



USAID-Punjab Youth Workforce Development (PYWD) Project Annual Work Plan

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List of Acronyms

BISP	Benazir Income Support Program
CCC	Career Counseling Center
CO	Community Organization
CBO	Community-based Organization
COP	Chief of Party
COR	Contracting Officer's Representative
CPI	Community Physical Infrastructure
CV	Curriculum Vitae
CVE	Counter Violent Extremism
DO	Development Objective
GIZ	Gesellschaft für Internationale Zusammenarbeit
GoP	Government of Pakistan
GOPb	Government of Punjab
IR	Intermediate Result
IRM	Institute for Rural Management
LTTA	Long Term Technical Assistance
MEL	Monitoring, Evaluation & Learning
MoC	Memorandum of Cooperation
MoU	Memorandum of Understanding
M&E	Monitoring & Evaluation
MIS	Management Information System
NAVTTTC	National Vocational & Technical Training Commission
NGOs	Non-Governmental Organizations
NOC	No Objection Certificate
PSDF	Punjab Skill Development Fund
PwDs	Persons with Disabilities
PTIs	Partner Training Institutes
PTTB	Punjab Trade Testing Board
PVTC	Punjab Vocational Training Council
PYWD	Punjab Youth Workforce Development
QAB	Qualification Awarding Body
RC	REFLECT Circle
TVET	Technical & Vocational Education and Training
TEVTA	Technical Education & Vocational Training Authority
UC	Union Council
USAID	United States Agency for International Development

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I. Executive Summary

More than 29% of Pakistan's population is comprised of youth between the ages of 15-29.¹ Pakistan has a huge youth population, a "youth bulge" that is an opportunity now but could turn into a calamity if not leveraged for growth. This youth bulge provides a unique opportunity for Pakistan's economic and social development, provided youth are skilled and trained to meet the requirements of the labor market. Taking this into USAID's investment in training youth (both men and women), the Punjab Youth Workforce Development (PYWD) project addresses the region's high rates of unemployment² by preparing youth for viable employment opportunities that will not only help eradicate poverty and mitigate violence, but also set the foundation for long-term economic growth and prosperity.

During the last two years, the PYWD project has positioned itself as an important contributor to the youth workforce development not only through the provision of Technical & Vocational Education and Training (TVET) to targeted youth in the four priority districts but has also leveraged regional strengths and tackled challenges. In its third year of implementation, the project is working closely with manufacturing, services and agriculture sectors to identify the most demanded trades and to provide recommendations to major training providers to substantiate the currently offered trades with the industrial demand. The PYWD project will continue to assist training providers in updating the associated occupational standards and to support the design of customized training packages to meet industrial demand.

Owing to the project's substantiated results, the project has developed strong working relations with all stakeholders. Partnerships with strategic TVET sector training providers have been materialized; strong relationships with local stakeholders have been developed; enrollments of marginalized youth in demand-driven trades expanded; on-the-job training with the apprenticeship model has been made available to selected youth beneficiaries; facilities upgradation (machinery & equipment) has been completed for 20 institutes; and, capacity building of 77 instructors has been accomplished. Moreover, a trade-wise gap analysis was conducted, and institute-specific capacity building plans were developed and are now being implemented in the 22 training institutes. The project also conducted meetings with TEVTA's academic section for updating/modifying training curricula.

This 3rd-year work plan builds upon the progress to aggressively expand the reach and impact of its activities³. Believing that strategic collaboration improves the bottom line, the project's inclusive strategy uses a Collaborating, Learning, and Adaptation (CLA) approach in all project phases: formulation, execution, and monitoring and evaluation. Integrating CLA into phases of the Project has helped the project to ensure that it is in line with others, grounded in a strong evidence base, and adapted to remain relevant throughout implementation. Data is being collated rapidly and shared with program staff, implementing partners, local governments, and other stakeholders to nurture collaborative design intervention approaches and real-time feedback into the work plan.

¹ UNDP Pakistan Human Development Report 2017.

² 20.70% in Multan, 25.80% in Muzaffargarh, 34.30% in Bahawalpur and 43.31 % in Lodhran

³ In this continuum, it is envisioned that the Project's efforts will enable the renewal of the No Objection Certificate (NOC) to continue implementation of the project in the sensitive districts; valid until September 19, 2018.

Several key learning outcomes from the first two years of the project have been incorporated into its programmatic cycle. These include:

- Training relevance, quality, and job placement require identification of trades for training that belong to sectors of the economy with employment growth potential or significant/growing share in GDP. To do so, the project has completed a TVET Skills Gap Analysis Report for the focused four districts and identified the local market's needs.
- An important lesson learnt from past two years is that the workplace-based training is more successful at producing graduates with demanded skills and a greater chance at long-term employability. The project has actively promoted work-place-based training programs, including apprenticeships and on-the-job OTJ trainings and will continue to do so in Year 3.
- In the past, stipends to trainees had been given via a built-in manual process at the training institute. The PYWD project has introduced a more effective electronic model of stipend disbursements that has proved to be innovative, efficient, and transparent efficient while also increasing marginalized youth's awareness of technology and financial inclusion. Beneficiaries receive a message on their mobile phones and then approach the designated bank branch to receive their stipend after proving their identity.

Under **Component I (Community Engagement)**, the project will ramp-up various program activities in Year 3 including youth identification, behavior change communication, and small infrastructure schemes. The PYWD project will target 22 new community organizations (COs)/community-based organizations (CBOs) to mobilize and actively engage in project implementation. During Year 2, innovative participatory development approaches including REFLECT circles/groups were utilized to build consensus amongst community through participatory development, and Year 2 identified 22 community projects which will be implemented in Year 3. Moreover, 16 additional community projects will be identified and implemented in coming year.

The PYWD project will have a strong focus on the implementation of behavioral change communication (BCC) activities in Year 3. The project will use BCC as a crosscutting element within its community engagement interventions in the field and build upon areas/themes that promote youth voices for identification and addressal of social issues through project IR 1 and IR 2 by providing youth economic opportunities and community engagement activities to meet the needs of vulnerable youth in project districts. To encourage a positive impact on youth attitudes, a range of topics will be covered based on local-level requirements and compatibility to the target groups. These include responsible citizenship, leadership, decision-making, job ethics & work readiness, effective communications skills, stress & conflicts management, gender equality, peace & harmony and fundamental rights. The effectiveness of the BCC component will be assessed through spot evaluations and feedback from community and youth.

Based upon the pre-set selection criteria, more than 11,500 youth have been identified from communities for enrollment in different training programs. In Year 3, an additional 3,000 vulnerable youth will be identified through community engagement activities. Moreover, to promote vocational training, outreach to 16 schools will be organized with approximately 800 school students. This outreach will include exposure visits to PYWD's partner training institutes to learn more about the training and job opportunities available. Half of the school students will be female students to ensure equal opportunity for exposure visits for female students to TVET sector. Moreover, the project will ensure Gender Equity in all its project components as indicated in section 6 of this work plan and Figure 1 (indicator 2b and 1.3 c).

Under **Component II (Institutional Capacity Building)** activities for Year 3, existing training institutes will be selected in consultation with the PYWD-project partner training providers (i.e., TEVTA, PVTC, Sanatzar and private sector) and provided institute-specific capacity building support. The TI selection will be based on the gaps assessment exercise completed in Year 1 of 103 TVET institutes in the four target districts. PYWD-supported key capacity building activities in Year 3 will include retooling (provision of machinery & equipment) for 17 institutes, upgradation of one training curricula of highly demanded trades, and developing a cadre of 77 master trainers through teachers' Training of Trainers (ToT) programs.

To date, the project has helped establish eight (8) career counseling centers (CCCs), two in each district, with half being female-run CCCs. The PYWD project will utilize the services of an existing national level web portal, hosted by NAVTTC⁴, to provide career counseling services to youth beneficiaries, (i.e., access to available opportunities and the ability to upload Curriculum Vitae (CVs) of youth). Through this initiative, the project will link at least 774 youth with industry and/or other economic opportunities in Year 3. The project will also develop a mobile application (an abridged version of the web portal's database) to create modern and effective linkages between trained youth and employers.

Under **Component III (Access to Workforce Education and Training)**, enrollment and training of identified youth in demand-driven trades will continue to be the key activity. This will include training leading to self-employment along with microfinance loans, *ustad-shagird*/informal apprenticeship training, and formal apprenticeship training. The project will continue to enroll youth for skills development training and target more than 2700 youth in the selected training institutes during Year 3, of whom at least 80% will be placed in jobs or self-employed. The project has completed the skills gap analysis undertaken by PVTC, TEVTA and PSDF which will assist the project in complementing activities under the Capacity Building component & selection of demand-driven trades for institutional training and apprenticeship program.

The PYWD project, in collaboration with Punjab Skills Development Fund (PSDF), enrolled innovative 12-month Skills for Market Linkages Program (entrepreneurship program) for 1,100 selected women. In Year 3, the program will provide 4 months technical training, 2 months entrepreneurship training and 6 months market linkages support. The PYWD project will also provide entrepreneurship training to selected 329 youth (through social and technical appraisal) during the forthcoming year; subsequently loan disbursements through Akhuwat (PYWD project's microfinance partner) will be provided to 410 young women and men in four districts for expansion of existing businesses or setting up small-scale enterprises leading to self-employment.

The PYWD project has drawn on the experiences of its implementing partners (IPs), namely the Punjab Vocational Training Council (PVTC), Technical Education and Vocational Training Authority (TEVTA) Punjab, Social Welfare Department, Akhuwat, Punjab Skills Development Fund (PSDF) College of Tourism and Hotel Management, Benazir Income Support Program (BISP) and the Punjab Trade Testing Board (TTB). Likewise, with a view to encourage linkages with the informal sector of TVET, PYWD project has collaborated with over 120 training and placement providers. It will continue to co-opt the IPs through its work plan activities that have been structured to work closely in coordination with other youth related programs/departments such as National Vocational & Technical Training Commission (NAVTTC), GIZ, Industries, Commerce & Investment Department and PSDP. Moreover, extensive capacity development measures have been implemented for

⁴ <http://www.skillingpakistan.org/>

capacity building of TEVTAs and PVTC institutes with ambition to steer the reinforcement of training initiatives. Finally, USAID will provide strategic guidance as well as help facilitate project implementation approvals, progress reviews, referrals and linkages with other development actors in the province.

The conclusion of Year 2 project activities has resulted in a strategic expansion of multiple stakeholders and partners. Louis Berger has strategically restructured its partners-base that resulted broaden the program outreach within the focus districts and program activities. The modified structure (covered in Sections 5 below) reflects the project's implementation strategy for 3rd year to be more coherent and results-focused. The PYWD project will continue building new alliances and leverage support through partnerships with participating businesses, industries, training providers and other donor-funded programs in targeting the annual and life of project (LOP) results. This inclusive and collaborative approach of PYWD project will ensure public, private and development sector participation and sustainability of interventions aimed at bringing about socio-economic stability in the targeted communities.

2. Context

2.1 Background

The global spread of religious radicalism has also made inroads into Pakistan, including Southern Punjab, over the last three decades. With the influence of radicalized madrasas on the rise, extremists have been targeting vulnerable youth in the region. Furthermore, economic deprivation, a lack of education, and politics of religion coupled with defective and misaligned priorities of successive governments are other pertinent factors promoting extremism in various segments of society, especially among the youth. At the macro level, inappropriate education (including technical and vocational training), limited economic opportunities, lack of assets and poor access to credit have further aggravated the social and economic vulnerability of youth to violent extremism.⁵ Thus, it is not surprising that the unemployment rate among Pakistani youth is twice of non-youth (7.7% vs. 3.8%)⁶. Punjab is the most populated province of Pakistan with over 110 million inhabitants, i.e., 53% of the country's population. In Punjab, the districts in the South are among the most underdeveloped regions of the country. Centuries of feudalism and a lack of adequate industrialization and entrepreneurship have left marks on the political, social, educational, and cultural life of South Punjab, which have been augmented by illiteracy and poverty issues.

According to 2017-2018 Economy Survey, Pakistan's Gross Domestic Product recorded highest growth of 5.8% in last 13 years. The growth was propelled by the following sectors:

1. Agriculture sector recorded a remarkable growth of 3.81 percent during 2017-18 and surpassed its targeted growth of 3.5 percent.
2. Large Scale Manufacturing recorded a growth of 6.13 %, highest in ten years.
3. Services sector witnessed a growth of 6.43 percent in the last two years.

The country's economic outlook looks promising with recovery in the agriculture sector, a rebound in industrial activities, and an increase in investment under the China Pakistan Economic Corridor (CPEC). Along the CPEC route, the planned new industrial zones should open additional opportunities for investment, particularly for small- and medium-sized auxiliary businesses. According to a report published by PricewaterhouseCoopers in 2017, Pakistan is projected to become the world's 20th largest economy by 2030. However, this growth is dependent upon an increasingly educated and skilled workforce.

Pakistan is the sixth most populous country in the world with an estimated population of 207.77 million people, of which, 27% of population is 15-29 years old⁷, creating a youth bulge, which constitutes both an opportunity and a potential threat. Pakistan is blessed with energetic youth, and this vibrant workforce can be a productive asset of the country if properly trained through targeted skill development programs. A focus on technical and vocational education will not only improve individual performance but also increase national productivity. Increased economic opportunity will serve as an effective mechanism for countering Violent Extremism, as it diminishes a key source for grievance.

⁵ <http://www.ipripak.org/wp-content/uploads/2015/10/3-art-s-15.pdf>

⁶ Labor Force Participation rates and un-employment rates, Labor Force Statistics (Pakistan Bureau of Statistic

⁷ http://www.finance.gov.pk/survey/chapters_18/12_Population.pdf

Cognizant of this fact, the Government of Pakistan (GoP) and Government of Punjab have initiated a range of skills development programs and have established several vocational training centers to train youth. However, transformation of “youth bulge” into “dividend” remains one of the greatest impediments towards sustained economic growth and stability; especially when it comes to focusing marginalized youth. A major league of development actors is striving to bring this quiescent and at-risk youth into the economic sphere through harnessing skills and competencies for better livelihood.

In this continuum, USAID’s Punjab Youth Workforce Development (PYWD) project is working with Government of Punjab and is effectively grounded to identify vulnerable youth of focus districts of the South Punjab⁸ and productively engage them in community development while securing employment opportunities for meliorating the economic outlook of South Punjab. The intrinsically embedded factor of employability (including self-employment) in PYWD project will have a significant contribution towards reducing the level of marginalization amongst youth in focus districts; subsequently setting up direction towards increased stability in these areas.

2.2 Challenges for TVET in Punjab

Challenges: Punjab is the most populated province in Pakistan with an estimated population of 110 million⁹. According to Economic Survey 2017-18, Punjab still has a largely agrarian economy but is undergoing rapid urbanization with the urban population now slightly increased from 31.27 % in 1998 to 36.71% in 2017. The number of individuals who attain working age every year in Pakistan is expected to rise from the current 4 million to around 5 million by 2035. A growth in employment creation is necessary to match the unprecedented number of young people entering the working age. Current labor force participation and unemployment rates suggest that Pakistan’s working-age population includes around 3.5 million unemployed individuals. An additional 1.4 million or more people of working age will join the labor force every year for the next 5 years¹⁰.

The barriers to addressing this critical challenge include workforce low education levels, limited supply chain, poor quality intake, resource constraints, and little collaboration between potential employers and TVET service providers. In addition to the low capacity of the economy to absorb youth entrants into the workforce, Southern Punjab (like the rest of Pakistan) also suffers from a mismatch between trained youths and the needs of industry. This creates a vicious cycle in which youth are unable to gain the skills in demand by employers (and hence missing workforce opportunities); and industry suffers from a labor force with low productivity. This mismatch is due to a number of distinct but inter-related factors; TVET institutions reach only 10% of eligible youth, low education levels of potential trainees, outdated curricula, equipment, and methods, limited counseling and placement services, few internship/apprenticeship opportunities, limited resources by the poor to pursue TVET education, poor trainee soft skills (e.g., problem solving, teamwork), that make them ill- suited for private sector workplaces.

⁸ South Punjab districts of Multan, Muzaffargarh, Lodhran and Bahawalpur

⁹ Economic Survey 2017-182017: <http://www.finance.gov.pk/survey/chapters.pdf>

¹⁰ Reference: <http://www.pk.undp.org/content/dam/pakistan/docs/HDR/PK-NHDR.pdf>

All the above have contributed to sub-par economic growth levels in the targeted districts. Pakistan also suffers from social constraints that make economic advancement difficult. Social norms prevent many women from pursuing vocational training and/or securing work.

2.3 Conclusion

Extremism in Pakistan is not confined to religiously-inspired militancy and terrorism; it is prevalent in society at all levels. Pakistan needs to fight both the reality and ideality of the challenge through a whole of community approach.¹¹ A large segment of Pakistani society, especially youth, is vulnerable to negative propaganda. The ongoing de-radicalization interventions in Pakistan will gradually lose their efficacy if a moderate environment aggressive against terrorism and militancy is not created. So, there is a dire need to build community resilience to better guard against extremism. At a broader level, without improvement in governance, economic/employment opportunities, and security, Countering Violent Extremism(CVE) efforts will have minimal impacts.

Amidst the challenges summarized and the situation analysis presented above, lies the opportunity and significance of the PYWD project. The PYWD project is reaching out to vulnerable and marginalized youth through a rigorous community engagement process, ensuring local communities have ownership in the entire youth selection process. The project is providing them access to the most suitable Training Institutes (Tis), equipping them with employable skills. This will lead to an improvement in their livelihoods and ultimately, reduce their likelihood of falling prey to extremism and violence.

Simultaneously, the PYWD project is developing the institutional capacity of selected TIs in the four districts to help them provide better quality services to the local youth, both in terms of provision of training and career counseling services. The PYWD project is also assisting marginalized youth in starting new businesses through entrepreneurial skills as well as access to microfinance and business starter toolkits. Finally, the project is supporting skills development in various trades demanded by the industries and businesses by providing apprenticeship opportunities leading to permanent job placement opportunities.

¹¹ <http://www.ipripak.org/wp-content/uploads/2015/10/3-art-s-15.pdf>

3. Project Introduction

PYWD is a 3-year effort aimed at generating employment for youth (women and men) between ages 16-29 in four districts of South Punjab: Multan, Lodhran, Muzaffargarh and Bahawalpur.

Purpose: To empower male and female youth through constructive community engagement and the provision of robust employment opportunities to counteract the dynamics that increasingly transform at-risk communities into enabling environments for extremism and instability.

Goal: To create economic opportunities and supporting social empowerment in focus areas through developing socially constructive attitudes and behaviors amongst the male and female youth.

Objectives: To reduce the likelihood of youth falling prey to extremism in at-risk districts in Southern Punjab by engaging disadvantaged youth (aged 16-29) in productive economic activities that will improve their economic status and address one of the primary causes of ongoing instability and violence in the region. The PYWD project has the following overarching objectives to be achieved over the length of project:

- Support greater community engagement and participatory development opportunities for and with local youth/community aimed at developing constructive attitudes and beliefs;
- Improve the capacity of 22 Training Institutes;
- Provide skills training to 9,000 marginalized youth and provide job/self-employment opportunities for at least 7,200 youth; and,
- Provide counseling services to 2,000 youth and placement opportunities to 1,000 youth.

3.1 Intended Project Results

The PYWD project falls under the USAID Pakistan’s Stabilization Framework and its Strategy is aimed at achieving two Intermediate Results (IRs):

- IR-I: Increased economic opportunities for youth; and
- IR-II: Socially constructive attitudes and beliefs among youth and their communities enhanced.

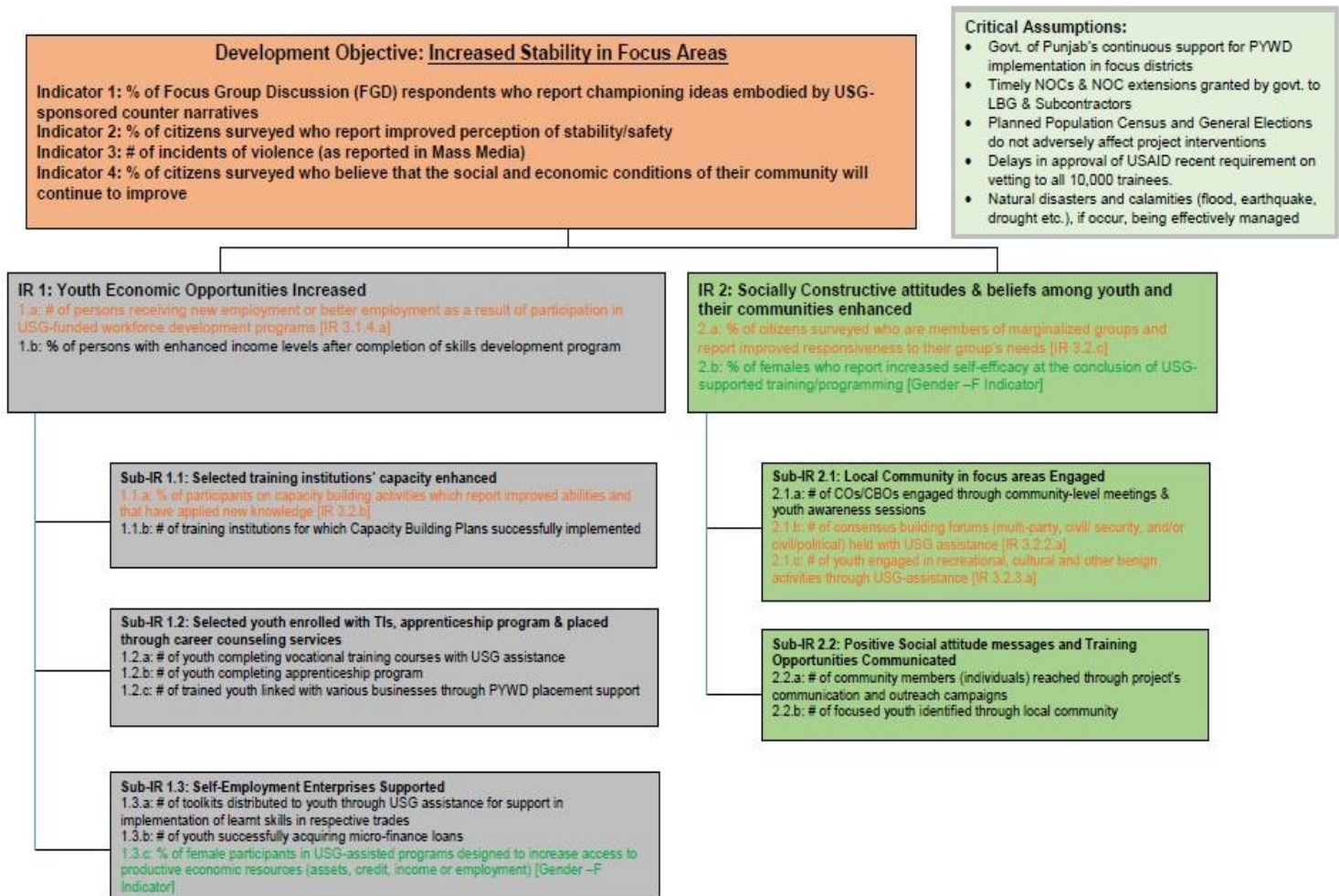
3.2 Strategic Approach and Anticipated Results

The PYWD project team is cognizant of various nuances related to the cultural and social setup and community hierarchies that play a pivotal role in the success of any program in this area. An inclusive and robust Gender Equality and Social Inclusion (GESI) Strategy guides program implementation for integration of gender and other vulnerable groups as a cross-cutting theme across the three project components. In line with the Project’s Development Objective of “Increased Stability in Focus Areas,” the project intends to adopt a focused step-wise approach while utilizing the overall concept of results-based management

The following figure (**Figure 1**) illustrates the project’s results hierarchy, where project activities as planned under the three components will help achieve specific sub-IRs (short-term results). All sub-IRs

collectively within a stream will result in achieving the corresponding IRs (long-term results). And further the project’s two IRs will demonstrate progress towards the project’s planned Development Objective (DO; overall impact/goal):

Figure 1: Project’s Results Hierarchy

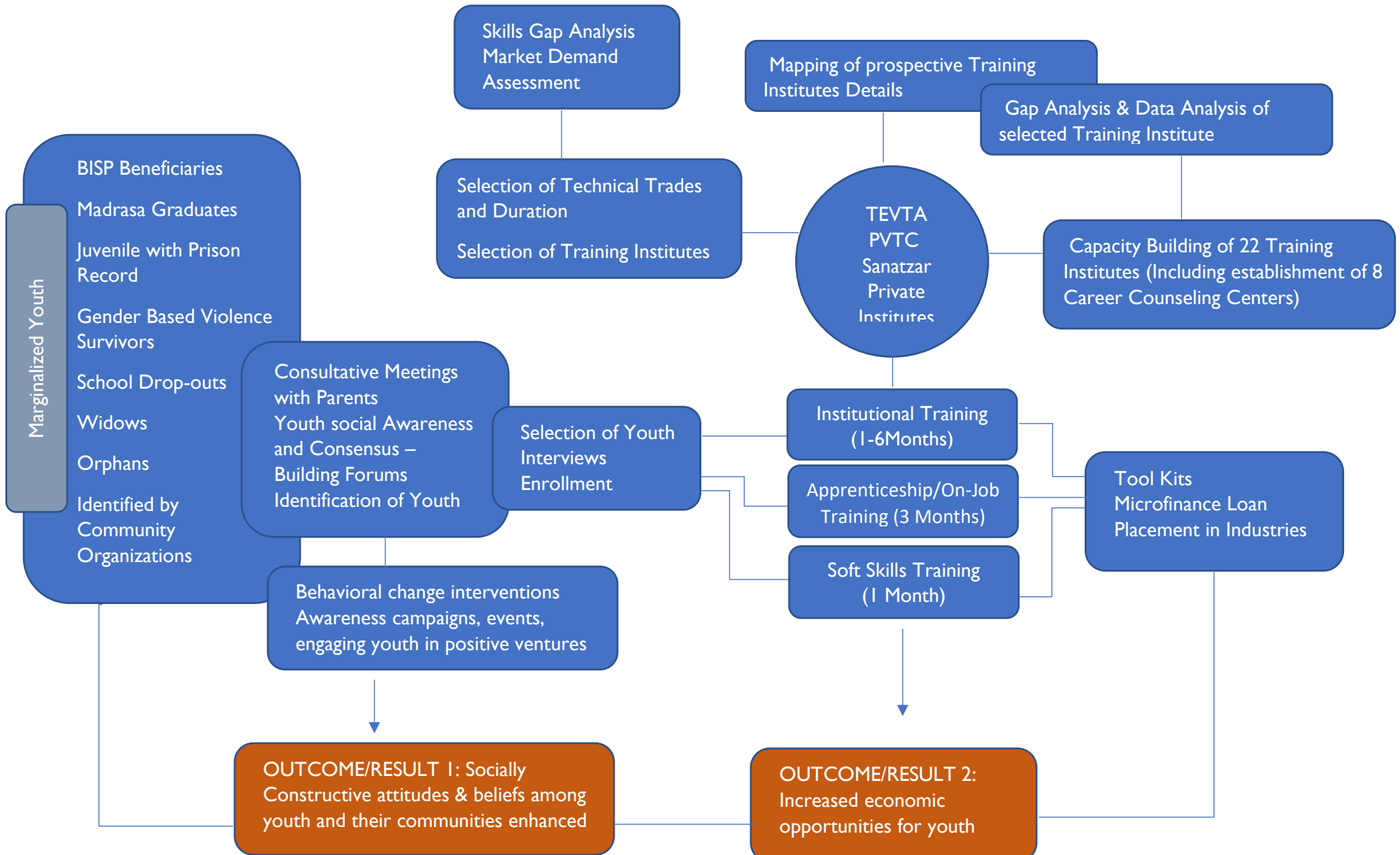


The project’s DO, i.e., “Increased Stability in Focus Areas” is adopted from USAID’s Stabilization Component’s Results Framework. The PYWD project, through its two IRs and the respective programmatic activities falling under their relevant Sub-IRs will be contributing to achieving this result. Other USAID funded projects falling under the project’s Stabilization component also contribute towards achieving this DO-3 for USAID Pakistan.

3.3 Anticipated Results

Based upon the project’s revised Results Framework all the planned work plan activities have been placed under the relevant sub-IRs/Outputs. The logical linkage of activities with project’s Results/Outcomes is given below (**Figure 2**).

Figure 2: Project's Implementation Matrix Linking Activities to Project Results/Outcomes



3.4 Components/Activities Contribution to Results

The Project is achieving these two inter-related results through a set of sub-intermediate results (Sub-IRs) planned to be achieved under each IR and further activities planned to be implemented in support of each Sub-IR/Output. These activities that fall under three project components enable vulnerable youth to increase their income, seize new work-learning opportunities, and build skills that are valued by employers and lead to permanent employment opportunities. The Year 3 planned activities and their contribution towards achieving specific Sub-IRs are given in the figures below (Figure 3 and 4):

Figure 3: IR/Outcome-I – Youth Economic Opportunities Increased

Intermediate Result (IR)	Sub-Intermediate Result (Sub-IR)	Component	Activity ID	Activity Description	Expected Deliverables
IR-I: Youth economic opportunities increased	I.1: Selected training institutions' capacity enhanced	Component II: Institutional Capacity Building	2.3	Conduct a capacity assessment of potential TIs	In Year 3, capacity assessment of 15 Tis will be done.
			2.4.	Conduct detailed Gap Analysis of selected training institutes	During Year 3, detailed trade wise gap analysis of 5 Training Institutes will be conducted and 15 Capacity building plans will be developed for 15 TIs.
			2.5.	Update/ modify training curricula	Curricula for 1 priority trade will be updated.
			2.6.	Provision of machinery and equipment	Machinery, equipment and furniture will be provided to 17 training institutes.
IR-I: Youth economic opportunities increased		Component II: Institutional Capacity Building	2.7.	Develop a cadre of master trainers	After thorough consultation with TEVTA, PVTC, Sanatzar and private sector institutes, a cadre of nominated 77 Master Trainers will be trained and developed in technical/soft skills.
			2.8.	Support an online web portal for e-learning	One (1) e-module will be uploaded on TEVTA SLMIS for public access.
		Component III: Access to workforce education and training	3.1	Conduct skills gap assessment study	In Year 3, 3 FGDs will be facilitated with industry, TIs and 1 workshops will be held for sharing the recommendation with stakeholders and USAID.

IR-I: Youth economic opportunities increased	1.2: Selected youth enrolled with TIs, apprenticeship program & placed through career counseling services	Component III: Access to workforce education and training	3.2.	Provide skills training (institutional ¹²) to selected youth	1,125 youth will be trained and placed in on-the-job through apprenticeship training program
			3.3.	Enrollments with PSDF (Skills for Market Linkages program)	1,100 women were enrolled in partnership with PSDF's Skills for Market Linkages program supporting women in rural areas of project's focus districts and training will be continued in Year 3.
IR-I: Youth economic opportunities increased		Component III: Access to workforce education and training	3.4.	Placement of students for on-the-job apprenticeship training	1,738 youth were provided on-the-job training directly with the industry followed by placement in the Year-2 and 1,320 more youth will be placed in on-the-job training with the industry during the Year 3.
			1.3: Self-employment enterprises supported	Component II: Institutional Capacity Building	2.1.

¹² Institutional means institute-based training particularly through TEVTA/PVTC/Sanatzar/private training institutes

		Component III: Access to workforce education and training	3.5.	Support Youth Entrepreneurs	<p>Microfinance Institution (MFI) “Akhuwat” will scrutinize youth through social and technical appraisals. 322 business plans will be developed in Year-III.</p> <p>322 trained youth will be provided with 3-5 days’ entrepreneurship training</p> <p>410 selected entrepreneurs’ youth will be given loans to establish their own enterprises</p>
			3.6	Placements	Distribution of 3,158 toolkits will be distributed to trained youth, 1,861 youth will be placed on jobs and 500 PSDF trained youth will be placed in Year 3.
			3.7.	Development of Management Information System (MIS)	Project’s MIS with advanced query-based reporting, dashboards etc. will be implemented

Figure 4: IR/Outcome-2 – Socially Constructive Attitudes and Beliefs among Youth and Their Communities Enhanced

Intermediate Result (IR)	Sub-Intermediate Result (Sub-IR)	Component	Activity ID	Activity Description	Expected Deliverables
IR-II: Socially constructive attitudes and beliefs among youth and their communities enhanced	2.1: Local community in focus areas engaged	Component I: Community Engagement	1.1.	Identify and engage existing COs and stakeholders in four districts	22 new COs will be identified through community mobilization Resolutions with 22 identified COs will be signed
			1.2.	Conduct consultative meetings with selected COs, stakeholders and community members in four districts	At least 22 consultative sessions with identified COs and local stakeholders in the four target districts will be conducted
IR-II: Socially constructive attitudes and beliefs among youth and their communities enhanced		Component I: Community Engagement	1.4.	Design and conduct community awareness campaigns/events (Event on 16 days of activism against gender violence, Sports day Event, International Day for Social Justice, International Women Day, Youth skills competition, Naat competition, Eid Mela, International Mother’s Day etc.).	13 Community awareness campaigns will be launched. 1,830 youth will be involved in these campaigns including participation in community events in four focus districts throughout the year.
			1.5.	Conduct sessions with community using REFLECT Group/Circle approach	During the 2 nd Year 22 new REFLECT Group/Circle were formed and during Year 3, 16 more REFLECT Group/Circles will be formed. During Year-2, 44 sessions were conducted with 22 RCs and in Year 3,

Intermediate Result (IR)	Sub-Intermediate Result (Sub-IR)	Component	Activity ID	Activity Description	Expected Deliverables
					16 sessions will be conducted with RCs 38 RCs.
			1.6.	Identify and implement community projects	In Year-2, 22 community projects based on consensus reached in REFLECT Group/Circle sessions were being identified which will be implemented in the Year 3. 16 more projects will be identified in Year3 to provide innovative and indigenous solutions to community identified issues. In total of 38 identified community projects will be implemented in Year-3.
	2.2: Positive social attitude messages and training opportunities communicated		1.7.	Conduct awareness sessions with vulnerable groups and families	10,980 CO members, community leaders and youth were sensitized through conducting awareness sessions during Year II. During Year 3, 2,600 more youth will be sensitized.
IR-II: Socially constructive attitudes and beliefs among youth and their		Component I: Community Engagement	1.8.	Conduct outreach to schools to promote vocational training	16 schools will be identified and orientations sessions with their management will be conducted (at least 3 schools in each district) 800 school student's exposure visits to vocational training institutes will be arranged

Intermediate Result (IR)	Sub-Intermediate Result (Sub-IR)	Component	Activity ID	Activity Description	Expected Deliverables	
communities enhanced			1.9.	Use both print & electronic media to provide coverage of youth community service projects and cultural events	7 media programs will be aired/published using electronic or print media	
			1.10.	Use social media forums like Facebook, LinkedIn etc. for project information dissemination	As required, the Project data will be shared with USAID social media forums for project information dissemination	
			1.11.	Inform youth about community service opportunities and cultural events through SMS messaging	SMS campaign will be launched, and information will be disseminated to the youth for cultural and other events.	
			1.2.1	Identify vulnerable and marginalized youth in four focus districts through COs	3,000 vulnerable and marginalized youth will be identified through COs identified in community mobilization for further enrollment in institutes	
Cross-Cutting Activities			Cross-Cutting Activities	4.1	Hold Collaborative meetings with partners	08 collaborative meetings were planned with partners in Year 3
				4.2	Support policy development and policy advocacy	02 consultative meetings with all stakeholders for advocating formulation of provincial TVET policy
				4.3	Monthly fact sheets	11 fact sheets will be developed
				4.4.	Develop newsletters in English and Urdu	4 Newsletters i.e. 1 for each quarter will be published and disseminated to larger audience to highlight project's successes

Intermediate Result (IR)	Sub-Intermediate Result (Sub-IR)	Component	Activity ID	Activity Description	Expected Deliverables
			4.5	Document success stories	13 success stories will be documented, and 04 feature stories will be published during the current year
			4.6	Develop Video Documentary	One video documentary will be developed

3.5 Critical Assumptions

For PYWD project activities to successfully achieve their intended results, certain conditions must prevail. These project-wide assumptions include the following:

- The Government of Punjab’s continuous support for PYWD programming in the region.
- Timely NOCs and NOC extensions are granted by the Government to Louis Berger and its subcontractors.
- General Elections falling in project’s implementation period (2018) do not adversely affect project interventions.
- Timely approval/clearance granted by USAID for its recent requirements on vetting.
- If natural disasters and calamities (flood, earthquake, drought, etc.) occur, the response is effectively managed through Federal, Provincial and Local institutions.
- Other donor-funded programs meet their commitments on the collaboration and joint implementation of program activities

Critical assumptions specific to the three components and their mitigation strategies are outlined in **Figures 5, 6 and 7.**

Figure 5: Component I – Community Engagement

Critical Assumption	Mitigation Strategy
<ul style="list-style-type: none"> • Local leaders, religious figures, and politicians are willing to support the program and the overall youth development activities. 	<ul style="list-style-type: none"> • The project is engaging key government, political, religious and other community points of influence and securing their support for the program as part of its stakeholder’s engagement strategy.
<ul style="list-style-type: none"> • Community leaders take full interest in the project activities without fear from other religious/extremist groups. 	<ul style="list-style-type: none"> • The project is working closely with community leaders to explain the benefits of the program. It will continue to adopt a professional approach in dealing with all community members without discrimination on ideology or religious affiliation.
<ul style="list-style-type: none"> • Relevant authorities, like public service departments, support community initiatives to solve community-related issues in time, to ensure unhindered project implementation. 	<ul style="list-style-type: none"> • The project through its district-based teams will engage local authorities in the planning and implementation phases to get their buy-in. The project will build positive relationships with local stakeholders and will keep the district entities sensitized to the benefits that our programming will have for their area of authority. The extension in the NOC to implement the project in South Punjab and its distribution to the district authorities is already facilitating program implementation.

Figure 6: Component 2 – Institutional Capacity Building

Critical Assumption	Mitigation Strategy
<ul style="list-style-type: none"> • Training institutes continue working with the PYWD project. 	<ul style="list-style-type: none"> • We have already secured commitments from major training providers for provision of training to PYWD selected youth on various trainings and implement CB activities; Sub-contract agreements have been signed with TEVTA, PVTC and Sanatzar. The project will continue building productive relationships with the management of the most active training institutes by demonstrating the value they could gain from our technical and capacity building support and through the project’s support to strengthen their outreach to youth through its community engagement component. • In addition to public sector Training Providers, the PYWD project is also expanding its outreach and contracting with private sector training institutes.
<ul style="list-style-type: none"> • Training institutes allow PYWD project team to conduct gap analysis. 	<ul style="list-style-type: none"> • Through positive relationship management, we have adopted a collaborative approach in executing the planned gap analysis of training institutes.
<ul style="list-style-type: none"> • Training institutes are willing to adopt an inclusive gender approach. 	<ul style="list-style-type: none"> • The project will adopt the strategy of gender equality to formalize this approach with all partner training institutes. All partnerships will be formulated keeping in view the desired allocation of resources – a minimum of 35% for women.
<ul style="list-style-type: none"> • Training institutes are willing to put their curriculum on an online web portal. 	<ul style="list-style-type: none"> • The project will work with the institutions to adopt a technology-friendly marketing and outreach strategy so that they can see the value of the large number of youth that can access their materials/curriculum and make informed decisions related to pursuing further education.
<ul style="list-style-type: none"> • Training institutes are supportive of establishing career counseling centers. 	<ul style="list-style-type: none"> • The PYWD project will work with the senior management at these institutions to explain other venues to serve their focused communities and explain the potential from having career counseling services. The project is also developing partnerships

Critical Assumption	Mitigation Strategy
	with GIZ to support the establishment and capacity building of CCCs.

Figure 7: Component 3 – Access to Workforce Education and Training

Critical Assumption/Risk	Mitigation Strategy
<ul style="list-style-type: none"> Target youth are keen to establish their own businesses. 	<ul style="list-style-type: none"> Recognizing that economic, social, and political factors may impede entrepreneurship opportunities (e.g., cultural and social norms or other personal perceptions from receiving assistance from donor-funded programs), the PYWD project will enable easy access to counseling, technical advice, and access to finance for large numbers of youth to pursue their entrepreneurship ambitions.
<ul style="list-style-type: none"> Relevant businesses are willing to place the PYWD project’s youth completing training programs. 	<ul style="list-style-type: none"> The PYWD project will form direct partnerships (through MoUs) with the leading businesses relevant to the offered trades. Commitment letters will be taken from employers/industry before the initiation of specific training courses. Further, the market’s demand-driven trades and curriculum will be adopted to maximize the trainee placement ratio. The project will also support the creation of institutional linkages between training institutes and businesses.
<ul style="list-style-type: none"> Targeted youth persist with training programs through the completion of the courses they are taking. 	<ul style="list-style-type: none"> The project’s implementation approach includes rigorous community engagement and youth identification process. The project is working on identifying the most relevant and deserving youth, which will result in greater trainee retention.

3.6 Project Stakeholders

Below are the key project stakeholders:

Government

- Punjab Industries, Commerce and Investment Department, Government of Punjab
- Social Welfare Department, Government of Punjab
- Labor and Human Resource Department, Government of Punjab
- Punjab Implementation Unit, Punjab Skills Development Program (PIU – PSDP)
- Technical Education and Vocational Training Authority (TEVTA)
- Punjab Vocational Training Council (PVTC)
- District Industrial Homes (Sanatzaar)
- Punjab Skills Development Fund (PSDF)
- National Vocational and Technical Training Commission (NAVTTTC)
- National Training Bureau (NTB)
- Trade Testing Board, Punjab (TTB)
- Punjab Board of Technical Education (PBTE)
- Benazir Income Support Program (BISP)
- Dar ul Ammans
- Technology Upgradation & Skill Development Company (TUSDEC)

Donors

- Gesellschaft für Internationale Zusammenarbeit (GIZ) TVET Reform Support Program
- Department for International Development (DFID)
- United Nations Development Program (UNDP)
- Pakistan Poverty Alleviation Fund (PPAF)

Industry

- Bahawalpur Chamber of Commerce and Industry (BCCI)
- Multan Chamber of Commerce and Industry (MCCI)
- Cotton Ginners Association
- All Pakistan Textile Mills Association (APTMA)
- Pakistan Readymade Garments Manufacturers and Exporters Association (PRGMEA)
- All Pakistan Bedsheets and Upholstery Manufacturers Association (APBUMA)
- All Pakistan Handloom and Traditional Textiles Manufacturers and Exporters Association (APHTMEA)
- Altruistic organizations
- Other enterprises working in PYWD project districts, Lahore and Karachi

Others (Private/NGO etc.)

- AmanTech
- Rural Support Program
- College of Hospitality and Tourism Management (COTHM)
- Private Training Institutes
- Other non-governmental organizations and related projects

Further, the PYWD project coordinates closely with several implementing partners funded by the above-mentioned government departments, donors and private sector institutions. **Figure 8** provides a listing of programs for the PYWD project to forge strong relations:

Figure 8: Leveraging from Other Programs & Initiatives

Collaborators	Potential Leveraging Areas
Punjab Skills Development Fund (PSDF); Skills for Market Linkages	Provision of technical training, entrepreneurship development and market linkages to PYWD project beneficiaries; specifically, women in rural areas. (Component 3)
Benazir Income Support Program (BISP)	Access to database of marginalized and vulnerable inhabitants of project districts for community mobilization. (Component 1)
National Training Bureau (NTB)	Assessment and certification of PYWD project trainees. (Component 3)
Gesellschaft für Internationale Zusammenarbeit (GIZ); TVET Sector Support Program	Industry-Institute Roundtable (Skill Summit) for strengthening linkages between private and public sector; teachers' training, curricula improvement; capacity building initiatives (Component 2 & Component 3)
National and Vocational Training Commission (NAVTTTC)	Support for apprenticeships, career counseling and placement web portal. (Component 2 & Component 3)
Enterprises (Industrial Partners)	On-the-job training, apprenticeship, placement and events management support at district and provincial level. (Component 1,2 & 3)
Akhawat microfinance	Assessment of beneficiaries, provision of microfinance, capacity building and recovery through its institutional network. (Component 3)

The project will continue to further explore leveraging prospects with other upcoming donor and government funded projects and forge strong ties for sustainable outcomes.

3.7 Project Beneficiaries

The direct beneficiaries of the program are marginalized youth of the target districts and the selected training institutes:

1. **Marginalized Youth** (both male and female), who are the most vulnerable to fall into a vicious cycle of poverty due to the lack of economic opportunity, are the main program beneficiaries (35% females). The program will continue following a systematic identification process to select the at-risk youth group for participation in the program's activities, including community engagement, technical training, job placement, employment opportunities, and apprenticeship and entrepreneurship programs.

The PYWD project has adopted a set of selection criteria to identify high-risk youth. These may include targeting the following:

- i) youths with low income levels,
- ii) school dropouts
- iii) madrasa graduates
- iv) youth with crime records/juvenile prisoners;
- v) victims of domestic abuse/violence;
- vi) under/unemployed youth.

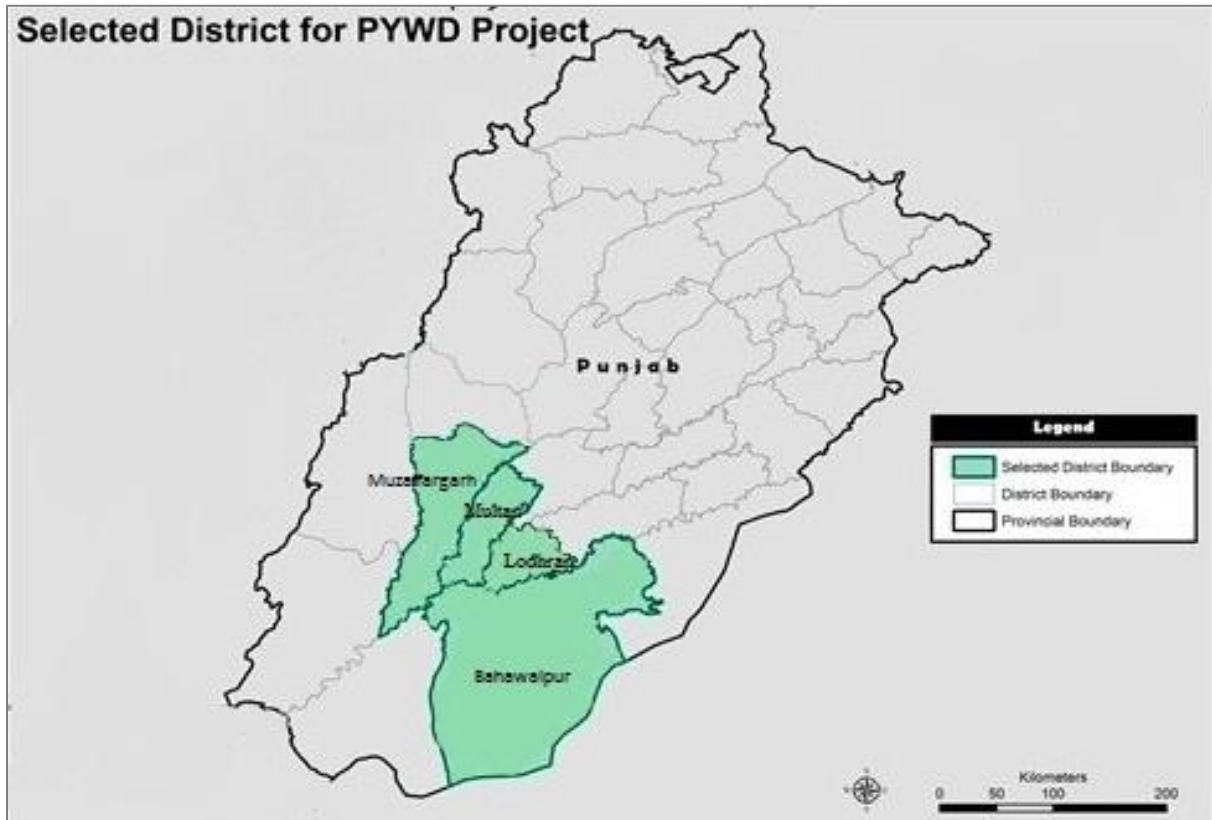
As part of its recently forged partnership with the BISP, the PYWD project will specifically target BISP beneficiaries to select the BISP Cash Grant program's card holder and/or her family member for the project's activities.

2. **Selected Training Service Institutes for Capacity Building:** These are being identified through a rigorous selection and consultation process, followed by the provision of targeted capacity building support to improve their performance and credibility as training service providers.

3.8 Project Geographical Coverage

The geographic scope of the project is currently limited to the four focus districts of South Punjab, i.e., Multan, Lodhran, Muzaffargarh and Bahawalpur. These districts are highlighted in Punjab's map (**Figure 9**) below. The interventions are focused at the village/*mohallah/basti* level through mobilization of local COs, CBOs, and other stakeholders. For youth identification, Union Councils (UCs) located in proximity to the partner training institutes are given priority. This helps reduce implementation bottlenecks related to trainee travel and logistics, as well as being more cost-effective.

Figure 9: Geographic Focus of Districts



As part of Year 2, the PYWD project has successfully ensured effective outreach through a targeted geographical distribution across the four focus districts. The geographical distribution across the districts has been ensured by covering below mentioned (**Figure 10**) (109) Union Councils (UC) in four districts.

In Year 3, the PYWD project will continue to expand in districts by phasing in new Union Councils. New Union Councils will be selected in all four focus districts keeping in view their proximity with urban areas of the districts; training institutes and employment opportunities being predominantly existent in urban areas. For this purpose, detailed mapping of training institutes (TEVTA, PVTC and Private Sector) will be conducted. In each district, the number of selected Union Councils may vary and is dependent upon potential available urban areas, number of training institutes or potential employment opportunities. The density of BISP beneficiaries in Union Councils are also a considered as basis of selection of Union Council. After selection of Union Councils, the PYWD project utilizes the existing setup, available in these Union Councils to reach out existing Community Organizations/ Community Based Organizations/Non-Governmental Organizations and to form new COs/CBOs where needed. See **Figure 10** below for a breakdown by district.

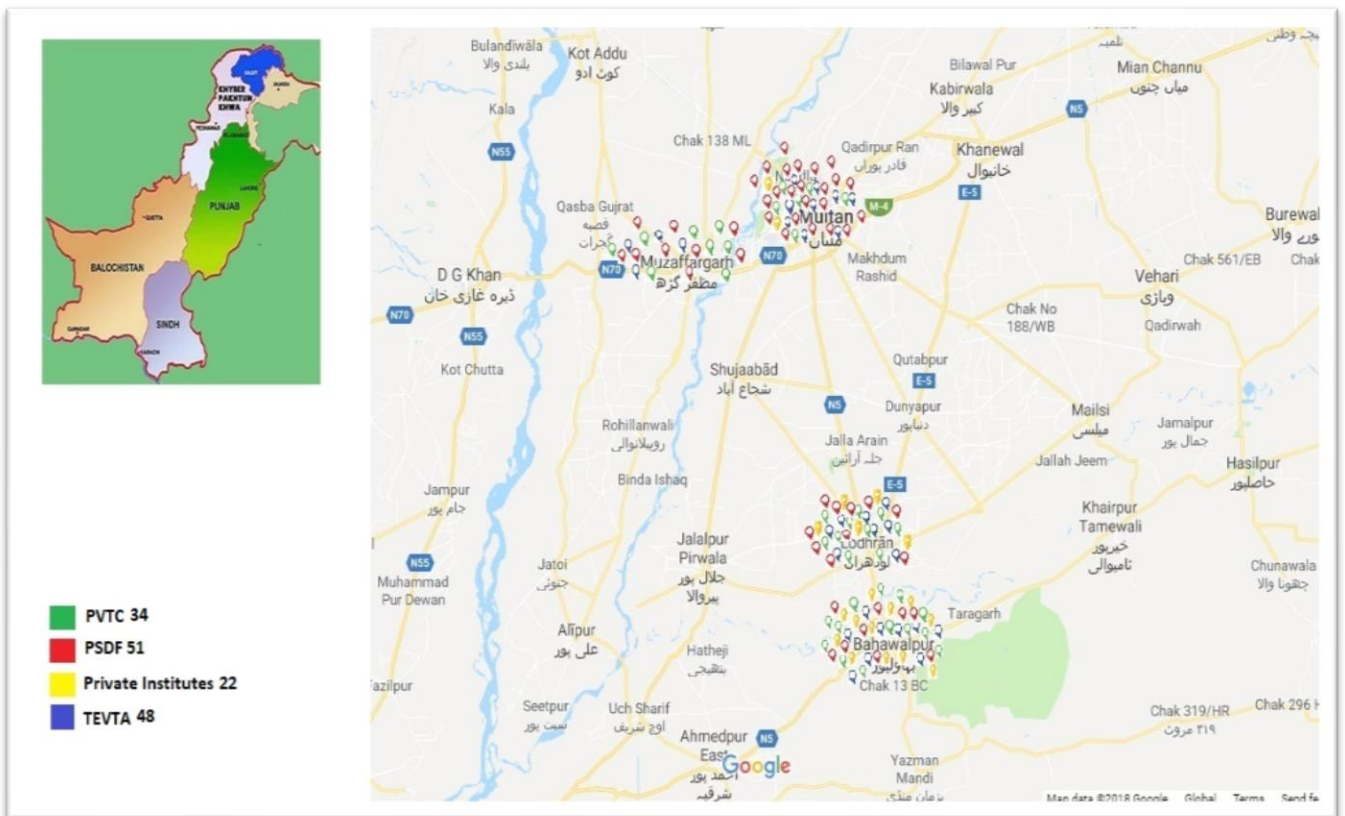
Figure 10. District-Wise Union Councils Covered during Year-2

#	District	# of UCs Covered	Names of Union Councils (UCs)	# of COs/CBOs Engaged as of Year 2	# of COs/CBOs to be Engaged in Year 3
1	Bahawalpur	39	Municipal Committee Bahawalpur City UC # 01 UC # 02 UC# 03 UC # 04 UC # 07 UC # 09 UC # 10 UC # 11 Municipal Committee Bahawalpur Saddar UC Sanjar No.01, UC 04 BC, UC Chak No. 12 BC, UC Khangah Shareif, UC Jamal Channer, UC Goth Mehrab, UC Wahi Hussain, Municipal Committee Hasilpur UC Qaim pur Fateh, UC Chak 89 Fateh, UC Chak No 58 Fateh, Municipal Committee Khair Pur Tamy Wali UC Sheikh Wahin, UC Karam Pur, UC Inayati, Municipal Committee Ahmad Pur East, UC Noshera Jaded, UC Mubarak pur, UC Ali Kharak, UC Mehrab Wala, UC Khuda Bux Mahar, UC Qulab, Municipal Committees Yazman, UC 71 DB, UC 72 DB, UC 73 DB, UC 74 DB,	09	6
2	Lodhran	21	Municipal Committee Lodhran, Raja Pur (UC # 07), Haweli Naseer Khan (UC # 10), Danwarian (UC # 12), Qureshi wala (UC #19), Wahi Salmat Ray (UC #27), Lahori, Municipal Committee Duniapur, Qutab Pur (Uc # 31), Sultan Ayub Qatal (UC # 34), Chak No 357/WB, Chak No 353/WB, Chak No 342/WB, Municipal Committee Kahrur Pakka , Ameer Pur Sadat (UC # 51),Ali Pur Kanju (UC # 52), Chelay Wahan (UC # 58), Rana Wahan (UC # 59), Noor Shah Gillani (UC # 70), Bhawal Garah, Jamrani Wah	13	5
3	Multan	25	UC # 08, UC # 62, UC # 68, UC # 76, UC # 78, UC # 90, UC # 93, UC # 96, Lutafabad, Salah Mahay, Bawa safra, Khair Pur Bhutta, Shamsabad 8, UC # 68, Lutfaabad, UC # 34, Bosan, Soraj Miayani, Ram kali, UC # 10, UC # 47 Gulzaib colony, UC # 14, UC # 15, UC # 12,Ghazi ghat,	8	6

#	District	# of UCs Covered	Names of Union Councils (UCs)	# of COs/CBOs Engaged as of Year 2	# of COs/CBOs to be Engaged in Year 3
4	Muzaffargarh	24	UC # 3, Khaliqi, Sahiwala,, Qasba Gujrat, Mahmood Kot, Mir Hazar Khan, Lundi Patafi, Ward # 16, Ahmad Mohana, Kotaddu, ward #14 kotaddu, Sabay wala, Khalki,, Ghullam wali, sadat colony, butta pur, baseera, Muzaffargarh city I, Muzaffargarh city 4.,Basira, Ghazi Ghat, Sharif Chajra	8	5
TOTAL		109		38	22

Training institutes in the surrounding areas of these Union Councils have been selected for enrolling 3,000 youth during Year 3. The following map (Figure 11) reflects the individual training institutes selected by PYWD project for enrollments of identified youth from within the community

Figure 11: Geospatial data reflecting project’s outreach to training institutes



4. PYWD Project Team

To ensure program impact and sustainability, Louis Berger gained approval from USAID to restructure its team to co-opt a few trusted local organizations and professional experts with a proven record in the target districts in community engagement and workforce development. A brief description of each of our partners (existing and newly co-opted) is provided below:

4.1 **FINCON Services Inc.** is a management consultancy firm with expertise in workforce development, capacity building, enterprise development, and private sector partnerships. As a subcontractor, it will be responsible for the training and placement or self-employment of youth (35% female) through preferably duly accredited programs with certification of the training provider. It will also strengthen the career counseling services of TVET institutes, resulting in the placement of 1,000 youth.

4.2 **The Institute of Rural Management (IRM)** is a leading capacity development organization in Pakistan, which has trained over a million men and women in various types of managerial, vocational, technical, and professional training skills. As a subcontractor, IRM is responsible for the training, apprenticeships, and placement or self-employment of youth, providing them with recognized certification (wherever possible) through their training programs that have been accredited by NAVTTC and other accrediting institutions, including City and Guilds. It is also providing entrepreneurship training to 1,000 youth, out of which 671 youth has been trained during first two years and 329 youth will be trained in Year-3. It is also helping to build the capacity of training institutions and provide Quality Control and Oversight of all training programs delivered by other institutions.

4.3 **The Punjab Vocation Training Council (PVTC)** is an autonomous corporate body established by the Punjab Government, whose mission is to alleviate poverty through Muslim charity and private sector participation by imparting demand-driven skills training. As a resource partner, PVTC is serving as a key vocational training provider responsible for the training and placement/self-employment, which will result in students receiving certification that has been accredited by NAVTTC.

4.4 **Technical Education and Vocational Training Authority (TEVTA)** was created as a corporate entity through an Ordinance (No XXIV of 1999), which was subsequently replaced by the TEVTA Act (ACT X of 2010) Punjab. TEVTA is the lead training provider in the target districts. TEVTA, together with PVTC, is serving as a key technical and vocational training provider of the PYWD project.

4.5 **District Industrial Homes (Sanatzar)** is a training cum production center and commonly known as SANATZAR. It is administrated and managed by the Social Welfare Department (SWD), Government of Punjab. It was launched back in 1979 with the aim to provide an opportunity for the socio-economic uplift of women in each district. The project is engaging SANATZAR/SWD to train marginalized women

4.6 Akhuwat is a reputable and renowned Microfinance service provider in the country. The objective of partnering with Akhuwat is to establish, operate and institutionalize a ‘Revolving Fund for Microfinance Services’ on a cost-sharing basis. The PYWD program and Akhuwat shall each contribute PKR 25 Million to establish a fund of PKR 50 Million (approximately US\$ 500,000) to enhance access to finance for 1,000 PYWD project beneficiaries. During first two years 590 youth have been provided with microfinance loans and remaining 410 youth will be given microfinance loans in Year-3. The lending operations are supporting youth, particularly women in setting-up/expanding their businesses, including cooperatives.

4.7 Punjab Skills Development Fund (PSDF) is a not-for-profit company set up by the Government of the Punjab in collaboration with Department for International Development UK. PYWD project has entered into a partnership agreement with the Punjab Skills Development Fund (PSDF) for an innovative market-driven workforce development program. The partnership is promoting entrepreneurship / self-employment for girls and women for sustainable income generation and empowerment. The program is entitled “Skills for Market Linkages” and is being implemented in all four (4) PYWD project districts within a period of 12 months.

5. Work Plan Activities Description

This annual work plan has been prepared following intensive internal discussions amongst the teams and detailed deliberations with key program partners, stakeholders, and other resources groups. The following sub-section present the activity-wise details for all three project components and having attached the activity-wise Gantt-chart as Annex-I (in MS Excel file):

5.1 Work Plan Development Process

The PYWD project conducted detailed in-house deliberations with its program teams to set the quarterly and yearly targets against the Year 3 planned activities. The work plan development process for all components has involved extensive consultations with counterparts to discuss their priorities and the ways those could best be met within the PYWD project's resources. These consultations concluded with closing meetings/discussions and follow-on sessions with partners to review and formalize the planned targets for Year 3. The following institutions have specifically been consulted for the development of the proposed activities under the current year's plan:

- i. TEVTA Punjab
- ii. Punjab Vocational Training Council
- iii. Industrial Home (Sanatzar)
- iv. Benazir Income Support Program (BISP)
- v. Punjab Skills Development Fund (PSDF)
- vi. GIZ
- vii. Industries, Commerce & Investment Department, Government of Punjab
- viii. District Administration in the four target districts

Working alongside USAID, the PYWD project held meetings with project subcontractors, partners and local level stakeholders, meetings with donor/government-funded TVET sector projects (i.e., GIZ, PSDF, and the Industries, Commerce & Investment Department, Government of Punjab). The PYWD project placed strong emphasis on collaborative learning to refine the overall programming process. The project encouraged open discussions on performance feedback and the best way to adapt to risks, challenges and changing conditions. It resulted in fine-tuning the implementation strategies for activities across the three components of project. The lessons learned have accordingly been incorporated in the implementation approach for the planned activities.

A significant number of activities for the Year 3 work plan is tied to the training schedule of the project's partner training providers. While considering their periodic schedules, the PYWD project aligned and accordingly planned its training related activities falling in each quarter of Year 3. We have built in space for ad-hoc demand-based youth selection and subsequent enrollments resulting from new partnerships with prestigious private sector training institutions that have more flexible training schedules.

Keeping in view the significance of placement potential in the hospitality and agriculture sectors, the PYWD project also held meetings with TEVTA's Pak-German Agriculture Institute Multan, Agriculture Extension Dept. GoPb, Agricultural Universities and COTHM for planning specific skills training in

agriculture, livestock and hospitality sectors during the Year-III. Therefore, training courses are planned to cater the increase demand of skills for hospitality and to reflect agriculture seasonality so that the trainees are exposed to the complete cycle of the local cash crops during the tenure of their training programs.

5.2 Component I – Community Engagement

Effective community engagement from the very outset of the project has served as the foundation for PYWD project activities in Components 2 and 3, creating space for youth participation (and for women, in particular) in market-driven training programs.

In the four target districts, under Component I, the project will continue to engage community organizations (COs), key community leaders, female and male youth, and their families in the targeted communities to build community support for expanding youth opportunities (including for women), through widening employment opportunities and through strengthening outlets for community service and cultural expression. The purpose of these activities is to shift social attitudes toward seeing youth as community assets, who can play a constructive role in economic and social development. As youth feel empowered, they will take advantage of economic opportunities and become agents of change in their own lives and in their communities. This will, in turn, diminish the attraction of extremist groups.

Activity 1.1: Identify/organize and engage COs and stakeholders in four districts

The PYWD project will continue to select Union Councils after mapping of training institutes and employment opportunities in all four districts. After selection of UCs, the existing setup, of local Community Organizations/Community Based Organizations/Non-Governmental Organizations (COs/CBOs/NGOs) and Associations/Foundations will be utilized for reaching out to marginalized communities. COs/CBOs forums being intrinsic part of the community will serve as a bridge to reach those segments of community that may be hard to access through routine project channels. In addition, in places where no CO exists, the PYWD project will form new Co. During Year 1, 102 Cos were identified and during Year 2, 120 COs were engaged while in Year 3, the remaining 22 new COs/CBOs will be mobilized and engaged to be actively involved with project for implementation of field activities.

After identification or formation of the CO, a MoU will be signed with each individual CO/CBO laying out the mutual understanding and commitment to work together on a general set of objectives. The PYWD project will continue adopting the approach of using its field teams to identify and engage key stakeholders, including influential community leaders within the communities, local political leadership, moderate religious leaders, imam-masjid (head of a mosque), welfare committees, youth associations & youth counselors, teachers etc., who will be consulted to gain access to the community at large. In urban areas, the local political leadership will hold the key to engaging the communities. In rural areas, religious leaders and teachers will have more influence in getting the community to engage and to accept community interventions.

Activity 1.2: Conduct consultative meetings with selected COs, stakeholders and community members in four districts

The PYWD team has successfully conducted 102 and 120 consultative sessions in Year 1 and Year 2, respectively. It will further build upon the experiences of Year 2 to conduct orientation/consultative

meetings with 22 COs/CBOs community engagement teams in the four focus districts. These consultative meetings with the COs/CBOs, stakeholders, and influential leaders (identified in the first stage of this process) are targeted to create an awareness about the PYWD project and its activities and seek their opinion and advice on how to best access the vulnerable groups (as defined by the selection criteria) which are primary beneficiaries of the project. With the support of these COs/stakeholders, the PYWD Team will identify vulnerable groups within their communities and seek their support in accessing the vulnerable population.

The PYWD project's community engagement process embeds a participatory approach of interaction with locals of the target areas. The primary purpose of these meetings is to build the community's awareness of the PYWD project's goal to create stable and resilient communities against radicalization and to solicit inputs from community members on upcoming project activities. The role of COs and their members related to the PYWD project will be communicated clearly at these meetings through an active interaction with their members. From each CO, a focal person will be nominated by the CO members to regularly coordinate with the project for the planned activities. The project will conduct these meetings at the community level, engaging at least 10-15 households in each session.

Activity 1.2.1: Identify vulnerable and marginalized youth in focus districts for enrollment

Using nominations from local COs/CBOs and local-level stakeholders, the project will use the adopted set of project's selection criteria to identify high-risk youth in the four focus districts. These will include, among others: i) youth aged between 16-29 years, ii) youth belonging to or residents of the target four districts and iii) youth having low income levels. Additionally, preference will be given to i) dropouts and *madrasa* graduates; ii) youth with crime records/juvenile prisoners; iii) victims of domestic abuse/violence; iv) under/unemployed youth, v) widows, vi) orphans, vii) persons with disabilities, and viii) youth identifying as transgender¹³.

In conjunction with the selection criteria provided above, the project will use additional parameters, including a poverty score card data from the Benazir Income Support Program (BISP) and the proximity of the training institute. The project will phase in new clusters of Union Councils (UC) during enrollment of each new batch. For youth from BISP beneficiary families (having a score from 0-34) which shows poverty index for marginalized youth. However, in addition to BISP data, the project will ensure its own selection criteria for enrollment of youth as project beneficiaries. The project identified 2,968 youth and 8568 youth in Year 1 and Year 2 respectively for enrollments and will further identify 3,000 youth for enrollment in Year 3.

Activity 1.3: Conduct Behavioral Change Campaign

In line with the Intermediate Result 2, the behavior change campaign (BCC) is an integral part of this Component, aiming to curb negative social attitudes of communities toward youth so that they can play a constructive role in their economic and social development and become agents of change in their own lives and in their communities. The project's BCC will be embedded into all activities, including consultative meetings with communities and stakeholders, youth awareness sessions, district-based events, informational campaigns and other local level consensus building interventions with the targeted

¹³ This sensitive youth data is gathered from COs/CBOs and local-level stakeholders through community mobilizers.

communities. The overall aim is to motivate youth and communities to learn about socially constructive and positive attitude including but not limited to:

- Responsible Citizenship
- Positive Attitudes
- Leadership
- Decision-making
- Job Ethics and Work Readiness
- Effective Communications Skills
- Stress and Conflicts Management
- Gender Equality
- Peace and Harmony
- Environment Fundamental Rights

The project will prepare communication materials, including brochures and posters, on behavioral change topics. Other specific initiatives include print and electronic media campaigns; SMS campaigns; and, Public Service Announcements (PSAs) through radio. During Year 3, more than 60,000 participants including youth, Cos, local government councilors, youth groups, project trainees and school students. The effectiveness of BCC programming will be done through routine spot evaluations and beneficiary feedback.

Activity 1.4: Community Awareness Campaigns

Community awareness campaigns are critical for targeting social behaviors of youth and the community in general. The PYWD project will select positive themes related to each community's civic and social awareness in designing the individual awareness campaigns. The field teams will target neglected and underdeveloped Union Councils (UC) to identify key community social challenges in areas such as health, hygiene, nutrition, school enrolment, environmental issues, etc. A comprehensive pre-event informational campaign will be held with counsel community members regarding the identified social problems prevailing in the area. A formal community engagement event will then be held in the community. PYWD project plans to conduct 13 community awareness campaigns and subsequent district-level events in the current year targeting a total of 1,830 youth will be engaged in these events.

A variety of themes may be used for conducting district level events including sporting events (e.g., cricket, football, *kabaddi*, Hockey, *kushti*), Event on 16 days of activism against gender violence, International Day for Social Justice, International Women Day, Eid Mela, International Mother's Day, Naat competition, (International/National days), Youth Policy Dialogue, Youth entrepreneurship/skills competition, bridal competition for beauticians, and food preparation competitions. The purpose of these events is to engage youth in extra-curricular activities to build motivation; develop leadership skills; provide opportunities for team-building and camaraderie; and, to promote qualities of time management, solidarity, strategic thinking and effective communications. These events will provide coverage to PYWD beneficiaries, students from respective training institutes, training staff and district-level TEVTA officials and other stakeholders. These events will be organized like a carnival including stalls; fashion designing, beautician, blue pottery, traditional food outlets, fancy dress, skits, skills competition, games, and other cultural expression activities.

Furthermore, an informational/career counselling outlet will be displayed for students to directly interact with the career counselling experts. The purpose of this event is to provide a platform for PYWD trainees and other youth at large to strengthen outlets for cultural expression and to improve their soft skills and confidence. Moreover, the event will highlight the PYWD project course and will create awareness for skills development among youth and showcase the project's interventions and impact to the target audience.

Activity 1.5: Conduct sessions with community using REFLECT Group/Circle (RC) approach

REFLECT is an innovative, participatory approach and sustainable approach for participatory learning and social change. Through this flexible approach, the project facilitated formation of 22 REFLECT groups/circles (which include community leaders, men, women, and youth), participants of the group are working together to analyze their local situation and then identified roles, responsibilities and opportunities to address problems that have been identified. Through these REFLECT circles, communities and youth are empowered to act as agents of change and will take ownership over the process. The identified issues are dealt via consensus. Each RC comprised of 18-25 individuals with 35% representation of women. Priority was given to rural Union Councils (UCs) and areas having adjoined COs with less physical distances amongst the identified COs. The participants of the RCs worked together to identify the major problems identification and possible collaboration to address these problems through small-scale community projects.

In Year 2, the PYWD project conducted two sessions with each group/circle. Collectively, the project team conducted 44 sessions (22 orientation and 22 planning/situational analysis sessions) with these REFLECT circles. In Year 3, one additional session will be conducted with each RC; in total 22 consultative sessions will be conducted during implementation stage of community projects. In Year 3, 16 more RCs will be formed, and 16 sessions will be conducted with these new RCs for consensus building

Activity 1.6: Identify and implement community projects/small Infrastructure Schemes

In REFLECT circle meetings, the PYWD project team worked with participants to better analyze the local situation by using Transect Walk, Social/Resource Mapping, Pair-wise Ranking, Pie Charts, and Problem Trees to analyze and diagnose problems. The participants identified the underlying causes of the most challenging issues faced by their community and identified relevant local (government) authorities and public and private sector institutions that could help address these problems. At the end of meeting, each REFLECT circle developed a 'Scheme Development Action Plan' and small-scale community-level schemes appropriate for the community in the local context.

During Year 3, the PYWD project will support the implementation of these 22 RC-identified schemes/community projects (4 in Bahawalpur, 8 in Lodhran, 6 in Multan and 4 in Muzaffargarh) with a 90-10% breakup (90% through the project and 10% through in-kind community support). Moreover, approximately 16 additional community projects will be identified and implemented in Year 3 through RCs. In total, 38 projects will be implemented.

Activity 1.7: Conduct awareness sessions with vulnerable groups and families

The community engagement team sensitized 10,980 CO members, community leaders, and vulnerable youth through awareness sessions in Year 2. In Year 3, the community engagement team will target an additional 2,600 participants from vulnerable groups to participate; in a single youth awareness session, 20 to 30 individuals will participate on average. These are intended to actively involve identified youth in the overall project's cycle and share with them the potential benefits of the project (e.g., training opportunities, job placement services, internships and apprenticeships, and enterprise loans). Moreover, the sessions will enforce the importance of technical education for youth for effective economic opportunities. The project team will note interested youth as per eligibility criteria for trainings in specific trade by filling the youth application forms with required documents.

Messages related to constructive positive behaviors will also be delivered in these sessions and a formal feedback from participants will be gathered to ascertain the effectiveness of shared positive messages. Behavioral change communications material/ products will also be distributed in these sessions. These awareness sessions along with other planned activities under the community engagement component will contribute towards the project's ability to achieve its objectives of creating peaceful, stable and economically viable communities for marginalized beneficiaries in focus districts.

Activity 1.8: Conduct outreach to schools to promote vocational training

In Year 3, PYWD project community engagement teams will identify 16 high schools (4 in each district) in the focus four districts in consultation with COs/CBOs and local stakeholders. Priority will be given to the rural schools where TVET opportunities are limited. The project will conduct meetings with the management and students of schools to orient them on the program objectives and activities with a special focus on the importance and benefits of technical and vocational training for youth. These meetings would also be helpful for putting in place a coordination/referral mechanism between the school and PYWD project partner training institutes. This will be an effective tool for the schools to send their students for enrolment in training courses to be offered by the project partner training institutes.

Exposure visit plans will be finalized with the management of selected schools in consultation with school management of the 16 selected schools. A minimum of 45-50 students from each school will be selected, preferably from graduating classes to visit the nearest TVET sector training institutes. These exposure visits will help the students get first-hand knowledge about the training courses and facilities and the benefits of TVET education in planning their future endeavors. As a result, in the 3rd year of project, a total of 800 students will have exposure visits to TVET training institutes.

Activity 1.9: Conduct media programs in focus districts

The PYWD project will utilize both print and electronic media for effective communications of 7 events. The following activities are planned during Year 3:

Media Partnerships

Newspaper special reports will continue to be developed and published, from time to time, in partnership with renowned media groups to highlight the USAID's PYWD project's key events to disseminate awareness on objectives, interventions, activities, and impact for larger audiences. This will contribute to

the USAID's long-term goal of sustainable livelihoods and harnessing youth potential at the grassroots level in Punjab.

Information Session with Media

An information session is planned to orient local journalists/media persons about the project's interventions and its role to transform the livelihoods of 10,000 marginalized youth including women through skills-based trainings, employment and entrepreneurship opportunities. Apart from this, the session will be instrumental to feature project's success stories/articles in distinct newspapers for wider coverage.

Behavior Change Public Service Announcements (PSAs) – Radio Campaign

A 2-week radio campaign is planned in the first quarter of the 3rd year to increase awareness of the scale, scope, interventions, and impact of the project in the four selected districts of South Punjab. The campaign is primarily addressing the youth through radio shows, jingles, and radio spots. The goal is to inform youth on the project's career counselling and microfinance services through an advertised toll-free number, where they can call for more information. Furthermore, it aims to prompt positive attitudes among youth including but not limited to responsible citizenship, leadership, Gender-Based Violence (GBV), and decision-making. This will be followed by airing of radio shows and radio spots on FM 101 Multan, Bahawalpur and Lodhran, FM 105 Bahawalpur/Lodhran, FM 88.6 Muzaffargarh, FM 105 Bahawalpur/Lodhran, and FM 98 Lodhran.

Activity 1.10: Implement an SMS campaign

The SMS campaign will cater to the project's Result 2: Building socially constructive attitudes and beliefs among youth and their communities. The message mask will be titled USAID-PYWD Project. The PYWD project team will send brief, crisp text messages on the selected topic in Urdu to 409,000 community members including members of COs, youth associations, members of REFLECT circles, school students, key stakeholders, community influential leaders, youth, participants of seminars, and the general community to widen the opportunity for local youth to get TVET and jobs. This SMS campaign is intended to mobilize and ensure an effective outreach to project beneficiaries and youth about USAID-PYWD project's interventions & impact, help register them for the project's career counselling and microfinance services and encourage socially-constructive and positive attitudes.

5.3 Component II – Institutional Capacity Building

Activities under this component are designed to develop clear guidelines and actionable information which can be utilized by the employers, local communities, and partner institutions to improve training and employment outcomes. Institutional Capacity Building under the project provides an in-depth approach for the identification and selection of training institutes, conducting gap analyses of the selected training institutes, and the development and execution of capacity building plans base on these analyses. For youth to take advantage of economic opportunities, they need to have the requisite hard and soft skills needed in the marketplace. Thus, the capacity building plans revolve around retooling of institutes, curricula revision/modification, instructors' training and system improvement including the establishment of career counseling centers and establishing partnerships with the private sector.

In Year 3, the PYWD project will strengthen training delivery with 15 training institutes to ensure effective and sustainable training opportunities for youth, out of which, 1 was carried forward from Year 2, 12 TEVTA institutes have been added upgradation in soft skills delivery; and, 2 are new institutes. In Year 3, the project plans to carry out the following set of activities contributing to “Institutional Capacity Building” component:

Activity 2.1: Strengthen Training Institute’s Career Counseling Centers (CCC)

To date, the PYWD project has successfully established 8 career counseling centers (4 female and 4 male institutes) in selected training institutes. The career counseling centers are equipped with hardware and software. In Year 3, the project will support the development of a mobile application to link youth with employers. The application will provide the youth with information on available jobs by searching a back-end database which will be linked to a known national web portal.

Activity 2.2: Develop training institutes linkages with employers and private sector

In Year 2, the project established formal and informal linkages between the training institutes and employers through apprenticeships, industry exposure visits, employer guest lectures, teachers’ training, awareness and advocacy sessions, focus group discussions, exhibitions, and more. The project will continue to do so and will also encourage the sustainability of the linkages developed by employing participatory & demand-led approaches for effective and robust participation of the private sector.

Activity 2.3: Conduct a capacity assessment of all potential Training Institutes

In Year 3, the project will conduct capacity assessment of 15 TIs.

Activity 2.4: Conduct a detailed Gap Analysis of selected Training Institutes

In Year 2 the Gap Analysis was conducted for 22 training institutes. In Year 3, further trade wise gap analysis will be conducted for an additional 05 TVET institutes and capacity building plans will be implemented for 15 TIs. The identified gaps will be shared with the management of the training institutes for their feedback. The final capacity building plans will then focus on provision of training equipment and support in providing skills in selected institutes.

Activity 2.5: Upgradation of selected curricula

In Year 2, the PYWD project has successfully upgraded one training curricula; Clinical Assistants for PVTC. In Year 3, the project plans to further update/revise or develop another curriculum. The project will only update and/or revise the curricula of training courses which will be identified during the coordination and assessment activities as possessing strong market demand. The revision/upgradation will be carried out by subject specialists in the appropriate field. The revised curricula will be reviewed by the private sector (district chambers/association) and TEVTA/PVTC for its subsequent notification/approval through the relevant body to be further adopted for future trainings.

Activity 2.6: Provision of machinery and equipment

In Year 2, the project has provided machinery and equipment to 20 training institutes as per result of the capacity gap analysis and inputs from the training institutes. In Year 3, the project will further equip 17 training institutes with machines and equipment to bridge the gaps in existing equipment or provide new

tools and equipment to launch a new trade program. The machinery and equipment will be provided as per the accorded capacity building plans.

Activity 2.7: Develop a cadre of master trainers

The competency and capability of instructors has a strong impact on the quality of services and enrollment/retention rates of training institutes. Thus, keeping in view the significance of instructors' training, the PYWD project has successfully trained 77 instructors during Year 2. In Year 3, the project will further arrange a teachers' training program for a pool of 77 instructors. They will be selected in consultation with the management of training institutes and capacity building plans which will be based on criteria as qualification, age, experience, gender, previous training record, performance, etc. The project will arrange in-house or customized training workshops with 25-30 participants per workshop. The content of training may include (but not be limited to) pedagogy, training methodologies (including competency-based training and assessment), life skills, vocational skills, entrepreneurship, and classroom management. Capacity building on provision of soft skills will be an exclusive training for the teachers of "upgraded institutes on soft skills".

Activity 2.8: Support an online web portal for e-learning and career counseling

This activity is linked with project's interventions of 'Career Counseling' and 'Curricula Upgradation/Development' under the institutional capacity building component. The project will partner with TEVTA for the provision of career counseling services to its youth beneficiaries, i.e., how to access available opportunities, learn about job search skills including preparation of CV and cover letter and career guidance on TVET. As the career counseling system in Pakistan needs improvement, therefore, the PYWD project is embarking upon developing Electronic Learning Modules for career counseling services.

The fully functional Career Counseling System will then help:

1. Bridge the gap between industry and potential youth in Pakistan.
2. Enable students at distant locations to get consistent learning opportunities and getting soft skills training through web.
3. Diversify employment opportunities for students of the TVET sector.
4. Increase the career counseling services to larger segment of youth through TEVTA while bringing uniformity in learning outcomes.

Additional support may also be extended to TEVTA for digitizing courses that have high demand in the project's target districts.

5.4 Component III – Access to Workforce Education and Training

The Access to Workforce Education and Training Component of the PYWD project is directly linked to IR-I “Youth economic opportunities increased.” The main objective of this component is to provide vulnerable and marginalized youth from PYWD districts with competitive and market-led work-learning opportunities and skills development that results in strengthened employability and sustainable income generation and socio-economic stability in the community.

The PYWD project has partnered with TEVTA-Punjab and PVTC, which are the leading training providers in Punjab having a huge outreach of local training institutions for men and women in all the districts of Punjab. Most PYWD project’s training programs are being conducted through the district-based training institutes of these two training providers with a small percentage to be covered through other government (Sanatzar; Social Welfare Department’s Training Institutes for Women) and private sector institutes. The program will focus on trades that have curricula that has been accredited by the competent regulatory body in Punjab (i.e., the Trade Testing Board Punjab¹⁴). In addition, courses (and thereby curricula) being offered by private sector institutes in new innovative trades are also being analyzed for further adoption. Planned component activities for Year 3 include:

Activity 3.1: Conduct skills gap assessment study

The skills Gap Assessment was conducted in Year I along with the dissemination of the findings of the study to range of stakeholders including USAID, Training Institutions (TI) and Industry. The industry is evolving and a continuous follow up on the emerging trends with respect to training and employment opportunities is critical. To do so, 3 FGDs with TI, Industry/ employers and chambers of commerce and industries will be held in Year 3. A consultative workshop will also be organized to share the extended recommendations to stakeholders and USAID. The FGDs will help recommend ways to increase youth employment in Southern Punjab in the key sectors highlighted in the initial Gap Analysis Report, i.e. hospitality, agriculture, and healthcare. This activity will help ensure that the project is responding to changing trends.

Activity 3.2: Activity 3.2, 3.3 & 3.4: Provide skills training, apprenticeships, and placements

During Year 2, around 3171 youth from the project districts were enrolled by training providers and industry. The project aims to substantially increase this, enrolling 2774 more youth in Year 3 Overall the project enrollments focused on identified vulnerable youth identified through community which includes 35% women. Due to sensitivity of the issue GBV victims and juvenile prisoners were not exclusively focused but the project seemed possibilities for their engagement. However, customized training for special children are planned in Year 3. Additionally, special initiatives for Agriculture and Hospitality sectors are also planned in coming year as discussed below;

Agriculture:

The PYWD project is being implemented in the south Punjab where the economy is based on agriculture and approximately 80% farmers have land holdings of 2-15 acres. Generally, the farmers are using traditional methods for their agricultural activities, however, some more progressive farmers are using

¹⁴ <http://www.ttbp.edu.pk/short-courses-curriculum/>

modern technologies for their agriculture activities and require a skilled workforce to manage their farms such as farm management, value addition of their products, and use of new techniques. As PYWD's focus is on the employability of the marginalized youth, 150 Youth will be trained in Agriculture in Year 3.

Hospitality:

During Year 3, the PYWD project will engage 200 marginalized youth in 3-6 months trainings relating to hospitality and tourism with the goal of placing graduates in local and overseas employment opportunities.

The project has provided institutional training to 3171 youth during Years 1 and 2 and will provide further training to an additional 1,125 youth in Year 3. The Technical Education & Vocational Training Authority (TEVTA) & Punjab Vocational Training Council (PVTC) are among the most prominent Pakistani sector training providers with its large networks throughout Punjab. During the first two years, through its ongoing partnership with them, the project successfully enrolled 1,253 youth with PVTC and 1,247 youth with PVTC. In Year 3, the project will train another 100 youth at PVTC and 150 youth at TEVTA, ensuring at least 35% are women.

The PYWD project has partnered with key training providers in hospitality sector (COTHM) in Punjab in Year 2 and in Year 3, plans to partner with additional private training institutes and industry for the execution of skills training, apprenticeships, and placements. To ensure a demand driven training system, the project promotes a balanced mix of theoretical and practical training so that the graduates have the necessary hard and soft skills to meet the expectations of employers. An additional 75 trainees will be enrolled with training institutes (private sector/Industrial home) for 1-6-month training in Year 3. A MOU was signed between Louis Berger & BISP for their skill building and job placement of high-risk youth. BISP will use the adopted set of selection criteria of the PYWD Project to identify 200 high-risk youth in focus four districts. During Year 3, as part of special initiatives, the project will provide training to 200 youths in Hospitality, 125 youth in Agriculture, 50 special youth & 425 youth in different trades.

The training modules during this duration may vary from job readiness skills to technical skills and entrepreneurial skills depending upon the requirements of the employer. The trainees, on completion of their institutional training, will be provided on-the-job training/apprenticeship or job placement with formal and informal sector employers.

The project had already completed industrial on-the-job training for 1,738 youth by the end of Year 2 and plans to enroll another 1,321 youth for industrial on-the-job trainings followed by placement in Year 3. The details of planned institutional, on-job, formal/informal sector and industry-based training programs are given in Annex-I.

Because of a partnership created with Punjab Skills Development Fund (PSDF) for Skills for Market Linkages program, the project mobilized and enrolled a pool of 1,100 female beneficiaries with PSDF's shortlisted training providers in Year II for an all-inclusive skills, entrepreneurship and market linkages development program. This will result in launch of women-owned home or group enterprises. These 1,100 female trainees will complete their training in Year 3.

Activity 3.5: Support youth entrepreneurs through training and access to microfinance

In Year 2, the project provided entrepreneurship training to 671 youth. In Year 3, the project plans to provide this training to another 329 youth who have a feasible business idea or are small entrepreneurs and willing to expand the business for entrepreneurship training. Similarly, already trained youth are also eligible to be a part of the PYWD entrepreneurship program. Once shortlisted, the PYWD project will organize a 3-5-day training workshop on entrepreneurship skills.

These trained youths are also supported through the provision of microfinance for establishing or expanding small business ventures. The loans are disbursed through the project's microfinance partner Akhuwat following socio-economic and technical appraisals of the nominated youth. In Year-, 590 microfinance loans (PKR 203,850,000) were distributed. In Year 3, the remaining 410 microfinance loans, with a maximum amount of PKR 50,000 per loan, will be disbursed for spurring economic activity in the districts through establishment or expansion of small businesses.

Activity 3.6: Placements of Trained Youth

During Year 3, the project will distribute toolkits to 3,158 project trained youth to support self-employment; 1,861 youth will be supported via wage employment and 500 trained youth will be placed following the completion of the skills for market linkages training program of the Punjab Skills Development Fund (PSDF).

Activity 3.7: Develop a Management Information System (MIS)

The PYWD project has chosen a phased approach for the development and institutionalization of a Management Information System (MIS) within its programmatic structure. During the two years, the project successfully developed and implemented a MIS. The project will continue its MIS activities during the current year. **MIS-Version III** will be launched this year and include customized reports, analytical reports, query-based reports and customized dynamic graphical dashboards/charts with multiple selection criteria. This module is under requirements gathering from each department.

5.5 Cross-Cutting Activities

Activity 4.1: Collaborative meetings with potential partners

This activity will be a continuous feature in Year 3. Meetings with project partners and stakeholders will be regularly conducted based upon the specific nature of interventions planned with each partner. The PYWD project will maintain the documentation of all important meetings, discussion, and workshops held during the year.

Activity 4.2: Support Policy development/advocacy

The project will support TVET policy development and advocacy through different sectors skills forums youth, dialogues and meetings with stakeholders

Activity 4.3: Develop monthly fact sheet

This activity will be a continuous monthly feature in Year 3 with key achievements and major events recorded with pictorial evidence. In Year 3, 11 monthly fact sheets will be shared with USAID.

Activity 4.4: Develop newsletters

The project will continue to publish a quarterly newsletter and send it to key stakeholders to keep them informed on the project implementation and progress. It includes pictures and content on activities which took place during the quarter such as new partnerships, community engagement events, awareness sessions, and important meetings. It also includes infographics on the project's progress and success stories of trainees. It is published in English as well as in Urdu. In Year 3, 04 Newsletters will be developed.

Activity 4.5: Document success stories

The project will continue to collect various success stories from the existing pool of trainees as well as graduate trainees under the PYWD project every quarter for the newsletter, progress reports, and other relevant reports. A format, with USAID branding, is used for all success stories. At least 17 success stories will be collected and published Year 3; including 13 printed stories and 04 feature stories. Success stories will cover all four districts providing equal coverage to female beneficiaries.

Activity 4.6: Develop a video documentary

The PYWD project will initiate the process to develop an 8-15-minute corporate documentary with 2-4-minute testimonials on project's components and beneficiaries. The primary objective of this documentary is to showcase the project's interventions and impact, reach out to USAID, public and private sector partners, government administration, larger audience, and media. It will primarily feature a detailed walkthrough of the PYWD project's interventions and the role it is playing to empower marginalized youth through vocational training, job placement and entrepreneurship opportunities. It will also be widely disseminated among all stakeholders and screened out on public forums and ceremonies. The pre- and post-production work along with shooting and interviews will be completed by third quarter of the reporting period, whereas launch and dissemination of this documentary and testimonials is planned by August 2019.

6. Gender Equity and Social Inclusion (GESI)

Various studies in Punjab indicate that women are often unable to participate in or benefit from skills acquisition programs to the same degree as their male counterparts. While women are willing to participate in the workforce, they face socio-cultural constraints that curtail their access to job opportunities as well as technical and vocational training programs. Women's chances for equal participation in the formal workforce are obstructed by several factors including gender stereotypes and social norms that lead to their overwhelming representation in unpaid work. This is also manifested in lower literacy levels among women and girls resulting in their sparse representation in high skilled jobs.

The PYWD project's Gender Equity and Social Inclusion (GESI) strategy lays out detailed mechanisms to embed gender-sensitive programming within the overall project's portfolio, as well as at operational levels within the organizational structure. The project involves marginalized women through active engagement of women Community Organizations (COs), such that they are part of project's implementation. The project is incorporating gender mainstreaming at each stage of its planning and implementation: recruitment of the teams; preparation of project work plans; involvement of community groups and forums; identification of Training Institutes; selection of potential trades; identification of

industry and employers; and the training and placement of male and female youth, and other disadvantaged groups.

Women in marginalized, rural areas are usually not allowed to travel far for employment, thus the project is aiming to support these female youths with trainings followed by self-employment in their respective areas. The project has adequately ensured female representation from marginalized communities in career services and successfully ensured female participation at Career Counselling (CC) Centers in four project districts. The project has established 8 Career Counselling Centers, half of which (04) CC Centers are specifically designed for female. Additionally, capacity building of TI staff for CC Centers has been provided by the project, of which 50 percent of staff trained were female. These trained female staff provided CC services to 215 female youth at the female CC Centers and in Year 3, the project will provide CC services to 300 female youth.

While ensuring gender-inclusive programming for community engagement, training and placement, the following table reflects the key risks, constraints and the respective mitigation steps project has planned:

Risk, threats and constraints	Mitigation Strategy and Steps
Social stigma attached to working women	<ul style="list-style-type: none"> • Arrangement of District Level community engagement events to develop constructive attitudes and beliefs among male and female youth, their families, and key leaders, including religious leaders. • Engagement with COs in 4 districts and arrangement of
Females have little to no decision-making power and lack access to, ownership of and/or control over key assets; they also have limited mobility	<ul style="list-style-type: none"> • Dissemination of behavioral-change communications material in community. The communications material will be designed in Urdu for convenience of the community and will be disseminated in areas where they will be accessible to women. • Distribution of trade-specific starter toolkits among female youth after completion of training to empower them. This will also include the provision of support regarding the use of toolkits. • The project team will conduct awareness sessions as well as engage youth, especially girls in behavior change campaigns so that women who receive microfinance and toolkits are also aware of their rights to own the assets and control any income generated through the asset.
Lack of safe accessibility to facilities and security	<ul style="list-style-type: none"> • Provision of training programs in safe and accessible institutes with security, boundary walls and separate toilets for males and females.

Absence of or incomplete documentation of male and female youth in the focus districts, including B-Form and National Identity Card (NIC) which are a	<ul style="list-style-type: none"> • The project community engagement team aims to identify eligible youth and assist them with the process of completing the relevant documentation so that they can enroll in training courses.
Married females find it difficult to work outside of home and leave their children behind	<ul style="list-style-type: none"> • Provision of a daycare facility inside or near the training institute, fully-equipped with toys and children’s books where children can stay under supervision of experienced staff who engage them in creative activities. • Ensure that the training duration and time is feasible to women with children and provide flexible working hours when women are placed in jobs.
Lack of market knowledge, use of technology and financial capital	<ul style="list-style-type: none"> • Enhancing the knowledge of industry-specific skills of male and female youth through provision of career counseling services. • Train youth in the use of toolkits which will be provided after the completion of trainings. • Provision of microfinance to marginalized youth in selected districts. • Through behavior change campaigns, create awareness among women regarding microfinance, decision-making and asset

7. Coordination and Collaboration

The PYWD project will continue to work with relevant and active stakeholders including government- and donor-funded projects for effective coordination. The project has integrated collaboration and coordination in all project activities to accomplish project’s intermediate results/outcomes. To strengthen the relations and to realize productive outcomes, the project is conducting periodic meetings with stakeholders and organizing and participating in coordination sessions and workshops. The activity will be carried forward in the current year with an objective to optimize synergies and to avoid redundant or overlapping actions.

The project has created a symbiotic relationship with a few national and provincial level stakeholders such as GIZ; Industries, Commerce & Investment Department of Punjab; NTB; TTB; PBTE; NAVTTC; local employers; and chambers of commerce and industry. The project will conduct regular follow-up meetings on the progress of interventions relating to institutional capacity building, career counseling, training, assessment, certification and placements. The periodic collaborations have resulted in streamlining the project’s action plans.

PYWD project is collaborating with local industry, businesses and SMEs operating in organized/unorganized sector and clustered in & around the peripheries of the four selected districts of South Punjab. The partnerships with local chambers of commerce & industry as well as trade associations are also materialized. With regards to enhancing women engagement in economic topography and to promote local crafts, the project aims to reach out to women chambers as well as handicrafts and other women business associations for partnership development. Theses collaborative objectives are multidimensional; to gauge skills

requirements for the training and placements of local youth; to improve training infrastructure and delivery in accordance with current labor market requirements and to explore job opportunities for the trained youth.

PYWD project is encouraging its private sector partners to regularly participate in the project events involving training institutes and leverage their technical resource pool to arrange mentoring session, factory visits and teachers' training. This will act as an incentivizing measure for the local communities and facilitate in enrollments. To ensure the sustainability of actions, the project associated organizations will be linked to the training institutes for regular coordination and networking.

The essence of the coordination, collaboration and partnerships development process, which is embedded with training delivery and placement outcomes, is to build positive working relationships and create mutually beneficial alliances with the employers; through responsive feedback, skills requirement analysis, regular coordination for new and/or improved training programs, and check-ins to examine employer perception as well as the economically active youth. These relationships will leverage the entire workforce development system, from identification of youth to their placement and subsequent employment in order to contribute to the socio-economic development of the community.

8. Monitoring, Evaluation and Learning Plan

The PYWD team understands that monitoring and evaluation (M&E) of program outputs and outcomes is critical to ensure the program reaches its goals and targets. The project's MEL Plan is a living document and monitored quarterly and updated yearly (in conjunction with the logical framework and Work Plan) throughout the life of the project. This ensures the PYWD project's ability to add or adapt indicators, adjust data gathering methods and schedules (including new evaluation tools), and respond to any new activities that are undertaken. Such flexibility allows the PYWD team to more effectively monitor project outputs and outcomes and therefore serves as a better learning and management tool.

Internally, the PYWD Project team measures short and long-term impacts of project interventions to ensure that:

- (a) the project beneficiaries and activities are accurately recorded, traced, and reported;
- (b) causal relationships between the activities and the outcomes are identified and reported; and
- (c) data is disaggregated with respect to age, sex, location, prior occupation and post training career path (i.e., self-employed or employee).

Data is collected on all indicators to accurately measure key results achieved at specific periodic intervals and at the end of project. Against each component, actual results are measured and assessed against the expected outcomes. If the actual results do not meet the expected results, planned activities are adjusted to address underlying programmatic deficiencies. The logical linkage of this feedback mechanism with the course correction of program implementation strategy helps ensure sustainable implementation of program activities.

The program staff and the M&E team monitor progress against input and output indicators. In Year 3, the project plans to conduct specialized studies to evaluate progress against outcome indicators. A mid-term evaluation was conducted during Year 2 using a proposed set of design and implementation questions to illustrate what has been accomplished up to that point and what needs to be addressed based on identified challenges and program design flaws. This will allow changes to be measured so that long-term program impacts can be measured. At the conclusion of project activities, the M&E team will conduct an end-line performance evaluation.

The project's revised Results Framework has been finalized after a series of discussions held with USAID technical teams and may further be updated based upon experience from the implementation of activities in the project focus areas. However, the frequency of revision (if required) will be annual. In an aggregated form, the broad M&E actions to be administered by the M&E team will be as follows:

1. Monitor and follow up the implementation of activities planned in the Year 3 AWP and ensure recording of achievements.
2. Collect and compile data for Monthly Fact Sheet
3. Collect and compile data, ensure data quality and complete Pak info entries.
4. Collate and analyze data and produce Quarterly Progress Report of Year 3 and Annual Progress Report of Year 2.
5. Collate and analyze data and produce End of Project Report
6. Provide technical support to prepare materials for events, meetings and review workshops.

7. Review and finalize forms and formats for internal data collections tools.
8. Conduct field visits to monitor and observe activities and events.

Downward accountability to communities is essential for ensuring an effective learning and accountability mechanism within the project's implementation approach. The project is adopting a participatory learning approach, having a built-in mechanism of enabling communities to participate in providing feedback on project interventions. This enables PYWD project to fine-tune its programming through adaptive management and address some issues that were not thought through during the project design phase and even during initial implementation. It also offers the opportunity to review project strategy and adapt for meeting both community needs and donor deliverables in a more efficient manner.

The PYWD project is ensuring that M&E information flows two ways using feedback loops and monitoring of project activities. The intent behind PYWD project's learning approach is to ensure that progress towards 'Development Objective (DO)' is guided by analysis of a wide variety of information sources and knowledge: monitoring and evaluation (M&E) data, innovative models, new learning that brings to light new best practices, collected observations, strategic collaborations, and so on. It is helping ensure that the causal pathway to desired outcomes is continuously assessed and adjusted to yield the most effective course of action.

8.1. Collaboration, Adaptation and Learning (CLA)

The project's M&E plan places a strong emphasis on Collaboration, Adaptation and Learning (CLA) as an effective strategy during all phases of project; design, implementation and monitoring and evaluation. Data are collated rapidly and shared with program staff, implementing partners, local government and other stakeholders to foster collaborative design intervention strategies and incorporate real-time feedback into Year-3 work plan and budget for the implementation period. It is pertinent to mention that during Year 2, as part of CLA, the feedback from TVET Skill Gap Analysis Report was incorporated in designing Year 3 targets, demand driven trainings, On Job Training(OJT) through different training providers; TEVTA, PVTC, Private Institutes and industry in marketable trades. On the basis of feedback from private and public-sector stakeholders, some special initiatives were added in year 3 such as trainings in Agriculture, hospitality, renewable energy and creating enabling environment for special youth.

The PYWD project has multiple and frequent feedback loops for continuous learning. During the current year, the project will continue these small-cycle CLA mechanisms, such as community field days, visits to community-based activists and notables, meetings with district-based resource groups' staff, monthly meetings with district administration authorities, ad-hoc meetings with provincial government departments and project stakeholders. In-house activity-specific assessments and evaluations are conducted during implementation spread over completion cycles of training courses. All of these mechanisms focus on frank and open sharing and listening. The PYWD project always conducts collaborative learning; creates time and space for internal and external stakeholders to participate in project learning, encourages transparent discussion around performance feedback, supports new learning, innovations along with adapting to risks, challenges and changing conditions.

8.2. Demobilization Plan

The PYWD project will submit the Demobilization Plan for COR approval 90 days prior to the end of the Contract. The Demobilization Plan will include a property disposition plan, a timetable for the phase-out of in-country operations, a delivery schedule for all remaining reports or other deliverables required under the contract, and a timetable for completing all required actions.

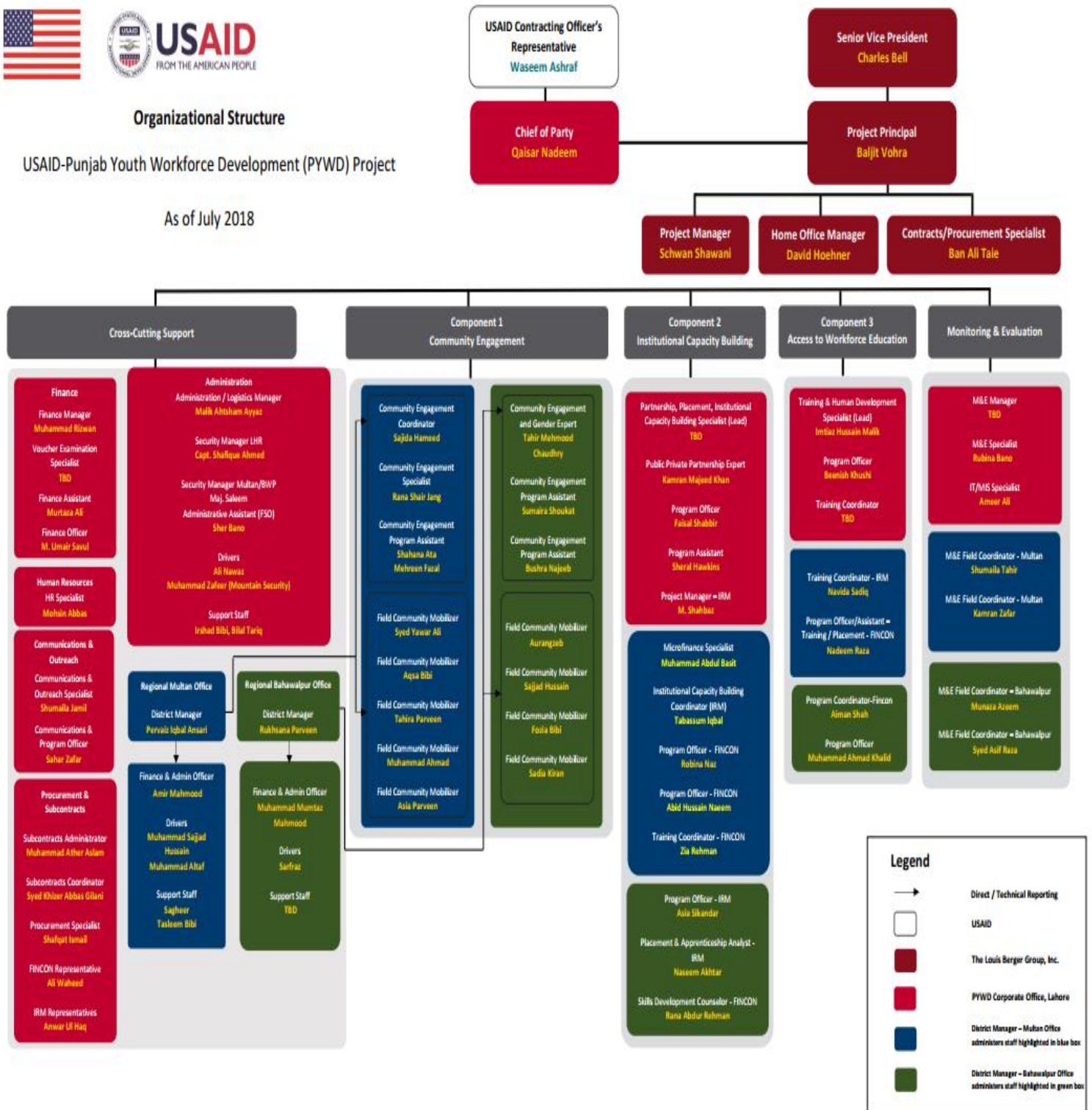
9. PYWD project's Organizational Chart



Organizational Structure

USAID-Punjab Youth Workforce Development (PYWD) Project

As of July 2018



10. Financial Plan/Budget

Quarterly Budget						
	AS OF PRIOR	Year 3				CUMULATIVE
	PERIODS	Oct 2018- Dec 2018	Jan 2018- Mar 2018	Jul 2018- Sep 2018	Quarters Total	TOTALS
<i>Budget Line Items</i>						
<i>Direct Cost</i>	3,478,358.10	2,315,468.14	2,315,468.14	2,315,468.14	6,946,404.43	10,424,762.53
<i>Other Direct Cost</i>	492,108.91	212,336.45	212,336.45	212,336.45	637,009.35	1,129,118.26
<i>Indirect Cost</i>	459,905.91	342,631.05	342,631.05	342,631.05	1,027,893.15	1,487,799.06
<i>Fixed Fee</i>	318,038.03	122,613.67	122,613.67	122,613.67	367,841.02	685,879.05
<i>Pre-Mobilization Cost</i>	220,235.73	-	-	-	-	220,235.73
<i>Cost-Plus-Fixed Fee Ceiling Price</i>	4,968,646.68	2,993,049.32	2,993,049.32	2,993,049.32	8,979,147.95	13,947,794.63

II. Projected Enrollments/trainings/ Placements

Actual and Projected Training/Enrolments							
Training Activities	Total Enrolled	Oct-Dec., 18	Jan-Mar, 19	Apr-Jun, 19	Jul-Sep, 19	Sub-total	Total
Institutional Training (with TEVTA/PVTC/Private Institutes)	3,171	620	500	-	-	1,120	4,291
Direct with Industry (Training and/or Placements)	1,738	540	540	240	-	1,320	3,058
Entrepreneurship Training (MF)	671	300	29	-	-	329	1,000
Skills for Market Linkage Program	1,100	-	-	-	-	-	1,100
Total Enrolments	6,680	1,460	1,069	240	-	2,769	9,449
Job through career counseling	226	250	250	274	-	774	1,000
Total Training and CCC	6,906	1,710	1,319	514	-	3,543	10,449
Schedule of Projected Completion of Training							
Institutional Training (with TEVTA/PVTC/Private)	2,378	793	620	500	-	1,913	4,291
Direct with Industry (Training and/or Placements)	1,417	600	600	441	-	1,641	3,058
Entrepreneurship Training (MF)	671	250	79	-	-	329	1,000
Skills for Market Linkage Program	-	-	-	1,100	-	1,100	1,100
	4,466	1,643	1,299	2,041	-	9,449	9,449
Placement Status & Projections - September 2018							
Wages Employment	2,039	400	500	700	-	1,600	3,639

Actual and Projected Training/Enrolments

Training Activities							Total
	Total Enrolled	Oct-Dec., 18	Jan-Mar, 19	Apr-Jun, 19	Jul-Sep, 19	Sub-total	
Self-employment (Toolkits)	342	300	1,500	559	-	2,359	2,701
Self-employment (Micro Enterprises)	590	200	210		-	410	1,000
Self-employment (SMLP)	-	-	-	660	-	660	660
	2,971	900	2,210	1,919	-	5,029	8,000
Job through career counseling	226	200	250	324	-	774	1,000
	3,197	1,100	2,460	2,243	-	5,803	9,000