

CYNOSURE

FINAL REPORT

**DECENTRALIZED EVALUATION OF
UNDP Pakistan's
YOUTH EMPOWERMENT PROGRAMME**

SUBMITTED TO

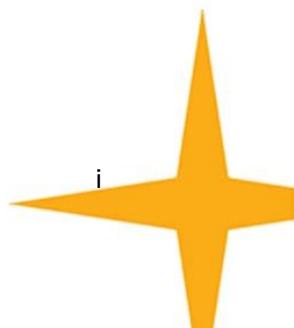
UNITED NATIONS DEVELOPMENT PROGRAMME

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Abbreviations and Acronyms

AWP	Annual Work Plan
BIC	Business Incubation Center
B.Tech	Bachelor of Technology
CBT-A	Competency-Based Training and Assessment
CEO	Chief Executive Officer
CODE	Cursor of Development & Education
COVID	Corona Virus Disease
CPD	Country Programme Document
CPRU	Crisis Prevention & Recovery Unit
CSO	Civil Society Organizations
CSSF	Conflict, Stability and Security Fund
CTA	Chief Technical Advisor
CVE	Countering Violent Extremism
DAE	Diploma of Associate Engineering
DGU	Democratic Governance Unit
DIG	Deputy Inspector General
DIM	Direct Implementation Modality
DPU	Development Policy Unit
ECCU	Environment and Climate Change Unit
ECI	Empowerment Thru Creative Integration
FAO	Food and Agriculture Organization
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FIDA	Foundation for Integrated Development Action
GENPROM	Gender Promotion
GOKP	Government of Khyber Pakhtunkhwa
GOP	Government of Pakistan
HC	High Commission
HDI	Human Development Index
HEC	Higher Education Commission
HR	Human Resource
ICT	Information and Communications Technology
IDI	In Depth Interview
IEC	Information, Education and Communication
IFAD	International Fund for Agricultural Development
IP	Implementing Partner
IRRF	Integrated Results and Resources Framework
IT	Information Technology
IVR	Interactive Voice Response
JICA	Japan International Cooperation Agency



JM	Jawan Marakiz
KII	Key Informant Interviews
KP	Khyber Pakhtunkhwa
KPCCI	Khyber Pakhtunkhwa Chamber of Commerce and Industries
KPEZDMC	Khyber Pakhtunkhwa Economic Zones Development and Management Company
KPI	Key Performance Indicator
KPITB	Khyber Pakhtunkhwa Information Technology Board
LNOB	Leave No One Behind
MEAL	Monitoring and Evaluation
MFI	Microfinance Institution
MoITT	Ministry of Information Technology and Telecommunications
MOU	Memorandum of Understanding
NAVTTCC	National Vocational and Technical Training Commission
NFE	Non-Formal Education
NGO	Non-Government Organization
NHDR	National Human Development Report
NIDA	National Institute of Design and Analysis
NMD	Newly Merged Districts
NTB	National Training Bureau
NVQF	National Vocational Qualifications Framework
NYDF	National Youth Development Framework
OD	Organizational Development
OJT	On Job Training
PB	Programme Board
PEEF	Punjab Education Endowment Funds
PILDAT	Pakistan Institute of Legislative Development and Transparency
PITB	Punjab Information Technology Board
PKR	Pakistani Rupee
PM	Prime Minister
PMO	Prime Minister Office
PMU	Project Management Unit
PTI	Pakistan Tehreek-E-Insaf
PVE	Preventing Violent Extremism
RNE	Royal Norwegian Embassy
SAPM	Special Assistants to The Prime Minister
SDGs	Sustainable Development Goals
SME	Small and Medium Enterprise
SMEA	Small and Medium Size Enterprise Activity
SMEDA	Small and Medium Enterprise Development Authority
SOLF	School of Leadership Foundation
SPARC	Society for The Protection of The Rights Of The Child
SPU	Strategic Program Unit



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TEVTA	Technical Education & Vocational Training Authority
TOC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers
TUSDEC	Technology Upgradation and Skill Development Company
TVET	Technical and Vocational Education and Training
UET	University of Engineering and Technology
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
UNIDO	United Nations Industrial Development Organization
UNODC	United Nations Office on Drugs and Crime
UNSDF	Un Sustainable Development Framework
USAID	United States Agency for International Development
USD	United States Dollar
VIAMO	Via Mobile
VSO	Voluntary Service Overseas
WEE	Women Economic Empowerment
YDI	Youth Development Index
YEEEP	Youth Education; Employment, Empowerment Project
YEP	Youth Empowerment Programme
YES	Youth Employment Scheme
YIC	Youth Innovation Challenge

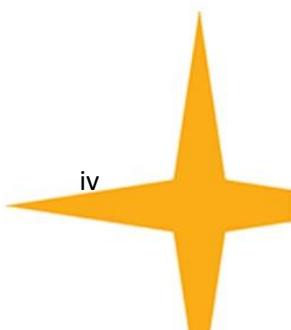
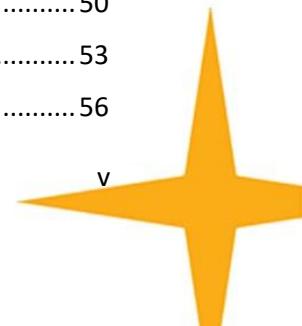


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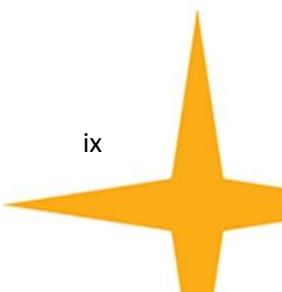
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1. Executive Summary

Pakistan is one of the youngest countries in the world with approximately two-thirds of its total population being under the age of 30 and 29% of the population being between the ages of 15 and 30. This 'youth bulge' poses unique challenges as well as opportunities for the country's social and economic development, particularly in the realm of education, employment, access to information technology and digital space, and civic participation. In response to the multifaceted challenges faced by the country's youth, UNDP launched the *Youth Empowerment Program (YEP)*, in 2018 as a strategic response. The five-year YEP, anticipated to terminate in 2022, has been implemented in Sindh, Khyber Pakhtunkhwa, and Balochistan. The overall aim of the Program is to ensure that equal opportunities exist for all youth to participate in Pakistan's social, political and economic development processes so that they feel an empowered part of society with a stake in its future.

The current evaluation was based on the UNEG assessment criteria covering relevance, efficiency, effectiveness, impact, and sustainability. In addition, gender mainstreaming, inclusion, and innovation were also reviewed as cross-cutting issues as part of the evaluation. Overall, the evaluation aimed to: a) assess effectiveness of the Program and draw lessons which would feed into the work plan for the remaining Program duration; b) assess responsiveness of the Program in addressing youth challenges; and c) explore strategies for replication and link to policy advocacy. The scope of the evaluation covered selected project interventions implemented in collaboration with UNDP's partners including the Government of Pakistan, public and private and civil society organizations between January 2018 and November 2020 in KP, Balochistan, and Sindh provinces. The evaluation was designed as a youth-led participatory evaluation to reflect UNDP's commitment to putting youth in a leading role in evaluating UNDP's work as active participants and beneficiaries.

A detailed review of the **program design** revealed that the overall Program objective is linked to three distinct outputs and a broad theory of change; providing quantitative targets, and indicative budgets; while allowing extensive flexibility to incorporate a wide range of projects and activities within this framework. However, an analysis of the program's Theory of Change revealed that the intended support to relevant federal and provincial government institutions is not articulated in any of the three outputs despite those institutions being identified as one of the only two primary target groups in the program document. A further review of the Results Framework determined that the indicators are solely quantitative vs. qualitative, thereby providing limited guidance on monitoring impact towards Program outcomes. Moreover, although the YEP set the target of achieving 50 percent participation of women, barriers related to Pakistani women's participation in the domains of engagement, education, and economic empowerment were not given consideration in the Risk Matrix. Another oversight in the Program design is the absence of outreach targets for participation by minority, disabled, and transgender youth groups.

The YEP is highly **relevant** to the youth development priorities of the Government of Pakistan, UN Programming in the country, and wider regional and international efforts focused on youth empowerment as well as the needs and priorities of the youth-at-risk target groups. The Program's **Efficiency** was assessed through six elements, including: Targeting, Program

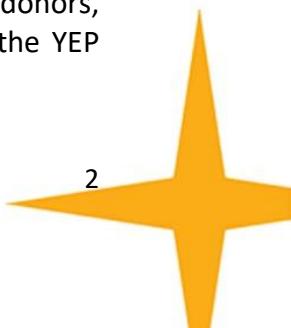


Management, Monitoring and Reporting, Risk Management, Financial Management, and Timeliness. The Evaluation Team determined that beneficiary **Targeting** was efficient at the program level with the YEP having reached 75,245 youth by November 2020, including 39,132 (52%) women, 35,724 (47.5%) men, and 389 (0.5%) transgender youth in a combination rural and urban areas. However, in certain instances, owing to special circumstances such as women-targeted households or transgender youth, the YEP has not uniformly applied the beneficiary targeting parameters as a result of which individuals who aged out of the youth category (i.e. aged 30 years or above) benefitted directly from interventions. Additionally, due to funding constraints, the YEP has been primarily implemented in KP and Sindh with only a few activities undertaken in Balochistan under each of the three outputs.

With regards to **Project Management**, the Evaluation team determined that due to lack of funding and resulting narrowed program scope as compared to the design the envisioned organogram was not fully staffed. The program's activity orientation, approach to IP selection, and in some instances multi-tasking, has stretched these limited staffing resources. Moreover, YEP's approach to working with a plethora of niche Implementing Partners, totaling more than 50 organizations, as compared to a handful of large organizations, funding constraints, and management of multiple donor funding cycles resulted in overlaps in some activities as they were implemented by multiple IPs. Program activities are monitored at multiple levels and the program has also made efficient use of ICT resources to facilitate **monitoring** and reporting. There is also some evidence that monitoring data/information has been used to make corrective actions. However, the program monitoring data is scattered and not available in a readily analyzable format.

The Program faces two major **Risks** at the program level: a) limited availability of funding; and b) COVID-19. With regards to the former, YEP management have attempted to mitigate the risk by continuously monitoring the donor landscape and raising funds of varied scale through multiple types of donors, including bilateral aid agencies, UN agencies, provincial governments, and private sector. The **Timeliness** of the YEP has been impacted due to some projects being delayed while other extended due to the COVID-19 outbreak. To mitigate the challenges posed by COVID-19, the YEP has collaborated with donors and IPs to reorient the delivery approach, wherever possible, including redirecting certain activities impacted by closure of educational institutions to distribution of COVID-19 prevention of IEC materials, replacing trainings related to the tourism industry, a severely affected industry since the advent of COVID-19, with other market-oriented trades. However, implementing these alternative delivery mechanisms was not possible for all activities/beneficiaries, especially those lacking internet access. Further, slow procurement and disbursement processes affected UNDP's COVID response, but the innovative use of ICT has mitigated the slowness of the response by circumventing delays to some extent.

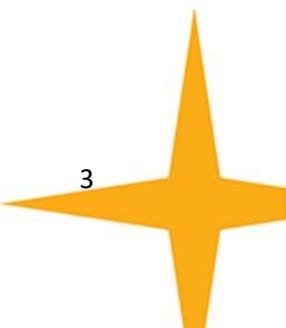
Against a program funding target of USD 30 million, the YEP has been able to raise USD 8.6 Million or 28.7%. Of this, USD 7.1 Million (83%) has been delivered by November 30, 2020. Of the donors, Japan and Norway have been the largest contributors, constituting 45% and 33% of the YEP portfolio, respectively.



In addition to this funding, the Program has utilized approximately USD 2 million to implement youth related activities of other UNDP Pakistan projects as well as Regional and Global Youth related initiatives. However, alarmingly, these funds are not readily reflected in the Program's financial system, thereby representing only partial financial picture of the Program, as this support is 23% are additional to the USD 8.6 million direct donor contributions to YEP reported in the financial system.

The **Effectiveness** of the YEP was assessed in terms of the extent to which the program's objectives have been attained or are likely to be attained and the number of youth who have benefitted. Under **Output 1**, major activities undertaken by YEP include policy level support to the Federal government and youth engagement, inclusive dialogue, training and mentoring in leadership skills in KP, Sindh and Balochistan. Against a total target of 100,000 youth across three indicators, the YEP has so far reached 30,688 youth (56%), with targets for youth's engagement in policy planning processes, lagging behind at 27.5%. However, targets for mentoring young women and men to create space for personal growth were overachieved at 172%. An assessment of the implementation approach revealed that activities under this output have led to the provision of spaces to youth for enhancing their understanding of provincial and public policy, knowledge of pressing social issues, engagement in peaceful dialogues, building their leadership skills, and generating innovative ideas and healthy competition. Some activities such as the Youth Innovation Challenge (YIC), through which 89 youth were provided grants for implementation of social action and sustainable development project, are anticipated to indirectly lead to the outreach of a further 2,102 youth. Due to the lack of a sustainable exit strategy at the beneficiary level, in the design of this output, follow up measures have been widely limited to post-activity communication through social media as instead of provision of support linkages demanded, thereby often limiting the effectiveness of the activity only to its implementation timeframe. ~~At the time of the evaluation, while plans to address this concern were formulated, they had not yet come into practice.~~

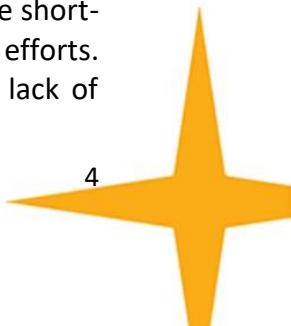
Under **Output 2**, the YEP focused on mainstreaming excluded youth from KP and Sindh, in particular those studying in madrassas, youth in universities and youth in prisons. Against a total target of 20,000 youth, so far, the YEP has reached 4,566 youth (23%). Major activities under this output include facilitating dialogue between madrassa administration and government authorities, building capacity of prisons through training and mentoring towards integration/reintegration support. Madrassa engagement was found to be a slow process requiring extensive dialogue and trust building between various stakeholders involved. Such a lengthy process combined with COVID-related delays have led to low achievement of targets. Furthermore, the lack of catering to the significant demand for technical capacity building of madrassa faculty and management was determined to be a major design omission, dictated by donor preferences, that limits the YEP's effectiveness and has adverse implications for its sustainability.



With regards to **Output 3**, the YEP has focused on providing support to inclusive and sustainable economic development of youth by promoting access to employment and supporting entrepreneurship through trainings and job placements. Against a total target of 45,200 youth across three indicators, the YEP has so far reached 40,009 youth (88.5%). For instance, under this output, the program trained 1,008 youth in vocational skills and ensured placement of 949 youth (94%) through partnerships with over 60 private sector companies across four industries targeting both traditional and modern trades along with youth from a wide array of backgrounds such as unskilled or semi-skilled workers, blue collar workers, tradesmen, healthcare professionals, home-based workers, farm enterprises, and university graduates. A major first of its kind solution aimed at blue-collar workers has been the establishment of a digital employment platform ([rozgar.pk](#)) aimed to identify employment opportunities for blue-collar workers which led to the YEP overachieving its target of reaching 1,000 blue-collar workers by 210% (2,100 blue-collar workers). However, business development linkages, a critical element of entrepreneurship initiatives, have received limited attention in the design and implementation. For instance, while it was found that microfinance linkages were established by Kashf Foundation for 10.6% of the 8,299 youth trained in micro entrepreneurship, the evaluation team did not find evidence to confirm that the other entrepreneurship trainings have facilitated such contacts, e.g. with input suppliers, credit providers, or markets, etc. Moreover, an assessment of the selected interventions under this output revealed varying degrees of achievement of results often owing to beneficiary targeting or approach to training, with trainees reporting lack of hands on training and limited training duration as most frequently encountered issues.

An assessment of the YEP **Impact** revealed that through support to the Prime Minister's National Youth Development Program, the YEP has indirectly contributed to country-wide schemes for youth participation and economic development. Moreover, of the three target provinces, YEP has developed strongest linkages with the Government of Sindh which have led to a joint program of USD 2 million between UNDP and the Government of Sindh. Having partnered with over 60 private sector firms across four industries, , impact was more evident at the institutional/organizational level, mostly due to partnership with private sector companies. Through its engagement, training, and job placement activities, YEP was seen to have a positive impact on a large number of youth belonging to various socio-economic classes and abilities. However, due to its varied activities implemented across a broad spectrum, the YEP has not demonstrated a transformational impact on any given area of its focus.

An assessment of the **Sustainability** of achieved results while considering potential for continuation, replication, and or up-scaling revealed that in general, activities undertaken in partnership with private sector were most sustainable due to the ongoing availability of financial resources based on their potential for profitability. However, the degree of mainstreaming activities in the public sector policies and strategies, is also likely to affect the potential for sustainability of outputs. At the beneficiary level, the knowledge and skills transferred by the program on various issues ranging from responsible citizenry to marketable skills have allowed trainees to benefit themselves and their communities. Having said that, influenced by short term and limited funding, it was determined that a large number of activities undertaken were short-term pilot initiatives with the potential for scale-up through systematic program design efforts. While there has been substantial stakeholder ownership during implementation, the lack of



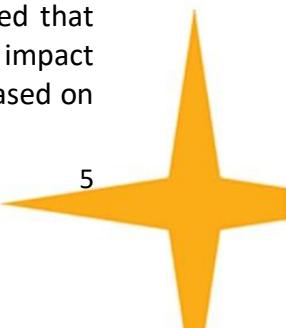
continued availability of financial resources for scale-up is seen as the biggest threat to the YEP's sustainability. Other factors likely to negatively affect the YEP's sustainability of several activities to varying degrees include: challenges related to sustained mainstreaming of interventions in public sector processes, development of linkages, and lack of sustained effort to ensure attitudinal changes over time.

With regards to **Gender** inclusion, 39,132 women (52% of total beneficiaries) and 389 (0.5%) transgender youth have benefitted through the YEP across its various activities. In particular, the YEP was successful in ensuring participation of women from marginalized and gender-sensitive areas of KP and Balochistan. The Program IP teams were seen to make extra effort to engage and include women in instances where low response from women youth was expected due to various reasons, such as traditional predominance by men in a given trade, etc. Despite this, the comparative proportion of women participating in some activities such as Advanced Digital Skills training (14%), TVET trainings (23%), and blue collar work search (2%) was significantly lower compared to that of men. Further, while a number of tailored activities were targeted at women and their inclusion made compulsory in all other program activities, such special considerations were not given to transgender youth, thereby resulting in their limited participation in the program.

Major Lessons Learned from the Program implementation review relate to implementation approaches, partnerships, and targeting. As the YEP was built on UNDP Pakistan's prior experience with youth-focused projects, the YEP capitalized on the opportunity to up-scale activities in the area of TVET and job placement which resulted in those areas being among the most impactful. In addition, the YEP owes its success mostly to agile IPs that used ICT-based solutions, allowing them to remain flexible to respond to Program requests and implement innovative solutions to enable outreach and impact assessment. Also, working with established private sector companies led to achieving high targets, effortless up-scaling, impact, and sustainability. However, a major lesson also is that programming needs to be further tailored in addition to accommodating for obvious differences in men and women and urban and rural youth to meet specific needs of highly marginalized groups such as disabled and transgender youth. The Evaluation has yielded **Recommendations** divided into four categories and 10 actions, as follows:

I. Programming Approach:

1. **Consolidation of Activities:** It is recommended that the Program's logical framework is reviewed at the output and activity level with a view to consolidate programming. Instead of implementing single purpose activities, it is recommended that youth are provided a suite of inter-related services that expose them to multiple concepts simultaneously, thereby leading to a comprehensive response.
2. **Design for Impact:** While a number of activities have yielded high impact, others have not demonstrated any evident impact at the beneficiary level, mostly due to lack of incorporating follow-up into the activity design. It is therefore recommended that future activities are designed with a view to both warrant outreach and ensure impact through tangible measures. Towards this end, it is also recommended that based on



results of the program thus far, research is undertaken to generate evidence on drivers of impact, e.g. the correlation of age to positive results in job placements or entrepreneurship.

3. **Targeting:** It is recommended that the YEP ensures that it directs its efforts at the most underserved groups and geographic locations.
- II. **Partnership Strategies:** It is recommended that the YEP establish stronger linkages with its government counterparts at the provincial level, in particular with Government of KP and Government of Balochistan, to facilitate access to existing physical infrastructure, such as universities and TVET institutions, while enabling the YEP to build the capacity of government staff for long term sustainability. The YEP is also advised to establish partnerships with the private sector on more equal footings when it comes to financial contributions.
- III. **Program Management**
 1. **Knowledge Management:** Under the YEP, UNDP has generated significant research on youth in Pakistan. In order to disseminate these findings to relevant audiences in order to benefit future youth programming in the country, it is recommended that a YEP Knowledge Management strategy is developed and such program knowledge is shared through relevant UNDP-approved channels. It is also recommended that a systematic program-wide impact assessment is undertaken at the output and outcome levels and the results be disseminated among stakeholders to highlight the YEP's successes and lessons learned.
 2. **Monitoring:** The program monitoring data is not available in a unified database and is instead stored in scattered resources, including progress reports and activity-specific beneficiary lists, etc. To ensure availability of consolidated progress and beneficiary data for facilitating Program planning, it is recommended that a monitoring database is developed and updated regularly.
 3. **Financial Management:** In addition to the USD 8.6 Million received in direct funding from various donors, YEP has received approximately USD 2 Million to implement youth-related initiatives of the Regional Office Bangkok, UNDP Global Youth initiatives, and UNDP Units in Pakistan. It is therefore recommended that the linkages to YEP are clearly shown in ATLAS for all such funding in order to get a fair estimate of the project's resources and capacities.
 4. **Funding:** It is recommended that alternative funding sources are explored including private and public sector channels.

IV. **Programming Opportunities:**

1. **Internet Connectivity:** Under its new Digital Strategy, there's an opportunity for UNDP to delve into policy and strategic support to improve online connectivity which can be capitalized on through partnerships with the GoP, private internet service providers, mobile phone companies, telecommunication companies, and educational institutions.



2. **Training:** It is recommended that all future TVET trainings follow an agreed industry standard certification such as standards developed by NAVTTC to ensure long-term employability of trainees. Moreover, in the interest of efficiency, outreach and long-term sustainability, the design of all training programs should consider Training of Trainers approach.
3. **Linkage Development for Economic Empowerment:** It is recommended that, to ensure effectiveness and sustainability, existing training activities and critical facilitating factors such as access to markets and finance are integrated and linkages between them are established.
4. **Local Stakeholder Engagement:** It is recommended that engagement activities such as youth dialogues and forums at the district level are given high priority in order to yield more direct and frequent engagement between youth and policy makers.



2. Country and Project Background and Context

2.1 National Context

Pakistan not only has the largest generation of young people ever in its entire history, but it is also one of the youngest countries in the world. Approximately two-thirds of Pakistan's total population is under the age of 30 and 29% of the population is between the ages of 15 and 30.¹ This 'youth bulge' poses unique challenges as well as opportunities for the country's social and economic development. For example, the UNDP National Human Development Report (NHDR) 2017 for Pakistan presented a strong potential of the 'youth bulge' due to low dependency ratios (with higher number of youth in the workforce), increase in political awareness, and general optimism about Pakistan's future among the country's youth.²

However, a lack of youth-focused development initiatives in Pakistan along with multidimensional and multi-sectoral vulnerabilities resulting from lack of opportunities for meaningful social engagement and economic empowerment have put a damper on harnessing the full potential of the youth in Pakistan. A stark example of this divide is illustrated by the fact that youth unemployment rate, for young people between 15 and 24 years of age, currently stands at 10.8 percent.³ Similarly, the youth unemployment rate for the age bracket 25 – 29 is 7.4%.⁴ According to the UNDP, while Pakistan's youth make up a big majority of the total population, the youth have poor educational outcomes, and limited skills and confidence required to enter and succeed in the job market.⁵ Therefore, there is a critical need for youth skills development in Pakistan.

Another factor critical to the lack of youth-focused development in the country has been the volatile security situation across the country over the last two decades. The country's effort to curb violent terrorism has taken a significant toll, not just in terms of loss of lives, but also in terms of economic loss, with an estimated loss of \$126.79 billion between 2001 and 2018.⁶

Consequently, turbulent security situation coupled with the economic setbacks and the lack of youth-focused developmental programmes have had a profound adverse impact on harnessing

¹ Source: Pakistan National Human Development Report 2017: Unleashing the Potential of a Young Pakistan. UNDP Pakistan. 2018

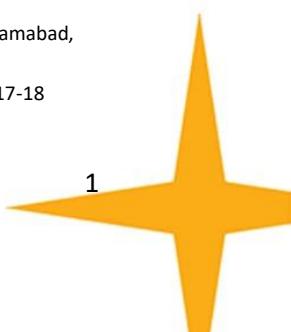
² Source: Pakistan National Human Development Report 2017: Unleashing the Potential of a Young Pakistan. UNDP Pakistan. 201

³ Source: Kamyab Jawan – Youth Empowerment Programme Project Brief

⁴ Source: https://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/TABLE_1_perc_R.pdf

⁵ Cheema, A., 'Vocational Training Today: Challenges and opportunities', in Pakistan National Human Development Report, UNDP, Islamabad, 2017

⁶ Source: 'Impact of War in Afghanistan and Ensuing Terrorism on Pakistan's Economy' published in the Pakistan Economic Survey 2017-18 (http://www.finance.gov.pk/survey/chapters_18/Annex_IV_Impact%20of%20War.pdf)



the potential of the youth in Pakistan, particularly in the rural and conflict-prone areas where opportunities for youth are scarce.

2.1.1 Key Youth Opportunities and Challenges

This section highlights opportunities and challenges faced by youth in the key areas of education, employment, access to information technology and digital space, and civic participation.

i. Education

It is estimated that more than 22 million children, between the ages of 05 and 16 years old, are out of school.⁷ Existing studies and surveys have identified major challenges for youth education to include: low teacher instruction quality, weak school infrastructure, and outdated public school curriculum, etc.⁸ Furthermore, there are more than 32,000 Deeni Madaris (religious seminaries) across the country providing free education to more than 3 million youth and young adults.⁹ However, the curriculum taught at religious seminaries often are unable to provide real world job skills to the students. Another challenge for youth education and skills development is a disconnect between industrial demand for certain skills and the supply of TVET graduates. For example, in 2018 there was excessive demand, against a limited supply for machine operators, seamstresses, and electricians. Moreover, the TVET curriculum taught is often outdated and less market oriented and hence not suited to employer's requirements.¹⁰ Therefore, there is need to equip youth with soft skills and better structure existing curriculum in religious seminaries, schools, and vocational training institutes to align them with current job market requirements.¹¹

Geography and gender-based disparities also present additional challenges for youth education.¹² Figure 01 below provides an overview of regional inequalities across the country as well as difference in education level between boys and girls. While literacy rates are lower among girls across the board, there are also significant differences across regions, with Punjab displaying highest literacy and Balochistan at the other end of the spectrum with lowest literacy levels.¹³ Further, gender-based disparities are evident as boys outperform girls from the ages of 5-16 in

⁷ Pakistan Education Statistics 2016-17' published by Ministry of Federal Education and Professional Training, Government of Pakistan (source: <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf>)

⁸ Annual Status of Education Report: ASER Pakistan 2016'(source: http://www.aserpakistan.org/documents/Report_Final_2016.pdf).

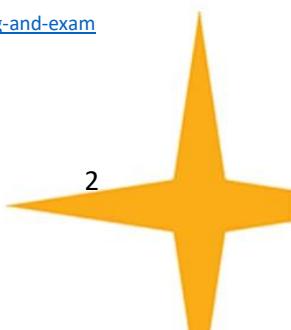
⁹ Pakistan Education Statistics 2015-16' published by Ministry of Federal Education and Professional Training, Government of Pakistan (source: <https://academiamag.com/wp-content/uploads/2018/08/Pakistan-Education-Statistics-2015-16.pdf>)

¹⁰ Developing Skills in Youth to Succeed in an Evolving South Asian Economy: A Case Study on Pakistan.

¹¹ Source: <https://www.reformer.pakistanascd.org/bridging-the-gap-between-curriculum-and-assessment-syllabus-teaching-learning-and-exam-specifications>

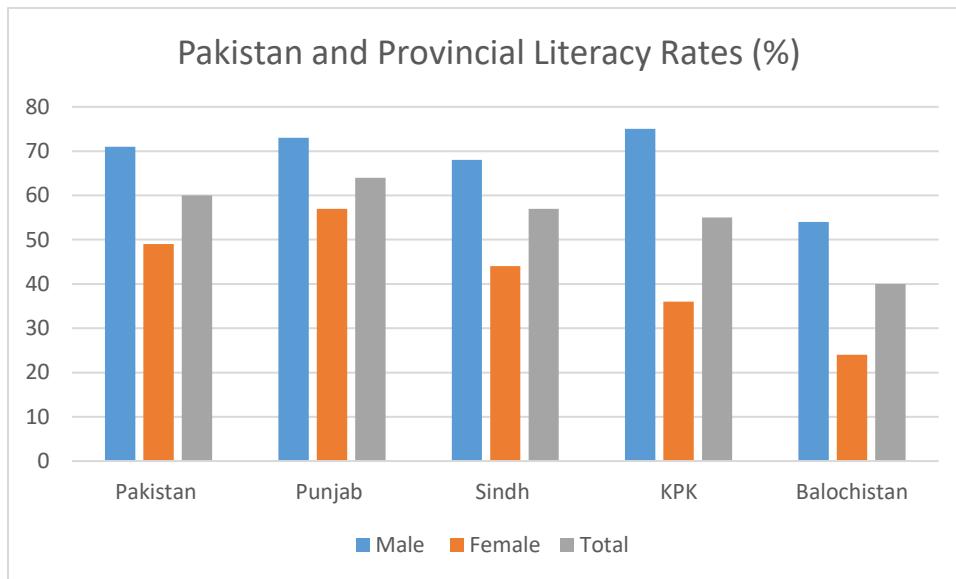
¹² Source: http://www.finance.gov.pk/survey/chapter_20/10_Education.pdf

¹³ Pakistan Social and Living Standards Measurement, Islamabad: Statistics Division, Pakistan Bureau of Statistics.



literacy skills, as 46% of the boys can read at least sentences in Urdu/Sindhi/Pashto, only 38% of the girls can do the same, while 48% of boys and 39% of girls can read at least English words.¹⁴

Figure 1: Pakistan Literacy Rate Ages Ten and Above for 2018-2019



In addition to improved employment prospects, education can also promote democratic norms by encouraging a culture of dialogue, strengthening social cohesion and discouraging violent and extremist behaviours, especially among the youth.¹⁵

ii. Employment

It is estimated that Pakistan needs to create 1.5 million jobs per year to accommodate the increasing number of youth entering the work force.¹⁶ However, Pakistan's economy is well underequipped to provide employment opportunities for its expanding youth work force. Women in particular have lower labour force participation with higher unemployment levels of 8.27% as compared to men 5.07%.¹⁷ Furthermore, as compared to the national average, youth unemployment youth unemployment rate, for young people between 15 and 24 years of age, currently stands at 10.8 percent.¹⁸ Similarly, the youth unemployment rate for the age bracket 25 – 29 is 7.4%.¹⁹

¹⁴ Source: http://aserpakistan.org/document/aser/2019/reports/national/ASER_National_2019.pdf

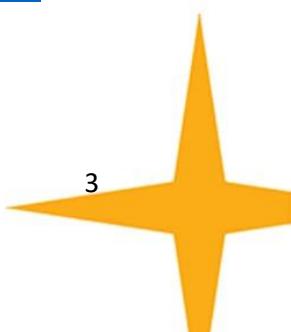
¹⁵ Youth Education, Social Cohesion and Conflicts in District Swabi, Khyber Pakhtunkhwa, Pakistan

¹⁶ ILO (2015) 'The Islamic Republic of Pakistan Decent Work Country Programme' (Source: https://www.ilo.org/wcmsp5/groups/public/-/ed_mas/-/program/documents/genericdocument/wcms_562091.pdf)

¹⁷ Source: <https://www.dawn.com/news/1564053>

¹⁸ Source: Kamyab Jawan – Youth Empowerment Programme Project Brief

¹⁹ Source: https://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/TABLE_1_perc_R.pdf



A key avenue for youth employment can be through technical and vocational trainings. In the past three years, from 2015 to 2018, workers have witnessed an increase in demand for specific skilled occupations. The table 01 below shows employment growths per sector based on data from Pakistan's Labour Force Survey 2018.²⁰ Based on these trends, demand in the manufacturing, construction and services sectors has been the highest for graduates of TVET.²¹

Table 1: Key TVET Skills and Employment Growth Percentage

TVET Trained Skills	Employment Growth
Plant/Machinery Operators	14%
Technicians/Electricians and Associate Professionals	10.6%
Craft/Trade-related Workers	5%

Moreover, the table below highlights the annual demand for key skills for TVET graduates.²²

Table 2: Select TVET Skills and Annual Demand

TVET Trained Skills	Annual Demand
Machine Operators	30,000
Helpers, Electricians, Stitchers, Professional Cooks and Fitters	10,000 – 25,000
Machinists, Mechanical Engineers and Technicians, Quality Control Staff, Civil Engineers and Garment and Plant Operators	5,000 – 10,000
Welders	19,000
Call Center Agents, Waiters, Cutter-Machine Operators, Laboratory Technicians, Computer Operators, Polishers, Accountants, Sales and Marketing Staff, Security Guards and Printing Machine Operators	5,000 – 10,000
Plumbers, Masons and Carpenters	5,000 – 6,500

Hence, enhanced economic opportunities for youth can play a pivotal role in creating an enabling environment,²³ thereby necessitating the promotion of youth led economic growth through entrepreneurship and improved job opportunities.

²⁰ Source: <http://www.pbs.gov.pk/content/labour-force-survey-2017-18-annual-report>

²¹ Developing Skills in Youth to Succeed in an Evolving South Asian Economy: A Case Study on Pakistan.

²² Source: <https://www.unicef.org/rosa/reports/developing-skills-youth-succeed-evolving-south-asian-economy-0>

²³ UNDP, 2016, Preventing Violent Extremism by Promoting Inclusive Development, Source: <https://www.undp.org/content/dam/norway/undp-ogc/documents/Discussion%20Paper%20-%20Preventing%20Violent%20Extremism%20by%20Promoting%20Inclusive%20%20Development.pdf>

iii. Access to Information Technology and Digital Space

The percentage of Pakistan's population using the internet has increased exponentially over the past two decades. In 2001, a mere 1.3% of the population had access to the internet.²⁴ Today, there are more than 76 million internet users, with internet penetration standing at 35%.²⁵ This exponential rise in the number of internet users has created opportunities for harnessing the internet's potential for enhanced economic growth, sharing and transfer of knowledge, and innovation through social enterprises.²⁶ Internet connectivity among youth is just as widespread. Nearly half of the urban youth population below the age of 20 are likely to have access to the internet.²⁷ Similarly, the number of mobile users in the country has exceeded 165 million and the number of 3G/4G users have crossed 70 million.²⁸ The positive trend in internet access has invariably improved the overall technology sector with Pakistan IT exports projected to exceed USD 1 billion by the end of the 2021 fiscal year.²⁹

Pakistan's entrepreneurial ecosystem is being bolstered by an array of investors. More notably, Ant Financial, part of the Ali Baba Group, invested in the domestic remittance provider, Easy Paisa, valuing it at nearly half-billion USD.³⁰ Other major investors include USAID SMEA program, 47Ventures, Sarmayacar, i2i, in addition to a number of venture capital firms and angel investors.³¹ However, despite the growing market for start-up investment, the entrepreneurship ecosystem is still underdeveloped as less than five startups launched in Pakistan are sustainable in the medium term.³² These positive trends of internet connectivity need to be leveraged to promote an emerging entrepreneurial ecosystem with youth-led initiatives.

It is also important to note that the widespread benefits of the digital revolution come with a unique set of challenges. Social media platforms are increasingly likely to expose vulnerable youth to anti-social narratives.³³ Resultantly, uninformed and unguided access to the internet can have an adverse effect on the country's youth. Therefore, responsible use of the internet and possible negative consequences of youth's uninformed access to digital spaces must also be carefully addressed.

Improved access to information technology and digital space can also help to bridge the gap among youth from low and high socio-economic backgrounds. For example, increasingly

²⁴ Source: <https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=PK>

²⁵ Source: <https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=PK>

²⁶ Internet World Statistics: Pakistan (source: <https://www.internetworldstats.com/asia/pk.htm>)

²⁷ Digital Entrepreneurship Eco-system in Pakistan 2017: How Pakistan can build a World Class Digital Eco-system' published by Mobilink Jazz (source: http://www.jazzfoundation.com.pk/assets/uploads/2017/10/Digital-Entrepreneurship-in-Pakistan_1.pdf).

²⁸ Source: <https://www.thenews.com.pk/print/634979-digital-transformation-a-growing-landscape-in-pakistan>

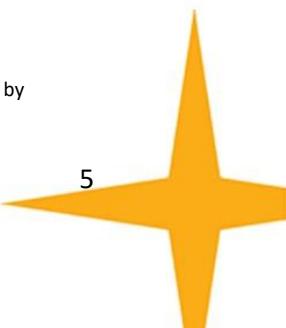
²⁹ Source: <https://www.thenews.com.pk/print/752228-pakistan-s-it-exports-to-cross-1-2bln-this-fiscal-year>

³⁰ UNDP Development Advocate Pakistan Vol 7, Issue 1

³¹ UNDP Development Advocate Pakistan Vol 7, Issue 1

³² Source: http://www.jazzfoundation.com.pk/assets/uploads/2017/10/Digital-Entrepreneurship-in-Pakistan_1.pdf

³³ Seraphin, A., Frau-Miegs, D., and Hassan, G (2017) 'Youth and Violent Extremism on Social Media: Mapping the Research' published by UNESCO (link: <https://unesdoc.unesco.org/ark:/48223/pf0000260382>).



businesses are operating via IT based/remote solutions. Therefore, youth with internet connectivity would be better positioned to participate in the job sector whereas those without internet access would be largely left behind. Similarly, Covid-19 has presented a ‘digital learning-gap’ as those with internet access can continue their education as opposed to disadvantaged youth without internet connectivity.³⁴

iv. Civic Participation and Recreation

Another challenge to Pakistan’s youth includes lack of opportunities for civic participation. This in turn affects the country’s already weak Human Development Indicators HDI. While, the HDI showed a promising annual growth of 1.2% from 2000 to 2015, progress slowed down after that.³⁵ Resultantly, between 2010 and 2015, Pakistan was one of the three countries that dropped from medium to low levels of human development.³⁶ In 2019, Pakistan stood 152 out of 189 countries, and was categorized as a medium human development category.³⁷ Moreover, Pakistan continues to rank 143 out of 144 countries in the Gender Inequality Index as young women in particular face many social, political and economic limitations in participating in public spaces.³⁸ Moreover, based on the sample of 1,900 Pakistani youth, it was found that weak ‘political literacy’ has further diminished effective civic participation. Therefore, there is a need for constructive interaction and linkages between Pakistan’s youth and policy makers to encourage youth-led policies and promote social inclusion.

Another challenge is a significant gender disparity in civic participation, where women are far less likely to engage in politics as compared to their male counterparts, evident in the declining percent of female voters when comparing 2013 and 2018 general election voter turnout. In 2013, 43.62% of the voters were female, which declined to 39.78% in 2018.³⁹ Conversely, the percentage of male voters increased from 56.3%⁴⁰ to 60.2%⁴¹ from 2013 to 2018 General Elections.

Despite these evident challenges, Pakistan’s youth are more optimistic about the country’s future than those 30 years of age or older.⁴² Furthermore, based on an academic study conducted in

³⁴ UNDP Development Advocate Pakistan Vol 7, Issue 1

³⁵ Source: <https://www.thenews.com.pk/print/582826-human-development-index-2019-pakistan-ranks-lower-than-all-south-asiancountries>

³⁶ Ibid

³⁷ Ibid

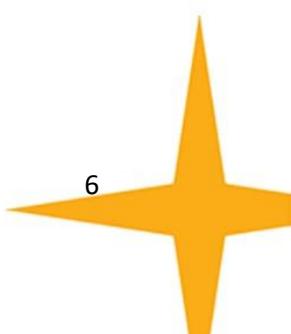
³⁸ UNDP Human Development Report 2019

³⁹ Female Representation in the Parliament: What Can Pakistan Learn from India <https://southasianvoices.org/female-representation-in-the-parliament-what-pakistan-can-learn-from-india/>

⁴⁰ Source: <https://www.ecp.gov.pk/Documents/General%20Elections%202013%20report/Election%20Report%202013%20Volume-I.pdf#page=35>

⁴¹ <https://www.ecp.gov.pk/documents/genderaffairs/National%20Assembly.pdf#page=9>

⁴² The British Council (2014) ‘Next Generation: Insecure Lives, Untold Stories’ (Source: https://www.britishcouncil.org/sites/default/files/pakistan_the_next_generation_report.pdf).



2015, representatives of political parties, media and civil society held favorable views on women's political participation. Moreover, youth were more favorable of women's political participation when compared to other age groups.⁴³

2.1.2 Youth Programmes in Pakistan

The Government of Pakistan is aware of the wide set of challenges faced by the country's youth and have in response launched multiple youth centric development initiatives both at the national and provincial levels aimed at increasing social and economic development. A prominent example of public youth-centric initiative is the Kamyab Jawan-National Youth Development Program (2019-2023). This program was launched by the federal government with support from multiple UN agencies, including UNDP, and focused on six core thematic areas, including: i) Mainstreaming of Marginalized Youth; ii) Economic Empowerment; iii) Civic Engagement; iv) Social Protection; v) Health and Wellbeing; and vi) Youth-focused Institutional Reforms.⁴⁴

Furthermore, the Government of Pakistan (GOP) has set up bodies to drive the development of skills, including The National Vocational and Technical Training Commission (NAVTTC) and the National Training Bureau (NTB). Most recently, NAVTTC has developed the National Skills for All Strategy 2019. Thus far this latest strategy has made effective the National Vocational Qualification Framework (NVQF) and has also implemented the competency-based training and assessment (CBT-A).⁴⁵ At the provincial level, Training and Vocational Education Authorities (TEVTAs) responsible to register and regulate private sector training institutes. TEVTAs offer a three year diploma in associate engineering DAE or a three to four year BTech degree. This however presents a challenge to most youth who, primarily due to high illiteracy levels, are often unable to meet the minimum requirements for TVET enrollment and do not benefit from the skills development programming. Furthermore, there is an assessment that TVET certifications are not meeting the high demand for skilled labour as the main source of skilled workers are work based learners and those who have acquired skills via informal trainings/apprenticeship.⁴⁶

The Ministry of Information Technology and Telecommunications (MoITT) is the implementing arm of the government responsible for all IT related programmes in the country. The current government has enhanced the working of MoITT by identifying digital transformation a major priority. As part of this approach, in 2019 Prime Minister of Pakistan launched the 'Digital Pakistan' programme, which builds on the country's first 'Digital Pakistan Policy 2018'⁴⁷.⁴⁸ This initiative was aimed at empowering the youth to benefit from the digital revolution and to introduce latest technology for public welfare. At the provincial level, the KP IT Board KPITB and the Punjab IT Board (PITB) have been actively working to facilitate and advance digital

⁴³ Female Political Participation in South Asia: A Case Study of Pakistan.

⁴⁴ UNDP Development Advocate Pakistan Vol 7, Issue 1

⁴⁵ UNDP Development Advocate Pakistan Vol 7, Issue 1

⁴⁶ UNDP Development Advocate Pakistan Vol 7, Issue 1

⁴⁷ Source: <https://www.dawn.com/news/1525977>

⁴⁸ Source: <https://tribune.com.pk/story/2112360/8-digital-pakistan-pm-imran-addresses-launch-ceremony>



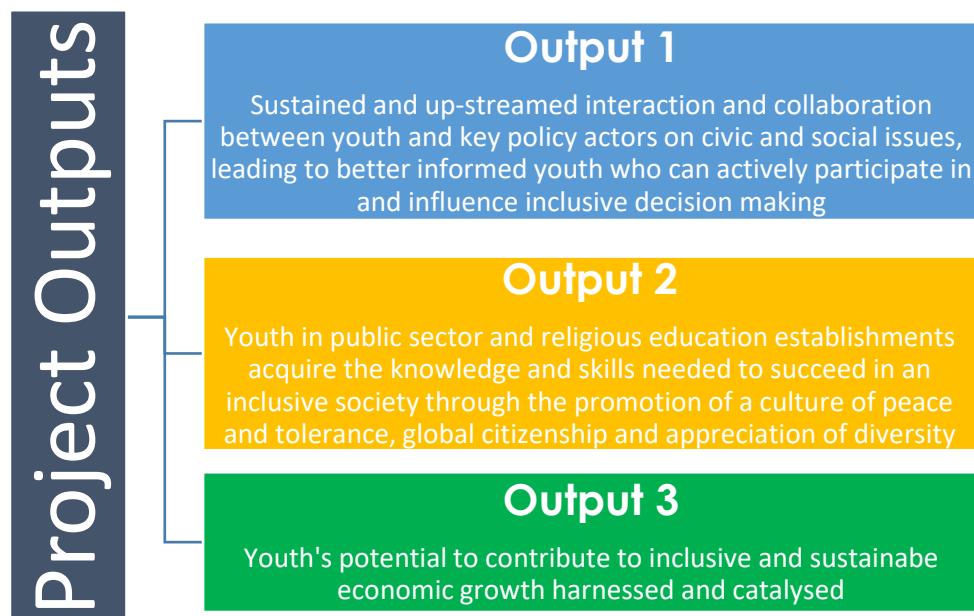
enterprises. While a similar approach was adopted by Sindh Provincial Government relatively recently when in 2019 the Sindh IT Advisory Committee moved to establish an autonomous IT Board via public private partnership focused on e-governance.⁴⁹

Annex 01 provides a list of prominent Youth Empowerment Initiatives undertaken by Federal and Provincial Governments from year 2013-2018.

2.2 Project Background

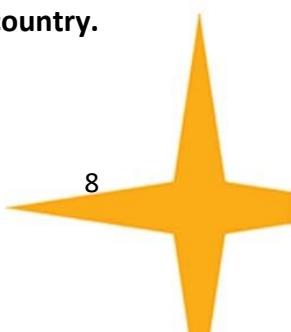
The UNDP Youth Empowerment Programme (referred to hereon as YEP or program) was launched in **2018**. The programme was a strategic response to address the challenges posed by the ‘youth bulge’ in Pakistan and meet the challenges associated with the lack of youth focused development. The Programme has been implemented in Sindh, Khyber Pakhtunkhwa, and Balochistan Provinces of Pakistan. The overall aim of the Youth Empowerment Programme is to ensure that ‘equal opportunities exist for all youth to participate in Pakistan’s social, political and economic development processes so that all youth feel an empowered part of society with a stake in its future’. The three main outputs of the Youth Empowerment Programme are highlighted in the figure 2 below.

Figure 2: Project Outputs of the Youth Empowerment Programme



Over a five year timeline, from 2018-2022, the YEP aims to provide opportunities for economic growth and positive social engagement to **100,000 young people throughout the country**.

⁴⁹ Source: <https://www.thenews.com.pk/print/456660-sindh-to-form-autonomous-it-board-with-public-private-partnership>



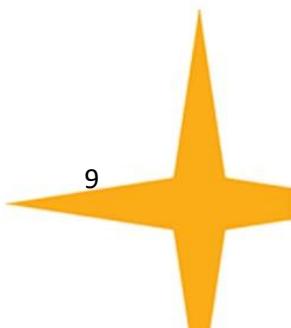
Furthermore, the programme places **inclusivity and diversity at the center of its operations** by targeting youths from excluded groups including low-income, unskilled, uneducated/semi-educated, religious/ethnic/sexual minorities, youth living with disability, emergency-affected youth, as well as those studying in public and religious education establishments.

The programme's three outputs are detailed as follows. In addition, the programme's results hierarchy is presented in Annex 02.

Output 1: *Sustained and up-streamed interaction and collaboration between youth and key policy actors on civic and social issues leads to better informed youth who can actively participate in and influence inclusive decision making.*

Output 2: *Youth in public sector and religious education establishments acquire the knowledge and skills needed to succeed in an inclusive society through the promotion of a culture of peace and non-violence, global citizenship, and appreciation of diversity.*

Output 3: *Excluded youth's potential to contribute to inclusive and sustainable economic growth harnessed and catalysed through job placements, private sector partnerships and investments in innovative models/solutions.*



3. Evaluation Objective, Methodology and Process

The evaluation was based on the assessment criteria defined by the **United Nations Evaluation Group (UNEG)**⁵⁰ and based on the criteria of UNEG, covering **relevance, efficiency, effectiveness, impact, and sustainability**. Additionally, cross cutting issues, including Gender Mainstreaming, Inclusion, and Innovation were also reviewed as part of the evaluation. Further, the evaluation team was guided by, but not limited to the scope of the **key evaluation questions** shared in the TORs. An evaluation matrix designed by the evaluation team and approved by UNDP is provided in Annex 03.

The overall objectives of the evaluation are illustrated in the figure 3 below:

Figure 3: Objectives of the Evaluation



The Evaluation was designed to **reflect UNDP's commitment to putting youth in a leading role in evaluating UNDP's work**, both as active participants and beneficiaries. A key component of maintaining meaningful youth participation involved creating a youth-led participatory evaluation. Accordingly, during the evaluation process youth were treated as partners throughout in order to benefit from the youths' opinions about best practices.

3.1 Scope of the Evaluation

The scope of the evaluation covered selected project interventions and resources which broadly fall under the **Engagement, Education, and Economic** components of the programme, undertaken in collaboration with its partners, including the Government of Pakistan, and public, private, and civil society organizations. The evaluation covered activities implemented between January 2018 and October 2020 in Khyber Pakhtunkhwa, Balochistan, and Sindh provinces of Pakistan.

Broadly, the programmatic scope of evaluation is outlined in the figure 4 below:

⁵⁰ UNDP Evaluation Guidelines; Independent Evaluation Office, UNDP (2019)

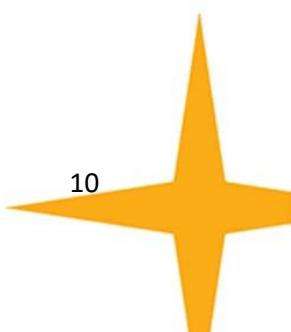


Figure 4: Scope of the Evaluation

Scope of Work

1. Assessing the achievements of the project against CPD Outcome/CPD-Output/Project indicators and intended and unintended impacts to the lives of the youth.

3. Suggesting improvements for future and ongoing programmes and suggest replication of the best practices and experiences.

6. Determining whether cross-cutting issues such as gender, sustainability, and environment were mainstreamed in the implementation of the projects.

7. Evaluation shall mainly focus on the relevance of the project activities to the needs of the beneficiaries, effectiveness and the efficiency of the implementation approach, and sustainability and impact of the project interventions.

4. Assessing changes observed regarding improved socio-economic and political status of the target groups and how they feed into the improvement in the design for replications.

2. Assessing whether CPD Output/Project Output Results have been achieved in a cost-effective and cost-efficient manner.

5. Identifying lessons learned on the effectiveness of the project design, intervention strategies, and implementation.

The evaluation engaged the following stakeholders involved in various aspects of the programme:

- Individual beneficiaries
- Implementing Partners/Civil Society Organizations
- Private Sector Stakeholders
- Donor Community Members
- Government Counterparts; and
- Development partners

3.2 Evaluation Approach and Methodology

This section presents the multi-stage methodology that Cynosure adopted for undertaking the “*Decentralized Evaluation of Youth Empowerment Programme, UNDP, Pakistan*”. The methodology was based on a consultative and participatory approach and employed mixed methodologies, using qualitative and quantitative information. Moreover, the Evaluation was carried out such that the youth involved in various aspects of the projects were treated not merely as providers of information, but as active participants and their voices, opinions, and concerns were highlighted throughout the evaluation process.

At the **inception** stage, a meeting was held between the UNDP Pakistan Strategic Program Unit (SPU) and Cynosure’s Evaluation Team to discuss and finalize the overall evaluation approach and



methodology. During this meeting it was decided that all proposed interviews and discussions will be undertaken online in an effort to mitigate projected delays due to travel restrictions caused by the ongoing second wave of COVID-19 in the country. Accordingly, the initially proposed sample sizes were revised to adjust to the online interviewing approach, with an increase in the number of Key Informant Interviews (KII) and In-depth Interviews (IDIs) and a reduction in the number of Focus Group Discussions (FGDs). Moreover, to reflect the change in interview modality, Cynosure submitted a revised evaluation budget to UNDP Pakistan.

At the start of the assignment, the Consultant conducted a detailed desk review of relevant documents, which informed the effective design of the evaluation. The foundation of the Desk Review included background documents and monitoring data shared with the Consultant by UNDP. The Consultant also undertook a comprehensive review of existing policies, projects, reports, publications, news articles, and statistical data on access to economic opportunities and barriers to economic empowerment, education, and employment for the youth in Pakistan along with factors that inhibit and facilitate social cohesion and political participation among young people throughout Pakistan, especially in conflict prone areas and with regards to traditionally excluded youth.⁵¹ A Desk Review Report was submitted to the UNDP as part of the Inception Report. A complete list of the key documents reviewed is provided in Annex 04.

Following this, Key Informant Interview (KII), In-Depth Interview (IDI) and Focus Group Discussion (FGD) guide sheets were developed by the Evaluation Team to be utilized during the course of interviews with various stakeholders, partners, and beneficiaries, etc. These data collection tools are provided in Annex 05.

Interviews were conducted with prominent YEP donors, Implementing Partners (IPs), public and private stakeholders, and organizational as well as individual beneficiaries. The sampling was informed by the desk review and a total of 56 interviews were undertaken with stakeholders from KP, Sindh, and Balochistan. Table 3 provides a summary of the various stakeholders interviewed, while details are provided in Annex 06.

⁵¹ Traditionally excluded youth include low-income, unskilled, uneducated/semi-educated, members of religious, ethnic, and sexual minorities, youth living with disability, emergency-affected youth, as well as those studying in public and religious education establishments.

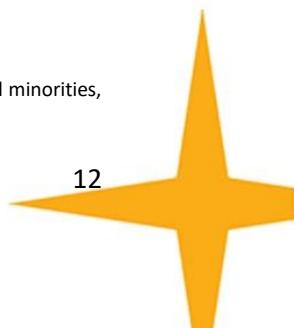


Table 3: Summary of the Various Stakeholders Interviewed.

Summary of Interviews	
Interview Type	Number of Interviews
Key Informant Interviews	24
Focus Group Discussions	15
In Depth Interviews	17
Total	56

3.3 Preliminary Findings and Evaluation Debriefing

The preliminary findings from the evaluation were delivered in the form of a PowerPoint presentation. A debriefing meeting was also held between the Consultant and the Client after the submission of the Draft Evaluation Report. The purpose of the debriefing meeting was to present preliminary findings, recommendations, seek clarifications, and discuss any issues or limitations uncovered during the evaluation process. The feedback received in the Draft Report and in the follow up de-briefing meeting was incorporated in the Final Report submitted to UNDP.

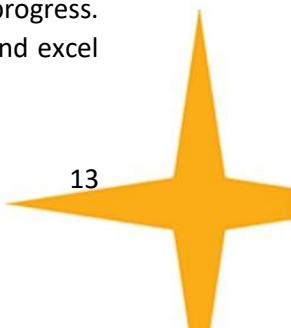
3.4 Reporting

This draft report is being submitted to UNDP for their review and feedback, the feedback will be incorporated by the consultant into the final evaluation report.

3.5 Challenges

During the course of the evaluation, major challenges faced by the evaluation team were related to limited mobility due to COVID-19, limited time for undertaking the evaluation, and lack of consolidated monitoring data. These challenges and associated remedial measures are elaborated below:

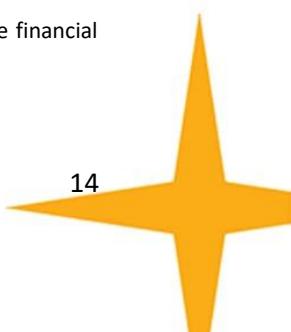
- 1) **COVID-19:** As the interviews for the evaluation were undertaken in November, 2020 during the second wave of COVID-19, it was difficult to predict travel restrictions and availability of stakeholders for face to face interviews. To overcome this challenge, it was agreed to undertake interviews and discussions virtually, using video conferencing software. However, in some cases where interview participants had limited internet connectivity, interviews were conducted over WhatsApp or telephone. Similarly, since madrassa students did not have access to internet, the FGD scheduled with them was converted to several IDIs which were conducted over the phone.
- 2) **Monitoring Data:** As the evaluation was conducted in the last Quarter of 2020, a number of key progress reports, including latest progress reports to donors as well as the program's latest annual report were not available at the time of the evaluation. As the UNDP eventually provided the consultant major donor reports, these were pieced together to assess latest program progress. Furthermore, since the monitoring data is available in the form of scattered reports and excel



sheets, the consultant worked on consolidating and reviewing this information to get an understanding of the different program elements.

- 3) **Finance Data:** There were significant delays in UNDP providing finance data to the Evaluation team. Moreover, in instances when the data was provided it was found that the information was either incorrect or was not updated, thus further adding to the delay. As a result, in order to meet the agreed deadlines, the Consultant submitted an initial draft report without the finance data. Subsequently, finance data was incorporated in follow up version of the final report. Furthermore, in addition to the direct donor funding of USD 8.6 Million, YEP has also received approximately USD 2 Million to implement youth-related initiatives of the Regional Office Bangkok, UNDP Global Youth initiatives, and UNDP Units in Pakistan. However, these funds are reportedly reflected under their respective parent projects and not linked to the YEP Atlas ID and were therefore not reported⁵².
- 4) **Evaluation Timeline:** Due to delays in UNDP procurement processes, the evaluation consultant was initially provided only ten weeks to undertake this program evaluation. However, towards the end of this period, UNDP decided to grant a no-cost extension to ensure the delivery of a quality product.

⁵² As this evaluation covers only resources directly allocated to the YEP, an evaluation of the management of these financial resources will be pertinent when evaluating the respective parent projects.



4. Program Assessment

4.1 Design Assessment

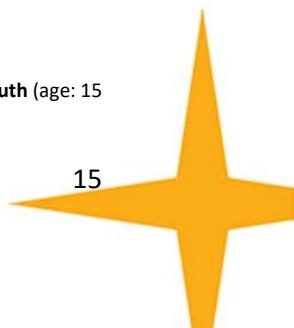
A review of the YEP program document revealed that the program strategy focuses on an inclusive youth-centered development approach, considering youth as agents of sustaining peace and as partners in SDGs Agenda 2030. Accordingly, the design is based on the findings and recommendations of the UNDP's National Human Development Report (NHDR) 2017, "Unleashing the Potential of a Young Pakistan⁵³," particularly focusing on the principles of Education, Engagement, and Economic Empowerment. Furthermore, the program design also takes into considerations UNDP's recent programming experience in these thematic areas, including the Government of Norway funded Youth and Social Cohesion Project (2015-2018) and the USAID funded Youth Employment Project (2015-2017), as well as the approaches from previous projects such as Gender Promotion in the Garment and Clothing Industry through Skill Development (GENPROM) implemented from (2006-2013).

A review of the program document revealed that the ProDoc is designed as a conceptual framework with the aim to consolidate and guide any future projects implemented by UNDP Pakistan over a five year period between 2018 and 2022 in the area of inclusive youth development. Accordingly, the document defines youth as individuals between the ages of 15 and 29 years; and provides an overall program objective linked to three distinct outputs and a broad theory of change, quantitative targets, and indicative budgets, while allowing extensive flexibility to incorporate a wide range of projects and activities within this framework. Similarly, the program internalizes the fact that youth is a highly diverse group and therefore has attempted to target youth of various educational and technical abilities, including uneducated/semi-educated, educated, low-income, and unskilled across all parts of the country. Furthermore, the program identifies a broad range of institutions as its secondary target group, including civil society, private sector, development partners, and UN agencies. In addition, various efficiency measures, including program management through existing UNDP offices in Pakistan, the use of innovation and technology, and partnerships for job placement have been identified in the program document. Accordingly, the program has been able to integrate funding from a wide variety of bi-lateral and public sector donors within its fold, amounting to USD 9.45 million as of November 2020.

However, an analysis of the program's Theory of Change (TOC) in relation to the outputs revealed that while most elements of the TOC are integrated into the program outputs, the intended support to 'relevant federal and provincial government institutions' is not articulated in any of the three outputs despite being identified as one of the only two 'primary target groups' in the program document⁵⁴. As elaborated in the sections on Effectiveness and Sustainability, during

⁵³ UNDP Pakistan, National Human Development Report, 2018

⁵⁴ According to the program document, the **Primary Target Groups** are: 1) The Government of Pakistan; and 2) **100,000 excluded youth** (age: 15 – 29).



activity implementation this oversight often resulted in lengthier than usual engagement processes and also affected the potential for sustainability.

Furthermore, the program target of reaching 100,000 excluded youth in a five-year period seems highly ambitious and rather gives the impression of being arbitrarily determined, particularly in the absence of any justification for how this number might contribute to the overall program objective. However, as elaborated in the section on Effectiveness, the program has already reached 75,245 youth in the third year of implementation, mostly facilitated by UNDP's implementation approach to partnership with public, private, and civil society organizations. Therefore, it is expected that the program target of reaching 100,000 youth target is achievable by 2022, but will be subject to availability of funding and a timely COVID recovery in 2021.

The design also provides a comprehensive Monitoring and Evaluation Plan, Risk Matrix, and Results Framework. However, a review of the program's Results Framework determined that the indicators provided therein are solely quantitative and therefore provide limited guidance on monitoring impact towards program objective. Additionally, while setting the target of reaching 50% women, although the barriers related to Pakistani female participation in the three domains covered by the project, including engagement, education, and economic activity have been explored in the project document, these issues have not been given consideration in the Risk Matrix, an important monitoring tool to manage risks during implementation. Moreover, while the program aims to be inclusive by ensuring the participation of youth from minority groups and those living with disabilities while also aiming for gender equality, there are no outreach targets set for minority, disabled, or transgender youth.

In conclusion, while the program document is grounded in evidence-based research and provides a highly flexible design to assimilate a diverse range of programming under its umbrella, despite the Government of Pakistan being listed as a Primary Target group in the program document, the program outputs overlook provision of support to this target group. In addition, the logical framework indicators do not provide guidance on monitoring impact, while the youth targets established in the program document also do not furnish the proportion of marginalized youth to be reached.

4.2 Relevance

This section outlines the Programme's relevance to the development priorities of the Government of Pakistan (GOP), UN Programming in the country and wider regional and international efforts focused on youth empowerment, as well as the needs and priorities of youth at risk as the target group.

The Programme was found to be aligned with the objectives and priorities of the GOP, both at the federal and provincial levels. At the federal level, the Programme supported the National Youth Development Framework (NYDF), spearheaded by the Prime Minister's Office, focusing on



a dialogue process across all administrative levels of the country to understand pressing problems faced by the Pakistani youth and identify best practices to resolve the issues identified. The Programme, through its multiple activities in areas of skills training, job placements, political awareness, and mainstreaming, etc. is aligned with all three core principles of NYDF: *education, employment, and engagement*.

Moreover, the Programme is also in line with the Prime Minister's Kamyab Jawan programme that aims to creating opportunities for youth's socio-economic empowerment. Furthermore, YEP also supports Government of Pakistan's National Education Policy Framework⁵⁵ and Vision 2025.⁵⁶ which recognize the vulnerability of young people and advocate for enhanced investment in youth as human and social capital. In addition, The Programme is also aligned with the GOP's wider Madrasa reforms process that aim to bring the religious seminaries under the purview of the Ministry of Education with a focus on deradicalizing the curriculum as well as providing the students with knowledge and skills required to improve employability. This is particularly important as the country's effort to curb violent terrorism has taken a significant toll, not just in terms of loss of lives, but also in terms of economic loss, with an estimated loss of \$126.79 billion between 2001 and 2018⁵⁷. Consequently, turbulent security situation coupled with the economic setbacks and the lack of youth-focused developmental programmes have had a profound adverse impact on harnessing the potential of the youth in Pakistan, particularly in the rural and conflict-prone areas where opportunities for youth are scarce.

At the provincial level, youth policies have been developed on the pattern of the last national level youth policy formulated in 2008.⁵⁸ The Programme is aligned with the provincial youth policies⁵⁹ on a strategic level as they collectively recognize the challenges and opportunities of the 'youth bulge', in terms of social and economic development. For example, the UNDP National Human Development Report (NHDR) 2017 for Pakistan presented a strong potential of the 'youth bulge' due to low dependency ratios (with higher number of youth in the workforce), increase in political awareness, and general optimism about Pakistan's future among the country's youth.⁶⁰

⁵⁵ Source: <http://www.mofepg.gov.pk/SiteImage/Policy/National%20Eductaion%20Policy%20Framework%202018%20Final.pdf>

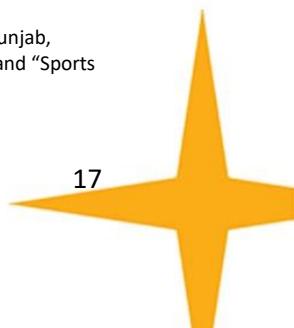
⁵⁶ Source: <https://www.pc.gov.pk/uploads/vision2025/Pakistan-Vision-2025.pdf>

⁵⁷ Source: 'Impact of War in Afghanistan and Ensuing Terrorism on Pakistan's Economy' published in the Pakistan Economic Survey 2017-18 (http://www.finance.gov.pk/survey/chapters_18/Annex_IV_Impact%20of%20War.pdf)

⁵⁸ It is important to note that as part of the 18th Constitutional Amendment, youth development was also devolved into a provincial subject, thus precluding the requirement for a national level policy.

⁵⁹ These youth policies have been developed by the provincial departments of "Youth Affairs, Sports, Archaeology and Tourism" in Punjab, "Environment, Sports and Youth Affairs" in Balochistan, "Sports, Tourism, Culture, Archaeology, Museums and Youth Affairs" in KP, and "Sports and Youth Affairs" in Sindh.

⁶⁰ Source: Pakistan National Human Development Report 2017: Unleashing the Potential of a Young Pakistan. UNDP Pakistan. 201



Moreover, the programme seeks a comprehensive understanding of youth through multiple lenses including economic, social, health, education, political development, and volunteerism for youth empowerment.

Additionally, the Programme's three outputs are closely associated with achieving the UN Sustainable Development Goals (SDGs), particularly Goals 16.7, 4.7, and 8.6 pertaining to inclusive decision-making, acquiring knowledge and skills, and sustainable economic growth, respectively.

Furthermore, the Programme is aligned the UN Youth Strategy 2030⁶¹ and its three pillars including, peace and security, human rights, and sustainable development through its support to the Youth Strategy's five priority areas, namely: i) Engagement, Participation and Advocacy; ii) Informed and Healthy Foundations, iii) Economic Empowerment through Decent Work; iv) Youth and Human Rights; and v) Peace and Resilience Building. Similarly, UNDP Pakistan's approach is aligned with the UN Security Council Resolution 2250 on Youth, Peace and Security (2015), which emphasizes on the role youth can play in achieving sustainable peace, especially through youth-led organizations.

At the country level, the YEP is aligned with the UNDP Pakistan Country Programme Document 2018-2022⁶², in particular the Outcome 2 (UNSDG Outcome 6): Enhanced resilience and socioeconomic development of communities. Further, the YEP is also well within the purview of the 2017 UN National Human Development Report⁶³ (NHDR 2017) which identifies youth as key stakeholders in shaping Pakistan's human development. The Programme complements the NHDR as it aims to not only understand challenges faced by youth but also identify relevant evidence informed policy interventions by generating informed debate on youth issues by engaging policy-makers, the youth, and other stakeholders.

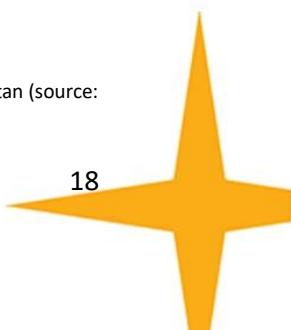
Furthermore, the Programme is highly relevant to the needs and priorities of Pakistani youth as a target group across the four thematic areas of education, employment, access to digital technology and civic participation. In particular, the curriculum taught at most public sector educational institutions, vocational training establishments, and madaris is outdated and theory focused. In particular, there are more than 32,000 Deeni Madaris (religious seminaries) across the country providing free education to more than 3 million youth and young adults.⁶⁴ However, the curriculum taught at religious seminaries often are unable to provide real world job skills to

⁶¹ Source: https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf

⁶² Source: https://open.undp.org/download/CPD/Pakistan2018_2022.pdf

⁶³ Source: <http://hdr.undp.org/sites/default/files/reports/2847/pk-nhdr.pdf>

⁶⁴ 'Pakistan Education Statistics 2015-16' published by Ministry of Federal Education and Professional Training, Government of Pakistan (source: <https://academiagram.com/wp-content/uploads/2018/08/Pakistan-Education-Statistics-2015-16.pdf>)



the students. This leads to low youth employability as well as limited national productivity, with 11.56%⁶⁵ youth between the ages of 20 and 24 years unemployed. It is estimated that Pakistan needs to create 1.5 million jobs per year to accommodate the increasing number of youth entering the work force.⁶⁶ In addition, youth generally lack a good understanding of policy development and implementation processes and due to a hierarchical society have limited interaction with policy makers and decision actors to promote their development agenda.

The problems are further exacerbated for women and minorities, such as transgender, religious, and ethnic groups. In response to this need, the program supports the Leave No One Behind (LNOB) principles. Finally, with nearly half of the urban youth population in Pakistan below the age of 20 having access to the internet⁶⁷, the YEP has made efforts to leverage the use of ICT in engaging and supporting youth.

4.3 Effectiveness

The effectiveness of the program was assessed in terms of the extent to which the objectives of the program have been attained or are likely to be attained; and the number of youth who have benefitted. Accordingly, the YEP's contribution to youth's inclusive participation in social, political, and economic development processes was assessed in light of the opportunities provided through activities implemented under the three program outputs.

Table 4: Number of Youth Engaged / Benefitted by YEP

Output	Target (Youth)	Target Achieved		Percentage Target Achieved
		Total	Achieved	
Output 1 – Engagement	80,000	30,690	38.36%	
Major Activities Undertaken	Young leadership programme, women leadership training and mentoring, dialogues with youth and policy makers, youth innovation challenge, awareness sessions, Campus Engagement of Students in Public Universities (Capacity building, seminars, competitions, sports, event, social action drives, employment fairs), youth led policy forums, Social and Economic Rehabilitation and Reintegration support to Young People in Prisons, Capacity building of Young Journalists from Mainstream and Digital Media on Evidence Based Reporting, Informed Analysis and Responsible Narratives on Youth Development, SDGs, and Sustainable Peace, Improving Uptake of Jawan Marakiz in Khyber Pakhtunkhwa			

⁶⁵ Source: <https://www.dawn.com/news/1564053>

⁶⁶ ILO (2015) 'The Islamic Republic of Pakistan Decent Work Country Programme' (source: https://www.ilo.org/wcmsp5/groups/public/-ed_mas/-program/documents/genericdocument/wcms_562091.pdf)

⁶⁷ Digital Entrepreneurship Eco-system in Pakistan 2017: How Pakistan can build a World Class Digital Eco-system' published by Mobilink Jazz (source: http://www.jazzfoundation.com.pk/assets/uploads/2017/10/Digital-Entrepreneurship-in-Pakistan_1.pdf)

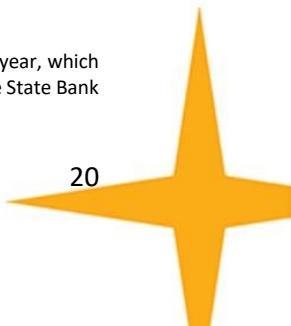
	(Consultations, Sports and Engagement Activities, dialogues between university and Madaris youth on topics pertaining to peace, tolerance, and inclusiveness		
Output 2 – Education and Skills	20,000	4,566	22.83%
Major Activities Undertaken	Roundtables/Engagement with Wafaqul Madaras, Youth Dialogues, peace conference, youth innovation challenge, awareness messaging		
Output 3 – Economic Empowerment	50,000	40,009	80.02%
Major Activities Undertaken	On job trainings and job placements, youth summit, SDG Bootcamps, digiskills, entrepreneurship trainings, Delivery of Professional Trainings in 1) Amazon Web Services (AWS), 2) Microsoft Azure, 3) Big Data Analytics, industrial and trade specific trainings, women wheels initiative, Identifying, training and mentoring youth on setting up successful online businesses on Amazon, Training and Job Placement of Community Health Workers, Training and Placement of Female Doctors in the tele-medicine field, Business Incubation trainings to BIC staff + students, Delivery of professional trainings in KP leading to job placement in the tourism and hospitality industry, Blue-Collar Job portal for placement of 1000 blue-collar workers		

4.3.1 Output 1

Output 1 aimed for “Sustained engagement and collaboration between youth and key policy actors on civic and social issues leading to better informed youth who can actively participate in and influence inclusive decision-making”. Major activities undertaken under this output thus far include policy level support to the federal government and engagement of youth from KP, Sindh, and Balochistan provinces.

In particular, at the policy level YEP has assisted the Prime Minister’s Youth Program through support to the Special Adviser to the PM (SAPM) on the establishment of the Kamyab Jawan⁶⁸ program. This includes development of the National Youth Framework and organizing the first National Youth Council. Moreover, since 2019 YEP is providing management support to the PM’s youth program by providing two full time consultants to augment the lean team structure. More recently, UNDP has also started providing technical support for coordination and design of developing the first ever Youth Development Index (YDI) by the PM’s Office. Youth having traditionally been a mandate of the provinces, the YEP’s strategic support to the current government’s youth initiative at the highest level has positioned UNDP as the lead agency to

⁶⁸ Prime Minister’s ‘Kamyab Jawan’ is a scheme, for young entrepreneurs and existing businesses between the age group of 21 - 45 year, which is designed to provide subsidized financing through 21 Commercial, Islamic and SME banks under the guidance and supervision of the State Bank of Pakistan.



promote the development of a national level narrative on youth development. Bolstered by the advisory support from UNDP, the GOP is now in discussions to establish a permanent structure or organization at the federal level to represent youth interests.

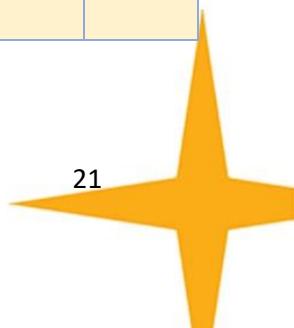
At the provincial level, YEP has carried out several activities, including youth engagement, inclusive dialogue, training and mentoring in leadership skills, and activities related to implementation of provincial youth policies (including innovation grants and providing space for youth engagement activities). Major undertakings implemented thus far include: Support to Jawan Marakiz, Youth Innovation Challenge (YIC), Sports Festival, Engagement of University Students, Training of Youth Leaders, holding youth and parliamentary dialogues and forums, capacity building of young parliamentarians, and training of youth journalists.

A review of implementation revealed that these activities have generally led to provision of space to youth for enhancing their understanding of provincial and public policy, knowledge of pressing social issues, engagement in peaceful dialogue, building and enhancing their leadership skills, providing opportunities for collaboration, and generating innovative ideas and healthy competition. Moreover, in the case of YIC and leadership initiatives, 89 youth have been provided grants for the implementation of selected social action and sustainable development projects, ensuring further indirect outreach to 2,102 youth. Further, based on evaluation interviews with engaged youth, it was observed that generally under this output, the YEP has promoted a sense of volunteerism among youth through providing support to the implementation of various project activities. Table 5 provides an overview of the program achievement of targets under this output.

Table 5: Achievement of Targets Under Output 1⁶⁹

<i>Output 1 - Sustained and up-streamed interaction and collaboration between youth and key policy actors on civic and social issues leads to better informed youth who can actively participate in and influence inclusive decision making</i>						
Indicator	Target (Number of Youth)	Achievement (Number of Youth)	Percent Achievement	Percent of Men Women, Transgenders		
				Men	Women	Trans
1.1 - # of young women and men participating in meaningful engagement mechanisms in federal and provincial policy planning processes, structures and activities for positive impact	20,000	5,515	27.5%	47.4%	52.3%	0.2%

⁶⁹ Progress as of November 2020



1.2 # of young women and men mentored to create space for personal growth in their chosen fields, and offer opportunities for community service which can enable them to become leaders and actors for constructive change	5,000	8,608	172%	62.7%	37%	0.2%
1.3 # of young women and men participating in sports, dialogue and cultural events that promote diversity, tolerance and peaceful co-existence	30,000	16,567	55%	41.9%	56%	2%

Despite major hindrances caused by COVID-19 lockdowns, the program has significantly overachieved the target for indicator 1.2 (172%) and is midway through to achieving the target for indicator 1.3 (55%). However, the progress on indicator 1.1 related to engagement of youth in policy planning has lagged (27.5%).

An assessment of the implementation approach revealed that instead of relying on a single/large Implementing Partner (IP), the YEP made a strategic decision to work with organizations specialized in niche program areas. This approach enabled the program to design tailored activities and provided the project management considerable control over monitoring. However, the extensive scale of the program has resulted in the engagement of a large number of IPs, generally comprising of small to medium sized local NGOs, consulting companies, and private companies, thereby stretching the already limited human resource and time available to the program for monitoring and coordination, etc.

The Evaluation team determined that YEP's approach to working with niche partners, financial constraints, and donor funding cycles contributed to challenges in selection and recruitment of implementing partners. For instance, the Programme has limited funds at the start of the year to hire partners over a longer duration. Therefore, the Programme frequently undergoes competitive procurement processes based on funding available at that time. Resultantly, due to the open procurement process, there are significant overlaps in most activities as multiple partners recruited end up working in similar activities and/or geographic areas.

Furthermore, at the policy level, YEP has maintained some follow up with government departments and PMO to implement the recommendations of the various forums. For instance,



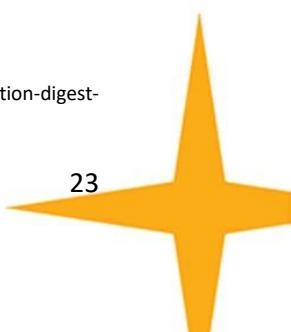
the PMO anticipates ongoing support from YEP for the institutionalization of the National Youth Council. However, the lack of a suitable exit strategy in activity design has meant that while a large number of youth were engaged during the time of implementation, there have been limited follow up measures to ensure the effectiveness of this engagement. For instance, although the program maintains post-activity communication with youth engaged under this output through WhatsApp groups and Facebook in order to inform and seek their participation in future YEP activities and other opportunities as well as continue policy debates. However, evaluation interviews with youth engaged under this output revealed the need for tangible support, such as development of ongoing linkages with policymakers and support programs to translate into practical action.

Moreover, in the case of Jawan Marakiz, the lack of suitable infrastructure has limited the participation of youth in general and women and people living with disabilities in particular, while also limiting the sustainability of this initiative. In particular, with the exception of district D.I.Khan, there is no dedicated space allotted to Jawan Marakiz. Instead, activities are being hosted in spaces belonging to different government departments, which are generally neither spacious enough to fully accommodate youth nor well equipped to facilitate interaction. In addition, women and disabled have issues of access due to distances and non-accessible infrastructure, etc. Despite these significant limitations, the GoKP has requested the UNDP to expand activities to the Jawan Marakiz in two additional districts, namely Kohat and Swat.

Further, while some follow up support was provided to youth under YIC and leadership activities, as a result of the limited program design focus on the completion of social action projects within the period of engagement with YEP, most interviewed youth engaged under this activity reported difficulties in continuing their activities beyond the project duration due to the absence of ongoing program support, such as linkages or platforms to further their development agendas. This has put participants up against challenges such as red tapism, lack of funding, and cultural barriers to promote, implement, or build on the outcomes from their participation in the YEP. For instance, members of the Provincial Youth Committees formed under the project are not able to implement the youth development frameworks formulated by them with the program's support. Furthermore, it was observed that the majority of youth targeted for participation in the activities under this output are university students⁷⁰, thereby limiting the engagement to a very small segment and overlooking those who have chosen not to attend university or those who have graduated from university.

Finally, COVID-19 has led to significant delays in delivery under this output, mainly due to the closure of educational institutions and public sector stakeholders. In addition, the targets for youth's engagement with policy planning processes have also lagged behind due to reorientation of funding by donors to COVID-19 response in 2020.

⁷⁰ Only 6% of Pakistan's population studies in Universities (Source: http://uis.unesco.org/sites/default/files/documents/global-education-digest-2009-comparing-education-statistics-across-the-world-en_0.pdf)



In brief, the program has provided ample opportunity to youth for civic participation and enhanced their leadership skills and also supported some government initiatives towards youth engagement in policy making. However, the lack of infrastructure, funding, and linkages restricts youth from building on this improved capacity.

4.3.2 Output 2

Output 2 states that “Youth in public sector and religious education establishments acquire the knowledge and skills needed to succeed in an inclusive society through the promotion of a culture of peace and non-violence, global citizenship and appreciation of diversity”.

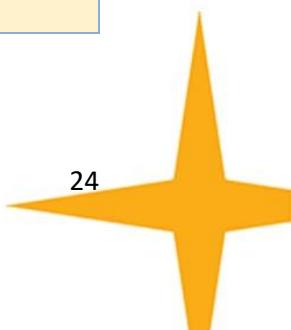
Under this output, the program has focused on mainstreaming excluded youth from KP and Sindh provinces, in particular those studying in madrassas as well as youth in prisons. Consequently, major activities thus far undertaken include facilitating dialogue between madrassa administration and government authorities towards integration, building capacity of prison staff, and providing critical life skills to madrassa students and young people in prisons through training and mentoring towards integration/reintegration support. Moreover, the program has undertaken research on madaris as well as a study on hyper-masculinity. In addition, some relevant activities and discussions undertaken under output 1 aimed at reintegration of marginalized youth also contributed to this output, including selected ideas from the Youth Innovation Challenge (YIC), International Peace Day events, and training of young leaders.

Table 6 provides an overview of the program' achievement against targets under this output.

Table 6: Achievement of Targets Under Output 2⁷¹

<i>Output 2 - Youth in public sector and religious education establishments acquire the knowledge and skills needed to succeed in an inclusive society through the promotion of a culture of peace and non-violence, global citizenship and appreciation of diversity</i>						
Indicator	Target (Number of Youth)	Achievement (Number of Youth)	Percent Achievement	Percent of Men Women, Transgenders		
				Men	Women	Trans
2.1. # of young women and men participating in “global citizenship”, soft skills, critical thinking, counselling and civic education to promote diversity, tolerance and peaceful co-existence	20,000	4,566	23%	52.7%	47.3%	0%

⁷¹ Progress as of November 2020



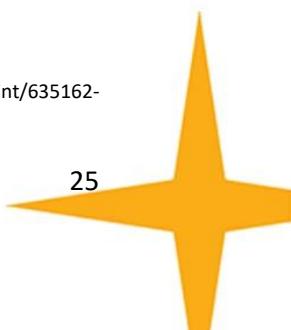
Activities to support madrassa students were designed on the basis of research and consultations. In particular, a scoping study with seminary stakeholders in Pakistan to identify entry points for constructively engaging madrassa students in KP and Sindh was carried out, and subsequent provincial dialogues in both provinces and a national level consultation were conducted with representatives of all the five seminary boards in the country. Following this, YEP facilitated collaboration between the Council of Islamic Ideology (Government of Pakistan) and the Wifaq-ul-Madaris (seminary boards) to consolidate and collectively agree on an implementation plan for madrassa mainstreaming in Pakistan under the GOP's madrassa mainstreaming policy, with discussions focused on madaris registration, common curriculum, and professional options available to madrassa students.

Moreover, to support the GOP's madrassa integration strategy, the YEP had planned to train staff from the Ministry of Religious Affairs in madrassa registration and pilot the integration of four madaris. However, these critical activities could not be undertaken due to post-COVID lockdowns and, have been incorporated into the work plan for 2021. Instead, the earlier funds assigned to madrassa integration were redirected to downstream activities for COVID-19 awareness, using which IEC materials were developed and distributed to 33 mosques of district Charsadda, and audio-visual messages were recorded by five ulema for distribution through social media.

Furthermore, as part of the downstream activities with madrassas, YEP had planned to provide TVET trainings to madrassa students in order to improve their employability prospects, as well as conduct dialogues between madrassa and university students to promote peace and harmony. Accordingly, YEP funded research to assess the demand for technical skills among madrassa students and identified appetite for various trades, including basic computing, web design, e-commerce, entrepreneurship, mobile repair, legal drafting, and language skills. However, the training program has not been implemented yet due to the closure of educational institutions during COVID-19⁷². Similarly, while four dialogues have been held between madrassa and university students including two in Lahore and Islamabad, each, COVID-19 has prevented the remaining four dialogues to be held in KP from taking place.

A review of this activity revealed that madrassa engagement, is a slow process that requires extensive dialogue and trust building between the various stakeholders involved, including madrassa authorities, government agencies, and the development stakeholders. This process combined with the COVID related delays have led to low achievement of targets. Moreover, madrassa students are highly receptive to the areas of support offered by YEP, including in vocational training and dialogue with university students. However, while the YEP support is directed at madrassa students, the program does not cater to the significant demand from the management and faculty of madrassas for technical capacity building as well as physical inputs. Overlooking this important aspect limits the program's effectiveness in terms of reaching higher number of students and also has implications for sustainability.

⁷² Educational institutes were closed on 31st March and again on 26th November 2020. (Source: <https://www.thenews.com.pk/print/635162-campuses-to-remain-closed-till-may-31> & <https://www.dawn.com/news/1591943>)



Moreover, to facilitate the socioeconomic rehabilitation of young people in prisons, YEP implemented a small-scale social, psychological, and economic rehabilitation program in selected prisons/incarceration centres in Sindh⁷³, having benefitted only 157 out of the approximately 15,167⁷⁴ total inmates (1.04%) in the province. Moreover, 25 prisoners involved in petty offenses were given free legal aid, resulting in the acquittal of two and release of eight on bail, whereas 11 remained incarcerated subject to payment of fines/bail bonds. In addition, 25 officials nominated by the prisons department were given trainings on institutionalizing a more humane and rehabilitative prisons system in Pakistan, national and international laws and standards governing the administration of jails in the country, and the special requirements of dealing with young people in conflict with the law.

The activities implemented in prisons were designed in consultation with the relevant prison authorities and were also selected considering the societal gender roles. Accordingly, while men were provided training of motorcycle repairs women received training in handicrafts. This included the establishment of a motorcycle repair workshop on the jail premises as well as training women in advanced embroidery skills. In addition, young offenders were provided training in graphic design and non-formal education (NFE). All trainees were provided training certificates to help them find decent work after their release. The design of this activity was highly lauded by interviewed prison officials for their high quality and for their marketable nature. Furthermore, the trained prisoners are now reportedly assigned by prison officials to training other prisoners in the facility. However, difficulty in establishing market linkages for these trainees while in prison prevents them from marketing their products, and the challenge is likely to persist even after their release.

Moreover, the psychosocial support provided under YEP has been unique in the sense that instead of working only the incarcerated youth, counselling sessions were also held with their close family, friends, and neighbors in order to develop a support network that would facilitate their rehabilitation upon release. Furthermore, a post-activity behavioral assessment of the inmates revealed positive attitudinal changes.

In addition to UNDP's work with prisons and madaris, further PVE engagements have been undertaken with the Higher Education Commission (HEC) and National Counter Terrorism Authority (NACTA). UNDP has been working with HEC since mid-2020 to identify key areas of support to help address some of the root causes of prevention of violent extremism by providing on-campus support such as mental health awareness, promotion of tolerance and inclusion, inclusion of people with disability and support to reduce sexual harassment. Moreover, UNDP has been supporting NACTA in developing and disseminating public interest messages on countering and preventing violent extremism.

⁷³ Malir District Jail, Youthful Offenders Industrial School (YOIS) and Women's Prisons in Karachi

⁷⁴ Source: https://www.unodc.org/documents/pakistan//UNODC_COPAK-Advocacy_Brief_2_Prisons_-COVID-19-Sindh-Revised.pdf



Overall, based on the implementation experience of this output, it was determined that PVE activities are an extensive process that require strong government backing as well as continuous dialogue and trust building between wide-ranging stakeholders. Moreover, the effectiveness of prisoner engagement can be attributed to the collaborative and unique activity design, as well as cooperative attitude of the prison officials who facilitated safe access to prisoners during COVID and have also continued to build on the technical skill training activities of YEP. Further, the post-activity behavior assessment has the potential to be replicated in similar future initiatives, such as the one planned under YEP with the KP Department of Prisons.

4.3.3 Output 3

Output 3 states that “Excluded youth's potential to contribute to inclusive and sustainable economic growth harnessed and catalysed through job placements, private sector partnerships and investments in innovative models/ solutions”. Under this output, YEP has focused on providing support to inclusive and sustainable economic development of youth through a dual pronged approach of promoting access to employment and supporting entrepreneurship through trainings and job placements. Major interventions were related to training in: basic and advanced IT skills, micro and social entrepreneurship, and technical and vocational skills; and job placement services. Other activities focused on capacity development of business incubation centers and support to job seekers and entrepreneurs using ICT.

As indicated in Table 7, the targets for jobs placement have been reportedly overshot by 13%, while the program has also achieved 77% targets for training and mentorship.

Table 7: Achievement of Targets Under Output 3⁷⁵

<i>Output 3: Excluded youth's potential to contribute to inclusive and sustainable economic growth harnessed and catalysed through job placements, private sector partnerships and investments in innovative models/ solutions</i>						
Indicator	Target (Number of Youth)	Achievement (Number of Youth)	Percent Achievement	Percent of Men, Women & Transgenders		
				Men	Women	Trans
3.1 # of young women and men provided entrepreneurship education, career counselling, and support services to unleash the full economic potential of youth	30,000	23,045	77%	48.4%	51.5%	0.08%

⁷⁵ Progress as of November 2020

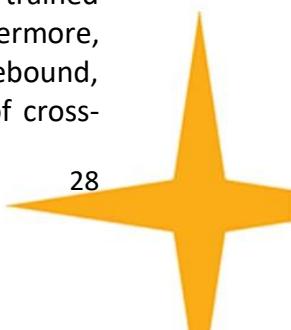


3.2 # of youth benefitting from jobs and improved livelihoods in crisis or post-crisis settings, disaggregated by sex and other characteristics (derived from IRRF 3.1.1)	15,000	16,964	113%	42.5%	57.4%	0%
3.3 # of micro, small and medium-sized enterprises utilizing supplier development platforms for inclusive and sustainable value chains	200	0	0%	0%		

These high target achievements demonstrate the youth's demand for decent work and entrepreneurship as well as a conducive environment for investing in this area. However, no activities have been undertaken to develop inclusive value chains as planned against indicator 3.3, since no funding has materialized for this intervention thus far.

YEP interventions under this output targeted various traditional and modern trades, while engaging youth from a wide array of backgrounds, including unskilled or semi-skilled workers, blue collar workers, tradesmen, healthcare professionals, home-based workers, farm enterprises, and university graduates. In addition, some activities were particularly targeted at women to either help them overcome traditional stereotypes or to enable them to earn a livelihood within their cultural limitations in the form of working from home. Further defining features of this output have been relying on ICT-based solutions to facilitate outreach and linking trained youth with jobs.

Although most initiatives were planned to be delivered in person, since April 2020 a number of activities are being delivered using online modality in order to continue progress despite COVID-19. In this regard, the program was seen to have made special arrangements in some instances to ensure inclusive youth participation. In particular, a digital Talent Expo was held for job placement linkages of advanced IT skills trainings with the participation of 35 companies and 287 trainees. Similarly, as skills trainings delivered by Hashoo Foundation were provided to youth in low internet connectivity areas, the IP arranged to provide internet connection devices to trainees which were to be returned at the time of certificate distribution. However, in general, limited access to internet and the nature of some training activities, such as vocational skills have affected the quality of delivery as compared to traditional face to face methods. For instance, interviewed youth trained by Hashoo Foundation reported frustration with internet disruptions despite the provision of internet connection devices by the IP, while others such as those trained by KPITB, etc. cited frequent power outages limiting their effective participation. Furthermore, while the online training modality facilitated participation of women who are homebound, generally youth were in favor of face to face training due to the potential benefits of cross-



learning, networking, and hands on exercises, etc. Availability of reliable internet at home has also been reported to be a factor for trainees of IT related subjects regardless of their online or offline delivery, since it has been reported that participants of both advanced and basic digital skills with limited internet connectivity at home tend to benefit less from training programs.

Further, the linkages developed for skills and vocational trainings were in the form of job placements in existing private sector companies. In particular, the program has trained 1,008 youth⁷⁶ in vocational skills and ensured placement of 949 youth⁷⁷ through partnerships with more than 60 private sector companies in four industries, namely garment, retail, automotive, and industrial automation and electrical works. This initiative has one the one hand equipped youth with skills and linked to jobs and on the other has improved the retention rate of young workers in several industries generally experiencing high staff turnover. For instance, Imtiaz Supermarket, a retail business has reported that all 180 employees trained and placed through YEP collaboration have continued employment and are earning a monthly wage of PKR 18,000 – 20,000 as compared to the national minimum wage of PKR 17,500 per month⁷⁸. In addition, YEP also partnered with the KP Economic Zones Development Company (KPEZDMC), KPITB, and KP Chamber of Commerce and Industries (KPCCI). However, the majority of job placements materialized in Karachi (Sindh) due to the thriving industry and commerce in the city as compared to KP, where only 200 youth were placed in jobs as compared to 14,249⁷⁹ in Sindh.

The companies participating in job placement partnerships generally reported a positive experience. In particular, the combination of theoretical and on job training (OJT) were said to have contributed to a more knowledgeable, confident, and reliable workforce. Resultantly, at least two private sector companies reported to have modified their recruitment practices to adopt the hiring processes introduced by YEP.

Further, a major initiative by YEP has been the establishment of a digital employment platform by the name of rozgar.pk, a first of its kind solution aimed at blue collar workers, initiated with support to rozee.pk, an existing and well established online job search company for white collar workers in Pakistan. This technology-based solution has not only helped the program overachieve its targets set in the contract, i.e., identification of employment opportunities⁸⁰ for more than 2,100 blue collar workers against a target of 1,000 but has also enabled it to have a national outreach to an underserved group. In general, it was observed that the high number of job placements have partly been a result of linking IP contracts to placement of trainees. Having said that, employment linkages were not incorporated into all skills trainings. For instance, trainees of basic digital skills (ECI) and skills training (Hashoo Foundation) did not have any targets for job placements.

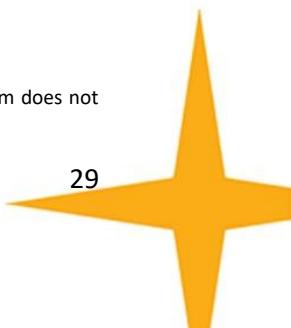
⁷⁶ 12102019 UNDP_YEP_NYED_2019__TUSDEC

⁷⁷ Youth Empowerment Programme Beneficiaries data as of 2018 to 2020

⁷⁸ Source: <https://countryeconomy.com/national-minimum-wage/pakistan>

⁷⁹ Youth Empowerment Programme Beneficiaries data as of 2018 to 2020

⁸⁰ This was only identification of employment opportunities, e.g., short-listing or contacting by potential employers, as the platform does not record the job offers.



Moreover, YEP partnered with Sehat Kahani, a telehealth platform that aims to democratize access to quality and affordable healthcare using cost effective information technology solutions through a network of qualified home-based women doctors and trained 500 doctors and 500 nurses on providing remote healthcare services. The trainings have reportedly allowed women doctors, who were unable to work due to family or social constraints, to pursue their careers. Moreover, this partnership was instrumental in furthering UNDP's collaboration with the Ministry of Health on the establishment of a tele-ICU. The Tele ICU has reportedly trained 4,000 medical staff across the country to establish 50 plus tele-ICU units to support critical care of patients.

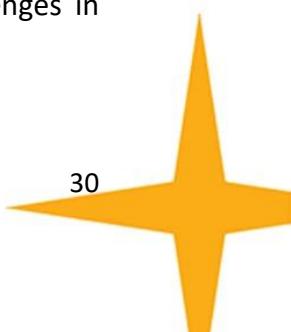
Furthermore, YEP has partnered with two leading Pakistani internet-based businesses to produce and disseminate training videos for blue collar workers, including Mauqa Online (providing domestic staff), Careem (ridesharing app). In addition, the videos are to be integrated into rozgar.com. In addition, a mobile app to guide micro entrepreneurs (Kamyab Karobar) has been made available on Google Play Store and accessed by more than 1,500 users. While a similar campaign is being hosted on the Interactive Voice Response (IVR) platforms of two mobile phone operators and received nearly one million unique listeners. However, the effectiveness or impact of these initiatives have not been reported.

In general, though, it was observed that despite significant benefits to the private sector, financial support provided to these activities is mostly provided by the Program while the private sector stakeholders generally provide only in-kind contribution.

In addition to partnerships with private companies, YEP has also worked in collaboration with several public sector training departments. Of these, TUSDEC, Sindh TEVTA, and KPITB have been the most active partners. However, while these departments have provided a supporting role to the program in the form of facilitation, linkages, and provision of facilities, the program has not been able to convert these relationships into strategic partnerships. For instance, while 14,249 students from Sindh's TVET institutes were provided micro entrepreneurship training by Kashf Foundation, a module not included in the institutes existing curriculum, YEP has not made any attempts to incorporate this training in TEVTA's curriculum.

Furthermore, despite the importance of business development linkages, the lack of provision for such linkages in the program design resulted in limited or negligible attention to this aspect during implementation. For instance, with the exception of microfinance linkages established by Kashf Foundation for 10.6% of the 8,299 youth trained in micro entrepreneurship, none of the other entrepreneurship trainings have facilitated such contacts, e.g., with input suppliers, credit providers, or markets, etc.

Moreover, it was observed that, similar to Output 1, YEP's approach to working with niche partners, financial constraints, donor funding cycles collectively contributed to challenges in selection and recruitment of implementing partners.



While the program's main focus has been on soft inputs, including skills training, job placement, and entrepreneurship, an outlier has been the provision of agriculture processing equipment to seven Common Facility Centres⁸¹ in KP and Sindh. This diversion has resulted in significant delivery challenges. While the machinery has been delivered and installed at the relevant locations after significant delay due to COVID-19 and lack of coordination from SMEDA (IP), planned trainings to local SMEs on machinery use have not been delivered due to the SMEDA's slow implementation response. This has put the machinery at considerable risk of misuse by the local communities. Moreover, while the equipment delivered is relevant to the local economic needs, the design of this activity did not sufficiently consider its prospects for impact or sustainability. For instance, only one trout refer van has been provided for the entire district of Swat and one maize silage unit has been provided for the belt ranging from district Bannu and South Waziristan, etc.

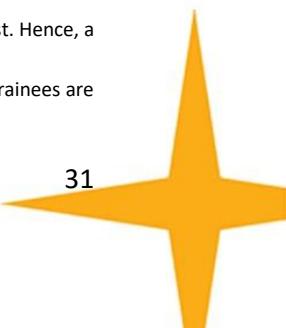
An in-depth assessment of selected interventions also revealed varying degrees of results at the activity-level, often owing to beneficiary targeting or the approach to training. For instance, a post-assessment of the trainees of advanced digital skills in KP showed that only 54% trainees reported that their expectations with the training had been met and 41% felt that the training was sufficient to prepare them for a certifying exam. In fact, high dropout rates of 63% were observed in this training program. While the reasons for this lack of interest have not been fully explored, it is anticipated that both targeting⁸² and training quality were among the key root causes. The lack of confidence among trainees in the quality of training was further revealed by the fact that of the 1,200 trained, only 31⁸³ (2.5%) have opted to apply for certification despite the offer of 80% exam fee refund by the KPITB upon a successful attempt.

In other instances, the lack of hands-on trainings (e.g., skills trainings delivered by Hashoo Foundation) and limited training duration, were reported to be the most frequently reported issues by trainees. For instance, during focus group discussion with beneficiaries of Hashoo Foundation, Salman mentioned that his colleagues faced difficulties in implementing their skills due to lack of training. Similarly, trainees of advanced digital skills reported limited time period for the training. Furthermore, application of selection criteria or the lack thereof has also contributed to training effectiveness of employment and entrepreneurship initiatives. Across the board, IPs reported that the inclusion of younger age groups, e.g., 15-22 years old does not yield desired results due to various factors, including underdeveloped prerequisite skills, professional or real life exposure, and prioritizing further education instead of participation in the workforce, etc. Keeping this reality in mind, some IPs, e.g., Hashoo Foundation and TUSDEC have also provided training to 26% and approximately 12% individuals of 30 years and above, claiming better employment and entrepreneurship outcomes in this age group.

⁸¹ These centres house machinery that is available for common use and can enhance the beneficiaries' productivity as well as provide training on the use of machinery to enhance their employment prospects.

⁸² The training was open to all, did not include any prerequisite relevant technical knowledge or skills for participation, and free of cost. Hence, a large number of youth signed up but only less than half (47%) decided to continue.

⁸³ Five trainees passed the certification exam for AWS and two trainees passed the certification exam for Microsoft Azure. 24 more trainees are currently preparing for the certification exam for the three courses.



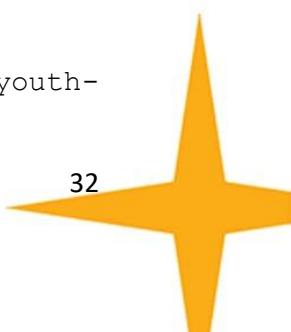
Moreover, while the program aimed to achieve a high number of targets in limited time, additional factors such as donor timelines and procurement delays, etc. put added pressure on stakeholders. Resultantly, several interviewed IPs reported that the time allocated to activities in comparison to the targets was not sufficient. For instance, rozee.com was contracted to conduct research on blue collar worker job market, develop and launch a job portal for this segment, and demonstrate that 1,000 workers were linked to jobs, all within a span of 05 months. Similarly, Hashoo foundation was contracted to recruit 1,500 youth to deliver micro enterprise trainings in a period of 12 months.

In brief, an assessment of the YEP's effectiveness revealed that the program has leveraged funding resources from multiple donors to engage youth from various perspectives, using participatory, inclusive, and demand-based approaches. However, a significantly large number of diverse activities have been undertaken under each of the three outputs given the project's strategic decision to place innovation and learning at the core of the implementation strategy and to embark on an innovation journey together with the AccLab to design, test, adapt and scale innovative approaches to youth development⁸⁴. The evaluation team has found benefits and drawbacks to this approach. Firstly, the wide-scale application of this approach may give the impression that instead of a consolidated program, under YEP UNDP has implemented a number of pilot activities. etc. Annex 12 provides a list of the key activities implemented under YEP.. Although this approach has somewhat helped in reaching the high numerical targets, as well as ensuring innovation is mainstreamed in the programme where several approaches to achieve the target were simultaneously tested, it has put significant burden on the program's procurement, M&E, and coordination resources. .

4.3.4 Gender Mainstreaming and Inclusion

The programme was successful in ensuring women's participation in all activities while some activities also benefited transgender youth. Overall, YEP has benefitted 39,132 women across a range of activities encompassing engagement, awareness, and livelihoods. Although women's participation was ensured across the program, some activities exclusively targeted female youth. Women-only activities included Digi Skills training provided to 1,683 women in Sindh and KP, Women on Wheels that provided motorcycle riding and safety training to 300 women, and leadership training to 50 women. In addition, several program activities also benefited 389 transgender youth. However, with the exception of a sports event organized exclusively for

⁸⁴ <https://www.pk.undp.org/content/pakistan/en/home/blog/2019/youth-empowerment-programme---innovation-portfolio-journey-.html>



transgender youth in KP, no other activities were designed to solely benefit this demographic group.

Furthermore, the programme was successful in ensuring participation of women from marginalized and gender sensitive areas of KP and Balochistan. For instance, women youth from the remote and conservative areas of KP including Chitral, Kurram, Kohat, Lakki Marwat, Swat, Bannu, DI Khan, and from Balochistan, such as Chaghi, Nushki and Qilla Abdullah took part in various trainings such as Cyber Security, Digital Marketing, and Livestock and Poultry, etc. Similarly, the program ensured inclusion of women youth in roles traditionally reserved for men. In particular, under the Women on Wheels initiative, 300 women have been trained and 68 women have been given learners permits. Corporations like Careem, Cheetay and Bykea, have agreed to employ these trainees once they have obtained their official driving licenses. Whereas, as part of the TVET trainings, women truck drivers were trained and placed in Engro Foundation in Sindh.

Moreover, despite the highly conservative environment in religious seminaries that restricts outsider's access to female students, one⁸⁵ of the four madrassas engaged by the YEP is a women's institution. In addition, a total of 194 female students, administrators and faculty members from 4 female madrassas in district Malakand were engaged in COVID awareness and prevention sessions.

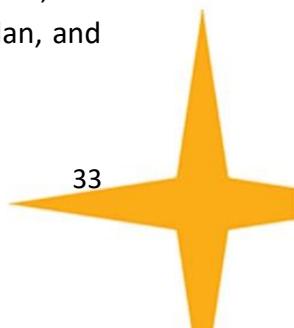
As observed in Table 8, with the exception of Output 1.2, women youth benefitting from YEP has been 43% or higher across the various program outputs. Also, with the exception of Outputs 2.1 and 3.2, the program has also engaged some transgender youth.

Table 8: Output-wise Gender Distribution

Output Indicators	No. of Male	% of Male	No. of Female	% of Female	No. of Transgender	% of Transgender	Total
1.1	2,618	47.47%	2,885	52%	12	0.22%	5,515
1.2	5,385	62.70%	3,181	37%	22	0.26%	8,588
1.3	6,949	41.94%	9,282	56%	336	2.03%	16,567
2.1	2,156	47.22%	2,410	53%	0	0.00%	4,566
3.1	11,875	51.53%	11,151	49%	19	0.08%	23,045
3.2	9,753	57.49%	7,211	43%	0	0.00%	16,964

In some instances, where low response from women youth was anticipated, it was also observed that the YEP implementing team made extra effort to engage women. For instance, in the case of Advanced Digital Skills training, in addition to traditional program advertising channels, the activity was also promoted in several women universities of KP, including Swabi, Mardan, and

⁸⁵ Jamia UmmeKuthoom Lil Binaat, Girls' Deobandi Madrassa in Malakand



Peshawar. Similarly, women TVET trainees in Karachi were provided transport to access training, a major determining factor driving women's participation.

Despite this effort, the comparative proportion of women participating in some activities was significantly lower than men due to their traditional male domination. For instance, only 177 out of 1,050 (14%) students of Advanced Digital Skills were women. And out of these 177 trained women, none has applied to acquire international certification. Similarly, only 23% of the participants trained in TVET by TUSDEC, 16% engaged from religious seminaries by CODE, and 2% engaged in blue collar work search by Rozee.pk were women. Conversely, 54% of the beneficiaries of Jawan Marakiz, 47% beneficiaries of micro entrepreneurship training, and 43% of incarcerated youth were women.

Major factors responsible for low women's participation included not only the lack of interest in non-traditional roles, but also absence of support mechanisms or appropriate infrastructure in some activities. For instance, the female Jawan Markaz in Bannu could not garner much interest from women youth in the district as it is located next to a billiard club which is generally expected to attract men of low repute. Moreover, the lack of family and community support were cited as a major demotivating factor for women to take on employment opportunities both for home-based and work outside the house. Other factors limiting women's participation included lack of internet connectivity at home, distance to facility, e.g. Jawan Markaz or workplace, and lack of safe transport options.

Despite the abovementioned gaps and challenges, the program has made significant contribution to women's engagement, awareness, and livelihoods through an active effort at ensuring women's participation from urban city centers and remote conservative areas alike. Some major lessons learned to facilitate women engagement have been: focusing on activities that are in line with women's interests, promoting activities using multiple channels to attract women to participate, demonstration of economic benefits of a given activity, provision of support mechanisms such as transport to training venue, and the use of ICT to reach women who are homebound.

4.4 Efficiency

4.4.1 Program Management

In accordance with the program document, YEP is being implemented using the Direct Implementation Modality (DIM), managed centrally from the UNDP Pakistan Country Office in Islamabad and supported by UNDP Provincial Offices in Peshawar (KP) and Quetta (Balochistan) as well as a field team in Sindh. Further, under UNDP's supervision, activities are implemented through various Implementing Partners (IPs), including NGOs, private sector consulting companies, and public sector organizations. A list of the major IPs supporting the YEP is presented in Annex 07. It was determined that most implementing partners engaged by YEP are highly



relevant in their respective areas of expertise and were selected through standard UNDP standard competitive processes.

The YEP management team structure is meant to support multiple projects through a single lean team, as shown in the staffing organogram is presented in Annex 08 In general, it was found that YEP has encouraged fresh perspectives and has made consistent efforts to recruit young professionals directly in the project team from diverse backgrounds. Resultantly, of the eighteen team members, 56% are female and 72% are under the age of 35.

However, the limited funding realized by the program, i.e. USD 8.6 million (28.7%) against the target of USD 30 million, has affected the financial capacity for staffing as well as limited the scale of activities. Consequently, some staff positions have either remained vacant altogether or were filled for a limited duration according to program needs. For instance, as the Chief Technical Advisor (CTA) position remains vacant, the Programme Manager assumes the dual roles of program management and technical advisory. Similarly, the position for Youth Engagement and Social Inclusion Specialist is unstaffed. While at the operational support level, in the absence of a program Admin and Finance Officer, the Admin and Finance Associate is managing the program finance with assistance from two consultants. As most program funding is set to finish in 2021, YEP management is reluctant to recruit any additional staff and is instead relying on stopgap measures such as support from interns or recruitment of Individual Consultants (ICs).

The evaluation team observed that its approach to partnership has provide UNDP considerable control over planning and monitoring processes, enabled outreach to youth over a wide and at times difficult to access geographic area, and also helped build local organizational capacity. On the other hand, while the staffing position has reportedly remained sufficient, the evaluation team determined that the program's activity orientation, approach to IP selection, and in some instances multi-tasking, has stretched the limited staffing resources.

4.4.2 Targeting

In line with the identified youth groups in the program document, the YEP was observed to have targeted a wide array of young people in KP, Sindh, and Balochistan. Thus far, the program has reported to have reached 75,245 youth, including 39,132 women, 35,724 men, and 389 transgenders, in a combination of rural and urban areas, as identified in Table 9. Therefore, the evaluation team determined that beneficiary targeting was efficient at the program level.

Table 9: Number of Beneficiaries by Gender



Output	No. of Men	%age	No. of Women	%age	No. of Transgenders	%age	Total
1.1	2,618	47%	2,885	52%	12	0.22%	5,515
1.2	5,385	63%	3,181	37%	22	0.26%	8,588
1.3	6,949	42%	9,282	56%	336	2.03%	16,567
2.1	2,410	53%	2,156	47%	0	0.00%	4,566
3.1	11,151	48%	11,875	52%	19	0.08%	23,045
3.2	7,211	43%	9,753	57%	0	0.00%	16,964
Totals	35,724	47%	39,132	52%	389	0.52%	75,245

However, while youth from a diverse variety of backgrounds have been engaged, including madrassa students, young offenders, university graduates, blue collar workers, home based women workers, journalists, and so on, the uniform application of beneficiary targeting parameters has at times been problematic in various instances. For instance, younger youth, i.e., those between 15 and 20 years of age receiving employment or entrepreneurship support were found to be least suitable for seeking employment or starting businesses, due to various possible reasons, e.g., they are generally more interested in acquiring further formal education, do not have enough real life exposure to practically apply their training (e.g., coming up with a workable business idea)⁸⁶, and/or are not willing to take on the responsibility. For instance, of the 1,227 people trained in advanced IT skills, 20% were still in university and therefore not available to enter the job market.⁸⁷ Similarly, younger girls/women in this age group from rural and/or conservative areas face social barriers for accessing training, whereas older women relatively face lesser restrictions.

To adjust to this reality, the criterion for age limit has not been strictly followed in various activities, thereby enabling some older individuals to also benefitting directly from interventions. For instance, Kashf Foundation trained individuals of which 18% of the trainees were 31 years and above, while of those trained by TUSDEC, about 12% individuals⁸⁸ were aged 30 years and above.

Furthermore, the evaluation team determined a gap with regard to targeting uniform support to youth of all age groups and abilities. For instance, interviewed madrassa students of various ages and grade levels reported being engaged in the same activities, whereby students of lower grades had a more difficult time understanding the importance of the activity or its application to practical life. Similarly, some women participating in the Digi Skills trainings were reported to

⁸⁶ ECI Report DigiSkills

⁸⁷ According to a survey conducted at the end of training. Source: Abacus Project Completion Report.

⁸⁸ 12102019 UNDP YEP_NYED_2019 TUSDEC



have minimal computer literacy, which affected their learning ability during the training. While Kashf Foundation delivering entrepreneurship training reported that whereas 52% trainees had education ranging from F.A/F.Sc to Master level, the remaining 42% trainees ranged from being illiterate to having acquired secondary level schooling⁸⁹.

Geographically, the program has been implemented primarily in KP and Sindh provinces, while, despite the presence of a UNDP Provincial Office in the province established as a result of long history of UNDP programming, only some activities have been undertaken in Balochistan under each of the three outputs. While donor priorities have dictated determining this geographic scope, the YEP has missed a significant opportunity by not having an expansive youth-led program in Balochistan, a region that has high potential for youth engagement, as elaborated in the section on Country Context.

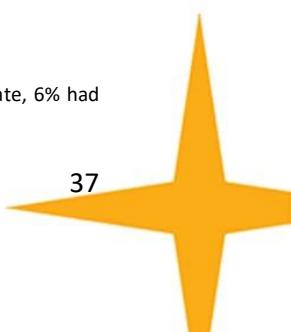
Within the three provinces, the program has commendably ensured youth participation from districts with varied profiles, most of them representing low indicators for economic empowerment and women's participation. However, implementing activities in major cities such as Karachi and Peshawar, the efficiency of geographic targeting has had mixed results. For instance, Karachi being the major national industrial hub, targeting the city has been an ideal location for technical training and placement initiatives. On the other hand, considering the relative marginalization of students from universities in second and third tier districts, the engagement of students from leading universities in Karachi and Peshawar warrants a targeting review.

Hence, while some adjustments have been made to accommodate older individuals in programming due to the limited effectiveness of engaging younger age groups, there is also a need to tailor activities according to age, ability and demographic groups. Geographically, the program has primarily targeted youth from Sindh and KP provinces expanding outreach to a large mix of districts, however lack of funding availability has resulted in foregoing the unique opportunity of fully serving the marginalized youth in Balochistan.

4.4.3 Monitoring and Reporting

While monitoring against indicators established in the program's logical framework, YEP monitoring is carried out at multiple levels, with IPs being responsible for reporting to the UNDP as an oversight partner. In addition, a Program Board has also been established to provide strategic direction to the program.

⁸⁹ 25% had a primary level education, 22% had a F.A/F.Sc level education, 20% had a secondary level education, 12% were illiterate, 6% had middle level education and only 4% had a Master's degree.



At the activity level, UNDP's contractual agreements with Implementing Partners stipulate the submission of elaborate monitoring data and reports. IPs feed monitoring data into an online portal managed by a sub-contractor (Viamo), while data is analyzed by YEP and fed into progress reports. Furthermore, IPs are required to submit elaborate progress reports linked to deliverables. In general, guided by the YEP team, the reporting from civil society and private partners was found to be elaborate, while public sector partners had some difficulty following formats and meeting deadlines for reporting.

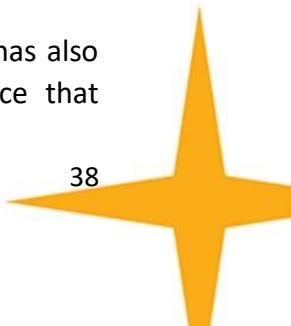
UNDP reports progress at the project and program levels, analyzing data acquired from different means, including YEP staff monitoring visits to the field, data received from Viamo, and monitoring data and progress reports submitted by IPs. Periodic project progress reports are submitted to donors, often as bi-annual, annual, or end of project reports. Moreover, a YEP program progress report is also developed once a year to provide cumulative progress against the program document.

Both UNDP and IPs have taken significant advantage of IT to carry out monitoring-related activities. For instance, in addition to submitting data to the monitoring portal, a number of IPs were seen to use mobile phones and WhatsApp to gather beneficiary data and feedback or to stay in contact post-activity. Moreover, YEP has sub-contracted Viamo, a private sector company that provides baseline and impact data by conducting remote surveys through mobile phones, thereby introducing significant efficiency in the monitoring processes by enabling targeted outreach and low cost up-scaling. For instance, the YIC in Balochistan was designed in response to a youth perception survey carried out in various parts of the province. However, a major limitation faced by this latter approach is the lack of access to youth with limited or no access to mobile phones, including women and those residing in remote areas.

Furthermore, it was observed that the program monitoring data is not available in a unified database and is instead stored in scattered resources, including progress reports and activity-specific beneficiary lists, etc. Also, while progress reports provide an overview of the program activities, reporting is not comprehensive in some cases. For instance, the Evaluation team determined that select PVE activities under Output 2, including engagement with HEC and NACTA, were not included in progress reports or other information shared with the Evaluation team until specifically requested.

At the strategic level, a YEP Program Board was established in 2019 with the purpose to provide strategic guidance and oversight to the program. The Board is co-chaired by the Special Assistant to Prime Minister on Youth Affairs and UNDP Resident Representative, and members include representatives of the Economic Affairs Division, Provincial Governments (Planning and Development Department, Youth Department) and contributing donors. Thus far, the Board has met annually since the start of the program in 2018 to review and approve annual workplans.

In conclusion, activity monitoring is undertaken at multiple levels, while the program has also efficiently used ICT resources to facilitate monitoring. There is also some evidence that



monitoring data/information has been used to make corrective actions. However, the program monitoring data is scattered and not available in a readily analyzable format.

4.4.4 Risk Management

While some overarching risks were identified in the program document, others also arose during the course of implementation. The two major risks at program level included a) limited availability of funding, and b) COVID-19.

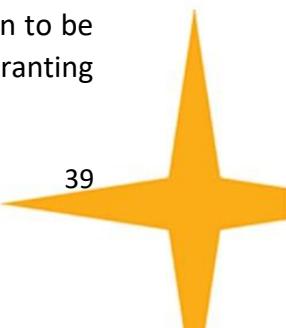
It was observed that YEP management has tried to mitigate the risk of funding paucity by continuously monitoring the donor landscape and raising funds of varied scale through multiple types of donors, including bilateral aid agencies, UN agencies, provincial governments, and private sector.

Moreover, at the onset of COVID-19 closures in mid-March 2020, the program staff collaborated with donors and IPs to reorient the delivery approach, where possible. For instance, as continuing engagement with madrassa students under the UK government funding was not possible due to closure of educational institutions, activities were re-directed to distribution of COVID-19 prevention IEC materials in mosques. Similarly, while Hashoo Foundation was initially tasked with providing employability training to 1,500 youth from KP for services in the tourism industry, due to the adverse effect of COVID on the industry, the trainings were changed to other market-oriented trades. Moreover, several in person trainings and engagement sessions other activities such as ECI campus engagement activities and activities held in Jawan Marakiz were also carried out using remote/online methods.

However, implementation delays, a major risk identified at the time of project design and surfacing frequently during implementation was not been managed effectively. In general, delays in implementation have occurred across the board due to slow procurement processes of the UNDP. Considering the activity-oriented nature of the YEP, this risk was often encountered when onboarding Implementing Partners, as interviewed IPs reported an average delay of three months caused by procurement, with most contracts ranging just six to twelve months in duration.

Slow procurement and disbursement processes also affected UNDP's COVID response, as many COVID response activities, e.g., redirecting support from madrassa integration to COVID awareness in religious seminaries or funding the selection social action projects for COVID response were selected earlier on in the pandemic, but could be initiated at the end of the first wave of COVID in the country. In fact, these initiatives would have had no utility had the country not been struck by a second wave of the disease.

The UNDP Pakistan Office uses standard UNDP procurement processes, which are known to be slow across country offices. However, other than providing the stopgap measure of granting



extensions to IPs, no concrete measures have been taken to correct the issue of delays, e.g., consolidation of activities into LTAs, etc.

In brief, the YEP management has taken significant measures to manage major risks related to fund availability and post-COVID programming approach. However, the pervasive delays caused by the procurement system have not been addressed thus far.

4.4.5 Timeliness

The current Programme started in January 2018 and was designed to be implemented over five years, with a planned closing date of December 2022. Details of individual project timelines that have been initiated thus far under the YEP are provided in Table 11.

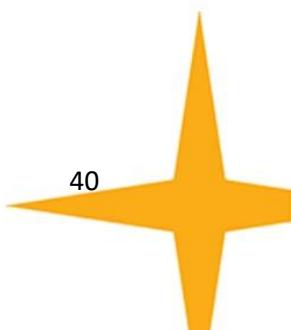
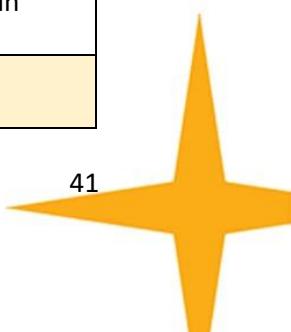


Table 10: YEP Contributing Project Timelines

Project	Initial Timeline	Revised Timeline	Reason for Extension
Government of Japan	March 2018 - March 2020	Extended until Sep 2020	COVID-19 meant that several activities couldn't be completed in time
Norwegian Royal Embassy	October 2018 – September 2021	-	
UK FCDO CSSF	October 2019 – February 2020	Extended until Sep 2020	COVID-19 meant madrassahs were closed and as such downstream activities had to be reorientated to COVID awareness
Government of Australia	Dec 19 – April 2021	Extended until Sep 21	Universities closed during COVID-19 so in person training on sensitive PVE issues couldn't be carried out
UNFPA	January – December 2020	-	
USAID	January 2015- January 2018(Phase 1 USD 3 Million) January 2018- January 2019 (Phase 2 USD 1 million)	Phase 2 extended until July 2019	To complete some key activities and deliverables.
YEEEP Project Sindh (SEF/SELD)	October 2020-Sep 2023	N/A	New Project started last year in October after signing of Cost Sharing Agreement between UNDP and Government of Sindh
JAZZ	Sept 2019 – Aug 2021	Jan 2021 – Jan 2022	Delay due to agreement on various clauses of the Financing Agreement and later due to COVID in 2020.
YCL Citi Bank	Jan 2020 to Jan 2021	-	No extension required



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As seen in Table 11, some projects contributing to the programme were delayed, mostly due to outbreak of COVID-19. These included Government of Japan, UK FCDO CSSF, and Government of Australia. Furthermore, some projects, including USAID and YEEEP Project Sindh were extended as a result of funding augmentation and resultant contract extension by the respective donor.

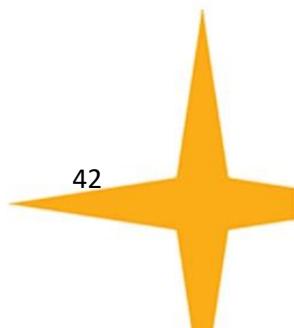
The YEP implementing partners used various alternative delivery approaches in order to mitigate the challenges posed by COVID-19. Accordingly, while the delivery of some activities was changed from face to face to online platforms, other activities were re-oriented altogether to form an immediate response to the COVID-19 emergency, while some were also put on hold until November 2020 when public sector institutions were scheduled for opening. However, a second and more intense wave of COVID led to further lockdowns in November, thereby delaying the activities indefinitely. For instance, as educational institutions and public offices were closed during the COVID lockdown, the madrassa-university dialogues under output 02 were postponed until November 2020. However, the activity could not be carried out due to the second wave of COVID in the country. While the rehabilitation of youth centers in KP by FIDA was re-oriented to instead provide awareness raising and food rations to families affected by COVID-19. Similarly, support from the British High Commission's support to the 'Inclusion of Madaris Youth in National Peace Sustainable Development and Economic Empowerment Process' was re-oriented towards COVID response, leading to a contract extension.

However, online engagement was not possible for all the activities/beneficiaries. For example, as part of the Royal Norwegian Embassy project, implementing partner CODE was unable to conduct online activities with madrassa students as most of them belonged to marginalized communities and did not have internet access. Similarly, in some instances, Hashoo Foundation had to provide mobile internet devices to trainees due to unavailability of internet at home. Similarly, the nature of some activities such as TVET prohibited online delivery.

Furthermore, two donors extended original project timelines due to provision of additional funding support to the YEP. These include the extension of British High Commission's support to the 'Inclusion of Madaris Youth in National Peace Sustainable Development and Economic Empowerment Process' and the support from UNFPA for activities under 'Youth Led Policy Making and Inclusion of Gender Minorities; Advanced Gender Equality and Women's Empowerment'.

In addition, lengthy procurement processes of the UNDP led to activity-level delays. An analysis of this is provided in the section on 'Procurement'.

4.4.6 Financial Management



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Against a program funding target of USD 30 million, the YEP has been able to raise USD 8.6 Million or 28.7%. Of this, USD 7.1 Million (83%) has been delivered. Table 11 provides a donor-wise list of contributions and delivery.

Table 11: Donor Contribution and Delivery (01 January 2018 to 30 November 2020)

Donor Name	Signing Date	Funding Amount Received (USD)	Amount Delivered (USD)	Percentage Delivery
JAPAN	19 02 2020	3,908,217.00	3,848,350.00	98%
Norway	Sep 2018	2,877,008.00	1,928,834.00	67%
UNFPA	19 12 2019	237,188.00	92,553.00	39%
FCDO	02 11 2020	99,143.00	20,061.00	20%
Australia	22 01 2020	297,030.00	96,886.00	33%
CSSF	25 10 2019	122,166.00	122,166.00	100%
TRAC	2020	15,001.00	14,283.00	95%
USAID	2018	1,049,878.00	1,049,878.00	100%
		8,605,631.00	7,173,011.00	83%

Of the donors, Japan and Norway have been the largest contributors, constituting 45% and 33% of the YEP portfolio, respectively. Conversely, 6 donors, including, Australia, FCDO, UNFPA, CSSF, TRAC and USAID have collectively provided only 21% of the total funds.

Table 12: Output-wise Allocation

	Program Target at Design (USD)	Percentage Design	AWP Fund Allocation (USD)			Total	Allocation %
			2018	2019	2020		
Output 1	6,006,603	20%	340,355	522,365	228,011	1,090,731	14%
Output 2	5,114,238	17%	86,000	399,106	481,808	966,914	13%
Output 3	10,633,978	35%	1,440,979	910,281	505,661	2,856,921	37%
Output 4 (COVID)	-		-	-	21,245	21,245	
Output 5 (YEEP)	-		-	-	-	Allocated for 2021	
Technical Assistance and Operations & Management Support	8,245,181	27%	644,846	1,279,288	799,276	2,723,410	
Total	30,000,000		2,512,180	3,111,040	2,036,001	7,659,221	



As shown in Table 12, an analysis of output-wise delivery revealed that Output 03 has received the highest proportion of funding (37%), followed by Output 01(14%) and Output 02 (13%). The high allocation to Output 3 is an indication of donor interest in support to economic development and livelihoods of youth. Moreover, as operation costs and technical support having received 35% of the total allocation, are merged into a single category, it is not possible to assess the percentage allocation to the program operations.

An overview of year-wise delivery since the start of program in January 2018 is provided in Table 13. Annual delivery rates (ADR) in 2018, 2019 and 2020 having remained around 92%, 87% and 106%, respectively. While ADR in 2018 was satisfactory, delivery was slowed down in 2019 due to sluggish progress on Output 1. Whereas, the high delivery in 2020 is a result of additional funding availability for COVID-19 response.

Table 13: YEP Annual Delivery Rate (ADR)

	2018	2019	2020 ⁹⁰
AWP Allocation (USD)	2.51	3.1	2.03
Delivery (USD)	2.31	2.7	2.16
Percentage Delivery	92%	87%	106%

In addition, YEP has received funding of approximately USD 2 Million to implement youth-related initiatives of the Regional Office Bangkok, UNDP Global Youth initiatives, and UNDP Units in Pakistan. However, these funds are reportedly reflected under their respective parent projects and not linked to the YEP Atlas ID⁹¹.

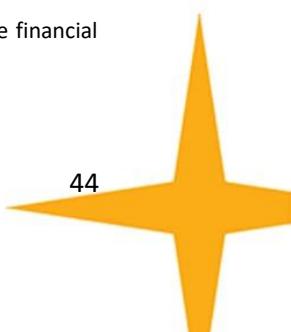
4.4.7 Stakeholder Engagement and Communication

The program has engaged a wide array of stakeholders, including implementing partners, private sector entities, international government donors, UN agencies and Pakistan's federal and provincial governments.

At the federal level, the program has strategically engaged with the highest echelons of youth programming through support to the Prime Minister's office. Whereas, at the provincial level,

⁹⁰ As of November 30, 2020

⁹¹ As this evaluation covers only resources directly allocated to the YEP, an evaluation of the management of these financial resources will be pertinent when evaluating the respective parent projects.



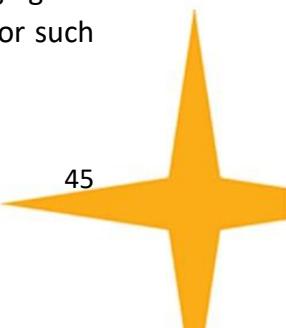
coordination has been strongest with the Sindh government, culminating in a joint multi-million dollar program to be implemented by UNDP and GoSindh in 2021. However, with the exception of some department-level activities, YEP relationship has not been as strong with the Governments of Sindh and Balochistan. Key stakeholder government departments include Sindh TEVTA, TUSDEC, KPITB, KP Youth Affairs Department, and Sindh Youth Department, Council of Islamic Ideology, and Department of Prisons in Sindh.

YEP also collaborated both with other UN agencies as well as other units within UNDP Pakistan. For example, the program collaborated with UNICEF to conduct the Provincial Policy Forums in the four provincial capitals as part of the youth engagement with policy makers component of the Programme. Moreover, UNDP has worked with UNFPA in areas of gender equality and women's empowerment. Active partnership between UNDP and UNFPA has strengthened overtime to provide support preparation and response to COVID-19.

The Programme is also engaged with the UNDP Regional Office in Bangkok. In this regard, UNDP works closely with the regional office on areas of CVE and PVE and on tolerance in the digital space. The collaboration with the regional office has been perceived to be largely positive, as the UNDP Bangkok office regard YEP as a great example of successful implementation of an integrated approach, based on its innovative approaches and engagement with an array of implementing partners and other stakeholders, and has therefore also periodically contributed small levels of funding to the Program. Moreover, YEP also has future collaboration underway with UN Women and UNODC.

Within the UNDP, in addition to the CPRU the Programme has partnered with other program units, including ECCU, DPU, and DGU, mostly on resource mobilization and demonstrating UNDP's contribution to SDGs and in communicating with the Government of Pakistan and program donors. Similarly, the Programme has remained in touch with the donors for project planning, monitoring, and reporting. The partnership with UNDP Regional Office Bangkok, UNDP Global Youth initiatives, and UNDP Units in Pakistan has resulted in availability of additional funding to the YEP to the tune of USD 2 million.

At the implementation level, more than 50 implementing partners (IPs) were contracted by YEP across KP, Sindh, Balochistan, and Islamabad who were responsible for delivering on specific activities under the three programme outputs. It was determined that the YEP management stays in regular contact with all of its IPs mostly in areas of activity planning, coordination, monitoring, and implementation. Through such regular contact with IPs, the Programme Management has been cognizant of on ground realities and has provided implementation guidance. This support from UNDP was especially helpful to determine an implementation strategy since the start of COVID-19. Moreover, YEP has also periodically convened partner meetings to discuss overarching issues of concern, such as monitoring and collaboration, etc. However, in general, managing the large number of IPs has posed challenges, with limited Programme resources available for such regular coordination and follow up.



The Programme also engaged with private sector companies, mostly in areas of skill development, vocational trainings and job placements in existing industries. Accordingly, YEP established partnerships with more than 60 private sectors across four industries, including garment, retail, automatic and industrial automation and electrical works. However, it was determined through interviews with UNDP staff that partnerships with the private sector were not necessarily established on equal terms, thus undermining the sustainability of the Programme's Output 3. For example, it was determined that the private sector partners were on the receiving end of the partnership and committed very little or no financial contribution to the trainings and recruitment process, thus having little buy in to the Programme's objectives of sustainable development.

In conclusion, the evaluation determined that the Programme's efforts for Stakeholder Engagement and Communication has been satisfactory. However, to ease the pressure on its limited coordination resources, YEP can benefit from consolidating its network of implementing partners through reducing the number of partners and using alternative partnership modalities such as Long Term Agreements (LTAs) .



5. Impact

The impact of the YEP was assessed on youth's development at the national, institutional, community, and individual levels. In general, it was noted that since most activities were short-term and have been implemented recently, the impact has not become apparent in many instances. Moreover, the nature of activity has also dictated the establishment of impact, mostly with activities under output 3 demonstrating instant results as compared to outputs 1 and 2. Finally, although through its ICT-based monitoring mechanisms, UNDP has been able to assess the immediate impact of some activities, the impact of others is not yet clear.

At the national level, UNDP's support to the Office of the Prime Minister has resulted in the establishment of the PM's Kamyab Jawan Program, an economic development initiative of the current elected government that focuses on provision of interest free loans, technical skills, and internships to 100,000 youth across the country. In addition, the YEP has also contributed to the design and formation of the first National Youth Council, a representative body of 33 youth selected from all regions of the country to work on youth development. However, while the activity has resulted in engagement of council members in various activities such as dialogue and exposure visits, due to the lack of a well-defined engagement strategy based on clear outcomes and outputs the council has not demonstrated any tangible contribution to the development of youth in the country.

Further, collaboration with several private sector organizations has also led to the potential for organizational impact in some instances. In particular, support to a private sector company (rozee.com) has led to the development of a unique online job search portal for blue collar workers for Sindh and KP provinces. Due to the idea's positive potential for economic returns, the company is now working to expand the service on its own initiative to have a national orientation. Furthermore, the vocational training initiative leading to job placements through collaboration with various private sector employers has also resulted in the recruiting strategies of some partners. For instance, selected employers interviewed during the course of this evaluation reported that the trainings have helped the new hires in gaining skills required particularly for the jobs on offer, resulted in good understanding of company culture, developed leadership skills among the recruits, and significantly improved retention. As a result, at least two companies, Imtiaz Supermarket (retail business) and Artistic milliners (garment manufacturing) reported initiating similar training programs for all new hires in-house. In particular, Artistic milliners has for the first time established a training center on their premises that trains 430 new recruits per month (against an average monthly demand of 1,000), while Imtiaz is in the process of establishing a similar program. On the other hand, the YEP has had limited institutional impact on public sector partner organizations such as TUSDEC and Provincial Youth Departments due to the lack of integrating activities in their institutional processes and activities.

At the individual level, the program has resulted in multiple tangible and intangible results, such as enhanced marketable skills, job placements, and improved confidence in youth to promote



their interests. In total, YEP has reported to have placed more than 11,000 youth in private sector jobs in various industries in Karachi, including namely garment, retail, automotive, and industrial automation and electrical works. A tracer study conducted by TUSDEC revealed that of the 949 placed, at least 50% were continuing in their jobs approximately 06 months after the placement. While a tracer study by KPITB of the first batch of 600 youth trained in advanced IT skills revealed that 49% of the trainees were employed with average monthly salary of PKR 50,000 plus; and of the 1,683 women trainees of digital skills, ECI found that 41% trainees have set up online businesses or are providing freelancing services online and 22% have witnessed an increase in income. Other examples of activity-level impact include: materialization of job offers/engagement between potential employers and employees to 2,303⁹² blue collar workers through rozgar.com; and 41% trainees of micro entrepreneurship training have started new businesses, 18% expanded their existing businesses, while 11% also availed microfinance from different MFIs⁹³.

Furthermore, while a complete assessment of impact is not available, there is some indication that YEP has developed leadership skills and improved youth's awareness of key socio-economic issues facing the country. For instance, in a post-training survey of the women youth leaders' capacity building and the capacity building in dialogue and negotiation activities⁹⁴, an average of 76% surveyed trainees reported that their leadership qualities improved as a result of participating in the program, and 95% reported to also have engaged youth in addressing local socio-economic issues after attending the leadership training. However, systematic impact of Youth Innovation Challenge (YIC) remains to be determined.

Moreover, although the psychosocial and skills trainings provided in Sindh prisons were on small scale, having benefitted only 1.04% inmates in the province, a post intervention behavior assessment revealed that the intervention had improved the young prisoners' connectedness with their mothers, fathers, family members, and community gatekeepers. On the other hand, the impact on madrassa students are yet to materialize as most activities in that regard have had to be postponed due to COVID-19.

Conversely, the impact of some high activity visibility activities such as Youth Policy Forums and Youth Parliamentarians is not evident, mostly due to their design and lack of follow up with participants and lawmakers.

In brief, through support to the Prime Minister's National Youth Development Program, YEP has indirectly contributed to country-wide schemes for youth participation and economic development. However, having been implemented in KP, Sindh, and Balochistan, YEP was not seen to have any province-wide contribution, mostly due to limited linkages with provincial-level

⁹² 00093478: The Project for Youth Empowerment in Sindh and Khyber Pakhtunkhwa Project Completion Report March 2018 to September 2020

⁹³ 00093478: The Project for Youth Empowerment in Sindh and Khyber Pakhtunkhwa Project Completion Report March 2018 to September 2020

⁹⁴ Young Women Leaders' Capacity Building initiative implemented by IFT and Capacity Building and Mentorship in Dialogue and Negotiation implemented by ECI



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government departments. Instead, impact was seen to be more evident at the institutional/organizational level, mostly owing to partnership with private sector companies. Furthermore, through its engagement, training, and job placement activities, the program was also seen to have positive impact on a large number of youth belonging to various socio-economic classes and abilities.

Having said that, due to a large number of varied activities implemented across a broad spectrum, YEP has not demonstrated a transformational impact on any given area of its focus.



6. Sustainability

The sustainability of achieved results was assessed, while considering potential for continuation, replication, and or up-scaling. Accordingly, the potential for social, economic, financial, political, and policy risks was analyzed for major program outcomes.

In general, it was concluded that activities undertaken in partnership with private sector are likely to be most sustainable due to the ongoing availability of financial resources based on their potential for profitability. For instance, rozee.com is already working on improving the blue collar job portal rozgar.com developed with YEP's support to expand nationwide, Artistic milliners has established an in-house training center to train 430 new recruits per month based on the recruitment model introduced by YEP, and Imtiaz Supermarket is in the process of establishing a similar training center.

Having said that, some degree of organizational ownership in partnering government organizations is also likely to contribute to sustainability of outputs. In particular, the inmates trained in vocational skills in Sindh prisons are now reportedly being used as trainers to provide motorcycle repair and handicraft skills to other inmates in the respective facilities. Additionally, as YEP support has helped build the capacity of Business Incubation Centers (BICs) at 05 universities, these BICs are likely to provide improved services to youth engaged by them in the short to medium term. Conversely, while the engagement of students in 10 public (6 KP & 4Sindh) university campuses across Sindh and KP has helped improve their confidence, knowledge, and civic sense, the lack of integrating these initiatives in the university curricula or organizational setup means that the likelihood of continuation of activities implemented by the project is minimal.

Similarly, activities implemented in collaboration with other government departments, e.g., KP Youth Department, TUSDEC, and TEVTA, etc. will not continue once the program's financial support ends. For instance, while micro entrepreneurship trainings were provided by Kashf Foundation to a number of students in public sector TVET institutions, the activity design did not include mainstreaming entrepreneurship training in the curriculum of these institutions that could have ensured ongoing delivery of trainings in this subject matter to future students as well. Further, although the program has built the capacity of civil society partners such as ECI, Hashoo Foundation, CODE, FIDA, and Kashf Foundation, etc. as a result of their involvement in implementation, they will not be able to continue or build on these interventions unless provided further funding.

Furthermore, support to GOP's policy and strategy interventions, including the development of the National Youth Development Framework (NYDF) and the establishment and management of the Prime Minister's Kamyab Jawan Program enjoy strong ownership of the current elected government. However, these achievements are likely to be at a risk of being lost due to political bias if a party other than the PTI triumphs in the general elections of 2023. Whereas YEP's achievements as a result of support to KP Youth Policy include assistance to Jawan Marakiz in 05



districts are at high risk of continuation due to non-allocation of appropriate physical infrastructure and financial resources for these youth centers.

In some instances, UNDP is also expected to replicate or upscale the positive results. For instance, the use of a scientific behavioral study after psycho-social support and vocational trainings in Sindh prisons having yielded reliable data for assessing impact on inmates' vulnerability to involvement in violence and conflict is now planned to be replicated in the design of the prison activity planned for KP province. Moreover, the UNDP's Bangkok Regional Hub also plans to replicate this intervention in programs to be implemented in other parts of Asia. Similarly, the lessons from the engagement and livelihoods activities are to be incorporated in the upcoming Youth Engagement and Employment Project (YEEP) to be implemented in collaboration with the Government of Sindh.

At the beneficiary level, the knowledge and skills transferred by the program on various issues, ranging from responsible citizenry to marketable skills have resulted in more aware and able youth. Resultantly, a large number of trainees have been able to apply these skills and knowledge to benefit themselves and their communities through initiatives such as social development projects and establishment of businesses. Moreover, linkage development was incorporated into several activities, including job placement for trainees of vocational training, linking trainees of micro entrepreneurship to micro finance, and holding a job fair for graduates of the advanced IT skills training, etc. In addition, successful youth participating in the Youth Innovation Challenges (YICs) were also provided a PKR 70,000 (approx. USD 440) grant per beneficiary, enabling them to implement their ideas at the time. However, while participation in the initiative has helped boost the youth's confidence as well as enabled them to make some short-term impact, the limited scope of the selected initiatives in most cases as well as the small amount of funding provided are not likely to ensure long-term sustainability of the grants.

On the other hand, a large number of activities related to youth engagement and education lacked necessary linkages to ensure sustainability of the intervention beyond implementation. For instance, while the training provided by YEP to young prisoners in Sindh has reportedly yielded good results, the lack of market linkages prevent these trainees will prevent them from marketing their products and the challenge is likely to persist even after their release. Similarly, a large number of youth were engaged in policy awareness and engagement with policy makers, the lack of follow up support such as mechanisms for ongoing linkages between youth and parliamentarians or the availability of finance for the youth to promote or implement their recommendations related to youth policy have resulted in limited or no further progress on the initiatives. Also, while the activity design contemplated follow through with the engaged policymakers to prompt them to implement recommendations emerging from their engagement with the youth facilitated by YEP.

Likewise, while through various activities such as Jawan Marakiz and university engagement, the notion of active volunteerism has been promoted amongst a large number of youth, the lack of incentives or recognition for volunteers has already created a sense of frustration and

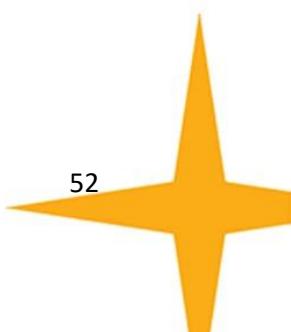


helplessness among these youth, as they perceive volunteering to be a significant opportunity cost of their time and money.

The YEP has also supported some groundbreaking research on sensitive topics related to PVE and engagement. For instance, a study on ‘Hyper-masculinity and Online Abuse: Digital Discourses Targeting Women in Pakistan’ has been undertaken which focuses on the deep structure of toxic masculinity in Pakistan and discusses its online manifestations to regulate women’s behaviors on social media and digital platforms. Similarly, another study has been undertaken on ‘The Limited Space for Development Journalism in Khyber Pakhtunkhwa’, identifying the major hindrances to public interest journalism in the province. The findings of such studies can be particularly helpful for the GOP and civil society organizations towards designing relevant programs, but have not been made public yet, primarily due to the lack of collaboration with a relevant government entity to support the information presented in the research.

In addition, the program has compiled some information on activity progress, outcomes, and impact, which can be useful to share with donors and other stakeholders interested in supporting youth development initiatives in the country. However, most of these documents are not available to the public yet. Moreover, documentation related to lessons learned from various partnerships and program implementation have not been documented sufficiently to enable wider sharing.

It was determined that sustainability is a factor of activity design and nature in most instances. Moreover, a large number of activities undertaken by the project were short-term pilot initiatives which have the potential for scale-up through systematic program design efforts. Furthermore, while there has been substantial stakeholder ownership during implementation, the lack of continued availability of financial resources was seen to be the biggest threat to sustainability of most initiatives analyzed. Other factors that are likely to put the sustainability of interventions at risk include the challenge of sustained mainstreaming of interventions in organizational processes, development of linkages, and lack of sustained effort to ensure attitudinal changes over a period of time.



7. Conclusion

Since the YEP's inception and as of 30 November 2020, the YEP has targeted a total of 75,245 youth, already achieving 75 percent of the 100,000 youth it had aimed to target. Of the youth targeted, 52 percent (39,132) have been women, 47 percent (35,724) have been men, and 0.5 percent (389) have been transgender youth. Across three outputs, the YEP has undertaken a myriad of activities in Balochistan, KP, and Sindh in collaboration with over 50 IPs, various provincial and federal government departments, over 60 private sector companies across four industries, various programme units within UNDP and UN agencies in Pakistan, and with the support of six donors.

Against the target of USD 30 million, the YEP has been able to raise USD 8.6 million (28.7%), 83% of which has been delivered. Of the donors, RNE and Japan have been the largest contributors, constituting 45% and 33% of the YEP portfolio, respectively. The programme is highly relevant to the objective of youth empowerment in Pakistan and aligns with the goals and priorities of both the federal and provincial governments, as well as the UN. Further, program targeting was inclusive as it reached out to beneficiaries from a variety of backgrounds. However, in certain training activities, beneficiary selection criteria was not effective and treated youth as a homogenous group overlooking the particular needs of different demographic groups across categories such as age, intellectual ability, and skills. Furthermore, while the project has achieved significant participation of female youth with 52% beneficiaries being female, in the absence of established targets, the majority of projects did not adequately represent highly marginalized youth such as transgender, disabled, or religious minority youth, etc. Geographically, the focus of the programme has been the youth of KP and Sindh, while Balochistan, comparatively more marginalized politically and economically, has lagged behind with limited and confined activities implemented in the province.

The programme has a strong monitoring and evaluation structure in place and monitoring is carried out at multiple levels, including data-driven planning and monitoring services provided by VIAMO as a sub-contractor. Considering the wide geographic context and program activities, the YEP is supported by a long list of Implementing Partners (IPs) and stakeholders such as government agencies and private sector partners, thereby requiring sufficient effort to coordinate. However, a number of key management and operations positions in the program are vacant.

The major operational challenges faced by the program are lack of funding and difficulties in implementation resulting from COVID-19. However, program management has made efforts to identify and mitigate risks to some extent by involving multiple smaller donors and reorientation of activities. However, the risk of implementation delays due to slow procurement processes of the UNDP has not been addressed effectively.

Through the implementation of activities under Output 1, youth were provided space to further their understanding of provincial and public policy, their knowledge of pressing social issues, their



engagement in peaceful dialogue, and their leadership skills and generation of innovative ideas. Despite considerable efforts from YEP to promote coordination between partners, the evaluation found significant overlaps in most activities as these activities were implemented by multiple IPs in isolation from one another. There were also no follow-up measures included in the design of most activities which hinder both the sustainability as well as the effectiveness of program activities. Moreover, the lack of infrastructure, funding and linkages have restricted the youth from building on their improved capacity.

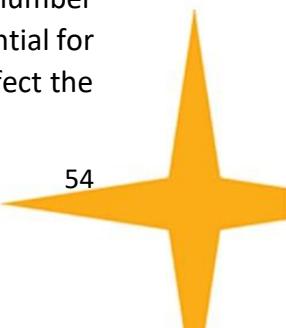
Under Output 2, of the 20,000 youth target, the YEP managed to reached 4,566 youth (23%). Madrassa engagement was found to be a slow process requiring extensive dialogue. This combined with significant hurdles faced due to the COVID-19 pandemic led to low achievement of targets. To facilitate the rehabilitation of young people in prisons, the YEP implemented a small-scale social, psychological and economic rehabilitation program in selected prisons in Sindh which, while only targeting 1% of the total inmates (157 out of 15,167), was unique in that it also provided counselling sessions with close family, friends, and neighbors of the incarcerated youth to develop a strong network that could facilitate their rehabilitation upon release.

Under Output 3, against a target of 45,200 youth, the Program has been successful in reaching 40,009 youth (88.5%). Activities under this output have targeted both traditional and modern trades and engaged youth from a variety of backgrounds including unskilled or semi-skilled workers, blue collar workers, tradesmen, healthcare professionals, home-based workers, farm enterprises, and university graduates. However, entrepreneurship linkages received limited or negligible attention with the exception of microfinance linkages. Beneficiary targeting and approach to training were significant factors that affected the achievement of results for a number of training activities.

The YEP has been able to indirectly contribute to country-wide schemes for youth participation through its support to the Prime Minister's National Youth Development Program and the design and formation of the first National Youth Council. However, the limited linkages with provincial-level governmental departments in all three provinces have not led to province-wide contributions with the exception of implementation of some provincial level policies.

Perhaps the most meaningful impact of the YEP has been on the large number of youth belonging to various socio-economic classes and abilities who have benefitted directly from trainings and job placements which has enhanced their marketable skills and improved their confidence to promote their interests. However, due to the short-term and recent nature of the varied activities implemented across a broad spectrum, the YEP has not demonstrated a transformational impact on any given area or sector of its focus.

While there has been substantial stakeholder ownership during implementation, the lack of continued availability of financial resources for scale-up is seen as the biggest threat to the YEP's sustainability. Sustainability is affected by the design and nature of the activities. A large number of activities undertaken by the project were short-term pilot initiatives but with the potential for scale-up through systematic program design efforts. Other factors likely to negatively affect the



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YEP's sustainability include: challenges to sustain mainstreaming of interventions in public sector processes, development of linkages, and lack of sustained effort to ensure attitudinal changes over time.



8. Lesson Learned

Major lessons learned from YEP implementation review are related to implementation approaches, partnerships and targeting, as detailed below:

8.1 Implementation Approaches

YEP was designed on experience from prior UNDP Pakistan's youth-focused projects. This gave YEP the opportunity to up-scale activities in the area of TVET and job placement by increasing the number of targeted beneficiaries as well as replicating the activity from only the garments industry to retail, logistics, and electric works. This continuation of initiative based on prior experience and relationships resulted in TVET and job placement being one of the highest impact activities of the program, thereby demonstrating that long term incremental programming can lead to sustainable results.

Furthermore, through inter-UNDP and inter-UN agency partnerships (e.g., UNFPA and UNDP), YEP has demonstrated that such collaborations can leverage the role of the UN system enabling it to address a broad range of issues under a single program umbrella.

On the other hand, it was observed that activity-based programming comprised of small scale activities can be counterproductive within the context of UNDP programming due to lengthy procurement and management processes. Furthermore, such approach leads to fragmentation and dissipated impact, thereby limiting the chances for sustainability.

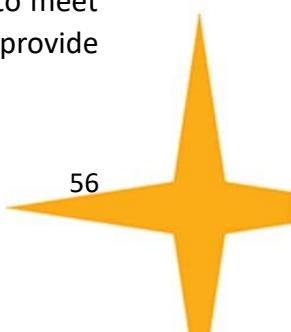
8.2 Partnership

The program owes its success mostly to agile IPs that can quickly set up their infrastructure with a vision for innovation. In general, partners using ICT-based implementation, e.g., Rozee.com and Viamo, were found to be flexible to respond to program requests and also come up with innovative solutions to enable broad outreach and impact assessment.

Furthermore, it was determined that working with established private sector companies such as rozee.com has resulted in achieving high targets, effortless up-scaling, impact, and sustainability. For instance, the partnership with Imtiaz Supermarket and Artistic Milliners led not only to job placements and employee retention, but also replication of the YEP approaches to future recruitment in these companies.

8.3 Targeting

The implementation of various YEP activities revealed that youth is not a homogenous group and therefore programming needs to be tailored besides accommodating the obvious differences in the needs of men and women and urban and rural youth. For instance, while youth is defined as individuals between 16 to 29 years of age, activity design needs to be further adapted to meet the intellectual ability and practical needs of different age groups. Similarly, in order to provide



a level playing field, highly marginalized groups such as disabled and transgender youth need to be targeted through specialized programs in many instances.

9. Recommendations

Based on the detailed assessment of the YEP, the evaluation team has presented its recommendations in this section. The recommendations are divided into four categories and 12 actions in the areas of Programming Approach, Management, Partnership Strategies, and future Programming Opportunities, as elaborated below:

9.1 Programming Approach

It is recommended that future YEP programming is based on consolidation of activities, design for impact, responsive programming, and increased targeting of underserved areas.

9.1.1 Consolidation of Activities

At present, a large number and diversity of activities are being implemented under YEP through a myriad of implementing partners based in KP, Balochistan, Sindh, and Islamabad. However, as elaborated in the sections on Efficiency and Impact, this approach can be counterproductive, requiring extensive management resources and resulting in scattered impact.

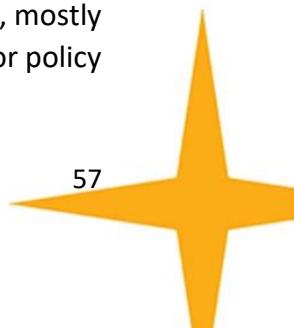
Therefore, it is recommended that the program's logical framework is reviewed at the output and activity levels with a view to consolidate programming. Accordingly, high impact activities from the current program should be retained in order to continue building on the results thus far.

Similarly, there is a need to consolidate partnerships with Implementing Partners (IPs) by combining various related activities under single contracts. For instance, instead of the current practice of sub-contracting similar activities to multiple partners, it is recommended that single IPs are engaged for the delivery of such activities. Examples in order are YEP activities related to policy engagement and university engagement.

Furthermore, for comprehensive and sustainable impact, it is recommended that instead of implementing single purpose activities, youth are provided a suite of inter-related services. For instance, university engagement for social development can be combined with establishing or strengthening job placement centers at universities, policy engagement, as well as the delivery of advanced digital skills, and so on. Similarly, there are opportunities for connecting social entrepreneurship with digital skills.

9.1.2 Design for Impact

While a number of activities implemented under YEP have yielded high impact, others for instance those related to policy engagement have not demonstrated any evident impact, mostly due to lack of incorporating follow up activity. Resultantly, neither participating youth nor policy



makers were tracked or supported for post-program engagement. It is therefore recommended that activities are designed with a view to not only warrant outreach but also ensure impact.

Furthermore, it is recommended that activities are modified according to the needs and capacities of the participating youth. For instance, a high dropout of younger youth has been observed in the case of TVET, skills, and entrepreneurship activities as these students are not yet ready to start practical life or intellectually prepared to take on the responsibilities of such tasks. In addition, there is a need to develop practical selection criteria. For example, youth without home internet access or prior IT knowledge should not be included in Advanced Digital Skills programs as was observed in some instances, since these aspects are essential prerequisites to effective learning and implementation.

Similarly, considering the specialized needs of highly marginalized youth, for instance transgender or disabled youth, it is recommended that tailored activities are designed for such demographic groups. For instance, when it comes to sports or idea competitions it is important to develop separate activities for such youth in order to provide them a level playing field. In this regard, it is important to dovetail efforts with the ongoing support mechanisms and initiatives of the GOP and civil society in the country, such as collaboration with the Office of the Commissioner for Transgender Persons at the Federal Ombudsman's Secretariat or the Pakistan Special Persons Games, an initiative of the Pakistan Sports Board, etc.

Furthermore, it is recommended that based on the experience of YEP implementation, UNDP conducts research to understand the drivers for successes and results are fed into future program design. Important areas of research in this regard include exploration of the facilitating factors that encourage higher funding levels from private sector partners, comparison of employment outcomes among younger and older age groups, and impact of availability of internet at home on IT-related training activities, etc.

9.1.3 Targeting

Considering the limited YEP resources and the immense scale of youth development needs in the country, it is important to ensure that the program directs its efforts at the most underserved groups, where possible. At present, the majority of YEP activities are being implemented with university students/graduates and blue collared youth, with KP and Sindh provinces receiving the highest proportion of resources and only a limited number of activities being implemented in Balochistan.

However, the majority of youth in the country comprises is uneducated or has low literacy levels and limited or no skills, putting them at high risk. It is therefore recommended that the YEP orients some of its work to include such marginalized youth. This can be accomplished through engagement in economic sectors where such youth are active, such as agriculture and construction, etc.



Moreover, it is recommended that instead of directly accessing youth, the program addresses the needs and priorities of youth leaders and influencers first. For instance, in the case of madrassas, students are highly influenced by their teachers and madrassa administration. Hence, it will be more cost effective as well as sustainable to build the capacity of these individuals before or in tandem with providing development support to seminary students.

Furthermore, geographically the program is advised to deliver services in the most underserved areas such as second or third tier districts. For instance, in the case of university engagement, some of the participating universities were found to be leading institutions based in major cities which already have substantial support from other sources. Instead, it is recommended that universities from remote and conservative districts, such as D.I. Khan, Kohat, and Mansehra, etc. are provided such support. Similarly, while in Sindh the program has supported prisons in Karachi, prisoner needs in other major jails, such as the Special Prison for Women in Larkana and the Central Prison Sukkur are reported to be higher due to limited support from other resources.

Similarly, while Balochistan has received limited attention under YEP due to insufficient donor interest, it is a known fact that the province is the most marginalized, thereby leading to a sense of disenfranchisement among its youth. It is therefore recommended that UNDP works in collaboration with the Government of Balochistan to mobilize public and donor resources. For instance, the UNDP can offer assistance to the GoB for the implementation of the Prime Minister Youth Loan Scheme of PKR 2.0 billion⁹⁵.

Finally, while the Government of Pakistan and youth are identified as the primary target groups of the program, the program results framework/theory of change do not include activities specifically aimed at the GOP. Also, evaluation interviews revealed that, there is a common understanding among the YEP management team that the program is youth-centric with the GOP being one of the key stakeholders to support program implementation. It is therefore recommended that the program document and results framework/theory of change are modified to reflect this understanding.

9.2 Partnership Strategies

Partnerships formed by YEP have been a major driver of the program's success. In order to further leverage these partnerships with its public, private, and civil society stakeholders, further measures are recommended in this section.

While the program has partnered with several private sector as well as civil society partners, the partnership with public sector has been limited. However, in the interest of efficiency and sustainability, it is recommended that YEP establishes stronger programming linkages with its government counterparts at the provincial level. Such partnerships will facilitate access to existing physical infrastructure while also enabling the program to build the capacity of

⁹⁵Source:http://www.finance.gov.pk/budget/Budget_in_Brief_2020_21_English.pdf



government staff at the local level, strengthening of existing physical infrastructure, as well as ensure broader outreach.

For instance, instead of working with individual TVET centers to deliver entrepreneurship training, as was done by IP Kashf Foundation, it would have been more efficient and sustainable for the YEP to sign an MOU with NAVTTC or Sindh TEVTA to enable access to the various training institutions. Furthermore, as entrepreneurship is not included in the official TVET curriculum, such a partnership could have included the incorporation of the subject in the official curriculum for sustainable impact. Similarly, MOUs with the HEC and the provincial education departments can ensure easy access to universities and high schools for various activities, such as engagement and training, etc.

Moreover, in order to build on its existing strength of ICT based outreach, YEP is advised to explore further venues for such programming in the interest of innovation, efficiency, and sustainability by developing relevant private sector partnerships. Furthermore, to strengthen its partnership with the private sector, it is recommended that UNDP seeks ways to establish partnerships on more equal footings when it comes to financial contribution. Thus far, the program is seen to carry the greater portion of the financial burden while private sector partners have contributed mostly in kind despite deriving substantial benefits from the program, such as recruitment of qualified staff.

In addition, the positive experience from inter-UN agency partnership can be built upon through similar other partnerships. In particular, such partnerships can be effective in the context of implementation in remote areas or when addressing diverse program areas. For instance, YEP can leverage on FAO or IFAD's longstanding experience in Balochistan in the area of farm-based livelihoods. Similarly, there is a possibility for partnering with the UNODC which is already working in prisons in Sindh or with UNWOMEN that is also implementing a Royal Netherland Embassy (RNE)-funded project on digital skills training under its Women's Economic Empowerment (WEE) portfolio.

9.3 Program Management

To improve YEP operational management, the following measures are recommended:

9.3.1 Knowledge Management

Under YEP, UNDP has generated significant research on youth in Pakistan, including formal studies such as that on hyper masculinity as well as insights acquired as a result of lessons learned from implementation. These programs findings need to be disseminated to relevant audiences in order to benefit future youth programming in the country. It is therefore recommended that a YEP Knowledge Management strategy is developed and such program knowledge is shared through relevant UNDP-approved channels.

Similarly, while activity-level has been assessed in some instances the impact of other activities is not yet determined. The availability of positive impact data from implemented initiatives is



likely to not only encourage donors to contribute to future YEP programming but also inform other youth programs. Hence, it is recommended that a systematic program-wide impact assessment is undertaken at the output and outcome levels and its results be disseminated widely among relevant stakeholders.

9.3.2 Monitoring

The program monitoring data is not available in a unified database and is instead stored in scattered resources, including progress reports and activity-specific beneficiary lists, etc. To ensure availability of consolidated progress and beneficiary data for facilitating Program planning, it is recommended that a monitoring database is developed and updated regularly. The utility of this database can be further enhanced through the development of reporting tools such as dashboards to provide readily accessible information snapshots.

9.3.3 Financial Management

In addition to the USD 8.6 Million received in direct funding from various donors, YEP has received approximately USD 2 Million to implement youth-related initiatives of the Regional Office Bangkok, UNDP Global Youth initiatives, and UNDP Units in Pakistan. However, these funds are reflected under their respective parent projects and not under the YEP ATLAS ID, thereby making it difficult to readily assess the full financial extent of YEP. It is therefore recommended that the linkages to YEP are clearly shown in ATLAS for all such funding in order to get a fair estimate of the project's resources and capacities.

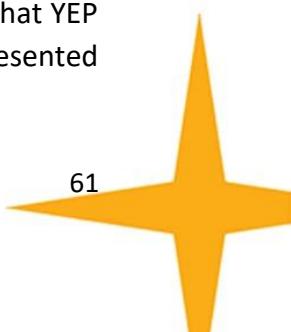
9.3.4 Funding

As lack of donor funding is a major challenge being faced by YEP, it is recommended that alternative financing resources are explored, including private and public sector channels. For instance, a potential funding venue could be the engagement of private sector philanthropists from the country.

Moreover, at times program funds of the GOP remain unspent due to lack of implementation capacity. For instance, reportedly the budget allocated to the GoP Madrassa Education Board remains largely unutilized. A potential venue for collaboration could be with such programs in exchange for building organizational capacity.

9.4 Programming Opportunities

In addition to the above operational considerations, the Evaluation team recommends that YEP management builds on existing successes and arising opportunities that have presented themselves during implementation.



9.4.1 Internet Connectivity

The program's experience after the onset of COVID-19 has demonstrated all too clearly the need for reliable internet availability as a catalytic factor for youth's development. However, at present, Pakistan's internet connectivity is limited and rural areas are further marginalized in terms of access. This presents an opportunity to the UNDP to delve into policy and strategic support to improve online connectivity which can be capitalized upon through partnerships with the Government of Pakistan (e.g., the Universal Service Fund under the Ministry of Ministry and Technology), private internet service providers, and mobile phone companies, and educational institutions, etc.

9.4.2 Training

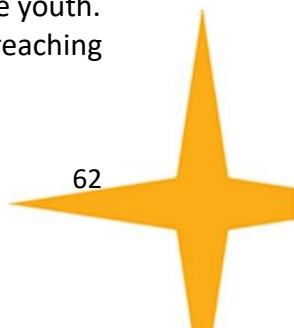
Through collaboration with the private sector, YEP has trained and placed youth in TVET-related jobs. However, while the trainings were responsive to the needs of the employers, they were often not delivered according to an accredited certification, an element that is critical to ensure long term employability of trainees. It is therefore recommended that all future TVET trainings follow an agreed industry standard certification, such as the standards developed by NAVTTC.

Furthermore, in the interest of efficiency, outreach, and long term sustainability, it is recommended that the design of all training programs, regardless of their nature, consider Training of Trainers (TOT) approach. For the implementation of this approach, institutions and individuals engaged in learning and teaching, e.g., educational institutions, teachers, and community leaders should be targeted for such trainings.

9.4.3 Linkage Development for Economic Empowerment

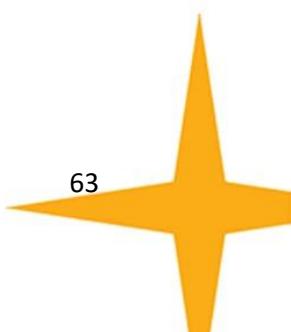
At present, the program's economic empowerment component targets job placement and entrepreneurship. However, the provision of critical facilitating factors, such as access to markets and finance was overlooked in these activities. While a separate output was designed to address value chains, it could not take off due to lack of donor interest. Nevertheless, to ensure effectiveness and sustainability, there is a greater need to integrate such linkages with the existing training activities. Such an effort will not only be beneficial to trainees of entrepreneurship but will also enable skill trainees to explore options other than employment. It is therefore recommended that any future economic empowerment activities include the abovementioned missing components.

These linkages can take direct or indirect form. For instance, in addition to traditional methods such as market visits and job fairs, YEP is advised to explore further ICT-based solutions. For instance, currently, despite being one of the top supplier countries of freelancers in the world, nearly all the freelancing job portals in Pakistan are international and pose problems for workers in the area of receiving payments from international clients. YEP can therefore capitalize on this opportunity to work with the GOP to streamline international payment receipts for these youth. This will not only benefit youth trained in IT skills by the program but will also have wide reaching impact on the freelancing landscape in the country.



9.4.4 Local Stakeholder Engagement

Under its engagement component, YEP has engaged several policy actors at the national and provincial levels. However, in Pakistan as elected representatives are more concerned with the views of their local constituencies, it is recommended that engagement activities such as youth dialogues and forums are carried out at the district level. This will result in more direct engagement between youth and policy makers with the possibility to yield some tangible benefits and also build the capacity of both to eventually contribute at the provincial and national level debates.





ANNEXURES



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ANNEX 1: Government Youth Empowerment Initiatives 2013-2018

Government	Program	Year
Federal	PM's Youth Skills Development Program	2013-2016
	PM's Youth Training Scheme	2015-2018
	PM's Youth Business Loan Scheme	2013-2016
	PM's Fee Reimbursement Scheme	2015
	PM's Youth Internship Program	2016
Government of Punjab	Laptop Awards Program	2013-2018
	Danish School and Centers of Excellence Authority	2010
	Punjab Education Endowment Funds PEEF	2012-2016
	Upgrading of Institutions of Special Education	Not available
	Market Oriented and Skills Based Subjects for Deeni Madaris	Not available
	Self-Employment and Entrepreneurship Promotion	Not available
	Punjab Women Empowerment Package	2012
	Punjab Skills Development Fund	2011
	Special Initiative for Youth in Jails	Not available
	Vocational Training Programs	2014
Government of Sindh	Cab Scheme for Unemployed Youth	2015
	Benazir Bhutto Shaheed Youth Development Program	2008
	Establishment of Mobile Skill Development Unit for Underprivileged Youth	2012
	Inspiring Pakistani Youth to Reach Excellence through Counselling and Training	2012-2015
	Inspiring Leadership, Empowerment and Development	2009-2015
Government of Khyber Pakhtunkhwa	Youth Empowering Space	2011
	Monthly Stipend Scheme for Unemployed Youth	2015
	Free Provincial Youth Technical Education Scheme	2010-13
Government of Baluchistan	Free Laptop Scheme	2016
	Youth ICT Initiative	2015



ANNEX 2: Programme Results Hierarchy

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	Year 4	Year 5	FINAL	
Output 1: <i>Sustained and up-streamed interaction and collaboration between youth and key policy actors on civic and social issues leads to better informed youth who can actively participate in and influence inclusive decision making (SDG 16.7)</i>	Output Indicator 1.1: # of young women and men participating in meaningful engagement mechanisms in federal and provincial policy planning processes, structures and activities for positive impact	Internal evaluation of project progress Project reports & records,	0	2014-2017 (Phase -I)	2,000	4,000	5,000	5,000	4,000	20,000 (50% women)	<ul style="list-style-type: none"> - Pre and post perception survey of youth participants. - Review of government records documenting policy changes (as a result of engagements). <p>RISKS:</p> <ul style="list-style-type: none"> - Perception surveys can be non-empirical and biased.

		press releases, media reports, policy papers							- Government may not share official documents or not take policy actions altogether.	
Output Indicator 1.2.	Internal evaluation of project progress	# of young women and men mentored to create space for personal growth in their chosen fields, and offer opportunities for community service which can enable them to become leaders and	2,00 0	2014- 2017 (Phase -I)	200	900	1500	1500	900	5,000 (50% women) Participation perception surveys, project database of trainings, and mentoring, human interest stories

	actors for constructive change									RISKS:
	Project reports & records,									<ul style="list-style-type: none"> - Collected data maybe biased or inaccurate - All participants may not fill survey forms.
Output indicator 1.3		5,00 0	2014- 2017 (Phase -I)	2,00 0	8,00 0	8,00 0	8,00 0	4,000	30,000 (50% women)	Participation perception surveys, project database of events, human interest stories.

	# of young women and men participating in sports, dialogue and cultural events that promote diversity, tolerance and peaceful co-existence	Project reports & records,							RISKS:	
Output 2	Output Indicator 2.1.	<i>Review of feedback from project participants</i>	0	2014-2017 (Phase -I)	1,000	3,000	6,000	6,000	4,000 20,000 (50% women)	Participation perception/ behavioural change survey, project database, human interest stories.

<p><i>Youth in public sector and religious education establishmen ts acquire the knowledge and skills needed to succeed in an inclusive society through the promotion of a culture of peace and non-violence, global citizenship and appreciation of diversity (SDG 4.7)</i></p>	<p># of young women and men participating in “global citizenship”, soft skills, critical thinking, counselling and civic education to promote diversity, tolerance and peaceful co-existence</p>						
	<p>Project reports & records,</p>					<p>RISKS:</p> <ul style="list-style-type: none"> - Collected data maybe biased or inaccurate. 	

									- Measurable behaviour change may not be possible during programme implementation cycle.	
Output 3: <i>Excluded youth's potential to contribute to inclusive and sustainable economic growth harnessed and catalysed through job placements, private sector partnerships and investments in innovative models/ solutions (SDG 8.6)</i>	Output Indicator 3.1: <i># of young women and men provided entrepreneurship education, career counselling, and support services to unleash the full economic potential of youth</i>	Participants' feedback	2,00 0	2014- 2017 (Phase -I)	1,00 0	4,00 0	7,50 0	7,50 0	10,00 0	Project training database, pre and post training assessments, human interest stories.

Risk:

-Lack of political will/ capacity/ funding to design and

									implement strategies that lead to quality employment for youth. - Poor quality data leading to inaccurate measurement of programme impacts.
Output Indicator 3.3. # of youth benefitting from jobs and improved livelihoods in crisis or post-crisis settings, disaggregated by sex and other characteristics (derived from IRRF 3.1.1)	Project reports & records,	2,000	2014-2017 (Phase -I)	1,500	3,000	3,750	3,750	3,000	- Partnership MOUs - Project database of job placement and entrepreneurship support. - Human interest stories

										- Private companies and training institutes may sign agreements to provide job placement but may not deliver on the commitments
Output Indicator 3.4: # of micro, small and medium-sized enterprises utilizing supplier development platforms for inclusive and sustainable value chains (IRRF 1.3.1)	Project reports and records	30	2014-2017 (Phase -I)	20	40	50	50	40	200	<ul style="list-style-type: none"> - Database of industries involved in Supplier Development Programme. - Success stories <p>Risk:</p>

									- SMEs don't comply with the methodology requirements leading to its failure in implementation .
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ANNEX 3: Evaluation Matrix

Evaluation Criteria	Evaluation Questions/sub-Questions	Indicators	Data Sources		Data Collection Methods
Relevance	<p>a) To what extent was the project in line with the national development priorities, the country programme's outputs and outcomes, the UNDP Strategic Plan and the SDGs?</p> <p>b) To what extent does the project contribute to the theory of change for the relevant country programme outcome as well as assess the relevance of the project's outputs?</p> <p>c) To what extent were lessons learned from other relevant projects considered in the program design as well as during its execution?</p> <p>d) To what extent were perspectives of those who could affect the outcomes, and those who could contribute information or other resources to the</p>	<ul style="list-style-type: none"> • Alignment with National Policies and Strategies • Alignment with SDGs and UNDP Country Program Document • Alignment with public and private stakeholder needs • Alignment with Beneficiary Needs • Inclusion of women and marginalized youth in program activities 	<ul style="list-style-type: none"> • Program Document, Project Documents, Program and Progress Reports • Interviews with Project team, Implementing Partners, Public and Private Stakeholders, and beneficiary/participating youth 		<ul style="list-style-type: none"> • Document Review, KIIs, IDIs, FGDs

attainment of stated results, taken into account during the project design and implementation processes?

e) To what extent does the project contribute to LNOB4, gender equality, the empowerment of women and the human rights-based approach?

f) Evaluate the extent to which YEP implementation strategy has been responsive to the emerging needs and priorities of Government counterparts and beneficiary communities; and to the context of the emerging development scenario of Pakistan;

g) What is the stakeholder involvement in the project?

¶ What is the community's involvement in planning and implementing this project?

¶ What is the private sector's involvement in planning and implementing this

	<p>project?</p> <p>② What is the local/provincial & federal government's involvement in planning and implementing this project?</p>	
Effectiveness	<p>a) To what extent did the project contribute to the country programme outcomes and outputs, the SDGs, the UNDP Strategic Plan and national development priorities?</p> <p>b) To what extent were the project outputs achieved? If not then reasons why?</p> <p>c) What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?</p> <p>d) To what extent has the UNDP partnership and resource mobilisation strategy with Government departments, UN agencies, CSOs and international donors ensured coordinated support for the development of NMDs been appropriate and effective?</p>	<ul style="list-style-type: none"> • Achievement of Project Results Against Logical Framework and Targets • Approach to delivery of project activities • Nature, number, and outcomes of program partnerships with public, private, civil society, and youth organizations • Complimentarity of various projects contributing to the YEP • Program relationship with major donors • Quality of resulting project outputs • Extent of Program outreach to youth • Contribution of project results to the UNDP CPD and SDGs <ul style="list-style-type: none"> • Program Document, Project Documents, Results Framework, Progress Reports, Beneficiary Lists, etc. • Project team • Donors • Public and Private Partners/Stakeholders • Implementing Partners • Participating Youth <ul style="list-style-type: none"> • Document Review, KIIs, IDIs, FGDs

- e) In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?
- f) In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome in the next phase?
- g) What, if any, alternative strategies would have been more effective in achieving the project's objectives?
- h) Are the projects outputs clear, practical and feasible in line with project theory of change?
- i) Assess how the programme components complemented each other to contribute to the achievement of programme objectives
- j) To what extent have stakeholders including
- Evidence of unintended positive and negative results
 - Strategies employed to ensure adoption of LNOB
 - Challenges and opportunities faced with respect to project implementation

beneficiary communities been involved in project implementation?

k) To what extent are project management and implementation

participatory, flexible, creative and responsive to respond to emerging needs and priorities of the government

and beneficiaries and is this participation contributing towards achievement of the project outputs?

l) To what extent has the project been appropriately responsive to the needs of the national constituents and changing partner priorities?

m) To what extent has the project contributed to gender equality, the empowerment of women and the realization of human rights?

n) How effective is the program in reaching out youth from marginalized/at risk

	communities/households, especially women, youth with disabilities and from minority groups?	
Efficiency	<p>a) To what extent was the project management structure as outlined in the project document efficient in generating the expected results?</p> <p>b) To what extent have the UNDP project implementation strategy and execution been efficient and cost-effective?</p> <p>c) To what extent has there been an economical use of financial and human resources? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve outcomes?</p> <p>d) To what extent have resources been used efficiently? Have activities supporting the strategy been cost-effective?</p> <p>e) To what extent have project funds and activities</p>	<ul style="list-style-type: none"> • Adequacy of Program Design • Project Management Structure and Staffing • Timeliness of interventions • Targeting Criteria • Monitoring, Evaluation, and Reporting methods • Availability and utilization of project finances • Mobilization Strategy • Program Procurement Guidelines • Stakeholder Engagement Strategy • Coordination Mechanisms • Capacity Building Framework <ul style="list-style-type: none"> • Program Document, Progress Reports, Finance Data, Strategy Documents and Frameworks, etc. <ul style="list-style-type: none"> • Document Review, KIs

	<p>been delivered in a timely manner?</p> <p>f) To what extent do the M&E systems utilized by UNDP ensure effective and efficient project management?</p> <p>g) Assess the adequacy of funds for programme implementation up to 2019 and analyse project strategy for resource mobilization for future interventions.</p>	
Sustainability	<p>a) Assess the sustainability of capacity building programmes particularly provision of business grants, and skills training to youth;</p> <p>b) Are there any financial risks that may jeopardize the sustainability of project outputs?</p> <p>c) To what extent will financial and economic resources be available to sustain the benefits achieved by the project?</p> <p>d) Are there any social or political risks that may jeopardize sustainability of</p>	<ul style="list-style-type: none"> • Social, Economic, Financial, Political, and Institutional factors affecting continuation of project activities • Possibility or actual incidence of replication of project outputs by other stakeholders/donors <ul style="list-style-type: none"> • Potential for upscaling of project activities • Program Document, Progress Reports, Strategy Documents and Frameworks, Government Policy and Strategy, etc. • Interviews with Donors, private and public stakeholders, and youth

project outputs and the project's contributions to country programme outputs and outcomes?

e) Do the legal frameworks, policies and governance structures and processes within which the project operates pose risks that may jeopardize sustainability of project benefits?

f) To what extent did UNDP actions pose social threat to the sustainability of project outputs?

g) What is the risk that the level of stakeholders' ownership will be sufficient to allow for the project benefits to be sustained?

h) To what extent do mechanisms, procedures and policies exist to allow primary stakeholders to carry forward the results attained on gender equality, empowerment of women, human rights and human development?

	<p>i) To what extent do stakeholders support the project's long-term objectives?</p> <p>j) To what extent are lessons learned being documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?</p> <p>k) To what extent do UNDP interventions have well-designed and well-planned exit strategy?</p> <p>l) What could be done to strengthen exit strategy and sustainability?</p>
Impact	<p>a) Explore if and how various programme components had a positive/less positive/no impact on each other;</p> <p>I. What has been the impact of training and grants on the lives of the beneficiaries?</p> <p>b) Evaluate the impact of the programme on the wider development environment of Pakistan;</p> <ul style="list-style-type: none"> • Incorporation of youth's perspective in public sector policy and strategy • Engagement of youth in productive activities • Sense of purpose and direction amongst youth • Number of Jobs Generated for Youth <ul style="list-style-type: none"> • Number of Businesses Started by Youth • Progress Reports • Project Team • Opinion of targeted youth and stakeholders on effect of project activities and the changes brought through the project <ul style="list-style-type: none"> • Document Review, KIIs, IDIs, FGDs

- c) Assess what changes in the social and economic development at the level of individuals, institutions and communities - intended and unintended, positive and negative – have been brought about by the programme.
- d) Were there clear evidence of results and recognition of UNDP support?
- e) What impact is the programme having in keeping youth away from negative influences?
- f) How is the programme impacting the targeted communities at large?
- ❑ How has the level of harmony increased in the targeted communities? Since the start of the project? In comparison with/other areas?
- ❑ How has the perception of insecurity changed in target communities? Since the
- Participation of Women and Marginalized in the Program
 - Capacity of Stakeholders and IPs Improved
 - Unintended positive or negative impacts of the project

start of the project? In comparison with/other areas?

② Do the intervention results respond to the needs of all stakeholders, youth-men,

- women,
- transgender and other key groups, as identified at the design stage?

Human Rights

a) To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups benefited from YEP interventions?

- Targeting criteria and implementation
- Number of women, transgender, disable, and minority, etc. youth benefitting from the project
- Program Document, Project Documents, Results Framework, Progress Reports, Beneficiary Lists, etc.
- Project team
- Donors
- Public and Private Partners/Stakeholders
- Implementing Partners
- Participating Youth

Gender Equality

a) To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?

- Availability of gender segregated information and data in the project monitoring outputs
- Types of activities undertaken for women
- Program Document
- Progress Reports
- Interviews with Implementing Partners and Participating Youth, etc.

- | | |
|---|---|
| b) Is the gender marker data assigned to this project representative of reality? | and transgender empowerment |
| c) To what extent has the project promoted positive changes in gender equality and the empowerment of women? Were there any unintended effects? | <ul style="list-style-type: none">• Sensitivity to Gender-specific needs/concerns |

ANNEX 4: List of Documents Reviewed

- Project document (as well as contribution agreements).
- Baseline Survey
- Theory of change and results framework.
- Project quality assurance reports;
- Annual Workplans;
- Consolidated quarterly and annual reports;
- Results-oriented monitoring reports;
- Highlights of project board meetings;
- Technical/financial monitoring reports;
- Donor reports; and
- Project Implementing Partners' progress reports.
- Pakistan National Human Development Report 2017: Unleashing the Potential of a Young Pakistan. UNDP Pakistan. 2018;
- Developing Skills in Youth to Succeed in an Evolving South Asian Economy: A Case Study on Pakistan. UNICEF. 2019;
- World Bank. 2019. Pakistan at 100 : Shaping the Future. World Bank, Washington, DC. © World Bank.
- National Youth Development Framework. Government of Pakistan. 2019
- Youth in Pakistan: Priorities, Realities and Policy Responses. Population Council. 2016;
- Growing Population of Pakistani Youth: A Ticking Time Bomb or a Demographic Dividend. Hafeez, E. and Fasih, T., 2018. *Journal of Education and Educational Development*, 5(2), pp.211-226.
- Youth Education, Social Cohesion and Conflicts in District Swabi, Khyber Pakhtunkhwa, Pakistan. Khan, N. and Zaman, M., 2018. *Pakistan Journal of History & Culture*.
- "Youth empowerment and sustainable development: An evidence from Pakistan's Prime Minister's Youth Program", Gill, S.A., Aftab, R., Rehman, S.U. and Javaid, S. (2019), *Journal of Economic and Administrative Sciences*, Vol. 35 No. 3, pp. 202-219.
- "Female political participation in South Asia: A case study of Pakistan." Latif, Arfan, et al. *South Asian Studies* 30.2 (2015): 201.



ANNEX 5: Data Collection Tools**Decentralized Evaluation of Youth Empowerment Programme****KEY INFORMANT INTERVIEW (KII) GUIDE SHEET**

1. Name of the Respondent	
2. Designation	
3. Contact Details	
4. Date of KII	
5. Starting Time of KII	
6. Finishing Time of KII	



KII GUIDE SHEET

UNDP Program Management Team

Background

1. How are the management and staffing structures of different projects organized under the YEP?

Design History and Approach

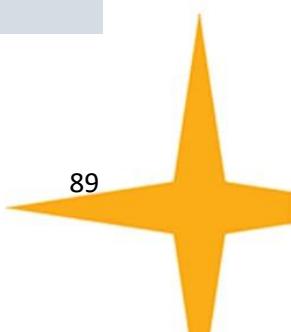
2. What other projects has UNDP undertaken over the past three to five years in Pakistan, focusing on Youth? How did these programs feed into the formulation of the YEP?
3. Please provide an overview of the **design process**, e.g., timeframe of development, process (e.g., consultations or research exercises feeding into the design); and stakeholders involved in the design, etc.
4. How was the **youth's perspective/feedback** incorporated into the program design?
5. Were any of the key staff currently working on the project involved in the program design? If yes, who and what was the role of these staff members in the design?
6. What were the basis for identification of output-wise outreach targets?
7. Based on your experience of implementing this program, what have been the **major positive elements** of the design? E.g., flexibility, partnership, inclusion of particular activities that are easy to implement and/or highly welcomed by beneficiaries, SMART log-frame, etc. Please elaborate.
8. And, what have been the major elements of design that are resulting in **implementation problems**? E.g., large number of activities, ambitious targets, etc. Please explain.
9. Have any measures been taken to resolve some of these issues? If yes, please explain what measures have been taken and what are the outcomes of these?
10. Have there been any **changes to program activities** or logical framework since the program started? If yes, what are these changes, why, when, and how were these made? And, how have these now affected program delivery?

Geographic Focus

11. What were the reasons for **selecting the three provinces** as intervention areas? And why was Punjab excluded from this mix?
12. What are the lessons learned based on implementing the project in the current mix of urban and rural targeted districts?

Staffing

13. Has staff been **sufficient** for managing the program? If no, why not?



14. What measures are taken to bolster staffing capacity? E.g., hiring of short-term experts, training to existing staff, recruitment of IPs, etc.

Timeliness

15. Has the program met all of its milestones according to the schedule in the program document?
16. If no, what have been the major **delays** in implementation? And, what have been the reasons for these delays?
17. How have these delays affected overall program implementation?

COVID -19 Implications

18. Have any program activities continued as usual despite the COVID-19 pandemic? If yes, please provide a list of activities
19. Did the program take up any additional activities in response to COVID-19? If yes, please provide details, including list of activities, associated budgets, etc.
20. How has COVID-19 affected program performance and timeliness?
21. What are your recommendations for mitigating the challenges posed by COVID-19, such as project extension, change in activities, etc.?

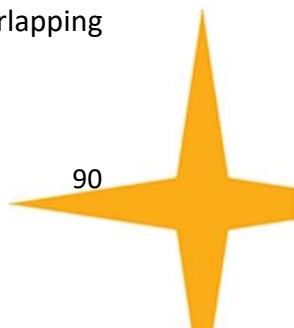
Finance

Donor Funds

22. Have the available finances been **sufficient** to meet program needs? If no, what have been the major challenges with raising finances?
23. What strategies have been utilized thus far to overcome these **challenges**? E.g., joint programming, donor appeals, etc.
24. Has the program faced any administrative problems with financing? E.g., late approvals, difficult reporting processes, unrealistic budgeting at design or AWP stage, etc.?
25. How have these issues affected the program's **performance**? And what measures have been taken thus far to resolve some of these issues?

Monitoring and Reporting

26. Does the program have a Monitoring and Reporting **Framework**? If yes, what are its main features?
27. What are the major Monitoring and Reporting tools used by the YEP? E.g., logframe, AWPs, etc.
28. What have been the challenges with monitoring program activities? E.g., overlapping activities by donors, too many activities, lack of a database, etc.
29. What is the process and frequency of monitoring data collection and reporting?



30. Does the monitoring process incorporate **beneficiary (youth) feedback**? If yes, how?
31. In what format is the monitoring data stored? E.g., MS Excel, Access Database, Word, etc.
32. Has the program made any major changes in implementation based on the results of the monitoring activities? If yes, please provide examples
33. Does the PMU face any problems with regards to **tracking KPIs** outlined in the Program's Logical Framework? If yes, please explain which KPIs and what are the problems with measuring progress?

Program Board

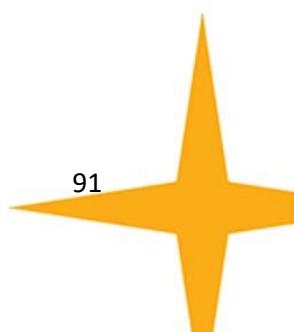
34. Who are the members of the Program Board?
35. What is the role of the PB in overall project management and monitoring?
36. How often does the PB meet? And has the PB met according to schedule? If no, why not?
37. What have been the major decisions taken by the PB thus far with significant implications for the YEP program?
38. What challenges does the PB face with regard to delivering its mandate?
39. How can the role of the PB be improved for better project performance?

Coordination with Donors

40. What has been the major role played by the donors in project design and implementation?
41. What is the mechanism of coordination with the donors?
42. Did the UNDP face any challenges when collaborating with any of the donors? E.g., delayed decision making, etc. How were these resolved?

Partnership

43. Does the program have a **partnership strategy**? If yes, what are its main features? Also, is the strategy documented?
44. What have been the program's challenges and opportunities in partnering with the **private sector**? Please elaborate
45. In your opinion, how can these partnerships be further strengthened?
46. Has the program partnered with any other units of the UNDP, other UN agencies, or government departments/programs? If yes, what was the nature of these partnerships?
47. What have been the challenges and opportunities in initiating or undertaking these partnerships?
48. What are your **recommendations** for developing stronger/broader partnerships?



Stakeholder Coordination

49. What are the major **methods** used for coordination of various stakeholders? E.g., face to face meetings, periodic workshops, etc.
50. How has the project **benefitted** from coordination among stakeholders? E.g., synergies and complementarities lead to efficiency, etc.
51. What are the key **challenges** with stakeholder coordination? E.g., lack of responsiveness/interest, limited capacity, too many stakeholders, etc.
52. How can partner and stakeholder collaboration be improved for better project results?

Impact

53. Does the program make a periodic **assessment of the impact**? E.g., tracer studies, impact assessment, etc.
54. In your opinion, which project activities have had the highest impact? Why?
55. Also, which project activities do you think have had the lowest impact? Why?
56. How can the potential impact of these activities be enhanced?

Sustainability

57. Based on your experience with the program, which program outputs/outcomes are the **most sustainable**? Why? E.g., youth training, rehabilitation of youth offenders, approaches to women's empowerment, etc.
58. Which project partners/stakeholders are the key to the sustainability of outputs/outcomes? How?
59. Which project outputs or outcomes are least sustainable, in your opinion?
60. What are the potential (social, economic, political, and environmental, etc.) threats to the sustainability of these outputs?
61. What changes would you recommend to the program strategy in order to improve the **chances for sustainability** of outputs/outcomes?
62. Has the program devised an **exit strategy** with regard to the interventions under the three outputs? If yes, what are the main features of this strategy? And is this strategy documented?

Effectiveness

Targeting

63. How is the 'at risk youth' defined in the context of the YEP?
64. What was the program beneficiary selection criteria for each of the three outputs?



65. What challenges has the program faced in selection of beneficiaries using these criteria? E.g., criteria was too stringent or criteria did not lead to selection of relevant/responsive youth?

Three Es

66. How have been recommendations from various youth engagement initiatives, e.g., dialogues been incorporated in program design? Also, how can UNDP programming further incorporate these recommendations?
67. What challenges is the project facing with the transition of a focused ‘training and job placement program’ under USAID to the current ‘Engagement, Employment, and Education’ model which is widespread both geographically and programmatically.

Progress

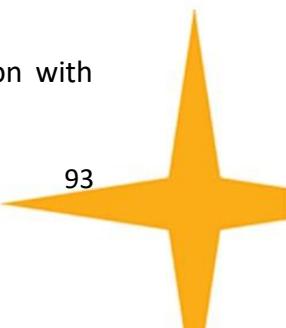
68. Considering the three Es, which program activities have been the most effective towards achieving the program’s objectives and targets, and which have been least effective? Why?
69. What have been the challenges faced by the UNDP with regard to implementation? E.g., Resistance from local community, lack of enthusiastic youth, security situation, participation of women, etc.
70. Have any measures been undertaken to overcome some of these challenges? If yes, please provide details.

Gender, Women’s Empowerment, and Human Rights

71. What activities has the program undertaken to reach out to women, transgender, and marginalized youth (e.g., disabled, minority religions, etc.)
72. What challenges has the project faced in engaging these segments of the population? And have any measures been taken to overcome these? If yes, please provide details.
73. How can the engagement of these groups be further improved in the project’s activities?
74. Is gender segregated data presented in the program monitoring and reporting?

Knowledge Management and Dissemination

75. Are evidence-based research studies undertaken through the UNDP and the current program publicly available?
76. What mechanisms and tools does the program have in place to organize and store knowledge gathered and generated during the course of implementation? E.g., knowledge management strategy, use of a website, etc.
77. Who are the intended recipients/beneficiaries of this information/data?
78. What methods of dissemination is the program using to share this information with beneficiaries and various stakeholders?



79. How have knowledge management and dissemination activities undertaken by the program been effective? Please provide examples.

Lessons Learnt and Recommendations

80. Based on your experience, what are the major lessons learned from the program design and implementation?

81. What are your overall recommendations for the improvement of project design and implementation going forward? E.g., in order to access more funding, should the programming focus on youth or should youth be used as a cross-cutting theme of the program; additional interventions, geographic scope, etc.?

KII GUIDE SHEET

YEP Implementing Partners

Background

1. What is the mandate of your organization?
2. What major projects have been implemented by your organization over the past three years? And who have been your major public, private, and development sector partners?
3. What is the geographical presence of your organization?
4. Since when has your organization been engaged with the UNDP as an IP?
5. What projects have you implemented in partnership with the UNDP over the past three years?

Engagement with YEP

6. What activities has your project implemented in collaboration with the YEP? Please provide details, e.g., nature of activity, time frame, your involvement in the design, geographic presence, etc.
7. What is the management structure of your organization to manage the YEP activities? E.g., number of staff, role in project management and implementation, etc.

Effectiveness and Impact

8. In your opinion, which program activities have been most effective? Why?
9. What program impact have you observed with regards to the activities undertaken by you? Please elaborate. Also, is this impact based on your interaction with the program or according to a systematic impact assessment exercise?
10. Which program activities have had the least impact? And what are the reasons for this? E.g., limited time or funding, design of activity, etc.



11. What challenges has your organization faced in implementing the project? E.g., high targets, resistance from the community/stakeholders, unable to meet high demand from youth, etc.

Women Empowerment and Gender

12. What activities have been particularly effective with regards to women's empowerment or empowerment of transgender and minority youth?
13. What challenges have you faced with reaching out to young women?
14. Also, what challenges have you faced when reaching out to transgender or minority youth?
15. How can some of the above challenges be resolved?

Monitoring

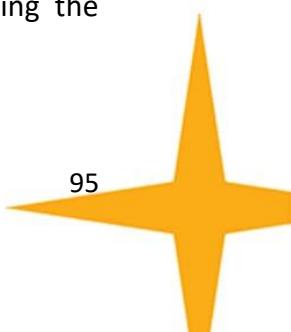
16. What are the major monitoring and reporting tools used by your organization to track progress of the YEP? E.g., tools, frequency, methods, etc.
17. What challenges does your organization face when monitoring or reporting program activities? E.g., lengthy formats, indicators are not easy to track, not sufficient monitoring budget, etc.
18. Has the UNDP provided any support in overcoming some of these monitoring challenges? E.g., change in reporting formats, training for your monitoring staff, etc.

Partnerships and Coordination

19. What partnerships has your organization formed or strengthened during implementation of the YEP? Please elaborate
20. How have these partnerships been helpful towards ensuring program effectiveness and impact?
21. How does the YEP link to some of the other projects being undertaken by your organization?
22. Has the UNDP provided any support or facilitation to your organization in forming linkages with stakeholders engaged in other aspects of program implementation? If yes, how has this been helpful? If no, what are your suggestions for establishment of linkages and their potential impact?

Support from UNDP

23. What support has your organization received from the UNDP in implementing the project? E.g., assistance with design, linkage development, staff training, etc.
24. How has this affected your ability to deliver the project?



25. What, if any, challenges has your organization faced when collaborating with the UNDP?
E.g., delayed approvals, difficult reporting procedures, etc.

Sustainability

26. In your opinion, which program activities undertaken by your organization are most sustainable? Why?
27. Also, which program outputs/outcomes are least sustainable? Why?
28. What measures can be taken to improve their sustainability?

COVID-19

29. What challenges has your organization faced due to COVID-19 with regard to implementation the YEP? E.g., suspension of operations, delays, limited outreach to youth, etc.
30. How have some of these challenges been mitigated? E.g., modification of implementation modalities?
31. Also, under the YPE, has your organization undertaken additional activities to respond to the COVID-19 pandemic? If yes, please elaborate.

Lessons Learned and Recommendations

32. Based on your experience with implementation of the YEP, what are the key lessons learned?
33. What are your recommendations for improving the design, implementation approaches, or management of YEP?

KII GUIDE SHEET

CPRU

1. What is the CPRU's role in the YEP program management?
2. What have been some of the challenges/opportunities in implementation of the YEP?
3. Are there any linkages between the YEP and other projects/programs under the CPRU?
4. What are the opportunities for forming/strengthening these linkages?
5. What are the prospects of meeting the YEP's financial overlay over the next two years?
6. What are the major lessons learned from the implementation of the YEP?



KII GUIDE SHEET

YEP DONORS

1. What are the development priorities of your organization in Pakistan? And who are your key program implementing partners in Pakistan?
2. How does the YEP fit into these development priorities?
3. In your opinion, what have been the outstanding features of the YEP program thus far?
4. What challenges has your organization faced with regard to the design and implementation of the YEP?
5. Does your organization have any plans for replication or up-scaling of the YEP program? If yes, please provide details.
6. What are your lessons learned and recommendations for improved implementation of the YEP?

KII GUIDE SHEET

GOVERNMENT STAKEHOLDERS

1. Since when has your organization been involved with the YEP program and what are the key elements of this involvement/partnership?
2. How does your involvement in the YEP align with your organizational mandate?
3. Is your organization involved with other similar initiatives? If yes, please provide details.
4. What partnerships has your organization formed or strengthened as a result of participation in the YEP? Please elaborate.
5. How have these partnerships been helpful towards ensuring program effectiveness and impact?
6. What are your recommendations for improving the chances of sustainability for initiatives undertaken by the YEP?

KII GUIDE SHEET

YEP PRIVATE SECTOR STAKHOLDERS

Background

1. What is the major business objective of your company/organization?
2. Since when have you been involved with the YEP program and what are the key elements of this involvement/partnership?
3. How does your involvement in the YEP align with your company/organizational mandate?



4. Is your company/organization involved with other similar initiatives? If yes, please provide details.

Effectiveness and Impact

5. In your opinion, which program activities have been most effective? Why?
6. What program impact have you observed with regards to the activities undertaken by you? Please elaborate. Also, is this impact based on your interaction with the program or according to a systematic impact assessment exercise?
7. Which program activities have had the least impact? And what are the reasons for this? E.g., limited time or funding, design of activity, etc.
8. What challenges has your organization faced in implementing the project? E.g., high targets, resistance from the community/stakeholders, unable to meet high demand from youth, etc.

Women Empowerment and Gender

9. What activities have been particularly effective with regards to women's empowerment or empowerment of transgender and minority youth?
10. What challenges have you faced with reaching out to young women?
11. Also, what challenges have you faced when reaching out to transgender or minority youth?
12. How can some of the above challenges be resolved?

Monitoring

13. What are the major monitoring and reporting tools used by your organization to track progress of the YEP? E.g., tools, frequency, methods, etc.
14. What challenges does your organization face when monitoring or reporting program activities? E.g., lengthy formats, indicators are not easy to track, not sufficient monitoring budget, etc.
15. Has the UNDP provided any support in overcoming some of these monitoring challenges? E.g., change in reporting formats, training for your monitoring staff, etc.

Partnerships and Coordination

16. What partnerships has your organization formed or strengthened during implementation of the YEP? Please elaborate
17. How have these partnerships been helpful towards ensuring program effectiveness and impact?



Sustainability

18. In your opinion, which program activities undertaken by your organization are most sustainable? Why?
19. Also, which program outputs/outcomes are least sustainable? Why?
20. What measures can be taken to improve their sustainability?

COVID-19

21. What challenges has your organization faced due to COVID-19 with regard to implementation the YEP? E.g., suspension of operations, delays, limited outreach to youth, etc.
22. How have some of these challenges been mitigated? E.g., modification of implementation modalities?
23. Also, under the YEP, has your organization undertaken additional activities to respond to the COVID-19 pandemic? If yes, please elaborate.

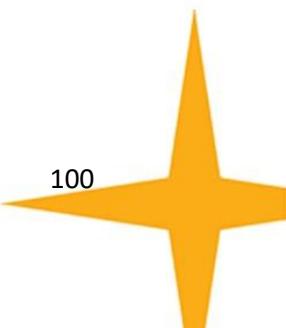
Lessons Learned and Recommendations

24. Based on your experience with implementation of the YEP, what are the key lessons learned?
25. What are your recommendations for improving the design, implementation approaches, or management of YEP?

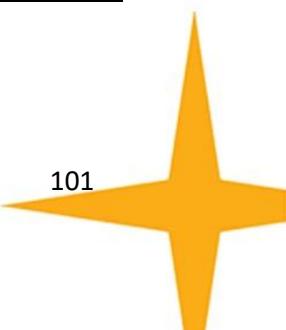


Decentralized Evaluation of Youth Empowerment Programme**FOCUSED GROUP DISCUSSION (FGD) GUIDE SHEET
YOUTH PARTICIPANTS**

1. Stakeholder Group	
2. Name of the Interviewer	
3. Date of FGD	
4. Starting Time of FGD	
5. Finishing Time of FGD	



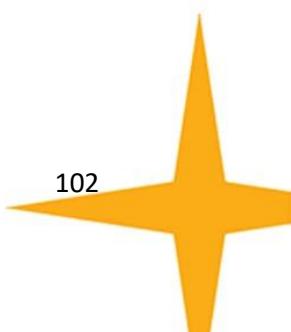
Sr. No.	Name	Contact
1		
2		
3		
4		
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FGD GUIDE SHEET

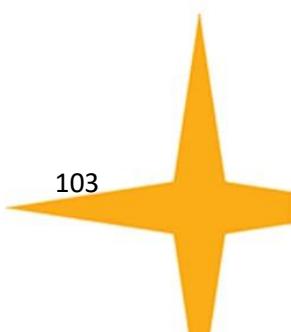
YOUTH PARTICIPANTS

1. What has been the nature of your engagement with the YEP? Please provide details, e.g., how long was the program and what were its various elements and how many other youth participated with you in the activity?
2. Did you have to go through a selection process in order to participate in this activity? If yes, please elaborate. Also, did you face any challenges when going through the selection process?
3. Were there any participants with physical disabilities, from low/marginalized communities, religious and ethnic minorities in the program?
4. In your opinion, how did you benefit from participating in the activity? Please elaborate benefits that you derived during the process of participation and after participation. E.g., networking, new knowledge, establishment of a new business, etc.
5. Did you observe any changes in your community/surroundings (e.g., your university) as a result of participation in the project?
6. What challenges did you face when participating in the activity?
7. How did the project benefit you in terms of improving your knowledge/understanding/skills?
8. What challenges did you face when utilizing the knowledge and skills learned during the activity? E.g., lack of finance for setting up enterprise, not able to find employment, unable to publish your op-ed, etc.
9. In your opinion, how can the project improve its outreach to a higher number of deserving youth? Especially to women and minorities.
10. What other activities would you recommend for the project to focus on?



Decentralized Evaluation of Youth Empowerment Programme**IN-DEPTH INTERVIEW (IDI) GUIDE SHEET
YOUTH PARTICIPANTS**

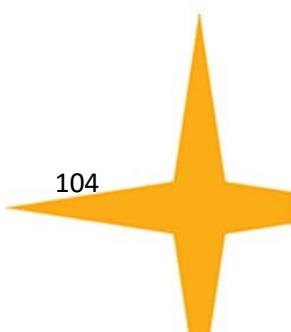
1. Name of the Respondent	
2. Gender	
3. Contact Details	
4. Name of the Interviewer	
5. Date of IDI	
6. Starting Time of IDI	
7. Finishing Time of IDI	



IDI GUIDE SHEET

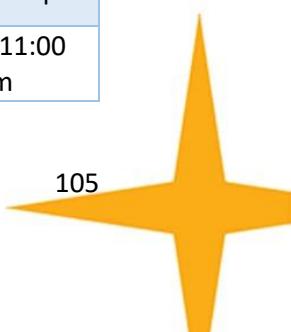
YOUTH PARTICIPANTS

1. What has been the nature of your engagement with the YEP? Please provide details, e.g., how long was the program and what were its various elements and how many other youth participated with you in the activity?
2. Did you have to go through a selection process in order to participate in this activity? If yes, please elaborate. Also, did you face any challenges when going through the selection process?
3. Were there any participants with physical disabilities, from low/marginalized communities, religious and ethnic minorities in the program?
4. In your opinion, how did you benefit from participating in the activity? Please elaborate benefits that you derived during the process of participation and after participation. E.g., networking, new knowledge, establishment of a new business, etc.
5. Did you observe any changes in your community/surroundings (e.g., your university) as a result of participation in the project?
6. What challenges did you face when participating in the activity?
7. How did the project benefit you in terms of improving your knowledge/understanding/skills?
8. What challenges did you face when utilizing the knowledge and skills learned during the activity? E.g., lack of finance for setting up enterprise, not able to find employment, unable to publish your op-ed, etc.
9. In your opinion, how can the project improve its outreach to a higher number of deserving youth? Especially to women and minorities.
10. What other activities would you recommend for the project to focus on?

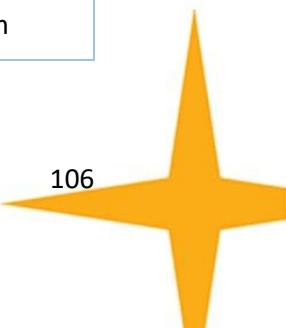


ANNEX 6: List of People Met

Interviews with Stakeholders / Key Informants				
Counterpart/Organization	Representative(s)	Title	Date	Time
UNDP	Mr. Jehangir Ashraf	Project Officer	25-Nov-20	02:00 pm-04:00 pm
	Mr. Hamza Hassan	Senior Social Inclusion Officer		
	Ms. Maryam Inam	Reporting and Communications Officer		
UNDP Sub Office Quetta	Mr. Akbar Durrani	Economic and Empowerment Component	26-Nov-20	11:00 am-12:00 pm
VIAMO	Mr. Osman Anwar	Country Manager	26-Nov-20	01:00-02:00 pm
KPITB	Mr. Shoaib Yousafzai	Project Manager YEP	26-Nov-20	03:00-04:00 pm
SOL Foundation	Ms. Maryam Irfan	Managing Director	26-Nov-20	04:00-05:00 pm
KASHF	Ms. Momina Ahmed	Assistant Manager Grant Raising and Donor Management	27-Nov-20	11:00 am-12:00 pm
	Ms. Bushra Khanum	Senior Manager		
Rozee.pk	Mr. Khalid Majeed	Head of Development	27-Nov-20	12:00-01:00 pm
Liaison Corporation	Mr. Muhammad Iqbal	Manager HR & MEAL	27-Nov-20	03:00-04:00 pm
	Mr. Syed Haris	Manager Programme		
ECI	Ms. Rabia Khan	Senior Manager Projects	27-Nov-20	04:00-05:00 pm
	Mr. Bakhtyar Ahmad	Senior Manager - Capacity Building		
CODE Pakistan	Mr. Aarish Khan	Executive Director	30-Nov-20	03:00-4:00 pm
SMEDA	Mr. Hafeez Ullah Khan	Manager	01-Dec-20	10:00-11:00 am

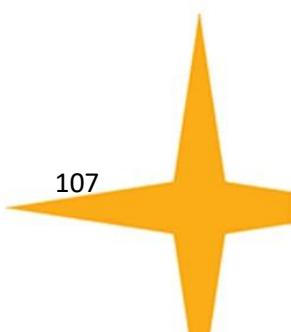


PMO	Mr. Ali Malik	Deputy Secretary	02-Dec-20	11:00 am-12:00 pm
TUSDEC	Mr. Danish Ateeq Mr. Wajid Zia	Project Manager SKILLTECH Project Manager NIDA	02-Dec-20	02:00-03:00 pm
ARTISTIC	Mr. Shahan Ali Khan Mr. Afsar Ahmad	HR Manager Unit Manager	02-Dec-20	04:00-5:00 pm
UNFPA	Ms. Sabrina Khan	Programme Analyst	03-Dec-20	10:20-11:20 am
Sindh Education Foundation	Mr. Bilal Lashari	Project Coordinator YEEEP	03-Dec-20	11:30 am-12:30 pm
UNDP Bangkok	Ms. Belinda Hlatshwayo Mr. Beniam Gebrezghi Ms. Isabella Caravaggio	Women, Peace and Security Coordination Consultant Programme Specialist Community Engagement Coordinator (Preventing Violent Extremism)	03-Dec-20	03:00 pm-04:00 pm
Imtiaz Supermarket	Ms. Dua Hanif	Senior Officer - Learning & OD	04-Dec-20	11:30 am-12:30 pm
SPARC	Ms. Sheeba Shah Mr. Kahif Mirza Ms. Shumaila Waheed	DIG Prisons Juvenile and Women Media and Communication Officer Assistant Finance Manager/Admin/HR	05-Dec-20	02:00-03:00 pm
KP Youth Affairs Department	Mr. Syed Saqlain Shah	Director Operation	05-Dec-20	03:00-04:00 pm
UK FCDO	Ms. Saadiqa Batool	Programme Manager	07-Dec-20	02:00-03:00 pm
Govt. of Norway	Ms. Vigdis Halvorsen	First Secretary Development	08-Dec-20	02:30-03:30 pm
Australia HC	Ms. Michelle Sullivan	Director Australian Civilian Corps	10-Dec-20	01:00-2:00 pm
UNDP	Ms. Isma Toseer	M&E Officer	14-Dec-20	02:00-03:00 pm
UNDP	Ms. Laura Sheridan	Programme Manager, Youth Empowerment Programme	15-Dec-20	04:00-05:00 pm
UNDP DGU	Mr. Anas Ali Rao	Programme Analyst	16-Dec-20	02:00-03:00 pm
UNDP Innovation-AccLab	Ms. Beenisch Tahir	Head of Lab of UNDP Innovation AccLab-Pakistan Accelerator Lab Network	23-Dec-20	04:00-05:00 pm



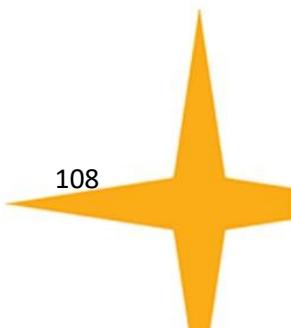
Respondent Type	Stakeholders	FGDs				Total FGDs
		Men	Women	Men	Women	
Skills Training/Job Placement	Roze.pk, TUSDEC, Hashoo Foundation	1	1	1	1	4
Entrepreneurship Training/Digital Skills	KPITB, KASHF	1	1	1	1	4
Universities	CODE, ECI	1	1	1	1	4
Jawan Marakiz	Liaison Corp.	1	1	-	-	2
Journalists	Media Matters for Democracy	1		-	-	1
Total Number of FGDs						15

IDIs		
Respondents	Stakeholders	Number of IDIs
Youth Parliamentarians	PILDAT	2
Jawan Marakiz	Liaison Corp.	2
Youth Leaders	SOLF/INSAN	2
Madarais Students	CODE	4
Jobseekers	TUSDEC	2
Micro-entrepreneurs	KASHF	3
Start-Ups	YIC	2
Total Number of IDIs		17



ANNEX 7: List of Major IPs

S. No.	Implementing Partner
1	Abacus Consulting
2	Accountability Lab
3	Amazon Enablers
4	Artistic Milliners
5	Artistic Fabric and Garment Industries
6	Careem
7	CIRCLE
8	CODE PK
9	Concepts Unlimited
10	ECI
11	FF Steel
12	FIDA
13	Gul Ahmed Textiles
14	Hashoo Foundation
15	Imtiaz Supermarket
16	Insaan Foundation Trust
17	Kamayi
18	KASHF Foundation
19	KPCCI
20	KPEZDMC
21	Liaison Corporation
22	Mauqa Online
23	PILDAT
24	Rozee.pk
25	Salman Sufi Foundation
26	Sehat Kahani
27	SMEDA
28	SOLF
29	SPARC
30	TEVTA
31	TUSDEC
32	VIAMO
33	VSO



ANNEX 8: UNDP YEP Organogram

