Reporting

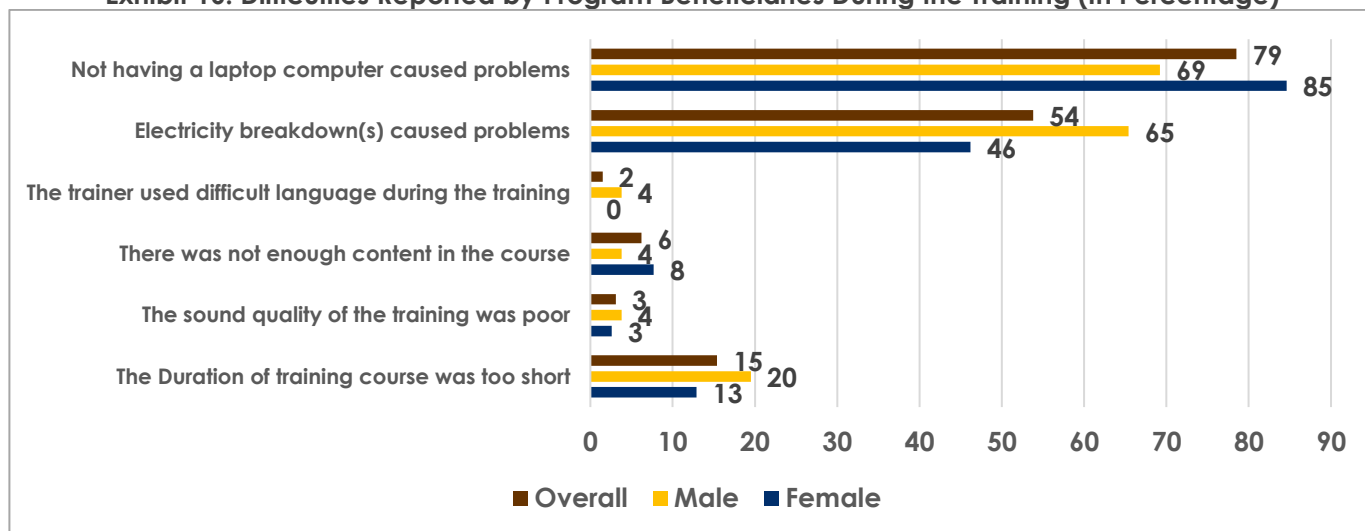
The consultative meetings with PPAF, NRSP and the training service provider informed that processes were in place to ensure strong program monitoring and reporting. Close coordination was maintained between the project teams of PPAF and NRSP, and NRSP and the training service provider to discuss and mitigate challenge faced. Dedicated district-based resources were engaged by NRSP and the training service provider for ensuring smooth program execution. It was highlighted during the meeting with the course trainer that a NRSP representative would be present in all training sessions to maintain student attendance and assignment record. PPAF would also have regular updates, daily meetings and progress reports submitted by NRSP for quality assurance purposes. There were no issues reported regarding funds disbursement.

4.3.7 Areas for Improvement

Exhibit 16 collates difficulties faced by sample beneficiaries, which if addressed may improve training delivery and program effectiveness. It is evident from the exhibit that percentages of training related grievances were very low. For instance, only 3% of beneficiaries complained about

sound quality, 6% showed concerns about the content, and close to 2% had issues regarding the ease of language used by the trainer. In contrast, electricity breakdown (54%) and absence of laptop computer (79%) were quoted by the majority.

Exhibit 16: Difficulties Reported by Program Beneficiaries During the Training (In Percentage)



In addition to the electricity breakdown and lack of access to a laptop/computer, the reliability of the internet service connection used by beneficiaries/training participants was a significant concern reported by the training service provider and course trainers. Although data packages were provided by NRSP, connectivity remained a constant challenge throughout the training. Furthermore, lack of laptop/computer availability hindered the timely completion of assignments given during the session, which was essential for the practice and effectivity of the lessons taught during the class and developing trainees' expertise. At the beginning of the session, many participants also dropped out due to a lack of ICT devices and the internet. As reported during the meetings, PPAF had to alter their selection criteria based on poverty scores. They became flexible in regard to inducting students with poverty scores up to 40, to ensure the availability of ICT devices. However, access to ICT remained a challenge for participants. Additional students were inducted to meet the target. However, the students enrolled also did not have Gmail addresses and an understanding of Zoom meeting platforms. Efforts had to be made by NRSP and the training service provider to create the email addresses of participants and create a functional understanding of Zoom classrooms for conducting sessions.

During the meetings with course trainers, it was also highlighted that the digital competency level of participants was also expectedly lower, due to which course trainers had to revise their content after the first class of the training schedule, to make the training course basic and at the introductory level. The socio-economic segment of the population towards which these trainings were targeted were not well-versed in digital skills platforms and their income generating potential. Since the course trainers had prepared the training module themselves, revising the training material and delivery was easier, ensuring minimum deviation between the training plan and execution. However, the level of effort put in by trainers for confidence building and understanding of the trainees about digital skills significantly increased, resulting in some trainers demanding compensatory financial remunerations. Given the budget, it took additional work for the training institute to manage trainer expectations due to an increase in their expected level of effort.

Furthermore, course trainers also believed that the class duration was insufficient, due to the low digital literacy levels of the participants. Per the trainers, a class should have been of at least two and a half hours for teaching the lesson and ensuring adequate practice time. The training service provider and trainers also felt that in-person trainings would have been better due to the constant challenge of internet and electricity issues. The in-person sessions would also have improved student-trainer engagement, a major challenge faced by trainers during online classes. Budgetary provisions were adequate, given the mode of digital classrooms adopted for conducting this

program. However, according to the trainers, a higher budget should have been allocated, to ensure a mix of remote and in-person classroom engagements.

In addition, since most of the trainees enrolled were college students, the assignment completion suffered as the training schedule coincided with their exams and class timings. However, strong records of student attendance and assignment completion were maintained by NRSP and the Training Service Provider, to ensure achievement of training outcomes and accountability for participants.

4.4 Program Impact

In order to assess the impact, we must categorically view the overall objective and how it aligns with the various outcomes achieved. However, it is important to note that this survey was undertaken only a month after the program was concluded, hence the outcomes portrayed only indicate what has been achieved in a relatively short amount of time. This section also details the interventions undertaken that could potentially lead to the fulfillment of program outcomes.

4.4.1 Household Poverty Status

The overarching theme of the program is to ensure that the targeted households are being lifted from poverty, and empowering individuals to increase their personal income and subsequently contribute to their households. According to the survey findings, 3% of the overall household have been lifted out of poverty. The Household Poverty score prior to the training was 58% on average, while post training the Household Poverty score was noted to be almost 60%. **The percentage of non-poor also went from 95% (2022) to 98% (2023) (against the target of 50%).**

It is important to remember that lifting households out of poverty is a gradual process, and is dependent on several factors, such as the number of people in the household. Hence, the process is neither linear nor similar for every household. Therefore, as mentioned earlier, while we assess these numbers, it is important to keep in mind that this survey is conducted only a month after the training has concluded, and the beneficiaries are in the process of exploring opportunities and gaining employment.

Exhibit 17: Household Poverty Status (in Percentage)						
	Overall		Gender			
			Male		Female	
	2023	2022	2023	2022	2023	2022
Sample Beneficiaries	101	101	49	49	52	52
Household Poverty Score [Average]	59.6	57.8	63.7	62.4	55.8	53.5
Percentage of Extremely Poor [0-11]	1.0	1.0	0.0	0.0	1.9	1.9
Percentage of Chronically Poor [12-18]	1.0	2.0	0.0	0.0	1.9	3.8
Percentage of Transitory Poor [19-23]	-	2.0	-	2.0	-	1.9
Percentage of Non-Poor [24-100]	98.0	95.0	100.0	98.0	96.2	92.3
Source: RYE II Beneficiary Survey Questionnaire						

However, in terms of gaining employment, improving relevant skills and increasing personal income, the survey shows that the beneficiaries have fared far better.

The impact of the program can be assessed on different levels. Primarily, the objective of the program is to empower the beneficiaries in terms of digital and life skills, in order for them to obtain employment. **In the short span of a month after the training was concluded, on average 50% of the beneficiaries gained employment (against the target of 75%).** Moreover, recent Monsoon floods, rising inflation, the evolving economic crisis and political instability may be contributing factor towards low achievement.

4.4.2 Increase in Personal Income

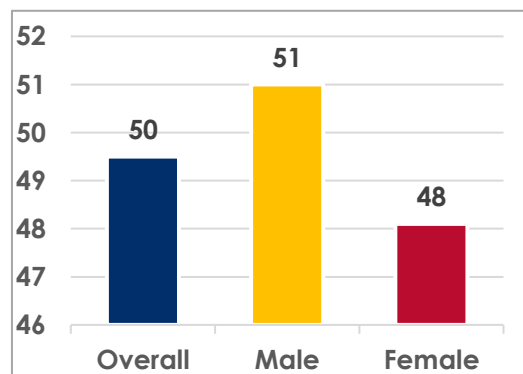
“There were students who had already started earning during their training. Ten plus students were managing Facebook pages or Instagram pages for clients, some had created their own page on an online platform.” - ESP Interview

The most significant indicator of the impact of training can be assessed by whether it fulfils the key objectives of the program. **The survey found that, on average, 50% of the beneficiaries have gained employment after the training as displayed in the Exhibit below.** the percentage for male beneficiaries who gained employment was 51% while 48% of the female beneficiaries are currently employed. (Exhibit 18). Consequently, there was an increase in the personal

income of the beneficiaries after the training.

With the adoption of online means of income, the beneficiaries' average monthly personal income has improved from PKR 1,670 to PKR 3,247, showing an increase of 94% in monthly income (against the target of 50%), as reported by beneficiaries during the survey. A one-sample t-test was applied to examine the statistical significance of the mean difference (before and after) in personal (training beneficiary) income and savings. According to the value of the t-test, the change in the mean difference in the beneficiaries' income is statistically significant. It is, however, difficult to relate these improvements to the training program. However, these findings should be treated and reported cautiously, as a detailed module for inquiring about beneficiaries' income-generating activities was not used during this survey exercise.

Exhibit 18: Percentage of Trainees Who Gained Employment Post-Training (in Percentage)



income of the beneficiaries after the training.

It is important to keep in mind that this survey is conducted only a month after the completion of the training and hence, only displays the number of beneficiaries who have been employed or are working till date. We were also informed during a KII that the trainees are still in contact with their trainers via a WhatsApp group created to keep everyone connected, and to assist the trainees in any way possible. Within the program domain, the beneficiaries were also taught life skills such as how to become more efficient in their work, learning how to manage finances and establishing a network to help them stay connected to the industry.

4.4.3 Increase in Technical Skills

A key factor in gaining employability and excelling in their respective fields is being efficient in the work and producing work that helps you gain an edge over the competition in the market.

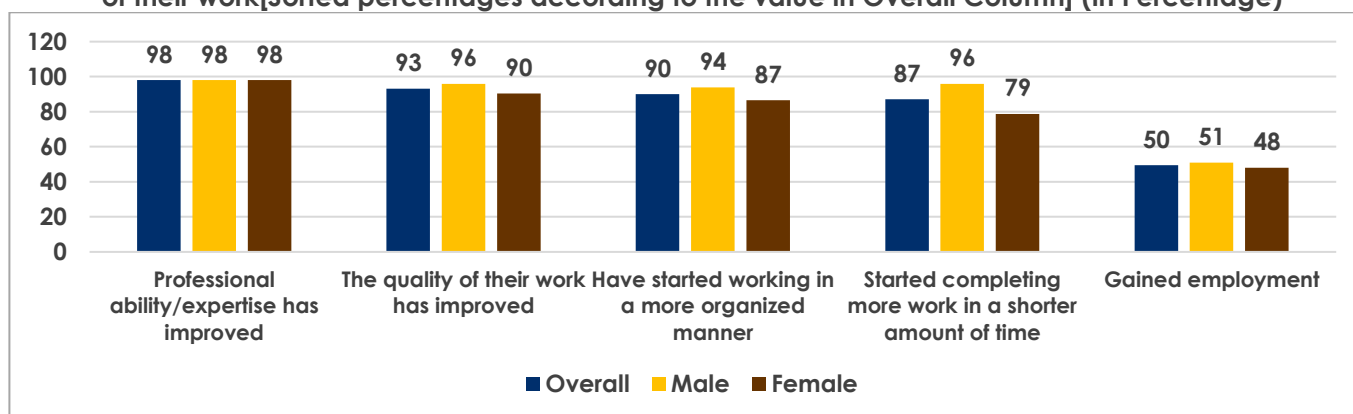
Another module of the beneficiaries' survey questionnaire administered to the sample beneficiaries was to assess the changes or improvements in beneficiaries' technical expertise, professional linkages in the market, and skills for improving prospects for employability and growth of a business. The specific question was “Which of the following aspects you have trained through NRSP do you think have changed as a result of your training?” Exhibits 19 furnish percentages of respondents who positively responded with the 'YES' answer.

Almost all beneficiaries (close to 98%) reported that their professional ability/technical expertise has improved due to the trainings (against the target of 50%). A significant majority of beneficiaries (93%) also said that the trainings helped them enhance the quality of their work, while 90% claimed that they started completing work much faster than before. No visible and significant inter-gender differences were observed.

This also entails that the beneficiary has the platform and the relevant skills to navigate their way in the market and continue adapting to changing trends. Planning and organizational skills also play

key roles in the efficiency of the work produced. As part of the program, the beneficiaries were taught how to plan and organize the work in a manner that will guarantee optimum output. **On average, 90% of the beneficiaries claimed to have learned how to plan and organize before starting work.**

Exhibit 19: Percentage of Trainees who Confirmed Changes/Improvement in Efficiency (Technical Skills) of their work[Sorted percentages according to the value in Overall Column] (in Percentage)



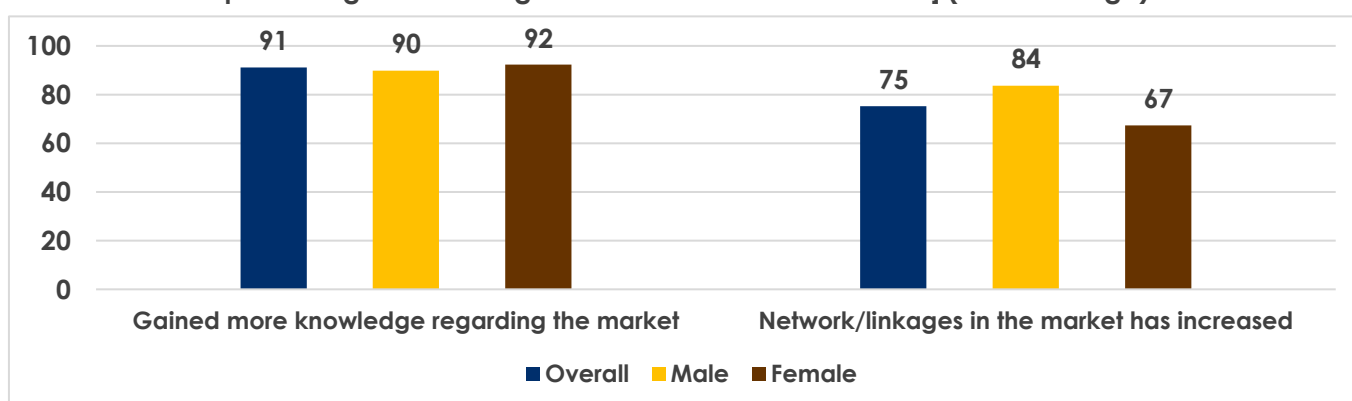
4.4.4 Establishing a Network

Establishing and keeping up with a network is important in order to survive in an exponentially growing industry, such as that of digital services. Knowing the right people to connect with and reach out to in case of assistance and opportunities goes a long way in creating a name for yourself. Hence proving knowledge and teaching means of establishing a network was another important component that made the training overall impactful.

The survey findings indicated that overall 91% of the beneficiaries gained more market knowledge, while 75% of the beneficiaries reported an increase in network linkages (against the target of 90%). It is important to note that there was a significant difference in the increase in their network for males and females. While male beneficiaries had an 84% increase in market network, the female beneficiaries reported it to be 67%.

During an interview with ESP, it was discovered that one of the students was already running a home-based business for herbal beauty products, but had never marketed her products on a digital platform. She was able to capitalize on her training and create a Facebook and an Instagram page for her business, in order to market and sell her products online. Generally, students left the training program knowing more about digital marketing, with improved knowledge of e-commerce and an ability to capitalize on the digital market platforms and strengthen their livelihood opportunities in a short period of time.

Exhibit 20: Percentage of Trainees who Confirmed Changes/Improvement in Establishing Linkages [Sorted percentages according to the value in Overall Column] (in Percentage)



4.4.5 Areas for Improvement

As mentioned at the start of the section, it is a little early to ascertain the full impact of the training and its areas for improvement. However, one of the findings during an interview indicated that the digital literacy level of the beneficiaries was much lower than what the training criteria entailed. This led to a relatively slow start to the training, where the trainers needed to bring the trainees to a basic level of digital literacy before continuing. The trainers at ESP were also accustomed to teaching students with relatively better understanding of relevant devices and programs, and hence found it difficult initially to recalibrate their teaching methods to the requirements of the trainees.

4.5 Program Connectedness

With the rapid digitization of not only the global, but also the local market, and the constant advancements in the digital industry, proficiency in digital skills is indispensable. Acquiring and mastering these skills has a direct correlation with employment.¹ In addition to direct employment, these skills also equip the beneficiary with the requirements of the current market and opens the way for freelance work, starting a business and acquiring advanced skills in the relevant fields. As noted during an interview with ESP, “Ten plus students were managing Facebook pages or Instagram pages for clients and some had created their own page on an online platform,” indicating that this is a high demand field for not only beneficiaries looking to work as salaried employees, but also for all other forms of generating income. An important aspect of digital skills is its ability to empower women. In Pakistan, accessibility for women and their mobility is often limited, particularly in low-income areas. Acquiring digital skills gives them the opportunity to earn from home. This was witnessed in the survey where almost 33% of the female beneficiaries had started freelance work as social media managers after the training.

With the rise of small businesses and e-commerce in Pakistan, and the consequent need for specific skills such as digital marketing, social media management and graphic designing, there is also a need for institutions that teach these skills. As per the Training Needs Assessment conducted by ESP, both public and private institutions offer similar courses. The public sector institutes identified in the study were NEVTEC, NAVTTC, TEVTA. However, it was found that most of the public sector institutes taught via recorded videos with little to no follow-up. In contrast, the training provided by ESP as part of the program provides the option for students to stay connected with their trainers through a WhatsApp group and Facebook pages, despite having no contractual obligation to do so. As far as the private sector is concerned, those providing similar training include e-Commerce wala, E-Commerce by Galaxy Group, Extreme Commerce, Enablers, Fahad Khokhar and Azad Chaiwala.² The constraint with these institutes, however, is the cost of the trainings provided, which prove to be unaffordable for a sizeable amount of the population. The training institute selected by NRSP, E-Commerce Success Pakistan, is one of the pioneers of imparting trainings for digital skills and possesses the necessary experience and expertise to carry out the program.

4.6 Program Sustainability

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

¹ Pirzada, Kashan and Khan, Fouzia, Measuring Relationship between Digital Skills and Employability (November 12, 2013). European Journal of Business and Management, Vol. 5, No. 24, 2013, Available at SSRN: <https://ssrn.com/abstract=2382939>

² Revitalizing Youth Enterprise (RYE) Program Through Digital and Life Skills Training PATHWAYS TO PROGRESS (PHASE-II). ESP Training Needs Assessment.

4.6.1 Improved Access to ICT

Access and availability of the internet and ICT devices are critical for building competency in digital skills. During the training, access to the internet and ICT devices increased for 20 – 30% of trainees. The increased access and availability of ICT devices, particularly android phones, among beneficiaries will overcome their initial hindrance in excelling at digital skills and improve prospects for using it for income generation purposes. However, a significant proportion of beneficiaries still do not own personal laptops, which would be required to expand their digital skills competency and their usage for businesses in the long run.

4.6.2 Improved Technical Knowledge and Expertise for Income Generation

Building knowledge and competency in digital skills is critical to actively participating in the rapidly transforming digital economy. The training delivered successfully improved the participants' knowledge levels in digital marketing, freelancing, and other areas (as reported under Section 4.2). Close to 98% of trainees also perceived enhancement in their professional expertise. However, during the consultative meetings, course trainers strongly highlighted that trainees would require additional training to build their competency in digital skills, building upon the knowledge gained during the training, such as web designing. Beneficiaries will also be required to put in efforts to develop their expertise and put into practice the lessons learned to ensure long-term retention and utility of the training contents, as per market requirements. This necessity is also realized by close to 87% of beneficiaries, who reported a need for more advanced training to work as per the market standards.

4.6.3 Improved Professional and Social Linkages and Networks

During the training course, the course trainers worked with beneficiaries to help them improve their professional and social networks. Course trainers highlighted during the consultative meetings that they emphasized the participants to work in groups and explore prospects for professional collaboration and engagement. Improving networking among the training group was encouraged to build social linkages. Furthermore, the course trainers also discussed and encouraged participants to use social media platforms, particularly Facebook, to establish their digital presence and advertise their services professionally to attract clients, internationally and locally. Most beneficiaries (75%) reported that their professional linkages in the market increased during the training. The established linkages are expected to help beneficiaries find work/employability and engage with clientele as freelancers offering their services.

4.6.4 Access to Paid Internships

To ensure that training participants use their knowledge of digital skills and enter the market, the training service provider is working towards securing a paid internship for training participants whose attendance was 70% and above. Paid internships will be essential for those individuals who do not want to opt for freelancing and e-commerce and are looking for job/employment opportunities. Presently, only 5% of beneficiaries have been offered paid internships through the efforts of NRSP and the training service providers. However, as reported during the consultative meetings, NRSP and the training service provider are still working to secure internships during the following three months for maximum number of trainees who have at least met the attendance criteria. The internship will be an entry point for skilled participants in the market.

4.6.5 Opening of Freelancing Accounts

During the course on freelancing, the course trainer, as highlighted in Section 4.2, ensuring that all trainees opened their freelancing account on fiverr.com. Up to 80% of trainees have freelancing accounts and established profiles. The training has proven to help get the trainees started and open up to the possibility of freelancing for them by assisting them in establishing a freelance account.

Efforts are required from the participants to market their services through various digital marketing skills learned and features of the freelancing platform. Presently, only 18% of beneficiaries are working as freelancers, as reported during the beneficiaries' survey. These individuals can be modeled and documented as success stories for others to follow.

4.6.6 Opening of Digital Bank Accounts

By the end of the training program, 73% - 74% of female and male beneficiaries have digital bank accounts, required for greater convenience of freelancing and e-commerce payments. The digital bank accounts ensured greater financial inclusion of the participants and compliance in the formal economy for securing more work, internationally and locally, as they start their career in employment or self-employment.

4.6.7 Availability of Support Groups

Although the program has ended, NRSP and the training service provider are in touch with trainees. As mentioned in Section 4.2, WhatsApp support groups and Facebook pages administered by the training service provider can assist program beneficiaries if any support is required. The support groups will be available for at least three months, during which trainees are expected to secure internships or work towards their businesses. Course trainers are also available through the training service provider to provide technical guidance and support during this period to ensure a smooth transition of trainees into the market.

4.6.8 Micro Challenge Fund

During the training program, program trainees were trained in business plan development. A Micro Challenge Fund (MCF) was conducted where trainees designed and presented their business plan for seed funding. Micro funds were awarded to 20 participants through competitive business plans presentations. This initiative was integral to help participants kick-start or accelerate their entrepreneurial journey and immediately invest their learning into income-generating/business activities. The fund also encouraged and opened pathways for individuals who wanted to pursue entrepreneurship but needed funds/financial resources.

4.7 Update on Results Based Framework

Result Hierarchy	Indicators	Target	Results Achieved
Goal			
Alleviating Poverty by providing equitable access to opportunities for increased incomes and improved quality of life.	% of target ³ youth from poor households (at baseline) graduated to higher PSC band.	50%	Out of the survey sample of 101, the PSC band on average rose from 58 in 2022 to 60 in 2023 . The percentage of non-poor also went from 95% (2022) to 98% (2023)
Outcomes			
Increased synergies and linkages of trained youth including girls with the potential job markets/employers.	Out of 150 trained youth, % developed links and expanded their professional networks.	90% (135)	75% out of the 101-survey sample reported to have links and expanded their professional networks (Annexures: Exhibit 4.2)
	% of the trained youth demonstrate enhanced competencies, report an understanding of the key indicators that lead to employability and career access, and are prepared to take-on jobs that benefit them and their communities.	50% (75)	98% of the 101-survey sample of trained youth reported that their Professional ability/expertise has improved (Annexures: Exhibit 4.2)
	% of target youth (% of girls) reporting 30% increase in income through the digital trainings received under the project.	50%	94% increase in income of the respondents (Annexures: Exhibit 6.1)
Outputs			
Provision of training to Youth (16-24, year old) on high demand digital skills such as digital marketing, graphic design, social media management with a life skills and financial skills component.	150 of the 200 youth who successfully complete the program will have improved their employability, as demonstrated through improved skills, technical knowledge, self-confidence, and positive attitudinal changes toward employment viability.	150 out of 200	50% of 101 survey sample (51/101) gained employment after training. - 93% reported an increase in their quality of work - 91% claimed to have increased market knowledge -92% reported an increase in financial management (Annexures: Exhibit 4.2)
	# of training ⁴ events (each for 3-to-6-month time period) for target youth organized from certified/registered institutes.	6	A total of 8 training events were conducted. The implementation partner was Ecommerce Success Pakistan (ESP). 1.Digital Marketing and Life Skills 2.E Commerce and Life Skills 3.Graphic Designing and Life Skills 4. Social Media Management and Life Skills

³ Target youth will be selected from rural and peri urban areas through CO/VO/LSO and other local institutions according to the selection criteria /eligibility criteria of each training trades.

⁴ Each training events will be conducted online.

5.0 Best Practices and Lessons Learnt

- 1. Course content was too advanced for trainees:** Many of the trainees had limited or no access to technology prior to the courses, due to belonging to poorer sections of the population. For this reason, the instructors had to teach basic knowledge to them, which took extra time that the time allotted for teaching of the course material. However, without this basic knowledge, trainees would have been unable to grasp the course material at all, so the additional information was necessary. This extra time should be allocated in the future program design.
- 2. Final evaluations should be conducted six months after completion of programs:** To evaluate outcomes of the program, any evaluation study conducted should be started at least six months after the completion of training. This will allow the beneficiaries time to apply their knowledge, secure some form of employment or income, or exhaust their options. This will also allow enumerators to collect more quantitative and qualitative data, to more accurately show the outcomes of the program.
- 3. Social mobilization is essential for increasing participation:** During implementation of the project, all means of mobilization should be used by implementing partners to increase participation. As these programs are run in underprivileged areas along with digital method of mobilization and social media, it is essential to use rest of the tools of communication like meetings, IEC material dissemination, newspapers, consultation, corner meetings etc. to ensure that the targeted beneficiaries are aware about the program and finally an increase in participation.
- 4. More programs that target educated youth should be initiated.** Usually, vocational trainings are offered to the unemployed youth that have basic education level but under this program, the selection criteria required the education level of the beneficiaries to be at least matric level. Such programs should be continued in order to help the educated youth develop their digital skills and stay up to date with technological advancements.
- 5. Programs like Micro Challenge Fund helps accelerates the beneficiaries kick-start their entrepreneurial journey.** This initiative was integral in helping beneficiaries immediately invest their learning into income-generating/business activities Provision of MCF grant may also enable the participants to purchase laptops, internet devices etc and to work as freelance. In future programs, the number of 20 beneficiaries can be increased to cater to a larger percentage of the beneficiaries and encourage more of them to participate in the challenge.

6.0 Recommendations

- 1. Student selected for the program should have similar level of digital literacy and education levels:** The beneficiaries should be selected as per the given criteria, to ensure that students in one class are more or less at the same digital literacy and education level. This helps in delivering quality classes and also improves the results. This will require revisiting the targeted locations/areas criteria, as well ensuring basic digital literacy, education level and internet connectivity. For the project, semi-urban and peri-urban areas were selected and remote areas may not be effective.
- 2. Provision of training spaces to beneficiaries:** The targeted population has low digital literacy and education levels. In some cases, their access to android devices is also limited. Furthermore, load shedding is an issue which was beyond beneficiaries' control. Therefore, it is suggested that if training spaces are provided to the beneficiaries, trainings will be more productive. Even if trainings are delivered online and with basic IT support in the training venue, they can be better delivered. Instead of building new physical set-ups, a small room with 4 to 5 computers in an enabled environment in implementing partners' existing offices, can be sufficient. This can be more effective, as it will take care of unnecessary delays caused by load shedding, connectivity and access issues. The training can be delivered online, but the participants need to attend it from the computer labs set up in the local offices. Rural Support Programme offices can be effective in this regard.
- 3. Higher budgets are required for future projects to increase quality and operational ease:** To ensure quality programs we need to match the budgets to the effort and delivery. The planning and selection of beneficiaries requires more effort and time, as it is very different from any vocational skills program. Similarly, the training design and delivery effort was also greater than expected, because these programs were customised for the beneficiaries with specific needs with respect to digital literacy and basic IT knowledge.
- 4. Scalability of Digital Skills Trainings - Digital Skills Trainings should be in-built in all skills training initiatives:** In the modern era, digital skills and e-commerce are the way forward and provide quick access to employment opportunities. Hence, any new initiative on vocational and technical skills should also have a component of digital skills training. Digital Skills Trainings comes under the classification of "Decent Work" under ILO standards, hence scalability of such trainings will help increase decent work opportunities for the poorest sections of the population.
- 5. Concept notes and project designs should include "after delivery" or "follow-up" activities, including tracer studies:** In general, project designs are very detailed in defining project objectives, its designing and implementation phases. At times, details on exit strategies are also highlighted, but in majority cases "after delivery" or "follow-up" activities are not outlined. It is important that concept notes and program implementation documents highlight post-delivery components and the responsibilities of implementing partners once the project has ended. This can include aspects like troubleshooting support to beneficiaries, connection with beneficiaries and carrying out tracer studies. This will add value to the overall delivery and long-term connectivity with the beneficiaries, and real term change in their economic status and graduation in poverty scores.
- 6. Strengthen the aspect of "internship" in the skills training program:** This was one of the important components of the program delivered and it was effective. This allowed the new trained resources to connect to the market and work in a real life environment. There was a stipend attached to this as well. This component of the program should be strengthened, and should have more concrete reporting indicators to ensure its implementation to the fullest benefit for the trainees.

- 7. Provision of android devices (laptops/mobiles/tablets) to increase program effectiveness:** Based on the experience and the targeted audience for the digital skills training initiative, it is essential that the beneficiaries are provided with gadgets which increase their accessibility and reach to the digital marketplace. This will help in increasing program effectiveness and also help in attaining sustainability.
- 8. Link beneficiaries to seed grants and youth loans/interest-free loans:** To strengthen the training delivered it can bring positive results if the trained beneficiaries are connected to youth-friendly initiatives, or interest-free loans.
- 9. 'Refresher' & Advanced Training Courses to be floated by the funding agencies:** Funding partners should design projects for 'refresher' courses (to refers previously acquired learning and skills) and advanced skill courses for beneficiaries who are actively using the previously imparted skills: this can be very effective if the beneficiaries from the currently delivered trainings start utilising them and are then provided refresher courses and advanced skills courses after 3 to 4 months. This will help them strengthen their skills, and the beneficiaries can become more qualified and therefore more sought-after resources after these additional trainings.
- 10. Project durations need to be reconsidered and increased:** As this is digital skills training, it is a new area for all implementing partners and there is a learning curve. Therefore, the initial phases of the project, such as market assessment, beneficiary registration and selection areas will take longer than for traditional trainings. Hence, project duration needs to increase.

Annexures

Annexure 1: RYE II Beneficiary Survey Tool

سوالنامہ برائے ٹریننگی اپروگرام سینفیشریز

Questionnaire for Trainees/Program Beneficiaries

Training Program	RYE-II				
PO Name	NRSP				
Province		District		Union Council	
Address					
Name of Interviewee				Date	

تعارف:

میرا نام _____ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ آج کل، ہم جس پروجیکٹ پر کام کر رہے ہیں اس کا مقصد گزشتہ 2022 تا 2023 کے دوران سالوں میں آپ کو دی جانے والی Training سے پہلے اور ٹریننگ کے بعد آنے والے معاشی، معاشرتی، اور سماجی سطح پر ہونے والی تبدیلیوں کا جائزہ لینا ہے۔ اس سلسلے میں آپ سے کچھ معلومات حاصل کرنا چاہتے ہیں، جس میں ہمیں آپ کے 30 منٹ چاہئیں۔

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

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

Introduction:

My name is _____. I work for AASA Consulting. Our firm researches the socio-economic conditions of the country. Currently, we are researching the economic, social, and cultural impacts of the training that was given to you during 2022-2023.

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

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

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

سوالات Questions		نمبر No.
آپ کا نام _____ Your Name _____		1
1. مرد 2. عورت 3. دیگر 1. Male 2. Female 3. Other	جنس Gender	2
1. شادی شدہ 2. غیر شادی شدہ 3. طلاق یافتہ 4. بیوہ 5. علیحدگی شدہ 1. Married 2. Unmarried 3. Divorced 4. Widowed 5. Separated	ازدواجی حیثیت Marital Status	3
سال _____ ماہ _____ دن _____ Year _____ Month _____ Day _____	تاریخ پیدائش Date of Birth	4
_____ سالوں میں _____ years	عمر Age	5
2022 موجودہ Current	گھرانے کے سربراہ کا زیادہ سے زیادہ تعلیمی معیار کیا ہے/ 2022 میں تعلیمی معیار کیا تھا؟ 1. کبھی اسکول نہیں گئے 2. کچی جماعت سے پانچویں جماعت تک 3. چھٹی جماعت سے آٹھویں جماعت تک 4. نویں جماعت سے دسویں جماعت تک 5. گیارہویں جماعت سے بارہویں جماعت تک 6. تیرہویں جماعت یا اس سے زیادہ What is the education level of the head of the household (completed)?/ What was education level of the head of the household in 2022 1. Never attended school 2. From Montessori to 5 th grade 3. 6 th grade to 8 th grade 4. 9 th grade to 10 th grade 5. 11 th grade to 12 th grade 6. 13 th grade or higher	6
	آپ کی موجودہ تعلیم کیا ہے/ 2022 میں آپ کی تعلیم کیا تھی؟ 1. پہلی 2. دوسری 3. تیسری 4. چوتھی 5. پانچویں 6. چھٹی 7. ساتویں 8. آٹھویں 9. نویں 10. دسویں 11. گیارہویں 12. بارہویں 13. انڈر گریجویٹ 14. ماسٹر ز اور اس سے زیادہ 15. ڈپلومہ 16. کچی/ از سرری 17. کبھی اسکول نہیں گیا/ گئی What is your current education level? What was your education level in 2022? 1. Class 1 2. Class 2 3. Class 3 4. Class 4 5. Class 5 6. Class 6 7. Class 7 8. Class 8 9. Class 9 10. Class 10 11. Class 11 12. Class 12 13. Undergraduation 14. Masters and above 15. Diploma 16. Nursery /Kachi 17. Never went to school	7
کیا آپ خدا نخواستہ کسی ذہنی یا جسمانی معذوری میں مبتلا ہیں؟ 1. ہاں 2. نہیں 1. Yes 2. No Are you suffering from any mental or physical disability (God forbid)?		8
فون نمبر _____ Phone No. _____		9
ای۔ میل ایڈریس _____ Email address _____		10

تعداد / Number		سوال / Question	#
2022	موجودہ / Current		
		آپ کے گھرانے میں کل کتنے افراد رہتے ہیں / تھے، جن کا کھانا پینا آمدنی اور اخراجات مشترکہ ہیں / تھے؟ How many people are/were living in your household who have/had joint income and expenses and regularly eat/ate together?	11
		ان میں سے 18 سال سے 65 سال کی عمر کے لوگ کتنے ہیں / تھے؟ How many of them are/were people aged from 18 to 65 years old?	12
		آپ کے گھرانے میں 5 سے 16 سال کی عمر کے کتنے بچے اسکول جا رہے ہیں / تھے؟ How many children between the ages of 5 and 16 years old are currently attending school in your household?	13
		آپ کے گھرانے کی کل ماہانہ آمدنی کتنی ہے / تھی؟ What is/was the total monthly income of your household?	14
		آپ کے گھرانے کی کل ماہانہ بچت کتنی ہے / تھی؟ نوٹ: بی سی / کمیٹی کی ماہانہ قسط کو ماہانہ بچت میں شامل کریں What is/was the total monthly saving of your household? Note: Include the monthly installment of BC/Committee in the monthly savings	15
		آپ کی آج کل، کل ماہانہ آمدنی کتنی ہے؟ / اور ٹریننگ حاصل کرنے سے پہلے کتنی تھی؟ How much is your total income these days? How much was it before you got the training?	16
		آپ کی آج کل، کل ماہانہ بچت کتنی ہے؟ / اور ٹریننگ سے پہلے کتنی بچت تھی؟ نوٹ: بی سی / کمیٹی کی ماہانہ قسط کو ماہانہ بچت میں شامل کریں Note: Include the monthly installment of BC/Committee in the monthly savings How much are your current, total monthly savings? How much did you save before training?	17
		گھرانے میں کمروں کی تعداد بیڈروم اور رہائشی کمرے شامل کر کے کتنی ہے / تھی؟ (اسٹور، غسل خانہ، لیٹرین اور باورچی خانہ شامل نہ کیجئے) How many rooms are/were there in your household including bedrooms and living rooms? Note: Do not include storage room, bathrooms/toilets, and kitchen.	18
		گھرانے میں کس طرح کی لیٹرین موجود ہے / تھی؟ 1. فلش سسٹم جو کہ نکاسی کے نظام پٹ یا کھلی نالی سے منسلک 2. خشک پٹ لیٹرین 3. گھر میں لیٹرین نہیں ہے What kind of bathroom is/was in the household? 1. Flush system that is connected to sewerage or to an open drain 2. Dry pit latrine 3. There is no toilet in the household	19
		آپ اپنے فارغ وقت میں کیا کرتے ہیں؟ (نوٹ ایک سے زائد جواب ممکن ہیں) 1. کتابیں / خبریں پڑھنا 2. دوستوں اور خاندان کے ساتھ وقت گزارنا 3. سوشل میڈیا کا استعمال 4. انٹرنیٹ کا استعمال 5. TV دیکھنا 6. دیگر وضاحت کریں _____ What do you do in your spare time? (Note: More than one answer is possible) 1. Reading books/news 2. Spending time with friends and family. Reading books/news 2. Spending time with friends and family. 3. Use of social media 4. Use of the Internet 5. Watching TV 6. Others (please specify _____)	20

21					کیا گھرانے کی زیر ملکیت درج شدہ میں سے کوئی اشیاء موجود ہیں/تھیں؟ 1. ہاں 2. نہیں						
2022		موجودہ		Household Assets		2022		موجودہ		Household Assets	
Yes - 1 No - 2		Current		Household Assets		Yes - 1 No - 2		Current		Household Assets	
				ڈیپ فریزر	Deep Freezer					ریفریجریٹر	Refrigerator
				ٹیلیویشن	Television					کوکنگ رینج	Cooking Range
				سکوٹر	Scooter					گیزر	Geyser
				واشنگ مشین	Washing Machine					مائیکرو ویو اوون	Microwave Oven
				ایئر کولر	Air Cooler					ہیٹر	Heater
				موٹر سائیکل	Motorcycle					کار	Car
				ٹریکٹر	Tractor					ایئر کنڈیشنر	Air Conditioner
										کوکنگ سٹوو	Cooking Stove
22					کیا گھرانے کی زیر ملکیت درج شدہ میں سے کوئی مال مویشی موجود ہیں/تھیں؟ 1. ہاں 2. نہیں						
2022		موجودہ		Livestock		2022		موجودہ		Livestock	
Yes - 1 No - 2		Current		Livestock		Yes - 1 No - 2		Current		Livestock	
				بھینس	Buffalo					سانڈ	Bull
				گائے	Cow					بیل	Ox
				گدھا/گھوڑا	Horse/Donkey					بھیڑ	Sheep
				مرغی	Chicken					بجری	Goat
				بطخ	Duck					اونٹ	Camel

Answers جوابات	Questions سوالات	نمبر No.
2022	Current موجودہ	
رقبہ _____ Area _____	رقبہ _____ Area _____	
1. Marla 2. Canal 3. Acre 4. Square	1. مرلہ 2. کنال 3. ایکڑ 4. مربع	23
2. زرعی زمین نہیں تھی Did not have an agricultural land	2. زرعی زمین نہیں ہے Do not have an agricultural land	
	آپ کو اس ٹریننگ کے بارے میں کس طرح پتہ چلا؟ 1. کمیونٹی آرگنائزیشن 2. دلچ آرگنائزیشن 3. LSO 4. NRSP 5. ای-میل 6. ویب سائٹ 7. پوسٹر 8. ویب سائٹ 9. کمیونٹی ممبر دوست احباب 10. اخبار 11. مقامی کیبل 12. دیگر وضاحت کریں _____	24
	How did you get to know about this training? 1. Community Organization 2. Village Organization 3. LSO 4. NRSP 6. Email 7. Poster 8. Website 9. Community Member/Friend 10. Newspaper 11. Local Cable 12. Others (please specify _____)	
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ نے تربیتی پروگرام میں شامل ہونے کی درخواست دی تھی؟ Did you apply to be included in the training program?	25
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کو پروگرام میں شامل کرنے کے لئے آپ کا انٹرویو لیا گیا تھا؟ Were you interviewed to join the program?	26
1. ہاں (سوال نمبر 28 پر جائیں) 2. نہیں (سوال نمبر 29 پر جائیں) 1. Yes (Go to Q.28) 2. No (Go to Q.29)	کیا آپ نے تربیتی کورس کا انتخاب خود کیا تھا؟ Did you choose the training course yourself?	27
	اگر ہاں تو کیوں؟ 1. ذاتی دلچسپی 2. اس کام کا پہلے سے ذاتی تجربہ ہے 3. کام آسانی سے مل جاتا ہے 4. بیرون ملک کام مل جاتا ہے 5. ہمارے علاقے میں اس کام کی زیادہ ضرورت ہے 6. مستقبل میں اس کام کی زیادہ ضرورت پڑے گی 7. دیگر وضاحت کریں _____ If yes, then why? 1. Personal Interest 2. Have prior experience with this type of work 3. Work can easily be found 4. Can get employment abroad 5. This type of work has a higher demand in our town 6. This work will have a higher demand in the future 7. Others (please specify _____)	28
	آپ نے مندرجہ ذیل ٹریننگ میں سے کون سی ٹریننگ حاصل کی ہے؟ 1. ڈیجیٹل مارکیٹنگ 2. ای کامرس 3. گرافک ڈیزائننگ 4. سوشل میڈیا مینجمنٹ 5. معلوم نہیں Which one of the following training courses have you received? 1. Digital Marketing 2. E-commerce 3. Graphic Designing 4. Social Media Management 5. Do not know	29
تعداد _____	اس ٹریننگ میں کل کتنے لوگ شامل تھے؟	30

Answers جوابات	Questions سوالات	نمبر No.																									
_____ number	How many trainees/participants were there in this training?																										
تعداد _____ _____ number	اس ٹریننگ میں خواتین کی کل تعداد کتنی تھی؟ How many women were in this training?	31																									
_____ ماہ _____ months	یہ ٹریننگ کتنے عرصے تک جاری رہی؟ How long did this training last?	32																									
_____ ماہ _____ months	اس میں سے پریکٹیکل کتنے عرصے کا تھا؟ What was the duration of the practical component of this training?	33																									
_____ دن _____ days	ایک ہفتہ میں کتنے دن ٹریننگ ملتے تھے؟ How many days of training were there in a week?	34																									
_____ گھنٹے _____ hours	ایک دن میں کتنے گھنٹے تربیت دی جاتی تھی؟ How many hours of training were carried out in a day?	35																									
What was the duration of the classes in this training program?	اس ٹریننگ پروگرام کے ٹریننگ کے اوقات کیا تھے؟ 1. دوپہر _____ بجے سے لیکر دوپہر _____ بجے تک 2. شام _____ بجے سے لیکر شام _____ بجے تک 1. From _____ in the afternoon to _____ in the afternoon 2. From _____ in the evening to _____ in the evening	36																									
How satisfied are you with the quality of training?	آپ ٹریننگ کے معیار سے کس حد تک مطمئن ہیں؟																										
	<table border="1"> <thead> <tr> <th>معیاری Satisfied</th> <th>_____ سطحی Neutral</th> <th>غیر معیاری Unsatisfactory</th> <th>سوال Question</th> <th>نمبر</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>مجموعی طور پر ٹریننگ Overall training</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>_____ ٹرینر Trainer</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td>دورانیہ Duration</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> <td>مواد Content</td> <td>4</td> </tr> </tbody> </table>	معیاری Satisfied	_____ سطحی Neutral	غیر معیاری Unsatisfactory	سوال Question	نمبر				مجموعی طور پر ٹریننگ Overall training	1				_____ ٹرینر Trainer	2				دورانیہ Duration	3				مواد Content	4	37
معیاری Satisfied	_____ سطحی Neutral	غیر معیاری Unsatisfactory	سوال Question	نمبر																							
			مجموعی طور پر ٹریننگ Overall training	1																							
			_____ ٹرینر Trainer	2																							
			دورانیہ Duration	3																							
			مواد Content	4																							
1. ہاں (سوال نمبر 40 پر جائیں) 2. نہیں (سوال نمبر 44 پر جائیں) 1.Yes (Go to Q.40) 2.No (Go to Q.44)	کیا آپ کو انٹرن شپ کے لئے کسی ادارے میں لگایا گیا؟ Did you join any organization for an internship?	38																									
_____ نام _____ Name	اگر ہاں تو آپ نے کس ادارے میں انٹرن شپ کی ادارے کا نام بتائیں If yes, please mention the name of the organization where you did your internship.	39																									
	آپ کو انٹرن شپ کس نے دلوائی تھی؟ 2. NRSP 2. دوست احباب نے 3. خود کوشش کی 4. ٹریننگ انسٹیٹیوٹ نے Who gave you the internship opportunity? 1. NRSP 2. Friends 3. Through my own efforts 4. Training Institute	40																									

Answers جوابات	Questions سوالات	نمبر No.
_____ دن Days _____	یہ انٹرن شپ کتنے دن کی تھی؟ How long was the internship for?	41
1. ہاں 2. نہیں 1. Yes 2. No	انٹرن شپ کے دوران کیا معاوضہ بھی ملا؟ Were you paid for this internship?	42
1. ہاں (سوال نمبر 44 پر جائیں) 2. نہیں (سوال نمبر 45 پر جائیں) 1. Yes (go to Q. 44) 2. No (go to Q. 45)	کیا آپ نے PPAF/NRSP کی اس ٹریننگ کو حاصل کرنے کے لئے کوئی فیس ادا کی تھی؟ Did you pay any fees to receive the PPAF/NRSP training?	43
_____ روپے 1. ماہانہ 2. سالانہ 3. صرف ایک دفعہ Rs 1. Monthly 2. Annually 3. Only once	اگر ہاں تو آپ نے کتنی فیس ادا کی If yes, how much did you pay?	44
_____ روپے 1. ماہانہ 2. سالانہ 3. صرف ایک دفعہ Rs 1. Monthly 2. Annually 3. Only once	PPAF/NRSP کی اس ٹریننگ کو حاصل کرنے میں سب کچھ ملا کر آپ کا کل کتنا خرچ آیا تھا How much did it cost you in total to get this PPAF/NRSP training?	45
وضاحت کریں کہ یہ خرچہ اخراجات کن کن چیزوں پر آیا تھا؟ (ایک سے زائد جواب ممکن ہیں) Explain what this expenditure was incurred on? (More than one answer is possible)		
1	ڈیٹا بنک خریدنے پر On purchasing a data bank	1 ہاں Yes
2	انٹرنیٹ خریدنے پر On buying internet services	1 ہاں Yes
3	اسمارٹ / اینڈرائڈ فون خریدنے پر On buying a smartphone/Android phone	1 ہاں Yes
4	کمپیوٹر / لپ ٹاپ خریدنے یا اپڈیٹ کرنے پر On buying or updating a computer/laptop	1 ہاں Yes
5	موبائل ڈیٹا خریدنے پر On buying cellular data (through your phone network)	1 ہاں Yes
6	دیگر وضاحت کریں _____ Others (please specify _____)	1 ہاں Yes
2022	موجودہ Current	آج کل آپ کیا کام کر رہے ہیں؟ ٹریننگ حاصل کرنے سے پہلے کیا کیا کرتے تھے؟ 1. ذاتی کام 2. ملازمت 3. اجرت پر کام کرتے ہیں 4. فری لانسنگ 5. طالب علم 6. خاتون خانہ 7. بے روزگار (سوال نمبر 50 پر جائیں) What do you do now? What work did you do before completing the training? 1. Self-employed 2. Salaried Employee 3. Working for Wages 4. Freelancing 5. Student 6. Housewife 7. Unemployed (go to Q.50)

Answers جوابات	Questions سوالات	نمبر No.
	<p>آج کل جو کام آپ کر رہے ہیں آپ نے کس طرح حاصل کیا؟</p> <p>1. ذاتی طور پر 2. دوست احباب کے ذریعہ 3. ٹریننگ ادارے کے ذریعے 4. کمیشن ارشوت دے کر 5. NRSP کے ذریعے 6. دیگر وضاحت کریں _____</p> <p>How did you get the work/job that you are currently doing? 1. Through personal efforts 2. Through friends 3. Through training institute 4. By paying commission/bribe 5. Through NRSP 6. Others (please specify _____)</p>	48
	<p>آپ کس مقام پر کام کرنا شروع کریں گے/کام کر رہے ہیں؟</p> <p>1. اپنے علاقہ میں 2. اپنے گاؤں میں 3. اپنے شہر میں 4. اپنے ملک میں 5. بیرون ملک میں</p> <p>Where are you currently working or where do you plan to start working? 1. In your area 2. In your village 3. In your city 4. In your country 5. Abroad</p>	49
_____ فیصد % percent _____	<p>جنہوں نے آپ کے کورس میں آپ کے ساتھ PPAF/NRSP کی ٹریننگ حاصل کی تھی، ان میں سے اندازاً کتنے فیصد لوگوں نے کام کرنا شروع کر دیا ہے؟</p> <p>Of the people who took the PPAF/NRSP training with you in your course, approximately what percentage have started working?</p>	50
_____ فیصد % percent _____	<p>آپ کے کورس کے ساتھیوں میں سے کتنے فیصد لوگوں سے رابطہ ابھی بھی قائم ہے؟</p> <p>What percentage of your fellow trainees are you still in touch with?</p>	51
_____ فیصد % percent _____	<p>ٹریننگ کے بعد آپ کا مختلف کاروباری اداروں کے کتنے لوگوں سے رابطہ بڑھا ہے؟</p> <p>By what percentage has your contact with people in different business institutions increased after the training?</p>	52
_____ فیصد % percent _____	<p>PPAF/NRSP کی اس ٹریننگ کے بعد -----</p> <p>1. آپ کی ماہرانہ صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟</p> <p>After this training by PPAF/NRSP ----- 1. By what percentage has your expertise increased?</p>	53
_____ فیصد % percent _____	<p>2. ڈیجیٹل مارکیٹنگ کی معلومات میں کتنا فیصد اضافہ ہوا؟</p> <p>2. By what percentage knowledge of digital marketing increased?</p>	
_____ فیصد % percent _____	<p>3. ڈیجیٹل کمیونیکیشن کی معلومات میں کتنا فیصد اضافہ ہوا؟</p> <p>3. By what percentage knowledge of digital communication increased?</p>	
_____ فیصد % percent _____	<p>4. ڈیجیٹل مارکیٹنگ کی حکمت عملی (Strategy) کے بارے میں کتنا فیصد اضافہ ہوا؟</p> <p>4. By what percentage knowledge of digital marketing strategy increased?</p>	
_____ فیصد % percent _____	<p>5. ڈیجیٹل مارکیٹنگ کے مواد میں کتنا فیصد اضافہ ہوا؟</p> <p>5. By what percentage knowledge of digital marketing content increased?</p>	
_____ فیصد % percent _____	<p>6. سوشل میڈیا کے پلیٹ فارم کی معلومات میں کتنا فیصد اضافہ ہوا؟</p> <p>6. By what percentage knowledge of social media platforms increased?</p>	
_____ فیصد % percent _____	<p>7. گوگل (Google) سرچ انجن کے ذریعے مارکیٹنگ کرنے کی معلومات میں کتنا فیصد اضافہ ہوا؟</p> <p>7. By what percentage knowledge of marketing through the Google Search Engine increased?</p>	

Answers جوابات	Questions سوالات	نمبر No.
_____ فیصد % percent	8. By what percentage knowledge of email marketing increased? 8. Email مارکیٹنگ کی معلومات میں کتنا فیصد اضافہ ہوا؟	
_____ فیصد % percent	9. By what percentage knowledge of data analytics increased? 9. ڈیٹا اینالیٹکس (Data Analytics) کی معلومات میں کتنا فیصد اضافہ ہوا؟	
_____ فیصد % percent	10. By what percentage knowledge of freelancing increased? 10. فری لانسنگ کی معلومات میں کتنا فیصد اضافہ ہوا؟	
_____ فیصد % percent	11. By what percentage knowledge of website development/design increased? 11. ویب سائٹ ڈویلپمنٹ/ڈیزائن میں کتنا فیصد اضافہ ہوا؟	
<p>جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کیا بہتری آئی ہے؟</p> <p>Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?</p>		54
Reason(s) for no change اگر تبدیلی نہیں آئی تو اس کی وجہ کیا ہے؟	<p>ہاں-1 نہیں-2 معلوم نہیں-3 اطلاق نہیں ہوتا-4 Yes-1 No-2 Do not know-3 Not applicable-4</p>	تبدیلیاں Changes
		1. ماہرانہ صلاحیت بہتر ہوئی ہے۔ Professional ability/expertise has improved
		2. کم وقت میں زیادہ کام کرنے لگے ہیں۔ Started completing more work in a shorter amount of time
		3. پہلے سے زیادہ بہتر کام کرنے لگے ہیں۔ The quality of their work has improved
		4. اب کام کرنا پہلے سے آسان ہو گیا ہے۔ Work has become easier for them
		5. کام کو منظم طریقہ سے کرنے لگے ہیں۔ Have started working in a more organized manner
		6. برسر روزگار ہو گئے ہیں Gained employment
		7. بجٹ بنانا سیکھ گئے ہیں Learned how to set a budget
		8. پہلے سے بہتر حساب کتاب کرنا آ گیا ہے Improved in financial management than before

جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کیا بہتری آئی ہے؟		54
Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?		
Reason(s) for no change	1-ہاں 2-نہیں 3-معلوم نہیں 4-اطلاق نہیں ہوتا Yes-1 No-2 Do not know-3 Not applicable-4	تبدیلیاں Changes
		9. پہلے سے بہتر حساب کتاب رکھنا آ گیا ہے Maintain financial records better than before
		10. خدمات فراہم کرنے کی اجرت متعین کرنا آ گیا ہے Learned how to set a price for the goods they produce/services offered
		11. مول بھاؤ کرنا سیکھ گئے ہیں Learned how to bargain/negotiate
		12. مارکیٹ کے بارے میں بہتر معلومات ہو گئی ہیں Gained more knowledge regarding the market
		13. مارکیٹ کے ساتھ رابطے میں اضافہ ہوا Their network/linkages in the market has increased
		14. کسی بھی کام کو شروع کرنے سے پہلے منصوبہ بندی کرنی آ گئی ہے Learned how to plan and organize before starting any work
% فیصد _____ % percent _____	PPAF/NRSP کی اس ٹریننگ سے جو کچھ آپ نے سیکھا ہے اس کو اپنا کام کرنے میں کتنا فیصد استعمال کر رہے ہیں/کر رہی ہیں؟ What percentage of what you learned from this PPAF/NRSP training are you using in your work?	55
	NRSP کی اس ٹریننگ کو حاصل کرنے میں کن مشکلات کا سامنا کرنا پڑا؟ (ایک سے زائد جواب ممکن ہیں) 1. ٹریننگ کا عرصہ مختصر تھا 2. ٹریننگ کو سمجھنے میں مشکل کا سامنا کرنا پڑا تھا 3. ٹریننگ کی ساؤنڈ کوالٹی خراب تھی 4. ٹریننگ کے مواد کو کم عرصے میں مکمل کرنے کی کوشش کی 5. پڑھنے کا مواد کم تھا	56

		<p>6. ٹریننگ میں مشکل زبان اختیار کی</p> <p>7. الیکٹریسیٹی بریک ڈاؤن کی وجہ سے</p> <p>8. لیپ ٹاپ کمپیوٹر نہ ہونے کی وجہ سے</p> <p>9. دیگر وضاحت کریں _____</p> <p>What difficulties did you face in attempting to complete this PPAF/NRSP training? (more than one answer is possible)</p> <p>1. The training course was too short</p> <p>2. It was difficult to understand the content of the training</p> <p>3. The sound quality of the training was poor</p> <p>4. The duration of the training was too short to cover the content covered</p> <p>5. There was not enough content in the course</p> <p>6. The trainer used difficult language during the training</p> <p>7. Electricity breakdown(s) caused problems</p> <p>8. Not having a laptop computer caused problems</p> <p>9. Others (please specify _____)</p>		
ٹریننگ سے پہلے Before Training	موجودہ Current	سوال	نمبر	
1. ہاں 2. نہیں 1.Yes 2.No	1. ہاں 2. نہیں 1.Yes 2.No	کیا آپ کے پاس اپنا ذاتی اینڈرائڈ/ اسمارٹ فون ہے اٹریننگ سے پہلے تھا؟ Do you have a personal android/smartphone?/Did you have one before the training?	57	
1. ہاں 2. نہیں 1. Yes 2. No	1. ہاں 2. نہیں 1. Yes 2. No	کیا آج کل اس کو آپ اپنی آمدنی/روزگار کے لئے استعمال کرتے ہیں؟ Are you use it for generating income/employment these days?	58	
1. ہاں 2. نہیں 1.Yes 2.No	1. ہاں 2. نہیں 1.Yes 2.No	کیا آپ کے پاس اپنا ذاتی لیپ ٹاپ ہے اٹریننگ سے پہلے تھا؟ Do you have a personal laptop?/Did you have one before training?	59	
1. ہاں 2. نہیں 1. Yes 2. No	1. ہاں 2. نہیں 1. Yes 2. No	کیا آج کل اس کو آپ اپنی آمدنی/روزگار کے لئے استعمال کرتے ہیں؟ Do you use it for your income/employment these days??	60	
1. ہاں 2. نہیں 1.Yes 2.No	1. ہاں 2. نہیں 1.Yes 2.No	کیا آپ کے گھر میں کمپیوٹر/ اٹریننگ سے پہلے تھا؟ جس کو آپ استعمال کر سکتے ہوں Do you have a computer at home that you can use? Did you have one before the training?	61	
1. ہاں 2. نہیں 1. Yes 2. No	1. ہاں 2. نہیں 1. Yes 2. No	کیا آج کل اس کو آپ اپنی آمدنی/روزگار کے لئے استعمال کرتے ہیں؟ Do you use it for generating income/employment these days?	62	
1. ہاں 2. نہیں 1.Yes 2.No	1. ہاں 2. نہیں 1.Yes 2.No	کیا آپ کے پاس انٹرنیٹ ہے اٹریننگ سے پہلے تھا؟ Do you have access to the internet? Did you have access to it before the training?	63	
1. ہاں 2. نہیں 1. Yes 2. No	1. ہاں 2. نہیں 1. Yes 2. No	کیا آج کل اس کو آپ اپنی آمدنی/روزگار کے لئے استعمال کرتے ہیں؟ Do you use it for generating income/employment these days?	64	
1. ہاں 2. نہیں 2.No 1.Yes	1. ہاں 2. نہیں 2.No 1.Yes	کیا آپ کا ڈیجیٹل بینک اکاؤنٹ ہے اٹریننگ سے پہلے تھا؟ Do you have a digital bank account? Did you have one before the training?	65	

1. ہاں 2. نہیں 1. Yes 2. No	کیا آج کل اس کو آپ اپنی آمدنی / روزگار کے لئے استعمال کرتے ہیں؟ Do you use it for generating income/employment these days?	66			
1. ہاں 2. نہیں 1. Yes 2. No	کیا آپ کو مارکیٹ کی ضرورت کے مطابق کام کرنے کے لئے مزید ایڈوانس ٹریننگ کی ضرورت ہے؟ Do you need more advanced training to work as per market requirement?	67			
1. ہاں (سوال نمبر 69 پر جائیں) 2. نہیں (سوال نمبر 72 پر جائیں) 1. Yes (go to Q. 69) 2. No (go to Q. 72)	آپ نے PPAF/NRSP کی اس ٹریننگ سے پہلے کسی شعبہ میں ٹریننگ حاصل کی ہوئی ہے؟ Have you received training in any field prior to this PPAF/NRSP training?	68			
	اگر ہاں تو آپ نے کس شعبہ میں ٹریننگ حاصل کی تھی؟ If yes, in which field did you get training?	69			
ادارے کا نام _____ Name of Institution	یہ ٹریننگ کہاں سے حاصل کی تھی؟ Where did you get this training?	70			
عرصے _____ سال Duration (Years)	یہ ٹریننگ کتنے عرصے پہلے حاصل کی تھی؟ How long ago did you get this training?	71			
آج کل Currently	سیلاب کے دوران During floods	Covid-19 کے دوران During Covid-19	اکائی Unit	سوال Questions	نمبر No
			تعداد Quantity	آپ کے گھر والے دن میں کتنی بار کھاتے تھے/ہیں How many times a day did/does your family eat?	72
				آپ اپنے گھرانے کی معاشی / سماجی حالات بہتر کرنے کے لئے کیا کرنا چاہتے ہیں؟ (ایک سے زائد جواب ممکن ہیں) 1. کاروبار کرنا چاہتا ہوں 2. نوکری کرنا چاہتا ہوں 3. مزدوری کرنا چاہتا ہوں 4. تعلیم حاصل کرنا چاہتا ہوں 5. فنی تربیت حاصل کرنا چاہتا ہوں 6. ملک سے باہر جانا چاہتا ہوں 10. دیگر وضاحت کریں _____ What do you want to do to improve the economic/social conditions of your family? (More than one answer is possible) 1. Want to start my own business 2. Want to get a job 3. Want to work a daily wage job 4. Want to study 5. Want to get technical training 6. Want to go out of the country 7. Others (please specify _____)	73

Annexure 2: RYE II Training Institute

سوالنامہ برائے ٹریننگ انسٹیٹیوٹ

Questionnaire for Training Institute

Training Program	RYE-II		
PO Name	NRSP		
Name of Training Institute			
Name of Respondent		Designation	
Phone No.		Email Address	
Address			
Name of Interviewer		Date of Interview	

تعارف:

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

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

Introduction:

My name is _____. I work for AASA Consulting. Our firm investigates the socio-economic conditions of the country. During 2022 – 2023, there was an agreement between your institution and NRSP to provide digital and life skills training to youth eligible for employment.

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

1 آپ کا یہ Institute کب قائم ہوا؟ سال _____ مہینہ _____
When was your institute established? Month _____ Year _____

2 آپ کا یہ ادارہ ----- ہے

1. ٹرسٹ _____ ٹرسٹ کا نام _____
2. نجی ہے _____
3. این جی او _____ این جی او کا نام _____
4. سرکاری _____
5. نیم سرکاری _____

2. Your Institute is _____

1. Trust Name of Trust _____
2. Private _____
3. NGO Name of NGO _____
4. Government _____
5. Semi Government _____

3 آپ کے اس ادارے میں کون کون سے کورس پڑھائے/سکھائے جاتے ہیں ان کا دورانیہ فیس اور شرائط کیا ہوتی ہیں؟
نوٹ: اس ادارے کے ٹریننگ کورس کی مکمل معلومات حاصل کریں۔

4. What are the courses taught in your institution, their duration, fees, and conditions?
Note: Get complete information about the training courses of this institution

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

Answers جوابات	Questions سوالات	نمبر No.
تعداد _____ Number _____	آپ کے Institute نے NRSP کے کتنے لوگوں کو 2022 سے 2023 کے دوران Training دی ہے؟ How many people have been trained by your institute for NRSP during 2022 to 2023?	4
	آپ کے Institute نے NRSP کے کتنے لوگوں اور کن شعبہ جات میں 2022 تا 2023 کے دوران Training دی ہے؟ How many people, and in which skills, has your institute trained for NRSP during 2022 to 2023?	5
تعداد Number	ٹریننگ کے شعبہ جات Training Topics	#
		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
Answers جوابات	Questions سوالات	نمبر No.
1. ہاں (سوال نمبر 8 پر جائیں) 2. نہیں (سوال نمبر 7 پر جائیں) 1. Yes (Go to Q.8) 2. No (Go to Q.7)	آپ کے خیال میں مندرجہ بالا ٹریننگ آپ کے علاقے کے ضرورت کے مطابق تھی؟ Do you think that the trainings provided were ones that addressed the needs of the people living in the area?	6
If no, why?	اگر نہیں تو کیوں؟	7
1. ہاں (سوال نمبر 10 پر جائیں) 2. نہیں (سوال نمبر 9 پر جائیں) 1. Yes (Go to Q.10)	کیا زیادہ تر لوگ ٹریننگ حاصل کرنے کے بعد ملازمت یا اپنا ذاتی کاروبار کرنے کے لائق ہو گئے تھے؟ Did majority of the people who took part in these trainings become capable of starting their own business or getting a job after the trainings?	8

Answers جوابات	Questions سوالات	نمبر No.
2. No (Go to Q.9)		
If no, why?	اگر نہیں تو کیوں؟	9
1. ہاں (سوال نمبر 12 پر جائیں) 2. نہیں (سوال نمبر 11 پر جائیں)	کیا زیادہ تر لوگ تربیت حاصل کرنے کے بعد اپنے علاقے میں کام کرنے لگے ہیں؟ Have most of the people started working in the area where they are residing?	10
1. Yes (Go to Q.12) 2. No (Go to Q.11)	اگر نہیں تو پھر ملازمت کی خاطر کہاں جاتے ہیں؟ If not, where do people migrate to in order to obtain employment?	11
1. ہاں 2. نہیں	کیا آپ کے ادارے نے ان لوگوں کو ملازمت دلوانے میں مدد کی تھی؟ Did your organization help these individuals in securing jobs?	12
1. ہاں (سوال نمبر 14 پر جائیں) 2. نہیں (سوال نمبر 15 پر جائیں)	کیا ان میں کچھ لوگ اپنے خرچے پر مزید ایڈوانس Training حاصل کرنے آئے تھے؟ Out of these trainees, did anyone enroll to get advanced trainings at their own expense?	13
1. ہاں (سوال نمبر 14 پر جائیں) 2. نہیں (سوال نمبر 15 پر جائیں)	اگر ہاں تو اندازاً کتنے فیصد لوگ آتے ہیں؟ If Yes, what percentage of those people enrolled for advanced trainings?	14
1. ہاں (سوال نمبر 16 پر جائیں) 2. نہیں (سوال نمبر 17 پر جائیں)	ان تربیتی پروگراموں کی وجہ سے کیا لوگوں کے معاشی حالات بہتر ہوئے ہیں؟ To your knowledge, have these training programs improved the economic conditions of the participants?	15
1. ہاں (سوال نمبر 16 پر جائیں) 2. نہیں (سوال نمبر 17 پر جائیں)	اگر ہاں تو کس طرح معاشی حالات بہتر ہوئے؟ If yes, how did their economic conditions improve?	16
If not, why?	اگر نہیں تو کیوں؟	17
1. ہاں (سوال نمبر 19 پر جائیں) 2. نہیں (سوال نمبر 20 پر جائیں)	ان تربیتی پروگراموں کی وجہ سے کیا لوگوں میں کاروباری اور سماجی ہم آہنگی میں بہتری آئی ہے؟ Has professional and social networking and linkages of the participants increased due to these program?	18
1. ہاں (سوال نمبر 19 پر جائیں) 2. نہیں (سوال نمبر 20 پر جائیں)	اگر ہاں تو کس طرح؟ If yes, how?	19
If not, why?	اگر نہیں تو کیوں؟	20

Answers جوابات	Questions سوالات	نمبر No.
% فیصد _____ % percent _____	آپ کے خیال میں ان لوگوں میں سے کتنے فیصد لوگوں کو روزگار مل گیا ہے؟ What percentage of these participants do you think have secured employment/source of income?	21
1. ہاں (سوال نمبر 23 پر جائیں) 2. نہیں (سوال نمبر 24 پر جائیں) 1. Yes (Go to Q.23) 2. No (Go to Q.24)	کیا آپ کے ادارے نے ان لوگوں کو انٹرنشپ دلوائی/ کروائی تھی؟ Did your institute facilitate trainees to obtain internships?	22
% فیصد _____ % percent _____	اگر ہاں تو اندازاً کتنے فیصد لوگوں کو انٹرنشپ دلوائی/ کروائی تھی؟ If yes, what percentage of people were given internships?	23
1. ہاں 2. نہیں 1. Yes 2. No	کیا ٹریننگ پروگرام میں شامل ہونے والوں کو ٹرانسپورٹ کی سہولت یا الاؤنس دیا گیا تھا؟ Were the trainees offered transport or an allowance for transportation costs?	24
1. ہاں 2. نہیں 1. Yes 2. No	کیا ٹریننگ پروگرام میں شامل ہونے والوں کو رہائش کی سہولت یا الاؤنس دیا گیا تھا؟ Were the trainees offered an accommodation facility or an allowance for accommodation?	25
سال _____ Years. _____	آپ کے ادارے اور NRSP کے درمیان اس ٹریننگ پروگرام کے معاہدے کا دورانیہ کتنا تھا؟ What was the duration for this training program per the agreement between your institution and NRSP?	26
1. ہاں (سوال نمبر 28 پر جائیں) 2. نہیں (سوال نمبر 29 پر جائیں) 1. Yes (Go to Q.28) 2. No (Go to Q.29)	اس معاہدے کے دوران NRSP کے ادارے کے لوگ تربیتی پروگرام کو چیک کرنے آتے تھے؟ During the period of the agreement, did any NRSP representatives come to monitor the training program being offered?	27
تعداد _____ Number _____	اگر ہاں تو آپ کے اندازے کے مطابق اس پروگرام کے دوران NRSP کے لوگ اس پروگرام کو چیک کرنے کتنی بار آئے تھے؟ If yes, then how many times did these employees visit to monitor the program?	28
روپے _____ Rs. _____	آپ کے ادارے اور NRSP کے درمیان اس ٹریننگ پروگرام کے معاہدے کی کل رقم کتنی تھی؟ What was the total contracted amount for this training program between your institution and NRSP?	29
سوالات Questions		#
آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in training the participants in this program?		30
1. آپ سے تربیت حاصل کرنے والوں کی طرف سے: From your trainees:		
2. ٹریننگ ادارے کی طرف سے: By the training institute:		
3. دیگر مشکلات: Other problems:		

سوالات Questions	#
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے پلان کی گئی؟</p> <p>In your opinion, was the training delivered exactly as planned?</p>	31
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے ڈیزائن کی گئی؟</p> <p>In your opinion, was the training delivered exactly as designed?</p>	32

Annexure 3: RYE II Master Trainer Tools

سوالنامہ برائے ماسٹر ٹرینر

Questionnaire for Master Trainer

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

تعارف:

میرا نام _____ ہے۔ میرا تعلق AASA Consulting سے ہے۔ ہماری فرم ملک کی سماجی و معاشی حالات پر تحقیق کرتی ہے۔ 2022 تا 2023 کے دوران آپ کے ادارے اور NRSP کے درمیان علاقہ کے مستحق لوگوں کو روزگار حاصل کرنے کے لئے ٹیکنیکل اینڈ وکیشنل ٹریننگ فراہم کرنے کا ایک معاہدہ ہوا تھا۔

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

Introduction:

My name is _____. I work for AASA Consulting. Our firm investigates the socio-economic conditions of the country. During 20 22- 2023, there was an agreement between your institution and NRSP to provide technical and vocational training to youth eligible for employment.

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

سوالات Questions		#
	آپ کی تعلیم Education	1
1. مہینے 2. ہفتے 3. سال 1. Months 2. Weeks 3. Years	آپ اس آرگنائزیشن کے لئے کب سے کام کر رہے ہیں؟ How long have you been working for this organization?	2
1. ہاں 2. نہیں 1. Yes 2. No	کیا یہاں آپ مستقل ملازم ہیں؟ Are you a permanent employee here?	3
سال _____	آپ کو ٹریننگ دینے کا کل کتنے سالوں کا تجربہ ہے؟ How many years of experience do you have as a trainer?	4
1. _____ 2. _____ 3. _____ 4. _____	آپ کن کن موضوعات پر ٹریننگ دینے میں مہارت رکھتے ہیں؟ In which subjects do you specialize in delivering trainings?	5
1. _____ 2. _____ 3. _____ 4. _____	آپ نے NRSP کے لئے اس ٹریننگ پروگرام کے دوران کن موضوعات پر ٹریننگ دیں تھیں؟ On what topics did you conduct trainings during this program for NRSP?	6
تعداد _____ Number _____	آپ کو اندازہ ہے کہ آپ نے NRSP کے لئے اس ٹریننگ پروگرام کے دوران کتنے لوگوں کو ٹریننگ دی ہوگی؟ How many people did you approximately train during this program for NRSP?	7
آپ کے خیال میں جو ٹریننگ اور Material، NRSP کی ٹریننگ میں استعمال کیا گیا ہے کیا وہ ----- Do you think the training content and materials used in NRSP training were _____		8
1. ہاں 2. نہیں 1. Yes 2. No	روزگار حاصل کرنے کے لئے موزوں تھے؟ Were effective to secure employment/source of income?	8a
1. ہاں (سوال نمبر 10 پر جائیں) 2. نہیں (سوال نمبر 9 پر جائیں) 1. Yes (Go to Q.10) 2. No (Go to Q.9)	روزگار حاصل کرنے کے لئے کافی تھے؟ Were enough to secure employment/source of income?	8b
اگر نہیں تو اس میں کہاں کہاں بہتری کی گنجائش ہے؟ If not, where is the room for improvement in it?		9
ان ٹریننگ کورس کے ٹریننگ مواد کس نے بنائے تھے؟		10

سوالات Questions		#
	<p>1. آپ نے بنائے تھے 2. آپ کے ادارے نے بنائے تھے 3. کنسلٹنٹ نے بنائے تھے 4. ٹریننگ مواد NRSP نے دئے تھے 5. دیگر وضاحت کریں _____</p> <p>Who made the training materials for these training courses? 1. Prepared by you 2. Prepared by your organization 3. Prepared by external consultant(s) 4. Training materials were given by NRSP 5. Others (Please specify _____)</p>	
	<p>آپ کے خیال میں یہ ٹریننگ مواد----- 1. تعارفی / سطحی تھے 2. بنیادی تھے 3. ایڈوانس تھے</p> <p>Do you think these training materials were _____? 1. Introductory 2. Basic 3. Advanced</p>	11
تعداد _____ Number _____	<p>آپ کے کورس کی ایک کلاس میں اندازاً کتنے لوگ تھے؟</p> <p>Approximately how many students were enrolled in one class of your course?</p>	12
٪ فیصد _____ % percent _____	<p>عام طور پر کتنے فیصد لوگ شرکت کرتے تھے؟</p> <p>What percentage of enrolled students usually attended the classes?</p>	13
گھنٹے _____ Hours _____	<p>عام طور پر آپ کے کورس کی ایک کلاس کتنے گھنٹے کی ہوتی تھی؟</p> <p>How many hours were usually there in one class of your course?</p>	14
	<p>آپ کے خیال میں آپ سے تربیت حاصل کرنے والے لوگوں کا اوسط معیار----- 1. غیر معیاری تھا 2. معیاری تھا</p> <p>In your opinion, what is the average competence level of the people trained in your courses? 1. poor 2. good</p>	15
1. ہاں (سوال نمبر 18 پر جائیں) 2. نہیں (سوال نمبر 17 پر جائیں) 1. Yes (Go to Q.18) 2. No (Go to Q.17)	<p>آپ کے خیال میں کیا اس ٹریننگ کو حاصل کرنے والوں کا معیار زندگی بہتر ہو جائے گا؟</p> <p>Do you think the quality of life of the trainees will improve as a result of these trainings?</p>	16
If not, why not?	اگر نہیں تو کیوں؟	17
1. ہاں (سوال نمبر 20 پر جائیں) 2. نہیں (سوال نمبر 19 پر جائیں) 1. Yes (Go to Q.20) 2. No (Go to Q.19)	<p>آپ کے خیال میں کیا اس ٹریننگ کو حاصل کرنے والوں کا کاروباری اور سماجی رابطوں میں اضافہ ہو جائے گا؟</p> <p>Do you think the professional and social network of the trainees will increase?</p>	18
If not, why not?	اگر نہیں تو کیوں؟	19

سوالات Questions		#
<p>آپ کے خیال میں جن لوگوں کو ٹریننگ دی گئی ہے ان کو روزگار حاصل کرنے اور کام کرنے میں کتنے فیصد مددگار ثابت ہوگی؟</p> <p>In your opinion, to what extent (as a percentage), will these trainings help trainees in obtaining a job?</p>	<p>_____ فیصد % percent _____</p>	20
<p>جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کتنی فیصد تبدیلیاں آئیں ہیں؟</p> <p>Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?</p>		21
<p>_____ فیصد % percent _____</p>	<p>تبدیلیاں Changes</p>	
<p>ڈیجیٹل اینڈ لائف اسکل ٹریننگ digital and life skills Training</p>		
<p>_____ فیصد % percent _____</p>	<p>1. ان کی ماہرانہ صلاحیت میں کتنا فیصد اضافہ ہوا ہے؟ 1. By what percentage has their expertise increased?</p>	
	<p>2. ان کی ڈیجیٹل مارکیٹنگ کی معلومات کتنا فیصد میں اضافہ ہوا؟ 2. By what percentage has their knowledge of digital marketing increased?</p>	
	<p>3. ان کی ڈیجیٹل کمیونیکیشن کی معلومات میں کتنا فیصد اضافہ ہوا؟ 3. By what percentage has their knowledge of digital communication increased?</p>	
	<p>4. ان کی ڈیجیٹل مارکیٹنگ کی حکمت عملی (Strategy) کے بارے میں کتنا فیصد اضافہ ہوا؟ 4. By what percentage has their knowledge of digital marketing strategy increased?</p>	
	<p>5. ان کی ڈیجیٹل مارکیٹنگ کے مواد کی معلومات میں کتنا فیصد اضافہ ہوا؟ 5. By what percentage has their knowledge of digital marketing content increased?</p>	
	<p>6. ان کی سوشل میڈیا کے پلیٹ فارم کی معلومات میں کتنا فیصد اضافہ ہوا؟ 6. By what percentage has their knowledge of social media platforms increased?</p>	
	<p>7. ان کی گوگل (Google) سرچ انجن کے ذریعے مارکیٹنگ کرنے کی معلومات میں کتنا فیصد اضافہ ہوا؟ 7. By what percentage has their knowledge of marketing through the Google Search Engine increased?</p>	
	<p>8. Email مارکیٹنگ کی معلومات میں کتنا فیصد اضافہ ہوا؟ 8. By what percentage has their knowledge of email marketing increased?</p>	
	<p>9. ان کی ڈیٹا اینالیٹکس (Data Analytics) کی معلومات میں کتنا فیصد اضافہ ہوا؟ 9. By what percentage has their knowledge of data analytics increased?</p>	
	<p>10. ان کی فری لانسنگ کی معلومات میں کتنا فیصد اضافہ ہوا؟ 10. By what percentage has their knowledge of freelancing increased?</p>	
	<p>11. ان کی ویب سائٹ ڈویلپمنٹ/ڈیزائن میں کتنا فیصد اضافہ ہوا؟ 11. By what percentage has their knowledge of website development/design increased?</p>	
<p>جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کیا بہتری آئی ہے؟</p>		21

<p>جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کتنی فیصد تبدیلیاں آئیں ہیں؟</p> <p>Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?</p>		21
<p>_____ فیصد</p> <p>% percent _____</p>	<p>تبدیلیاں</p> <p>Changes</p>	
<p>Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?</p>		
<p>اگر تبدیلی نہیں آئی تو اس کی وجہ کیا ہے؟</p> <p>Reason(s) for no change</p>	<p>1-ہاں 2-نہیں</p> <p>3-معلوم نہیں</p> <p>4-اطلاق نہیں ہوتا</p> <p>Yes-1 No-2</p> <p>Do not know-3</p> <p>Not applicable-4</p>	<p>تبدیلیاں</p> <p>Changes</p>
		<p>1. ماہرانہ صلاحیت بہتر ہوئی ہے۔</p> <p>Professional ability/expertise has improved</p>
		<p>2. کم وقت میں زیادہ کام کرنے لگے ہیں۔</p> <p>Started completing more work in a shorter amount of time</p>
		<p>3. پہلے سے زیادہ بہتر کام کرنے لگے ہیں۔</p> <p>The quality of their work has improved</p>
		<p>4. اب کام کرنا پہلے سے آسان ہو گیا ہے۔</p> <p>Work has become easier for them</p>
		<p>5. کام کو منظم طریقہ سے کرنے لگے ہیں۔</p> <p>Have started working in a more organized manner</p>
		<p>6. برسر روزگار ہو گئے ہیں</p> <p>Gained employment</p>
		<p>7. بجٹ بنانا سیکھ گئے ہیں</p> <p>Learned how to set a budget</p>
		<p>8. پہلے سے بہتر حساب کتاب کرنا آ گیا ہے</p> <p>Improved in financial management than before</p>
		<p>9. پہلے سے بہتر حساب کتاب رکھنا آ گیا ہے</p> <p>Maintain financial records better than before</p>
		<p>10. خدمات فراہم کرنے کی اجرت متعین کرنا آ گیا ہے</p> <p>Learned how to set a price for the goods they produce/services offered</p>
		<p>11. مول بھاؤ کرنا سیکھ گئے ہیں</p> <p>Learned how to bargain/negotiate</p>

<p>جن لوگوں نے NRSP کے ذریعہ ٹریننگ حاصل کی تھیں ان میں مندرجہ ذیل صلاحیتوں میں کتنی فیصد تبدیلیاں آئیں ہیں؟</p> <p>Which of the following aspects on which you have trained individuals through NRSP do you think have changed as a result of your training?</p>		21
<p>_____ فیصد</p> <p>% percent _____</p>	<p>تبدیلیاں</p> <p>Changes</p>	
		<p>.12 مارکیٹ کے بارے میں بہتر معلومات ہو گئی ہیں</p> <p>Gained more knowledge regarding the market</p>
		<p>.13 مارکیٹ کے ساتھ رابطے میں اضافہ ہوا</p> <p>Their network/linkages in the market has increased</p>
		<p>.14 کسی بھی کام کو شروع کرنے سے پہلے منصوبہ بندی کرنی آگئی ہے</p> <p>Learned how to plan and organize before starting any work</p>
<p>سوالات Questions</p>		#
<p>آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟</p> <p>What difficulties did you face in training the participants in this program?</p>		22
<p>1. آپ سے تربیت حاصل کرنے والوں کی طرف سے:</p> <p>From your trainees:</p>		
<p>2. ٹریننگ ادارے کی طرف سے:</p> <p>By the training institute:</p>		
<p>3. دیگر مشکلات</p> <p>Other problems:</p>		
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے پلان کی گئی؟</p> <p>In your opinion, was the training delivered exactly as planned?</p>		23
<p>آپ کے خیال میں ٹریننگ بالکل اسی طرح سے دی گئی جس طرح سے ڈیزائن کی گئی؟</p> <p>In your opinion, was the training delivered exactly as designed?</p>		24

Annexure 4: RYE Partner Organizations Tool

سوالنامہ برائے پارٹنر آرگنائزیشن

Questionnaire for Partner Organization (PO)

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

تعارف:

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

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

Introduction:

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

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

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

سوالات Questions	#
your opinion, was the training delivered exactly as designed?	
اس پروگرام کو پائے تکمیل تک پہنچانے میں آپ کو کن کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in completing this program?	16
اس پروگرام کی کیا خوبیاں ہیں؟ What are the merits of this program?	17
اس پروگرام کی کیا خامیاں تھیں؟ What are the weaknesses of this program?	18
اس پروگرام کو مکمل کرنے میں آپ نے کیا سیکھا؟ What did you learn in the process of completing this program?	19
اس پروگرام کو مستقبل میں بہتر طریقہ سے کرنے کے لئے آپ کیا مشورہ دیں گے؟ What advice would you give in order to improve the implementation of this program in the future?	20
اس پروگرام کی کامیابی کی آپ کوئی مثال دیں Please give an example to illustrate the success of this program, or a success story	21

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

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

2. Your Institute is _____

1. Trust Name of Trust _____

2. Private

3. NGO Name of NGO _____

4. Government

5. Semi Government

آپ کے اس ادارے میں کون کون سے کورس پڑھائے/ سکھائے جاتے ہیں ان کا دورانیہ فیس اور شرائط کیا ہوتی ہیں؟
 اس ادارے کے ٹریننگ کورس کی مکمل معلومات حاصل کریں۔: نوٹ

3

4. What are the courses taught in your institution, their duration, fees, and conditions?
Note: Get complete information about the training courses of this institution

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

	آپ کے Institute نے اب تک اندازاً کتنے لوگوں اور کن شعبہ جات میں Training دی ہے؟ ?How many people, and in which skills, has your Institute trained	4
تعداد Count	ٹریننگ کے شعبہ جات Training Topics	#
		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
		15

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

<p>1. ہاں (سوال نمبر 15 پر جائیں) 2. نہیں (سوال نمبر 16 پر جائیں) 1. Yes (Go to Q.15) 2. No (Go to Q.16)</p>	<p>آپ کے تربیتی پروگراموں کی وجہ سے کیا لوگوں کے معاشی حالات بہتر ہوئے ہیں؟ To your knowledge, have these training programs improved the economic condition of their participants?</p>	<p>15</p>
<p>If yes, how did their economic condition improve?</p>	<p>اگر ہاں تو کس طرح معاشی حالات بہتر ہوئے؟</p>	<p>16</p>
<p>If not, why?</p>	<p>اگر نہیں تو کیوں؟</p>	<p>17</p>
<p>کیا آپ مجھے ان کے بارے میں جنہوں نے آپ کے ادارے سے ٹریننگ حاصل کی ان میں سے کوئی سیکس اسٹوری سنا سکتے ہیں؟ Could you share a success story of someone who was trained at your institute?</p>	<p>کیا آپ مجھے ان کے بارے میں جنہوں نے آپ کے ادارے سے ٹریننگ حاصل کی ان میں سے کوئی سیکس اسٹوری سنا سکتے ہیں؟ Could you share a success story of someone who was trained at your institute?</p>	<p>18</p>
<p>سوالات Questions</p>		<p>#</p>
<p>1. From your trainees:</p>	<p>آپ کو اس پروگرام میں لوگوں کو تربیت دینے میں کن مشکلات کا سامنا کرنا پڑا؟ What difficulties did you face in training the participants in this program?</p>	<p>19</p>
<p>2. By the training institute:</p>	<p>1. آپ سے تربیت حاصل کرنے والوں کی طرف سے: 2. ٹریننگ ادارے کی طرف سے:</p>	
<p>3. Other problems:</p>	<p>3. دیگر مشکلات:</p>	

Annexure 6: PPAF Tool

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

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

Annexure 7: Statistical Tables

Table 1.0: Sample Distribution						
Karachi						
Course Name	Total Beneficiaries			Realized Sample		
	Female	Male	Total	Female	Male	Grand Total
1. Digital Marketing and Life Skills	15	13	28	9	8	17
2. E-Commerce and Life Skills	15	17	32	8	9	17
3. Graphic Designing and Life Skills	26	9	35	9	8	17
4. Social Media Management and Life Skills	13	10	23	8	9	17
Total	69	49	118	34	34	68
Bahawalpur						
Course Name	Total Beneficiaries			Realized Sample		
	Female	Male	Total	Female	Male	Grand Total
1. Digital Marketing and Life Skills	10	4	14	5	4	9
2. E-Commerce and Life Skills	9	8	17	4	4	8
3. Graphic Designing and Life Skills	15	4	19	4	4	8
4. Social Media Management and Life Skills	14	3	17	4	4	8
Total	48	19	67	17	16	33
Grand Total	117	68	185	51	50	101

Table 1.1: Personal Profile of Beneficiaries				
		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	50	51
Marital Status	Married	1.0	0.0	1.9
	Unmarried	99.0	100.0	98.1
Age	Average Years	21	21	21
	Class 11	10.9	10.2	11.5
What is your current education level	Class 12	49.5	53.1	46.2
	Under-Graduation	21.8	14.3	28.8
	Masters and above	3.0	4.1	1.9
	Diploma	5.9	6.1	5.8
Beneficiaries suffering from any mental or physical disability?		2.0	0.0	3.8

Table 1.2: Family Attributes of Beneficiaries				
		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	50	51
What is the education level of the head of the household?	Never attended school	13.9	6.1	21.2
	From Montessori to 5th grade	12.9	14.3	11.5
	6th grade to 8th grade	15.8	18.4	13.5
	9th grade to 10th grade	26.7	24.5	28.8
	11th grade to 12th grade	19.8	22.4	17.3
	13th grade or higher	10.9	14.3	7.7
Family Size	2-6 Persons	53.5	57.1	50.0
	7-10 Persons	40.6	36.7	44.2
	More than 10 Persons	5.9	6.1	5.8
	Average Family Size	7	7	7
Labor Force-18 to 65 Years)	1-3 Persons	18.8	16.3	21.2
	4-6 Persons	66.3	69.4	63.5
	7 and More Persons	13.9	12.2	15.4
	Average	5	5	5
Number of Rooms	1-3 Rooms	83.2	83.7	82.7
	4-5 Rooms	16.8	16.3	17.3
	Average	3	3	2
What kind of bathroom is in the household?	Flush system that is connected to sewerage or to an open drain	92.1	98.0	86.5
	Dry pit latrine	7.9	2.0	13.5

Table 1.3: Occupation of Sample Beneficiaries

		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	50	51
Current Occupation	Self-employed	7.8	7.5	8.0
	Salaried Employee	10.7	15.1	6.0
	Working for Wages	2.9	3.8	2.0
	Freelancing	18.4	15.1	22.0
	Student	57.3	58.5	56.0
	Housewife	2.9	0.0	6.0
How did you get the work/job that you are currently doing	Through personal efforts	60.0	66.7	50.0
	Through friends	16.7	16.7	16.7
	Through training institute	23.3	16.7	33.3
Where are you currently working	In my area	30.7	31.1	30.2
	In my village	3.4	6.7	0.0
	In my city	25.0	20.0	30.2
	In Pakistan	25.0	20.0	30.2
	Abroad	15.9	22.2	9.3

Table 1.4: Training of Beneficiaries

		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	50	51
Need more advanced training to work as per market requirement	Yes	86.7	87.5	86.0
Received training in any field prior to this PPAF/NRSP training?	Yes	30.0	28.6	31.4
In which field did you get training?	ADAC	12.5	0.0	16.7
	ICT	37.5	50.0	33.3
	Graphic Designing	12.5	0.0	16.7
	Tailoring	25.0	0.0	33.3
	Web-Designing	12.5	50.0	0.0
Where did you get this training?	Aptech	16.7	0.0	20.0
	BM Learning and Development	16.7	0.0	20.0
	NAPA	16.7	0.0	20.0
	Nevtech GIZ	16.7	0.0	20.0
	Seed Tech Training Center	16.7	0.0	20.0
	SOS Village	16.7	100.0	0.0
How long ago did you get this training?	Average Years	5	3	6

Table 2.1: Access to Training Program

		Overall	Gender	
			Male	Female
Sample Beneficiaries		101	50	51
Awareness - How did you get to know about this training?	Community Organization	7.1	2.4	11.9
	Village Organization	1.2	2.4	.0
	LSO	4.8	7.1	2.4
	NRSP	40.5	40.5	40.5
	Poster	2.4	0.0	4.8
	Website	3.6	7.1	0.0
	Community Member/Friend	36.9	35.7	38.1
	Newspaper	2.4	4.8	0.0
	Local Cable	1.2	0.0	2.4
Applied to be included in the training program		80.2	83.7	76.9
Get Interviewed to join the program		81.2	79.6	82.7
Reasons for Choosing Training Course	Personal Interest	44.6	37.0	52.2
	Have prior experience with this type of work	12.0	19.6	4.3
	Work can easily be found	13.0	17.4	8.7
	Can get employment abroad	3.3	4.3	2.2
	This work will have a higher demand in the future	27.2	21.7	32.6

Table 3.1: Training Courses				
	Overall	Gender		
		Male	Female	
Sample Beneficiaries	101	50	51	
Training received in:	Digital Marketing	23.8	26.5	21.2
	E-Commerce	27.7	30.6	25.0
	Graphic Designing	23.8	18.4	28.8
	Social Media Management	24.8	24.5	25.0

Table 3.2: Various Feature of Training Programs [Average Values]				
	Overall	Gender		
		Male	Female	
Sample Beneficiaries	101	50	51	
Trainees/participants were in this training	Number	28	30	27
Women were in this training	Number	14	12	16
How long did this training last	Months	3	3	3
Duration of the practical component	Months	3	3	3
Days of training were there in a week	Days	2	2	2
Hours of training were carried out in a day	Hours	2	2	2

Table 3.3: Percentage of Trainees who were Satisfied with			
	Overall	Gender	
		Male	Female
Sample Beneficiaries	85	42	43
Overall training	84.2	85.7	82.7
Trainer	93.1	91.8	94.2
Duration	69.3	75.5	63.5
Content	88.1	89.8	86.5

Table 3.4: Training Expenditure			
	Overall	Gender	
		Male	Female
Sample Beneficiaries	101	50	51
Out-of-Pocket Expenditure on Training (Average)	7,940	7,226	8,639
Expenditure incurred on: (%)			
On purchasing a data bank	3.0	2.0	3.8
On buying internet services	25.7	24.5	26.9
On buying a smartphone/Android phone	4.0	0.0	7.7
On buying or updating a computer/laptop	3.0	0.0	5.8
On buying cellular data (Through phone network)	43.6	44.9	42.3

Table 3.5: Difficulties Faced in Getting training [Multiple Response]			
	Overall	Gender	
		Male	Female
Sample Beneficiaries	101	50	51
The Duration of training course was too short	15.4	19.5	12.9
The sound quality of the training was poor	3.1	3.8	2.6
There was not enough content in the course	6.2	3.8	7.7
The trainer used difficult language during the training	1.5	3.8	0.0
Electricity breakdown(s) caused problems	53.8	65.4	46.2
Not having a laptop computer caused problems	78.5	69.2	84.6

Table 4.1: Improvement in Specific Expertise [Average Percentages – Sorted according to the value in Overall Column]

	Overall	Gender	
		Male	Female
Sample Beneficiaries	101	50	51
By what Percentage:			
Knowledge of social media platforms increased?	65	68	62
Overall has your expertise increased after Training?	63	67	60
Marketing through the Google Search Engine increased?	60	62	59
Knowledge of freelancing increased?	55	56	55
Knowledge of digital communication increased?	51	54	47
Knowledge of digital marketing content increased?	51	59	43
Knowledge of digital marketing increased?	48	55	42
Knowledge of digital marketing strategy increased?	48	56	40
Knowledge of data analytics increased	38	34	41
Knowledge of email marketing increased?	37	38	37
Knowledge of website development/design increased?	35	34	36

Table 4.2: Percentage of Trainees who Confirmed Changes/Improvement in Specific Aspects of Business [Sorted percentages according to the value in Overall Column]

	Overall	Gender	
		Male	Female
Sample Beneficiaries	101	50	51
Professional ability/expertise has improved	98.0	98.0	98.1
Work has become easier for them	95.0	100.0	90.4
Learned how to plan and organize before starting any work	94.1	95.9	92.3
The quality of their work has improved	93.1	95.9	90.4
Improved in financial management than before	92.1	93.9	90.4
Learned how to set a price for the goods they offered	91.1	95.9	86.5
Gained more knowledge regarding the market	91.1	89.8	92.3
Have started working in a more organized manner	90.1	93.9	86.5
Maintain financial records better than before	89.1	91.8	86.5
Learned how to bargain/negotiate	89.1	87.8	90.4
Started completing more work in a shorter amount of time	87.1	95.9	78.8
Learned how to set a budget	78.2	79.6	76.9
Network/linkages in the market has increased	75.2	83.7	67.3
Gained employment	49.5	51.0	48.1

Table 5.1: ICT Tools – Currently Owned

	Overall	Gender	
		Male	Female
Android/smartphone	80.2	83.7	76.9
Personal Laptop	24.8	28.6	21.2
Computer at Home	17.8	20.4	15.4
Access to Internet	62.4	79.6	46.2
Digital Bank Account	73.3	73.5	73.1

Table 5.2: ICT Tools – Owned Before Training

	Overall	Gender	
		Male	Female
Android/smartphone	58.4	69.4	48.1
Personal Laptop	12.9	18.4	7.7
Computer at Home	12.9	12.2	13.5
Access to Internet	33.7	44.9	23.1
Digital Bank Account	35.6	44.9	26.9

Table 5.3: Incidence of Using ICT Tools in Generating Income

	Overall	Gender	
		Male	Female
Android/smartphone	49.5	59.2	40.4
Personal Laptop	21.8	24.5	19.2
Computer at Home	16.8	22.4	11.5
Access to Internet	36.6	51.0	23.1
Digital Bank Account	39.6	51.0	28.8

Table 6.1: Analysis of Changes Documented

	2023 Value	2022 Value	Mean Difference	t-value for mean difference	Remarks
Child Schooling	1.55	0.48	1.074	7.47	Significant
Household Income	32,145	30,808	1,337	0.80	Insignificant
Household Saving	1,712	1,464	248	0.66	Insignificant
Household Asset Score	4.495	3.99	0.5	2.215	Significant
Household Ownership of Livestock	0.248	0.228	0.020	0.366	Insignificant
Personal Income	3,247	1,670	1,577	2.543	Significant
Personal Saving	106	157	-51	-1.029	Insignificant

Table 6.2: Employed - After Training

		Overall	Which one of the following training courses have you received?				
			Digital Marketing	E-Commerce	Graphic Designing	Social Media Management	
Gained employment	Overall	48	10	13	10	15	
	Current Occupation	Self-employed	12.5	10.0	23.1	0.0	13.3
		Salaried Employee	12.5	0.0	7.7	10.0	26.7
		Working for Wages	2.1	0.0	0.0	0.0	6.7
		Freelancing	31.3	10.0	38.5	30.0	40.0
		Student	54.2	80.0	46.2	60.0	40.0
		Housewife	2.1	0.0	0.0	10.0	0.0
	How much is your total income these days	Average Rupees	4,070	2,200	3,967	2,000	6,800

Table 7: Income and Employment - After Training

		Overall	Digital Marketing	E-commerce	Graphic Designing	Social Media Management	
Male	Overall	12	1	4	2	5	
	Self-employed	16.7	100	0	0	20	
	Salaried Employee	41.7	0	25	50	60	
	Working for Wages	8.3	0	0	0	20	
	Freelancing	33.3	0	75	50	0	
	How much is your total income these days	Average Rupees	3,320	3,250	2,143	2,667	4,875
	How much was it before you got the training?	Average Rupees	1,550	0	250	2,500	2,750
	Income Change		1,770	3,250	1,893	167	2,125
Female	Overall	13	1	4	2	6	
	Self-employed	30.8	0	75	0	16.7	
	Salaried Employee	7.7	0	0	0	16.7	
	Freelancing	61.5	100	25	100	66.7	
	How much is your total income these days	Average Rupees	4,820	1,500	5,563	1000	9,000
	How much was it before you got the training?	Average Rupees	1,680	1,167	2,813	625	1,429
	Income Change		3140	333	2750	375	7571
	Overall	Overall	25	2	8	4	11
Self-employed		24	50	37.5	0	18.2	
Salaried Employee		24	0	12.5	25	36.4	
Working for Wages		4	0	0	0	9.1	
Freelancing		48	50	50	75	36.4	
How much is your total income these days		Average Rupees	4,070	2,200	3,967	2,000	6,800
How much was it before you got the training?		Average Rupees	1,615	700	1,617	1,750	2,133
Income Change			2,455	1,500	2,350	250	4,667

Table 7.1: Income - After Training

		Overall	Digital Marketing	E-commerce	Graphic Designing	Social Media Management	
Male	Overall	25	4	7	6	8	
	How much is your total income these days	Average Rupees	3,320	3,250	2,143	2,667	4,875
	How much was it before you got the training?	Average Rupees	1,550	0	250	2500	2,750
	Income Change		1,770	3,250	1,893	167	2,125
Female	Overall	25	6	8	4	7	
	How much is your total income these days	Average Rupees	4,820	1,500	5,563	1,000	9,000
	How much was it before you got the training?	Average Rupees	1,680	1,167	2,813	625	1,429
	Income Change		3,140	333	2,750	375	7,571
Overall	Overall	50	10	15	10	15	
	How much is your total income these days	Average Rupees	4,070	2,200	3,967	2,000	6,800
	How much was it before you got the training?	Average Rupees	1,615	700	1,617	1,750	2,133
	Income Change		2,455	1,500	2,350	250	4,667