



ENDLINE REPORT PAKISTAN

The impact on the socio-economic situation of youth participating in the Empower Youth for Work project in Pakistan

EMPOWER
YOUTH
FOR WORK



OXFAM

December 2021

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EXECUTIVE SUMMARY

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

This report focuses on the impact achieved by the EYW project in Pakistan by comparing the results of the endline study (July 2021) with the baseline (early 2017) and midline (September 2020) studies. The main objective of this impact evaluation was to determine the impact of the EYW programme using the key performance indicators (KPIs) for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people. This endline study comprises both quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs for each of the three pillars, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project. A two-day online reflection workshop ensured results were put into context and perspective.

We found positive changes in all three pillars when comparing the baseline situation to the situation at the endline. For many of the indicators, endline levels for EYW participants were higher than the baseline levels, indicating a likely role played by EYW in these improvements. Differences between EYW participants and non-participants, and the benefits and value offered by EYW activities, were also found in the qualitative study. The conclusion of a positive contribution by EYW was supported by progress on the main indicator formulated at the "impact level": socio-economic empowerment. Young people's socio-economic empowerment significantly improved from baseline to endline. In Layyah, we found a positive impact for EYW in both the economic and social components of empowerment. In Jamshoro, EYW contributed to the increased socio-economic empowerment of young people, but we cannot make strong impact claims since empowerment also increased for non-participants. The qualitative study clearly showed spill-over effects of EYW activities to other (young) people: EYW participants mentioned examples in which they supported family members with their CVs or helped peers with job opportunity information access.

The study found a strong relationship between a person's level of education and indicators such as empowerment. We found that potential impacts for many EYW indicators were higher for people with lower levels of education than for highly educated people. Hence, projects like EYW can help to increase the empowerment of people without access to education, but the added value of empowerment is modest when people are more educated.

There were gender gaps for some indicators. For instance, the level of socio-economic empowerment was higher for young men than for young women, and a similar difference was found for the employment rate and business ownership. Indeed, as became clear from the analysis of the social norms, young women face more social restrictions to employment than young men. These findings point to the importance of acknowledging and accounting for an enabling environment for (female) youth employment.

Lastly, it is also important to consider the social and emotional contributions of the programme, which are not easily measured. By connecting youth for skills development, for instance, youth also had the chance to engage with peers, express their struggles and concerns, exchange ideas, learn from each other and make connections beyond the work life. These unmeasured impacts and outcomes should also be considered when looking at the overall impact of the programme.

Based on the insights, experiences and results presented in this report and discussed with project staff and partners, the following recommendations for future programmes have been formulated:

- **Adopt a holistic approach with a long-term vision:** EYW adopted a holistic approach to improving the socio-economic empowerment of young people. There are positive links between working on agency and skills, the promotion of an enabling environment and economic opportunities. Hence, adopting a holistic approach will likely materialize in more benefits for young people. Furthermore, a long-term programme vision is important since changing (employment) outcomes takes time.
- **Target the lowest educated youth:** The findings show a strong relationship between a person's level of education and empowerment, (technical) skills and employment outcomes. Hence, the added value of future youth employment programmes is strongest when targeting youth with low levels of education.
- **Acknowledge, account for and aim to shift social norms to contribute to an enabling environment, especially for young women:** Social norms have a direct bearing on the possibilities for youth employment. The findings show that young women, in particular, are often hampered in their economic opportunities by restrictive social norms. Changes in social norms take time. For the changes and the change process to remain sustainable and reach the next generation, youth programmes must continuously and progressively acknowledge and account for the societal barriers that limit the participation of young women and other marginalized groups in the labour market.
- **Tailor job opportunity information provision to young women:** Job opportunity information reaches more men than women. This suggests the need to tailor job opportunity information to channels viewed or visited by young women specifically and to train young women on how to exploit existing channels. Doing this will likely contribute to overcoming labour market barriers and reducing the differences in opportunities for women and men.
- **Support young people in accessing finance:** Lack of access to finance to start a business is an important reason for young people not becoming self-employed. Furthermore, cultural perceptions of loans further limit young people in acquiring loans. Hence, future programmes

can work on shifting the community's views of loans, support youth with the provision of financial capital and advocate for the financial system to become more inclusive of young people.

- **Operationalize both the informal and formal parts of the enabling environment:** The enabling environment consists of both informal and formal factors. Examples of informal factors are social norms, attitudes, family support and peer pressure. Formal factors include policies, legislation and institutions that set the ground rules for labour market participation. It is of utmost importance that future programmes operationalize both the informal and formal aspects of the enabling environment. Only then can the gap between the supply and demand sides of the labour market be bridged.
- **Connect youth living in rural and urban areas:** In Pakistan, as in many other countries, there is a strong divide between rural and urban areas. There is much potential for youth living in each of these areas to learn from each other. Linking youth from these areas might foster innovation for job creation. Thus, connecting rural and urban areas could be an important consideration for future programmes.
- **Bridge the gap between the supply side and the demand side of the labour market:** Often, youth employment programmes have a strong focus on the supply side of the labour market, for example, improving youth's employability by developing their skills. At the same time, it is also important to consider the broader environment that young people are part of, where market circumstances and policies can prevent them from accessing jobs, or where jobs simply aren't available. It is thus best to tackle both the supply side and demand side of employment simultaneously when developing policies, as this is where the conditions for youth employment are created.
- **Consider the sustainability of the project, even after project implementation has ended:** Future programmes should consider ways in which to continue and sustain the work and progress made. A best practice by EYW worth sharing is the formal registration of youth hubs. In this way, the project facilitated youth to stay connected and organized even after the project ended. This gives them opportunities for continuous joint motivation, learning and action.

1 INTRODUCTION

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

The Impact Measurement and Knowledge (IMK) team, part of the Learning, Innovation and Knowledge (LINK) unit, of Oxfam Novib conducted an impact evaluation of the EYW project in Pakistan, together with Oxfam in Pakistan and its partners Institute of Business Administration (IBA), Bedari, Research and Development Foundation (RDF) and Bargad¹.

This report focuses on the impact achieved by the EYW project in Pakistan by comparing the results of the endline study (July 2021) with the baseline (early 2017) and midline (September 2020) studies. The main objective of this impact evaluation was to determine the impact of the EYW programme using the key performance indicators (KPIs) for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people.

This endline study comprises quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs for each of the three pillars, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

During programme implementation, and at the time of writing, the world, including Pakistan, was hit by the coronavirus pandemic (Covid-19). Covid-19 puts further pressure on the job market and disproportionately affects young people – especially young women (ILO, 2020a²; ILO, 2020b³). Estimates show that, globally, one in six young people have stopped working due to Covid-19, and working hours have fallen significantly among those still in employment (ILO, 2020b³). Therefore, the findings of this study need to be understood within the context of the Covid-19 pandemic.

¹ Some of these partners disengaged from EYW and the impact study earlier in the programme. Bargad only contributed to the baseline and midline studies, and RDF only contributed to the midline study. IBA and Bedari contributed to baseline, midline and endline studies.

² ILO (2020a). ILO Monitor: COVID-19 and the world of work. Fourth edition.

³ ILO (2020b). Youth and Covid-19: Impacts on Jobs, Education, Rights and Mental Well-being. Survey Report 2020.

2 PROJECT OVERVIEW

The EYW programme aimed to improve economic and social empowerment for young women and men living in rural, climate-change affected areas in Bangladesh, Ethiopia, Indonesia and Pakistan. The Theory of Change consisted of three pillars – improving young people’s agency and skills (pillar 1), improving their economic opportunities (pillar 2), and creating an enabling environment for youth (pillar 3) – to ultimately increase their social and economic empowerment.

In Pakistan, the project reached 31,919 young people, of whom 58% were young women, and 42% were young men. Besides the main beneficiaries (the youth), other key groups were also engaged in the project. These included members of the youths’ households, influential community elders, tribal and feudal leaders, religious and opinion leaders, middlemen, the private sector (including local business owners and market actors such as microfinance bodies), relevant government departmental leaders at the village, union council, tehsil and district levels, farmers’ groups, NGOs, social protection organisations, schools and other educational institutes. Approximately 55,000 community members were reached in the five years of the EYW programme.

Oxfam in Pakistan worked with the following partner organizations: Institute of Business Administration (IBA), Bedari, Research and Development Foundation (RDF) and Bargad. The collaboration with RDF was discontinued earlier in the programme⁴.

EYW was implemented in two (rural and semi-urban) target regions of Punjab and Sindh, Layyah district and Jamshoro district, respectively. Punjab and Sindh provinces are among the most populated provinces in Pakistan (accounting for 68% of the total Pakistani population; Government of Sindh and Government of Punjab, 2017⁵). The city of Layyah is the headquarters of Layyah district. It is Pakistan’s seventh-largest city and a prominent cultural and economic hub of Southern Punjab. Compared to Layyah, Jamshoro is a smaller city. The economy of Layyah is stronger than that of Jamshoro- Layyah has more small and medium enterprises (SMEs), cotton ginning and pressing factories, rice processing mills, and flour, oil and sugar mills. Layyah is also quite popular as a tourist and sporting attraction (for example, it regularly hosts the “Thal Jeep Rally”). Both provinces are severely prone to floods and drought.

For each of the three pillars, the EYW project in Pakistan organized tailored activities through its partners in Layyah and Jamshoro. These activities were designed to be contextually sensitive and inclusive in terms of participation and content. See

⁴ This was due to administrative reasons.

⁵ Government of Sindh & Government of Punjab (2017). <http://minorityaffairs.sindh.gov.pk/province-wise-population> and <https://punjab.gov.pk/>.

Table 1 for detailed insights on how the activities and focus areas related to each of the three pillars in the EYW programme.

Table 1: EYW pillars and related activities

Pillar	Theme of activities	Focus areas
Pillar 1: Improving young people's agency and skills	<ul style="list-style-type: none"> • Gender Action Learning System (GALS) • Soft/life skills • Communication • Job readiness • E-jobs • Micro businesses • Entrepreneurship 	<ul style="list-style-type: none"> • Envisioning the change • Identifying opportunities and challenges • Establishing targets/milestones • Developing action plans • Identifying allies • CV building • Interview skills
Pillar 2: Improving their economic opportunities	<ul style="list-style-type: none"> • Entrepreneurship • Farming • E-commerce • E-learning • Online job portal • Business development support (BDS) to SMEs • Formal jobs 	<ul style="list-style-type: none"> • Entrepreneurial mindset • Business modelling • HR- team development • Marketing • Finance and accounting • Business regulations and legalities • Business start-up kits
Pillar 3: Creating an enabling environment for youth	<ul style="list-style-type: none"> • GALS • Future of work • Advocacy • Linkage with Government and Influencing departments • Social norms • Gender-based violence (GBV) • Youth Advisory Board (YAB) 	<ul style="list-style-type: none"> • Provincial youth policies • Youth affairs governance in Pakistan • Influencing strategy • Social media as a tool for influencing • Designing and executing digital campaigns • Content creation • Video/Photography • Story making • Theatre performance

Please note that different themes had different complementary activities. For instance, in addition to entrepreneurship skills training, young people also received one-to-one mentoring with industry experts and specialists as part of the BDS package. The life skills component of the project was delivered to all youth. Other components, for instance, entrepreneurship, were only delivered to those youth who were interested.

Layyah is economically stronger, more accessible, culturally more diverse (due to interactions between indigenous people, tourists and business people from across the country) and more progressive in its gender norms than Jamshoro. Consequently, EYW faced less friction in its implementation in Layyah than in Jamshoro. Furthermore, due to administrative reasons Jamshoro was faced with rapid changes of partners throughout the project implementation. These partners had different levels of influence and implementation activities. This situation, and especially the transitioning period, further complicated the implementation of EYW. These circumstances need to be taken into account when interpreting the findings, especially when comparing the results in Layyah and Jamshoro.

3 EVALUATION DESIGN

3.1 EVALUATION QUESTIONS

The main objective of this endline study was to determine to what extent the EYW programme had an impact on KPIs for the three pillars. The report also explores the gendered and regional differences for the outcomes and contextualizes the findings with respect to Covid-19. Furthermore, reflections from youth, community members and stakeholders on how change happened are included throughout the report. The main evaluation questions are presented in Table 2.

Table 2: Overview of evaluation questions

Main evaluation question: To what extent have activities implemented by the EYW programme contributed to changes in KPIs for the three pillars?

Sub-questions:

- To what extent have activities implemented by the EYW programme contributed to changes in young people's agency and skills?
- To what extent have activities implemented by the EYW programme contributed to changes in young people's economic opportunities?
- To what extent have activities implemented by the EYW programme contributed to changes in the enabling environment of young people?

The quantitative impact assessment focused predominantly on the KPIs, and the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

3.2 EVALUATION DESIGN

This was a mixed-methods evaluation, which means that the quantitative impact assessment was complemented by qualitative research and reflection workshops with youth and partners.

3.2.1 QUANTITATIVE IMPACT ASSESSMENT

The quantitative component of this evaluation was a quasi-experimental impact assessment, meaning that it benefits from data collected from a target group of programme participants as well as a comparison group. The comparison group included respondents who were living in villages that were not targeted by EYW project activities and had a similar demographic profile to the target group. The selection of respondents and their assignment to the target and comparison groups was not random – this is what makes this study “quasi-experimental”, in contrast to a fully randomized control trial. Comparing data from these two groups allowed us to identify both *trends* in outcomes over time for the target group and any changes that could be attributed to programme activities (the *impact* of the EYW programme so far). Please refer to **Error! Reference source not found.** for more details on the methodology used for the quantitative impact assessment.

3.2.2 QUALITATIVE IMPACT ASSESSMENT

The qualitative study component used focus group discussions (FGDs) to answer the following broad questions: a) How does change in employment happen for EYW youth participants? and b) How is change related to the effectiveness and relevance of the EYW Project? These discussions involved both male and female EYW participants and were focused on the changes they experienced in their professional lives and the changes they observed at the household and community level because of EYW. Discussions with community members focused on the community's awareness and opinion of EYW activities and how the activities led to changes in the employment, entrepreneurship and economic circumstances of youth in their communities.

Because of the Covid-19 pandemic, the data collection team was consulted during the design and planning phase to decide whether the FGDs should be conducted in-person, online or over the phone. Since the Covid-19 rules and regulations in Pakistan, at the time, allowed for small groups of people to gather and interact, it was decided to conduct FGDs in person. Another reason for deciding on in-person qualitative processes was the lack of reliable mobile and internet connectivity in the project regions. To maximise the safety of the participants and data collectors, the data collection team took all necessary precautions, irrespective of what was required by the health agencies in the country. In addition, the FGD guide provided detailed precautions and measures, which the team were required to adhere to while interacting with the FGD participants.

3.2.3 REFLECTION WORKSHOP

A series of online workshops were held on 27 and 28 September 2021 to reflect on the preliminary results of the endline study. In total, there were 16 participants in the collaborative session to interpret the endline results: Oxfam in Pakistan (seven participants), implementing partners (three participants) and youth involved in the EYW programme (three participants)⁶. Over the two days, participants reflected together on the results presented. The main objective was to validate the results and find possible explanations for certain results. Reflections and suggestions from participants have been incorporated into this report and are clearly labelled where they appear.

3.3 OVERVIEW OF THE SAMPLE

3.3.1 QUANTITATIVE SAMPLE

The sampling approach for the quantitative component of the endline study was designed for maximum comparability between the baseline and the endline, to be representative of the population distribution by district and tehsil (or taluka) and to reflect the existing ratios of women to men participating in EYW. Practically speaking, this meant that the union councils⁷ included in the baseline study were purposely selected for the endline study. In addition, new union councils were selected in some tehsils to create

⁶ Initially, we aimed for more extensive youth involvement, but several challenges reduced the total number of youth participating in the workshop. The biggest challenge was the limited mobile and internet connectivity in the participants' homes. A solution to this was joining from a youth hub or other central place, but Covid-19 regulations made it difficult to organize group gatherings.

⁷ Union councils are the second tier of local government and fifth administrative division in Pakistan.

a sample representative of all youth reached by the EYW project. The number of respondents per union council and the gender distribution were based on the distribution in the beneficiary dataset.

Union councils in the comparison group were selected to ensure that no exposure to the EYW project had taken place. The number of respondents per union council and the gender distribution were based on the distribution in the baseline data and on the distribution in the target group at district level⁸.

Target group respondents were randomly selected from the records of programme participants maintained by EYW programme staff, with quotas for gender and union council⁹. When a selected target respondent was not available for the interview, for example, because they had migrated, they were replaced with another target respondent from the records of programme participants. Comparison group respondents were randomly selected by means of a random walk within communities where no project implementation had taken place. Similarly, quotas were set for gender and union council. In each of the selected comparison communities, lady health workers¹⁰ supported the data collection team by providing information on the population size, number of streets, and number of households. The random walk was based on this information¹¹.

All respondents were interviewed in July 2021. Interviews were collected on paper, and double data entry took place in July-August 2021. In total, 68% of the interviewed target respondents were women, and 32% were men. This reflected the distribution of young women and men reached by the EYW project. In the comparison group, 67% of interviewed respondents were women, and 33% were men. Please refer to Annex 7.2 for a detailed overview of the baseline and endline samples.

3.3.2 QUALITATIVE SAMPLE

A total of 14 FGDs were conducted with youth (women and men who participated in one or more EYW activities) and community members in Jamshoro and Layyah. These included five FGDs with young men and community members and four FGDs with young women. The numbers of participants in the FGDs with young women, young men and community members were 36, 34 and 42 (35% women), respectively.

The selection of participants for the FGDs was not random: the sampling criteria for youth was based on the training sessions and other activities undertaken in the two districts. For example, all the youth

⁸ Please note that even though EYW exposure was limited to just the target areas and not the union councils in the comparison group, there are examples of other government initiatives or NGO activities working on entrepreneurship, microbusiness development, training and loans, especially in Layyah. This is an important point as it might mean that our comparison group was not fully isolated from exposure.

⁹ We later learned that we selected the endline sample from incomplete records. For instance, the records included only part of the youth who participated in 2020 and youth from 2021 were completely missing. However, we believe our sample is representative of the other years of EYW programming.

¹⁰ Lady Health Workers are nurses who live and work in the communities, and who make house visits to girls and women.

¹¹ Please note that it was sometimes challenging to identify respondents for the interview, due to rapid change of partners throughout project implementation. Jamshoro was particularly affected by these circumstances.

participants of the programme had been involved in life skills activities, but not all participants had participated in technical, farming or entrepreneurship activities. Accordingly, the selection criteria stated that all youth FGD participants must have participated in life skills activities. Further, based on the overall proportion of participation in technical, farming and entrepreneurship skills activities in the different regions/provinces, the selection criteria included the minimum number of participants in an FGD who had participated in these activities. However, it should be noted that the selection criteria were adjusted according to the situation on the ground at the time of the data collection process.

3.4 LIMITATIONS

This endline study has some limitations. The first limitation relates to the way the KPIs are formulated. First, there is the translation of global KPIs into local contexts, which comes with trade-offs in standardization vs the local context. Secondly, many of the skills indicators were based on self-assessments by youth instead of more objective measurements. In general, people tend to avoid the extreme answer categories in Likert scales, making it difficult to measure improvement if levels on this self-assessment scale were already high at the start of the project. However, this was the case for both the target and comparison groups.

The second limitation relates to the comparison group in this study. In the sampling design, the comparison group union councils were selected because no EYW activities had been implemented. However, in some cases, union councils in the comparison group bordered union councils in the target group, leading to possible spill-over effects. Also, we could not control the activities of other actors (for example, other NGOs, government, or the private sector). For more information, see Annex 7.2. Consequently, it is possible that our 'parallel trends assumption' is violated if the comparison group was exposed to the activities of other actors. We tried to understand the extent of this risk by asking the comparison group whether they were part of youth groups or had participated in any activities to improve their economic opportunities (the majority (89%) had not¹²). Nevertheless, based on the findings presented in chapter 4, the programme team had serious doubts about whether the comparison group really was a 'pure' comparison group.

We tried to understand young people's exposure to EYW activities by asking which topics they had participated in. We are aware that the survey only covered part of the EYW activities. Activities such as Future of Work or influencing were not explicitly included in the survey. We found that it is likely that young people did not fully understand the way activities and topics were categorized since, in implementation, all three pillars were interlinked. This may have led to an underestimation of young people's participation in EYW activities. Furthermore, we did not ask young people to mention the frequency of their participation or when (year or month) they had participated. This limited our ability to analyse the findings with respect to the extent of exposure of young people to EYW activities – for

¹² Only 10% of youth in the comparison group were part of a youth group (non-EYW), and 11% had participated in training to improve their economic opportunities (all non-EYW; 7% had participated in training 'from anywhere else', and 4% did a training 'on their own initiative').

example, whether they were highly or only slightly engaged. If we had asked for frequency and time of participation, this could have led to interesting results, which we did not capture.

A further limitation was the possibility that progress, especially in employment outcomes, was underestimated because youth who found employment elsewhere and migrated were not available to participate in the endline study. The design of the evaluation meant that we missed out the youth who had migrated to find employment elsewhere. Indeed, partners mentioned several examples of EYW participants securing employment outside Layyah and Jamshoro and so were not available to participate in this endline study. Furthermore, the period of data collection was only short and took place during the Eid holidays. This made data collection especially challenging and prevented some youth from participating in the survey (although this last notion applies to both the target and comparison groups). Also, short time spans for data collection might have encouraged enumerators to truncate their interviews instead of taking sufficient time for each survey question. However, since data were collected on paper, unfortunately, we cannot do a quality check on the survey length.

Lastly, the selection criteria for the participants in FGDs could not be fully adhered to at the time of data collection. For example, there is a possibility that many of those who participated in the training sessions were either at work or had migrated and therefore were unable to participate in the FGDs. Furthermore, participants of the FGDs varied across the two provinces. For example, all the young men who participated in the discussions in Jamshoro were youth champions. On the other hand, the young men in Layyah were a mixed group. This may have resulted in differences in the quality and content of responses.

3.5 EXPLANATORY NOTE ON THE FINDINGS, FIGURES AND TABLES

The next chapter presents the main findings¹³ of the endline study. In general, the chapters and sub-topics begin with the findings of the survey – the quantitative component. The descriptions of the quantitative findings are followed by the findings from the FGDs – the qualitative component – except in cases where a particular theme or topic was covered as part of the survey but was not explored in the FGDs.

The EYW programme was judged to have made a *significant impact* on an outcome indicator if the change observed among the programme participants (target group), from the baseline to the endline, was higher than the changes observed among non-participants (comparison group). Generally, positive impact means that programme participants experienced a higher increase in a certain indicator, for example, the level of soft skills, than non-participants. A negative impact means that the change for non-participants was larger than the change for participants. A negative impact is often, but not always,

¹³ Please note that the sample size for each outcome indicator can be different from the sample size mentioned in Annex 7.2. This could be due to one or more of the following reasons: respondents preferred not to answer the question(s) related to that outcome indicator, respondents answered 'I don't know' or there was missing information in the covariates included in the impact evaluation model.

associated with a decrease in the level of a certain indicator. It could also indicate that a positive change is higher for non-participants, resulting in a negative impact for participants.

When the report mentions a *significant impact*, it means that the difference between programme participants and non-participants for that outcome indicator between the baseline and the endline was statistically significant at a confidence level of 95%. This means that if the survey were re-run 20 times, we would find that the project had an impact for 19 of those 20 times. **In short, a *significant impact* means that we have enough statistical evidence to believe that a change in an outcome indicator was entirely due to EYW programme activities.**¹⁴

Figure 2

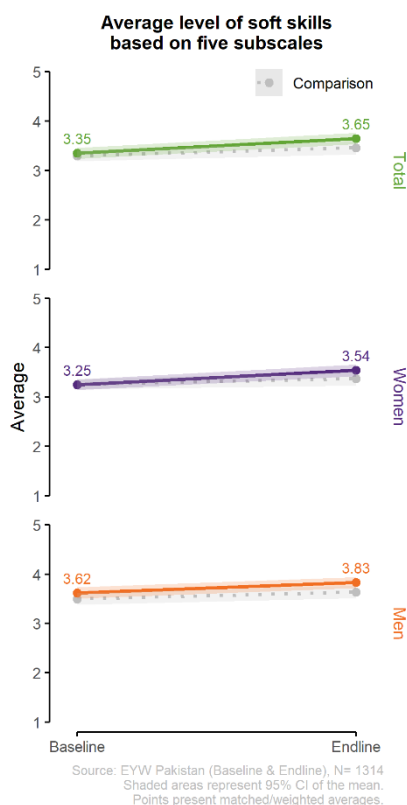
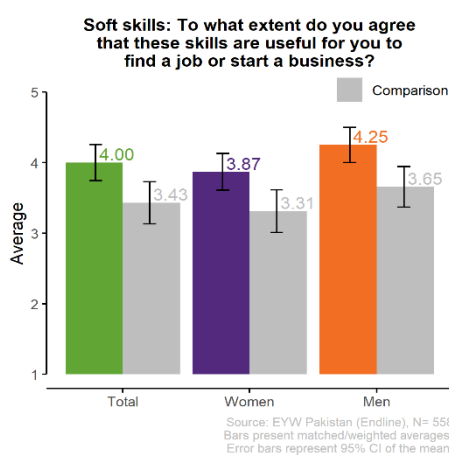


Figure 1



Most figures in this report visualize the results as line or bar graphs that show the average response to a given question by respondents in the baseline and endline studies (Figure 1), or only the endline study if

baseline data for this question were not available (Figure 2). The y-axis indicates the highest value a certain indicator can have.

Because the data is based on responses from a sample of people in the baseline and endline studies, the results were subject to a degree of sampling error. These errors are visualized with a confidence interval, representing the range of

the estimate at a confidence level of 95%. In graphs such as Figure 1, the confidence interval is depicted as the shaded area above and below the straight lines. Coloured lines and shaded areas represent the target group; grey (dashed) lines and shaded areas represent the comparison group. In graphs such as Figure 2, coloured bars represent the target group; grey bars represent the comparison group. The black line at the top of each bar represents the confidence interval.

Generally, if the confidence intervals of two estimates overlap, then it is likely that the difference between the estimates is not statistically significant. If the confidence intervals do not overlap, then the difference between the estimates is statistically significant. However, there are exceptions to this

¹⁴ It is worth noting that, in some cases, the outcome indicator might not have changed for project participants, but we still may find a significant impact. This can be the case when we observed a negative change in the group of non-participants, but the project helped to maintain an outcome indicator at the same level or helped to reduce a negative trend in the political and socio-economic context.

general rule, as the impact evaluation model – and hence the conclusions on significance – rely on many interacting factors (such as the influence of weights, covariates, and sample size). Therefore, readers are encouraged to rely on the report text and summary tables for definitive results regarding which comparisons or associations were statistically significant and which were not¹⁵.

In the following chapter, summary tables are presented for each section. These tables present the results of each KPI and subscales used to estimate the KPIs. Hence, the tables provide an overview of all the analyses performed for the section. Most of these results are described in the text. However, results for some subscales or sub-KPIs are not described extensively in the text.

In the summary tables, an equals sign (=) means that there is no significant difference or result to report. An upward arrow (↑) indicates a positive impact, while a downward arrow (↓) indicates a negative impact. The number of asterisks behind the arrow indicates the level of significance (*, **, *** for $p < 0.1$, $p < 0.05$, $p < 0.01$, respectively). Hence, more asterisks mean stronger evidence for the result.

Note that for KPIs where there is no baseline data, we cannot estimate impact or change over time. Instead, we estimate whether the endline value is higher for the target group than the comparison group. In the table, this is indicated as ‘Yes’ (a higher value for the target group than the comparison group) or ‘Yes, comparison’ (a lower value for the target group than the comparison group). Again, asterisks indicate the level of significance.

¹⁵ Note that the values on the graphs of women and men were based on predicted values of the general impact evaluation model. The general impact evaluation model used the sample of women and men together for the estimation. This means that the values on the graph with the label “Women” are the average predicted values for women based on the general impact evaluation model. A similar explanation applies for men. However, conclusions in the summary tables and text were based on conditional impact evaluation models specific to gender. This means, impact evaluation models estimated each gender separately. This may explain some slight deviations in predicted values between the tables and graphs. Additionally, the regional results in the tables were based on conditional impact evaluation models specific to region.

4 PROJECT IMPACT

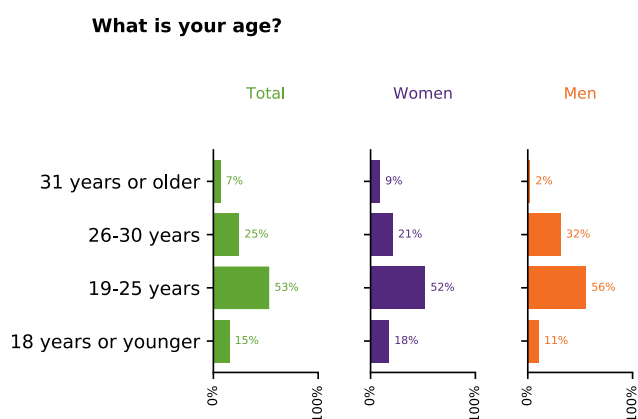
This chapter presents the findings from the endline study, using both quantitative survey data (2017, 2021) and qualitative data (2021). Note that the midline evaluation (2020) used a qualitative approach. Where relevant, we link qualitative endline results to qualitative midline results. The chapter begins by describing the sample of young people and community members targeted by EYW project activities: who they are and their characteristics (section 4.1). Next, we explore the results of five years of the EYW programme in relation to the social and economic empowerment of youth (section 4.2), young people's agency and skills (section 4.3), young people's economic opportunities (section 4.4) and their enabling environment (section 4.5).

4.1 CHARACTERISTICS OF YOUNG PEOPLE INTERVIEWED

4.1.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS

At the endline, we interviewed 411 young people who participated in the EYW project in Pakistan, the majority of whom were female (68%). This section presents some of the key socio-demographic characteristics of EYW participants at the endline. Although we are only presenting a limited number of characteristics, we recognize that young people are a diverse group who may identify with characteristics other than the ones presented in this section.

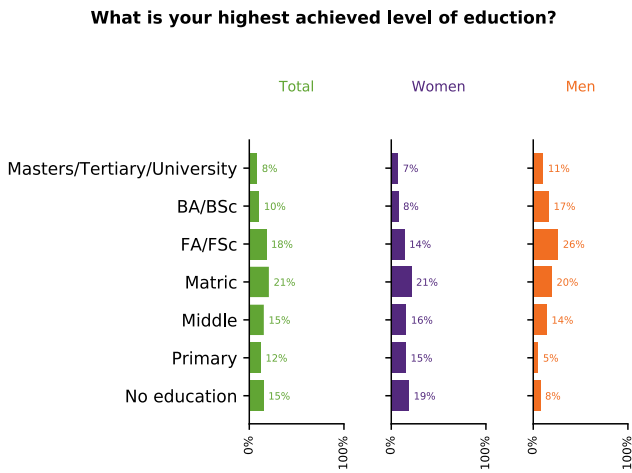
Figure 3



Source: EYW Pakistan (Endline Target), N=411.

The EYW project targeted young people between the ages of 15 and 29. Around half of EYW participants in the endline sample were between 19 and 25 years of age. Naturally, EYW participants at the endline were older than EYW participants at the baseline. At the baseline, the majority of EYW participants (61%) were 18 years or younger.

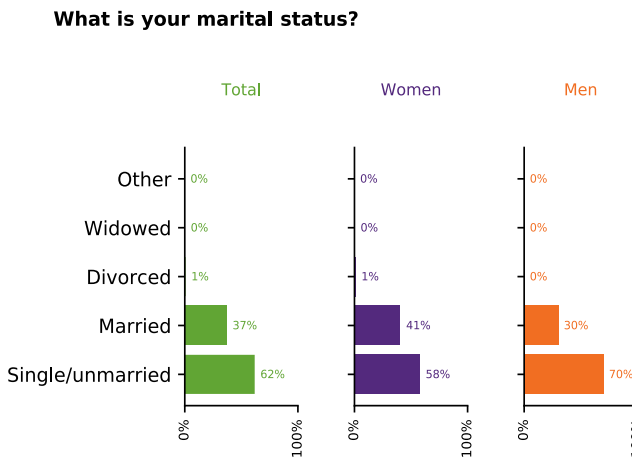
Figure 5



Source: EYW Pakistan (Endline Target), N=411.

EYW participants had different levels of education. At the endline, 15% had no education. This was a considerable reduction compared to the baseline, where 35% of young people had no education. Furthermore, only 12% of EYW participants at the baseline had achieved tertiary education (FA/FSc, BA/BSc, Masters/Tertiary/University), but this had increased to 37% at the endline. On average, young men were more educated than young women.

Figure 4



Source: EYW Pakistan (Endline Target), N=411.

Lastly, slightly over a third of EYW participants were married (37%). This percentage was higher for young women than for young men. The percentage of EYW participants who are married significantly increased relative to the baseline (28%). At the endline, on average, 62% of young people were single or unmarried.

The qualitative component did not delve deeply into the socio-economic characteristics of the participants

except for their age profile. In line with the age profile of the youth surveyed for this evaluation, the majority of youth participants were in the age group 19-25 years – about 46% of the total youth participants in the FGDs were in this age group (40% for women and 53% for men). About 19% of the participants were younger than 18 years, and a similar percentage of the participants were between 26 and 30 years of age. Only about two of the 70 youth who participated in the FGDs were older than 30 years of age.

4.1.2 PARTICIPATION IN EYW ACTIVITIES & COVID-19 RESTRICTIONS

In Pakistan, activities in EYW were implemented through youth groups – 97% of EYW respondents in the target group participated compared with 8% for the comparison group. Youth hubs provided young people with a safe and inclusive common place to connect. The hubs enabled youth to explore capacity-building opportunities and professional pursuits, to explore and develop business ideas and link these with markets, companies and micro-finance institutions, and to participate in training sessions.

In the survey, we asked young people whether they had participated in activities on any of the following topics: 1) life/soft skills; 2) technical skills/job readiness; 3) entrepreneurship; 4) climate-resilient

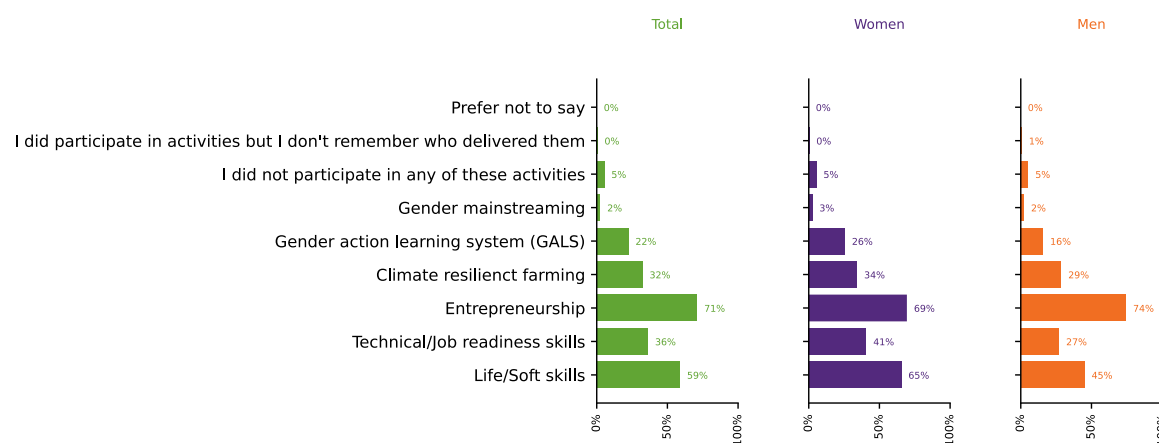
farming; 5) Gender Action Learning System (GALS); 6) gender mainstreaming. Other areas and activities of EYW's work, for instance, Future of Work and the influencing work, were not explicitly asked about in the survey. Note that youth can participate in multiple activities covering multiple pillars of EYW's theory of change (ToC). See chapter 2 for more details on project activities.

The majority of EYW participants in our sample had participated in entrepreneurship activities (71%) or life/soft skills activities (59%). Slightly over one-third (36%) of EYW participants had participated in technical skills/job readiness activities, 32% had participated in climate-resilient farming activities, and one in five EYW participants (22%) were part of GALS activities¹⁶. Furthermore, on average, 62% of youth participating in entrepreneurship activities by EYW also received one-to-one mentoring with industry experts and specialists.

Please note that outreach for these activities among respondents in the survey did not fully match the outreach in the records of the partner staff¹⁷. One possible explanation is that young people in the survey had difficulties understanding the difference between the types of operationalized activities, as the topics of these activities were interlinked.

Figure 6

Have you participated in activities on any of the following topics by Oxfam and partners?



Source: EYW Pakistan (Endline Target), N=411.

The Covid-19 pandemic has severely restricted people's mobility. Consequently, the organization and implementation of EYW activities were seriously affected – especially those that needed gatherings of youth and other stakeholders under one roof. To continue operations amid this health crisis, the common approach of 'work-from-home' required a reliable internet and electrical supply – something not guaranteed in all regions of the country. The challenges posed by Covid-19 were also emphasized in the reflection workshop by Oxfam staff and partners, who mentioned that post-covid engagement

¹⁶ Please note that at the endline, 88% of youth in the comparison group said they had not participated in any training or activity to improve their economic opportunities.

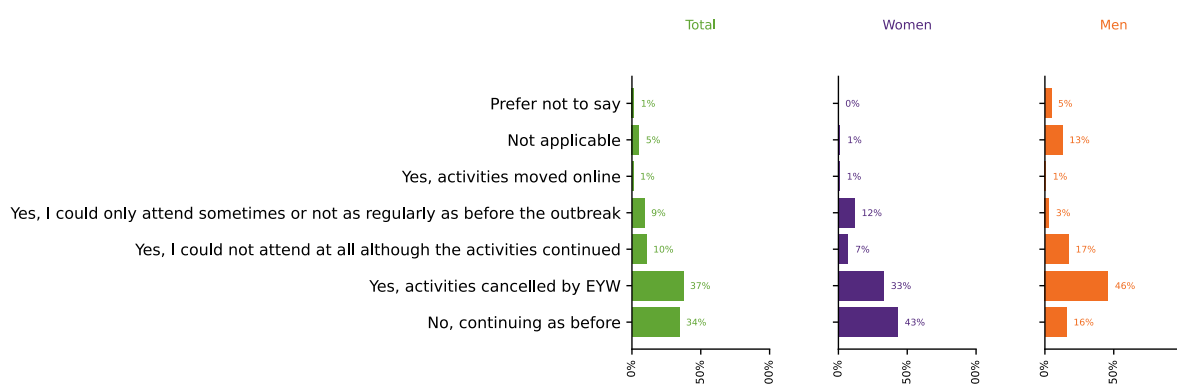
¹⁷ Our sample had a slight skew towards youth participating in entrepreneurship training, compared with youth participating in soft-skills training, job-readiness training, and climate resilient farming. Of the full population of youth reached by EYW in Pakistan, 40% participated in entrepreneurship training, 100% in soft skills training, 60% in job readiness training, 62% in climate-resilient farming and 75% GALS.

was difficult. Given these challenges, the implementation of EYW activities was revised to focus more on employment/entrepreneurship generation. Consequently, some of the activities received less attention or were blended with other activities.

Only one in three EYW participants (34%) said that their participation in EYW had not been interrupted or changed since the Covid-19 outbreak. For 37%, activities were cancelled. One in ten (10%) said that activities continued, but they could no longer participate. And 9% could only attend EYW activities sometimes or not as regularly as before.

Figure 7

Has your participation in EYW activities been interrupted or changed since the Covid-19 outbreak?



Source: EYW Pakistan (Endline Target), N=411.

The majority of EYW participants (70%) said they had participated in EYW activities to mitigate the impact of Covid-19. The most frequently mentioned activities were receiving hygiene kits (including personal protection equipment or disinfectant sprays) (97%) and online training on Covid-19 awareness and safety measures (31%). A further 15% received training on liquid soap making for income-generating activities.

The impact of the Covid-19 outbreak on participation in EYW activities should be kept in mind for the following sections when interpreting the results of five years of EYW programme work. As findings will show, the Covid-19 pandemic has had a considerable impact on young people – especially young women.

4.2 IMPACT ON SOCIAL AND ECONOMIC EMPOWERMENT

KPI #: Economic and Social Empowerment			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)				
Impact	0	Average level of economic and social empowerment reported by young people	=	=	=	↑***	=
		Average level of economic empowerment reported by young people	=	=	↓*	↑**	=

		Average level of social empowerment reported by young people	=	=	=	↑***	=
Endline data only			Is there a significant effect for the target group at endline?				
Im- pact	0	Average household income as reported by young people (inflation-adjusted)	=	=	=	=	=

The ultimate goal of the EYW programme was to improve the economic and social empowerment of young women and young men. In this study, economic and social empowerment was measured by taking the average of two concepts: economic empowerment and social empowerment. Economic empowerment was measured by the extent to which youth's income covered household needs¹⁸. Social empowerment was measured by taking the average of two Development Assests Profile (DAP) scales: 'empowerment' and 'voice'¹⁹.

The EYW project only had a positive impact on empowerment in Layyah district (Punjab province) (Figure 8). We found a positive impact in Layyah for both the economic and social components of empowerment. In Jamshoro, EYW contributed to increased socio-economic empowerment. However, in Jamshoro, we did not find an impact because the socio-economic empowerment of non-participants also increased between the baseline and the endline (Figure 9: Jamshoro). Overall, EYW participants felt more empowered at the endline than at the baseline. Hence, it is very likely that EYW contributed to this positive result.

¹⁸ Answer categories were a 1-4 point scale, where 1 was 'not at all' and 4 'to a great extent'.

¹⁹ The DAP scale 'Empowerment' was measured by three statements: 1) adults in my town or city listen to what I have to say; 2) adults in my town or city don't care about young people of my age; 3) In my town or city I feel like I matter to people. The DAP scale 'Comfort expressing voice' was measured by whether respondents felt comfortable doing four type of activities: 1) Suggesting activities to duty bearers or power holders; 2) Sharing your ideas about rules or policies with duty bearers or power holders; 3) Taking a lead role in organizing a program or activity in my community; 4) Expressing my views, needs and aspirations among peers.

Figure 8: Layyah

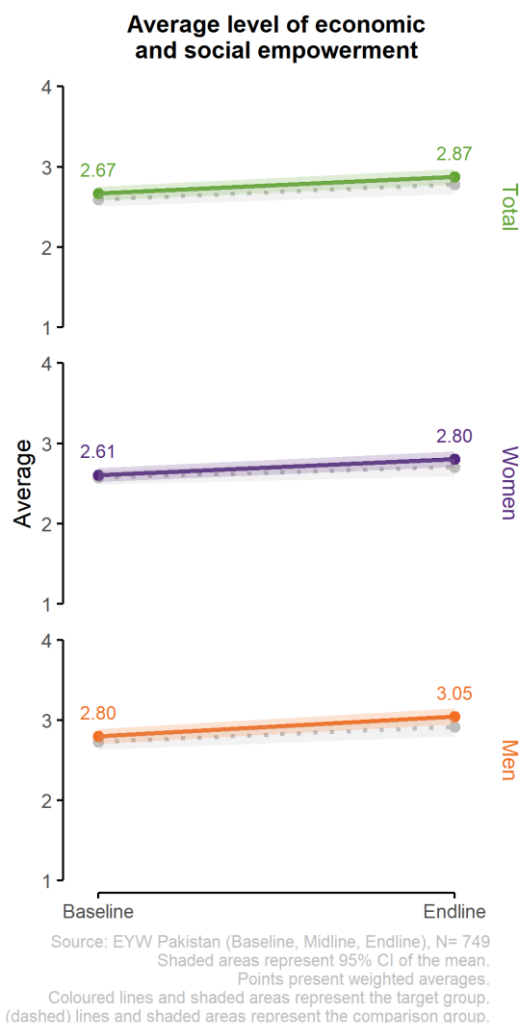
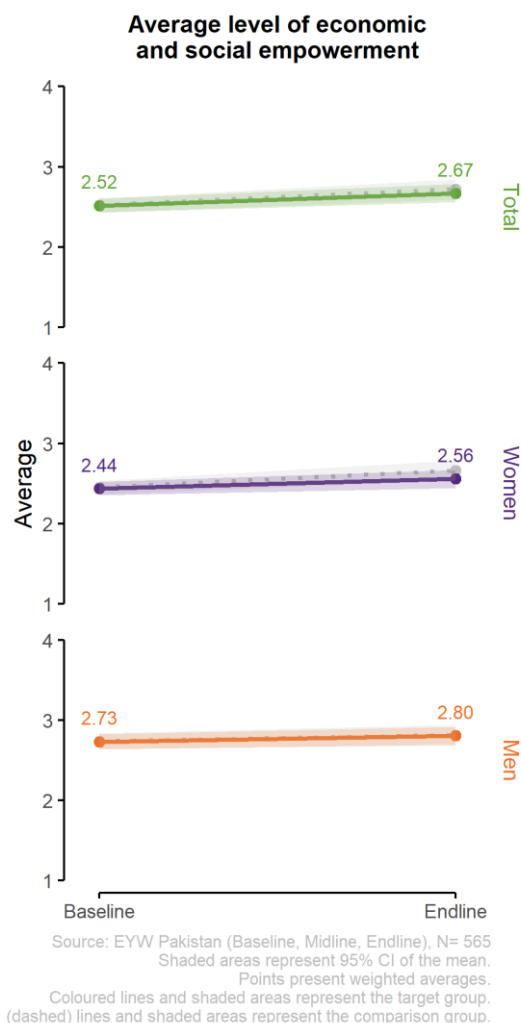


Figure 9: Jamshoro



One of the sub components of social empowerment is comfort in expressing voice. When looking at all youth together, we found a positive contribution from EYW in young people's comfort in expressing their voice, especially for young people living in Layyah. When looking at all youth together, we found a positive contribution from EYW in young people's comfort in expressing their voice, especially for young people living in Layyah.

We found that a person's level of education was strongly related to their level of empowerment. When we looked at the impact of the EYW project on empowerment relative to the level of education, we found that potential impacts were higher for people with lower levels of education than for highly educated people. Hence, projects like EYW can help to increase empowerment for people without access to education, but the value of empowerment was modest for more educated people. We also found that both EYW participants and non-participants experienced sharp increases in their level of education between the baseline and the endline. Since there was a positive relationship between a person's level of education and empowerment, this observation explains why we saw increases in empowerment for both the target and comparison groups.

Another indicator at impact level was the average total household income – the income of all household members together as reported by young people. We did not have baseline data on this indicator, hence we could not assess the change in income over time. At the endline, EYW participants and non-

participants reported similar levels of household income (32,209 PKR). More data on *youth* income and the negative influence of Covid-19 on youth income is included in section 4.4.

One of the most common themes in the qualitative discussions relating to economic empowerment was how the youth were not employed previously and how their economic circumstances had changed significantly after participating in EYW. While talking about the changes in their economic circumstances, several young men stated that they were “jobless” before and how EYW activities helped them to find a job or vocation or to start a business of their own. There were fewer responses concerning employment transitions, and these mostly focused on how women were now able to work and earn from home.

Although being employed after EYW was a common theme among young women and men, the differences were evident when the conversation moved to the impact on their position in their households. For example, among young men, a sense of economic empowerment was derived from the fact that they were no longer a ‘burden on their families’ and were now able to contribute to the household income. On the other hand, young women expressed with a sense of pride how they were able to support their spouse or other family members with additional income. Some participants emphasised that their family members had started acknowledging their work and respecting their contribution to the improved economic circumstances of their households.

“The project EYW helped us... we were jobless before, and we were a burden over our families... after being trained, I started a small business, and I started good income generation. Now, I am supporting my household and myself. Now, we are no more burden over our families... we support them.” Male youth, Layyah

“Yes, community members got sewing machines, small shops, material, goats and vegetables. So, they are doing small production in goats and running small business. My husband also works, but he earns little... but somehow we both run our household together” Female Youth, Jamshoro

For others, the sense of economic empowerment came from the skills they gained or improved and how they were able to put these new or improved skills to use and improve their income and the economic circumstances of their household. The specific skills and how they helped is discussed in detail in the following sections.

“We had not had any idea about budgeting and how to start a business. But we learnt a lot from these trainings about budgeting, which business should be started and how to start. So, now I have my business, and I having sufficient saving.” Male Youth, Jamshoro

“There are many positive effects [the activities] left on my personality. It has helped me financially and also in building confidence. On household level, we have gotten the confidence of our family. Before there was only one person who used to earn in family. Now we are all studying and earning too.” Female Youth, Layyah

According to the community members, the biggest achievement of the programme was the increased capacity and skills of women to earn an income and contribute to the household. Some community members also acknowledged the importance of the programme in enabling those who were unemployed by providing them with the information, skills and opportunities to become employed. At the same time, however, some community members thought that the programme had only benefitted a few within the communities and villages. They believed that the reach of the programme was not large enough to enable a change in the economic circumstances of the village or community as a whole – the contribution was limited to the people who attended the activities and their households. Change

starts small and takes time. To change things beyond the individual level, such as village or community, overall economic growth would be helpful.

“ They [women in the community] took loans from microfinance bank and they invested in handicrafts, what they do at household level. They invested and took benefit and they also return instalments to the bank. So there has been a lot of benefit to our women.” Community member, Jamshoro

There are several families where women earn. At household level, they support their husbands with [skills] such as handicrafts. [referring to someone they know] Her husband works and she too, like she earns 100 or 200 by [making and selling] drawstrings, sewing cloths. This is how she supports her husband.” Community member, Jamshoro

“Yes, this program became the reason of change but it did not change the whole society of village. Yes, few of the boys and girls benefited. They got jobs, started business and get exposure.” Community member, Layyah.

The differences in responses from young men and women came out strongly in discussions about social empowerment. According to the young women who participated in the discussions, the biggest enabler of social empowerment was their ability to break societal barriers. According to the young men who participated in the FGDs, the awareness generated by the training sessions and activities and their increased ability to engage with their families, friends, and the wider communities had enabled a sense of social empowerment.

If we look at the subscale of ‘voice’, the responses from young men made two points. First, several young men stated that they were actively communicating and sharing what they learnt from the EYW activities within their household. For example, helping siblings and cousins with their CVs, motivating them to establish a business or to pursue education or an economic activity of their choice. Second, they talked about helping other youth and community members with support and information. For example, one youth talked about how he helped youth in his community to find jobs in the cities. Another youth said that EYW had enabled a spirit of ‘volunteerism’ between him and other youths and that they now actively worked with other NGOs in the area.

The responses from women during the FGDs made it clear that ‘voice’ gave them the ability and confidence to express themselves within their households and in their communities. Several young women said that they were now able to confidently express themselves in front of their families and elders. There were some references to how young women were able to convince their parents to attend training sessions, pursue education or start a business of their own. Although fewer, young women also talked about confidently engaging with the community in general. For example, one young woman explained how she was engaging with her community to increase awareness of the need for girls’ education. Another young woman mentioned that while engaging with youth and community members, she tried to talk about how men and women working together should not be seen as inappropriate.

If we look at the subscale of ‘empowerment’, there were very few responses from young men, but the responses from young women were noteworthy. Several young women said that before the EYW programme, they were not allowed to step out of the house or engage in any economic activity that required stepping out of the house. According to both young women and community members, the norms and practices around women working and stepping out of the house have changed significantly. As more women started attending EYW activities and engaging in economic activities, they started to influence other young women and their family members. As more women stepped out of the home, the restrictions on other women’s mobility began to reduce. Enhanced agency and skills improved technical

and entrepreneurial skills, and slow but steady changes in the social norms and beliefs – discussed in detail in later sections – together played a significant role in enabling this shift. Some women hoped this chain effect would go beyond this generation to the next as more women become aware and pass on the knowledge to their children.

“We [girls] were not educated, when they visited us and after my training, I asked my community to educate their girls.”
Female Youth, Jamshoro

“My mother did not allow me to do a job or travel alone; I had to convince my cousin for all this. I started working on my own and then my sister was added in this program too. Then my brother and sister-in-law also joined after that and now we are all independently earning and running our business.” Female Youth, Layyah

“One of my cousins has moved to a town after becoming a part of this program. She was not allowed to leave home before and wanted do a course of beautician. After this training her family trusted her and now her sister is also staying with her in this town.” Female Youth, Jamshoro

“Whatever you provided us, we shall transfer to others. This has not to stopped at us only.” Female Youth, Jamshoro

“My parents and brother used to earn and they weren’t comfortable with me doing it [a job] but then they visited this place and saw the working. Then I got a lot of support from them even if we had to go to other areas like Islamabad. I am the first girl from south Punjab who is sitting here in the court.” Female Youth, Layyah

“... we got inspiration of volunteerism. Now we usually join NGOs voluntarily in our community... we know all about our community like we have all percentage of vulnerable groups of community... We and [name of fellow youth] started volunteering where [name of fellow youth] works. We accompanied them and got them inroduced to the entire community... So finally they offered him [name of fellow youth] to join their team. This is how we volunteer... we work, volunteer with other NGOs as well... this is how community members respect us and they feel that we work for their betterment...” Male Youth, Jamshoro

Several men said they shared what they learnt and observed during the EYW activities with their immediate and extended family members. At a wider community level, young men spoke about how they motivated other youth in their immediate circle and in the community by providing information related to income-earning opportunities. Furthermore, they also spoke about how the youth in the community had now started to think about and work towards social issues in the community, especially women’s issues and gender equality. It could be said that awareness and engagement with the community enabled a sense of purpose. In turn, the respect and acknowledgement they received from the community enabled a sense of social empowerment.

“We were youth group members, whatever we learnt, we keep transferring to our siblings, cousins and friends. This concept is like a chain.” Male Youth, Jamshoro

“[The youth in the community] had trainings already but they never left their areas. We made them aware, we changed their mind sets. They said that there will be more expenses, but we made them understand, ‘this does not happen, you will be developed. Staying in Karachi, you can find some other jobs and your experience will be increased.’ So, this raised their stamina and two or three people went and one got job a in Baharia town. He found some more jobs and he called two or three people from his village. Now they are working in Karachi”. Male Youth, Jamshoro

“If we speak about GALS, this has a tool of gender balance tree. We check in gender balance tree about households in our community if they are balanced or not. This tool was exercised and I remember when I learnt and replicated this tool in my community, many of women shared their issues. I came to know the status of women and men in my community. So, these all were helpful trainings for us.” Male Youth, Layyah

According to the community members, enhanced awareness was the biggest enabler of social empowerment. Interestingly, the responses from most of the community members on social empowerment focused more on young women than young men. Community members were of the opinion that the activities and training made the youth aware of new economic opportunities or how to improve their current economic activity. In particular, they mentioned that the activities helped the

women in their communities to acquire useful skills, which they could use to earn an income and contribute to their households. Most community members believed that, given the rise in the costs of living, it was necessary for both women and men to earn. The sense of economic empowerment enabled as a result – earning an income and contribution to households – translated into an enhanced sense of social empowerment. Furthermore, they observed that this enhanced sense of social and economic empowerment was leading to gradual changes in social norms. They believed that these changes would work like a chain reaction, with some leading the empowerment process and others in the community gaining inspiration from them and following in their footsteps.

“Community members were not aware of this [women’s participation in economic activities]. But now women have awareness from your programmes... that they have alternatives” Community member, Jamshoro

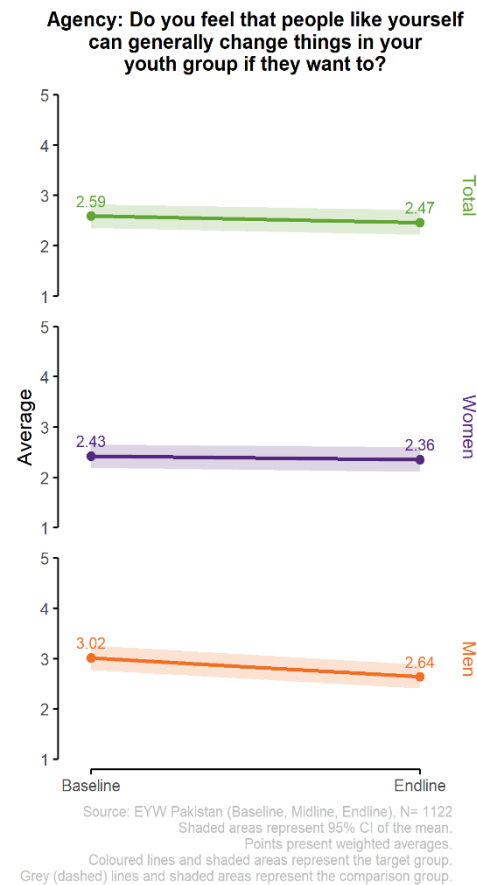
“When a few students learn these skills, others will get inspiration from them and they will join too. In this, way the number will keep increasing. There is a boy named Haroon, he joined the navy and there is another one who is going to join the rangers. Now others will learn from them and work hard. In this way, it will have a good impact on our community collectively.” Community member, Layyah

4.3 IMPACT ON AGENCY AND SKILLS

4.3.1 AGENCY

KPI #: Agency			Total	Gender		District	
			Total	Women	Men	Layyah	Jamshoro
Baseline-Endline data (Target only)			Is there a significant effect for the target group over time? (Contribution)				
LT OM	1	Do you feel that people like yourself can generally change things in your youth group if they want to? <i>(NB: only asked to youth who are part of a youth group. Not many comparison youth are part of a youth group, hence we can only compare this indicator for the target group over time)</i>	↓***	=	↓**	↓***	↓*
Endline data only			Is there a significant effect for the target group at endline?				
LT OM	1	Do you feel that people like yourself can generally change things in your community if you want to?	=	Yes**	=	Yes**	=
		In the past year, do you agree that you have made changes for yourself and your family ?	Yes***	Yes***	=	Yes***	Yes**

Figure 10



The EYW project defines agency as the subjective capacity of individuals to act independently and to make their own free choices. This study operationalized youth’s agency with three survey questions: 1) the first focuses on someone’s capacity to change things in their own youth group; 2) the second is about young people’s capacity to change things in the community; 3) and the third looks at changes made for young people themselves and their family.

From the baseline to the endline, EYW participants’ self-assessed capacity to change things in their youth group decreased (on a 1-5 scale, the average value was 2.59 at the baseline and 2.47 at the endline). Few non-participants were part of a youth group the at endline, so no comparison between participants and non-participants could be made. The decrease in agency for young people participating in EYW was stronger for young men than young women. The Covid-19 pandemic potentially contributed to decreases in the perceived feeling of agency (for example, because of mobility restrictions) and young people’s sphere of influence. However, this finding

of decreased agency did not match the experience of participants in the reflection workshop. On the contrary, workshop participants said that in their experience, the agency of young people had increased, especially in Layyah. Furthermore, it was pointed out that this survey question on agency was potentially difficult for respondents to understand correctly. This could also partly explain this rather peculiar finding.

Young people’s capacity to change things in the community, for themselves and their families, was only included in the endline survey. Therefore, we cannot make a baseline-endline comparison for these two levels of agency. At the endline, female EYW participants had a higher perceived capacity to change things in the community than female non-participants. The difference between participants and non-participants was not significant for young men.

By comparing the agency to change things for themselves and their family between EYW participants and non-participants, we found significantly higher levels of agency for youth who had participated in EYW activities. This was especially the case for young women.

Figure 11

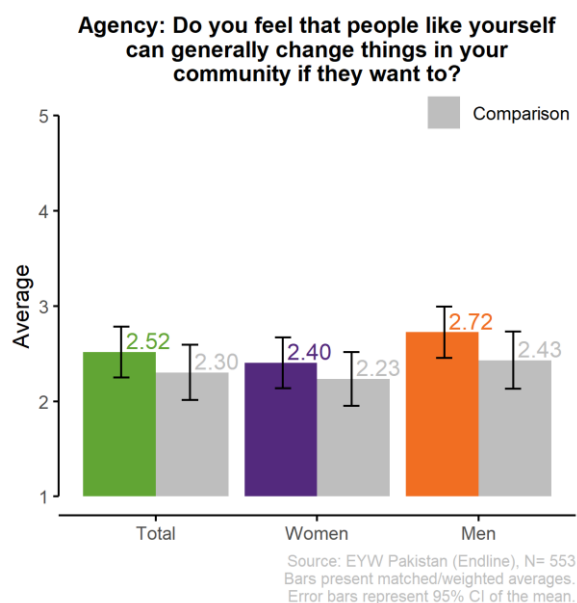
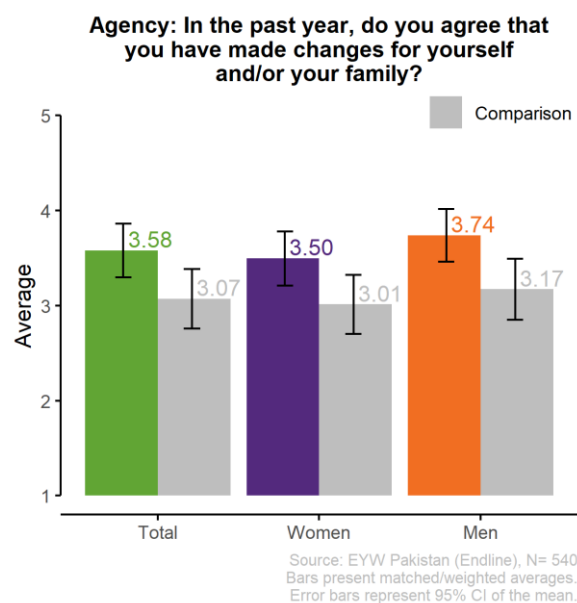


Figure 12



Overall, the findings for the three agency indicators suggested that EYW had positively contributed to agency and especially the agency of young women. For female EYW participants, we did not see a decrease in agency in the youth group from baseline to endline. At the endline, agency in the community and agency among young people themselves and their families was higher for female EYW participants than female non-participants. Data limitations prevented us from isolating EYW's impact²⁰, but these findings did suggest a positive contribution by EYW in improving young women's agency.

The discussions on and references to individual agency were largely missing or, at best, minimal in FGDs with young men. However, women and community members (who were mostly women) had a lot to say on the subject. Furthermore, the conversations around agency were largely limited to changes in themselves and their families. In that sense, the findings of the qualitative component on agency matched the findings of the survey. Perhaps the most common theme of the discussions relating to agency was the enhanced ability of women to engage and negotiate with their family members. Some specifically stated that women were now being involved in household decisions. Interestingly, however, many of the responses under this theme were observed to be passive: how they were now "allowed to" or "given permission" or are "supported" by their families. For example, several women stated that before the EYW programme, they were not able to step out of the house to pursue education or an economic activity of their choice. However, after the programme, they had "gained" the trust of their parents and other family members, they were now "allowed" to step out of the house, and that they were now "being involved" in household decision making. Although nearly all the responses were limited to changes in themselves and their families, one participant in Layyah stated that women were now being included in decision making at the level of the community as well. Here too, the tone is more passive than active.

²⁰ As explained in Annex 7.1.1, we need baseline and endline data for both a target and comparison group to be able to quantitatively estimate EYW's impact.

“First thing in this was we weren’t allowed to travel outside of our village or to take any kind of classes or training like co-education system, girl and boys being in the same room. But after this EYW program we were allowed to do this and travel to cities also.” Female Youth, Layyah

“One very important factor that occurred because of this training was that girls are now allowed to give their opinion in the matters of Panchayat (group of elderly people in a village to resolve matters, also known as village counsel). The betterment of earning occurred because of the business trainings and marketing and freelancing trainings. Before that, women were not allowed to leave the house to even come here to Layyah let alone travel to cities. They were not included in decision making processes. But with the help of this training, it changed on the household level.” Female Youth, Layyah

The passive form of articulation could indicate that improved mobility, participation of women in economic activities and decision making cannot be attributed solely to the ability of women to engage and negotiate with their family members: the changes in the attitudes of the family members themselves have a role to play. At the same time, however, the passive articulation could be a result of the way the discussions took place and how the questions were posed to the group.

Nevertheless, there were a few participants who had a more active stance and stated that they were now “able to” communicate with their family, “convince them” to support them with their dreams and ambitions and actively take decisions for themselves and in their households. During the midline, the participants in the qualitative processes reported a change in agency in two ways: increased confidence and increased independence. According to them, increased confidence happened through increasing and practising soft skills, such as communication skills, and together they affected interviewees’ independence positively. Similar findings emerged from the qualitative processes at the endline too. These two aspects – confidence and communication skills – are discussed in detail in the next section.

My confidence level increased a lot. I have worked with NGOs before. I wasn’t allowed to sit in the market. It was fine by my family to do the office job but not this. I convinced them that I can do this too and now by the grace of Almighty my business is great. I do get a lot of customers as I have learned the technique to handle them too.” Female Youth, Layyah

4.3.2 SOFT SKILLS

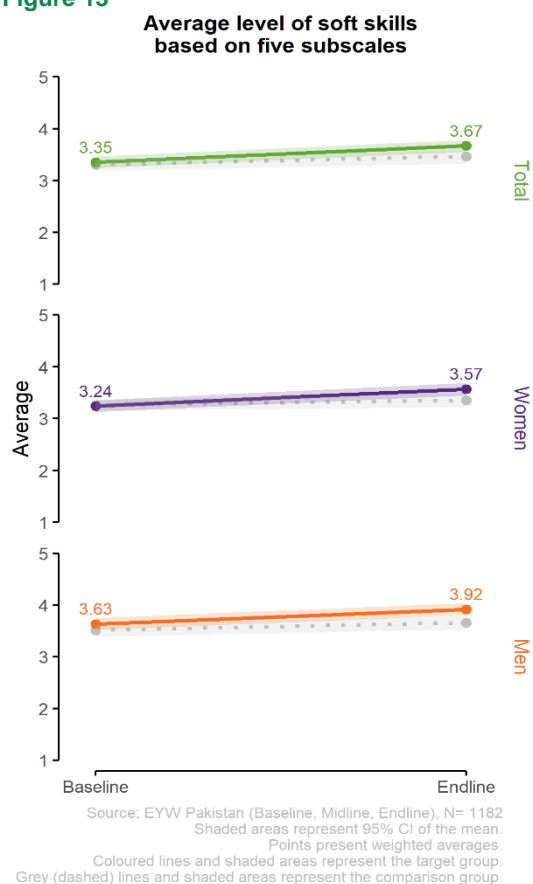
KPI #: Soft skills			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Baseline-Endline data			Is there a significant effect for the target group²¹ over time? (Impact)				
LT OM	1	Average level of soft skills scale, based on five subscales (see below)	=	=	↑***	=	=
		Problem-solving (subscale value)	=	=	=	=	=
		Personal control (subscale value)	↑*	=	=	=	=
		Leadership (subscale value)	↑*	↑**	=	↑*	=
		Functional autonomy (subscale value)	=	=	=	↑**	=
	Attitudinal autonomy (subscale value)	=	↓***	↑***	=	=	
Endline data only			Is there a significant effect for the target group²² at endline?				

²¹ Here target group is limited to those EYW participants who have done a soft skills training.

²² Idem.

LT OM	1	To what extent do you agree that these skills are useful for you to find a job or start a business?	Yes***	Yes***	Yes***	Yes***	=
		In the past year, to what extent do you agree that have you made use of these skills in your daily life?	Yes***	Yes***	Yes***	Yes***	Yes*

Figure 13



Soft skills are personal attributes that enable someone to interact effectively and harmoniously with other people. These skills were measured for EYW by using five core capabilities: problem solving, personal control, leadership, functional autonomy and attitudinal autonomy. These capabilities give insights into the individual ability to take on an employment opportunity or start a business.

The EYW project had a positive impact on young men’s average level of soft skills (Figure 13). For young women, we did not find a significant impact because the soft skills of female non-participants also improved between the baseline and the endline. However, the higher overall level of soft skills for female EYW participants at the endline compared with baseline did suggest a positive contribution from EYW to these improvements.

When looking at the subconstructs of soft skills individually, we found a positive impact from EYW

on the leadership skills of young women. We found mixed results for attitudinal autonomy (being decisive): for young women, we found a negative impact, while for young men, the impact was positive. A negative impact does not mean that attitudinal autonomy decreased. Both young women and young men experienced increases in their attitudinal autonomy. However, for young women, the increase was larger in the comparison group than in the target group. Overall, EYW participants had higher levels of soft skills at the endline than at the baseline. It is very likely that EYW contributed to this positive result.

Reflection workshop participants were not very satisfied with the overall results on soft skills: in their experience, they saw major differences in the level of soft skills for youth participating in EYW before and after their participation. The view was that the differences were greater than those reflected in the quantitative findings. It should be noted that the curriculum on soft/life skills in Pakistan was more elaborate and slightly different than the skills measured in the indicator, hence the indicator might not fully capture the progress made on soft skills²³. Also, the average level of soft skills was already 3.35

²³ Note that whereas the soft skills indicator focused on young people’s problem solving skills, personal control, leadership, functional autonomy and attitudinal autonomy, the EYW project in Pakistan did not directly address

at the baseline (on a 1-5 Likert scale), and it was hard to make improvements for values that were already quite high. This is especially the case when people are modest and tend to avoid the more extreme answer categories.

Young people were asked to what extent soft skills were useful in finding a job or starting a business, as well as to what extent they made use of soft skills in their daily life. These questions were only asked at the endline, so we cannot compare results for these questions over time. Both young women and young men who participated in the EYW project agreed more often than their counterparts who did not participate in EYW activities that soft skills were useful and they had made use of soft skills. Furthermore, on a 1-5 scale, the EYW participants who participated in soft skills training delivered by EYW rated the usefulness of skills gained in this training as 4.36, on average. They rated the regular usage of soft skills gained in the training as 4.28, on average. These findings indicated that EYW participants found the soft skills training curriculum useful.

The qualitative component did not specifically look at the sub-scales that the quantitative component focused on. The impact on and the use of soft skills was analysed on the basis of the responses from the participants to general questions on the benefits – as perceived by them – of the EYW programme in their lives. The most common responses for both young women and men were enhanced self-confidence and communication skills. These two benefits were mentioned separately by some participants and together by others. Furthermore, the way the participants articulated the impact of the programme for these two benefits suggested that they fed into and reinforced each other.

In the midline study, interviewees said they used to feel shy or hesitant when talking to others, but they have improved with the help of EYW activities. Youth participants in the endline study echoed these sentiments: several young women and men stated that before the programme, they could not express themselves confidently in front of their family or in front of a larger group of people. According to them, EYW activities, especially GALS, helped to enhance their communication skills and that they were now confident in expressing themselves in front of their peers and families. Some put it the other way round: the programme and its various activities enhanced their confidence, and as a result, they can now easily communicate with anyone, including their peers, family, community members, clients and prospective employers (as discussed in later sections).

“The most important thing is confidence. I didn’t have much confidence before. I couldn’t even say my name, but this helped me in boosting my confidence level.” Male Youth, Layyah

“For me, communication skills is very helpful. When I go to university and give any presentation, I easily deliver my presentation in good manners, which requires communication skills.” Female Youth Jamshoro

“Now girls have greater self-confidence and trust in themselves. They are also trusted by their family members and given respect and rights.” Female Youth Jamshoro

“Information technology polished our communication skills. Because of good communication skills, marketing skills increased and via gender trainings we became confident, and our communication skills became good” Female Youth, Layyah

emotional intelligence and rather covered elements of leadership, personal control, problem solving, critical thinking, communication, advocacy, influence in its soft/life skills training and GALS training.

Now we can go outside and talk with strangers with confidence. Even if someone tells them anything negative about us they do not accept it blindly. Now we can also talk with family members regarding different family issues. Another change has been that parent used to marry their daughters even without consulting them. Now they talk with their daughters. The girls also know and talk about their rights. Female Youth, Jamshoro

Apart from confidence and communication skills, several young women also talked about how the programme contributed to enhanced awareness of the self and their environment and circumstances. These two aspects were mentioned together and separately, and they also seemed to feed into and reinforce each other. For awareness in general, several young women said that they were made aware of their rights and entitlements, such as the right to education and the right to decide who and when to marry. For self-awareness, according to some young women, the EYW activities helped, firstly, with identifying, articulating, and shaping a vision or dream for themselves and subsequently, with planning and achieving the goals they set for themselves. Improved awareness and self-awareness, in turn, enhanced personal control, problem-solving and leadership skills among young women.

It is interesting to note here that few young men talked about enhanced awareness or self-awareness or, specifically, the vision and goal-setting exercises. However, some men did mention how they learnt the importance of education, hard work and planning for succeeding in their lives. Similar to the young women, some young men also mentioned personal control, problem-solving and leadership skills.

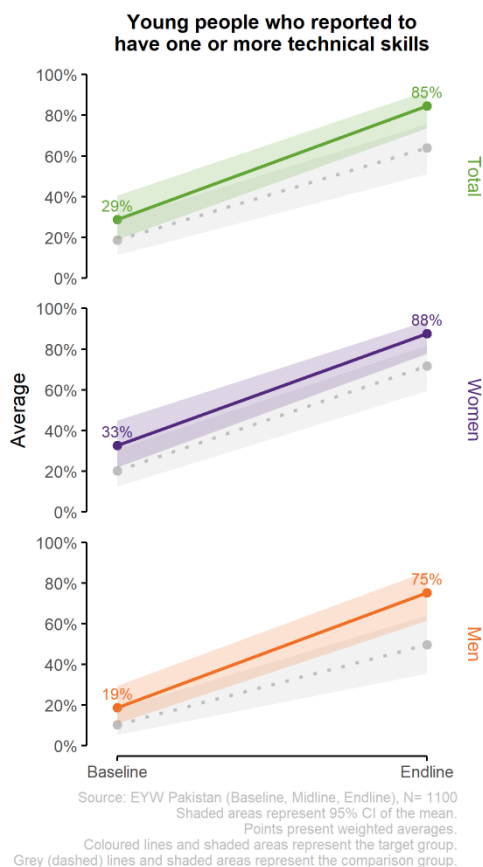
4.3.3 TECHNICAL SKILLS

KPI #: Market-led technical skills			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Baseline-Endline data			Is there a significant effect for the target group²⁴ over time? (Impact)				
LT OM	1	% of young people who reported having one or more technical skills	=	=	=	↑*	=
Endline data only			Is there a significant effect for the target group²⁵ at endline?				
LT OM	1	To what extent do you agree that these skills are useful for you to find a job or start a business?	Yes***	Yes**	=	Yes***	=
		In the past year, to what extent do you agree that have you made use of these skills in your daily life?	Yes***	Yes***	=	Yes***	=

²⁴ Here, the target group is limited to those EYW participants who had done technical skills training.

²⁵ Idem.

Figure 14



Young people experienced significant increases in having technical skills. Here, technical skills were operationalized by a list of market-led/professional skills, such as sewing, plumbing, decorations, painting, IT support and climate-resilient farming²⁶. Significantly more young people at the endline said they had at least one of these skills than at the baseline (29% vs 85%). This shows that young people’s technical skills developed greatly from the baseline to the endline. However, non-participants experienced positive increases in their level of technical skills as well²⁷. Therefore, we cannot identify the impact of EYW on technical skills directly, although the findings do suggest a positive contribution from EYW in the improved levels of technical skills. When looking at the findings for each district separately, there was a positive contribution for EYW on young people’s technical skills development, especially in Layyah.

Significantly more young women than young men said they had at least one technical skill.

We found strong relationships between a person’s level of education and the possession of technical skills. We found that impact was positive for youth with no education. Hence, we concluded that the potential impact of projects such as EYW working on technical skills development adds the most value for youth with low levels of education.

As for soft skills, young people were asked to what extent technical skills were useful in finding a job or starting a business and to what extent they made use of these technical skills in their daily life. EYW participants were more likely than non-participants to see the usefulness of technical skills and to indicate that they made use of these skills. Furthermore, on a 1-5 scale, EYW participants who

²⁶ The full list of market-led technical skills includes electrical installation maintenance, welding, sewing, machine operation, motorcycle service mechanics, plumbing, solar electrical services, tailoring and dress making, refrigeration and air conditioning, woodworking, cooking, food beverage services, mason, IT support, mobile phone servicing, baking, lacquer polishing, beautician, medical, decorations, tiling, painting, and climate-resilient farming. Please note that EYW in Pakistan did not deliver market-based technical skills training directly. Rather, EYW facilitated linkages and connections between young people and technical training institutes by building formal collaborations with TEVT centres. In a few instances, EYW provided young people with material support.

²⁷ We tried to better understand the potential contributing factors to this positive increase for youth in the comparison group. In Layyah, partners said there were some government initiatives and a few NGOs working on entrepreneurship, microbusiness development training and loans. For instance, the E-Rozgar Programme by the Government of Punjab works on e-commerce and creative design and delivers technical courses. Also, in Layyah, NSRP works on asset distribution and community infrastructure and delivers entrepreneurship training and vocational training. The presence of these government and NGO activities could have contributed to the large increase in the technical skills of youth in the comparison group.

participated in the technical skills training delivered by EYW rated the usefulness of the skills gained in this training as 4.31, on average. They rated the regular usage of technical skills gained in the training as 4.19, on average. These findings indicated that EYW participants found the technical skills training curriculum useful.

The most mentioned technical/market-based skills among young men and women and community members was farming (including kitchen gardening) skills. The responses were similar at the midline—the technical skill that most interviewees mentioned using in their daily life was farming skills. This could be because many of those who participated in training for other skills were either at work or had migrated to other cities/regions and hence were unable to participate in the discussions. A community member in Jamshoro alluded to this possibility during discussions – “If I remember, some of the youth got training of electrician, and they migrated...”.

Both young women and men stated that farming and kitchen gardening skills were helpful in improving their income and enhancing household food security. However, participants in Jamshoro added that they were unable to fully utilize the skills because of water scarcity issues in the region.

“I am a farmer. [skills training] helped me in growing crops of onion and selling them in a better way. They taught me about what things will be good for the soil. I received a good income through this.” Male Youth, Layyah

“Training on kitchen gardening has improved food security and improved the health of mothers and children in some cases. However, we have not been able to utilize it to the fullest. The biggest challenge in this regard is the severe shortage of water. We do not have water for drinking even. How can we grow vegetables without water? Kitchen gardening can be greatly beneficial if we had access to water.” Female Youth, Jamshoro

It is interesting to note the activities and training mentioned by young women and men in the two provinces. While young men in both Jamshoro and Layyah mostly mentioned training in farming and kitchen gardening, some young men in Layyah also talked about computer or IT skills. The latter was not mentioned in discussions with young women in either province. Instead, the next most mentioned set of skills by young women in both provinces was sewing. Other training and skills that the participants found beneficial were training on livestock management (youth and community members in both provinces), beauticians (young women) and electrical training (young men in Jamshoro).

“We were enrolled in Hunar foundation from RDF side, in Rashidabad district. They got us there, they taught us and gave us certificates and now with the grace of Allah almighty... the fitting you see here [pointing to an electrical fitting], I made this myself.” Male Youth, Jamshoro

“In our area, there were some girls who knew how to sew, and some didn’t. With the help of EYW, they have been provided with sewing machines to do better and earn on their own. There have been centres installed there for the betterment of financial status of them.” Female Youth, Layyah

KPI #: Job readiness skills	Total	Gender		District	
	Total	Women	Men	Layyah	Jams-horo

Endline data only			Is there a significant effect for the target group ²⁸ at endline?				
-	-	% of young people who reported having job readiness skills (e.g. cv/cover letter preparation skills, interview skills)	Yes***	Yes***	=	Yes***	Yes**
		To what extent do you agree that these skills are useful for you to find a job or start a business?	Yes***	Yes**	Yes*	Yes***	=
		In the past year, to what extent do you agree that have you made use of these skills in your daily life?	Yes***	Yes***	=	Yes***	=

The EYW project in Pakistan delivered training on job readiness skills. This training covered topics such as CV and cover letter preparation skills and job interview skills. EYW participants mentioned having job readiness skills significantly more often than non-participants. This was especially the case for young women.

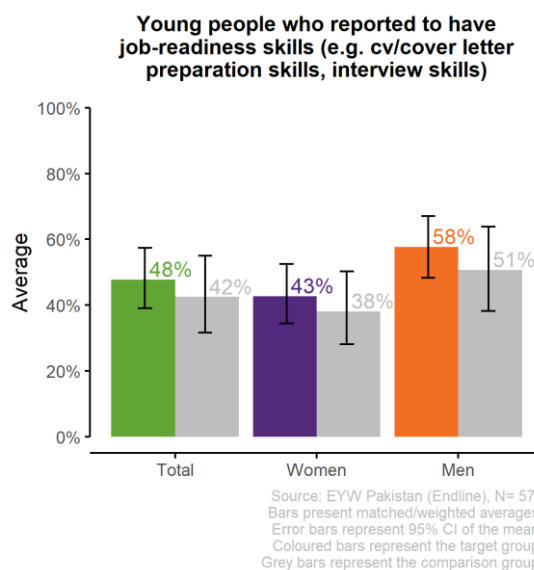
EYW participants mention the usefulness of job readiness skills to find a job or start a business more often than non-participants. They also made use of job readiness skills in their daily life.

Many FGD participants, both men and women and in both provinces, mentioned the benefits of job-readiness related training and activities. They mentioned how the training helped them to create or improve their CVs, introduced or familiarised them with online job portals, and provided useful information on how to conduct themselves during interviews. According to them, the training not only enhanced their job application skills but also contributed to their personality development. Since the young men who participated in the FGDs in Jamshoro were youth champions and had trained others on job readiness, several participants there spoke extensively about the process of job applications and the related dos and don'ts.

"My confidence level increased a lot. I have worked with NGOs before. I wasn't allowed to sit in the market. It was fine by my family to do the office job but not this. I convinced them that I can do this too, and now by the grace of Almighty, my business is great. I do get a lot of customers as I have learned the technique to handle them too." Female Youth, Layyah

The responses for job-readiness from young men were different from the responses from young women in one critical aspect: more young men than women talked about finding a job or someone they trained or knew finding a job. Only two young women talked about definite improvements in job prospects and landing a job as a direct result of the training on job readiness. Furthermore, more young women in Layyah talked about job-readiness skills and the related benefits than in Jamshoro.

Figure 15



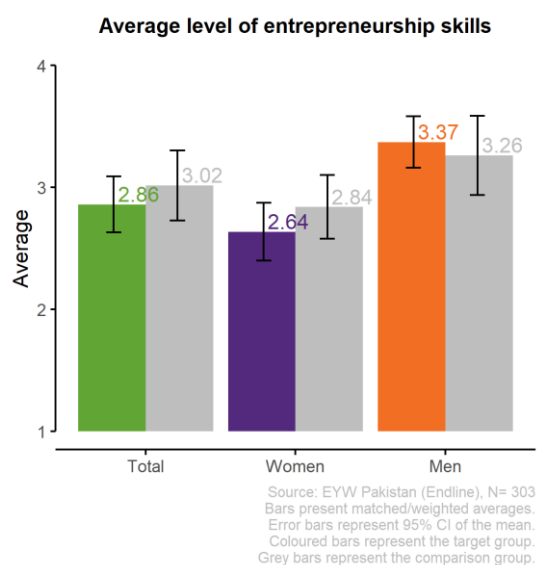
²⁸ Here, the target group is limited to those EYW participants who had done technical skills training.

“CV writing was of great help. Before that, we used take all our documents and degrees of our achievements with us while applying for a job. But then they taught us about the CV writing and provided us with a basic format on how to write it. I did write my CV and used it in multiple job applications and even got the jobs as composer and in schools too.” Female Youth Layyah.

4.3.4 ENTREPRENEURIAL SKILLS

KPI #: Entrepreneurial skills		Total	Gender		District	
		Total	Women	Men	Layyah	Jams-horo
Endline data only		Is there a significant effect for the target group²⁹ at endline?				
-	-	Average level of entrepreneurial skills (NB: only asked to youth who did entrepreneurship training or youth who are self-employed. Not enough responses at baseline to make a valid comparison over time).				
		=	=	=	=	=
	To what extent do you agree that these skills are useful for you to find a job or start a business?	=	Yes**	=	Yes***	Yes*** (comparison)
	In the past year, to what extent do you agree that have you made use of these skills in your daily life?	=	=	=	=	Yes*** (comparison)

Figure 16



Respondents who participated in entrepreneurial skills training were asked to self-assess their skills to run a business with a set of questions³⁰. Since only a few youth at the baseline did entrepreneurship training or were self-employed, we did not have enough baseline responses to make valid comparisons over time. Therefore, we made comparisons between EYW participants and non-participants at the endline only.

On average, EYW participants and non-participants had similar levels of entrepreneurial skills. Entrepreneurial skills were higher for young men than for young women.

EYW participants and non-participants rated the usefulness of entrepreneurial skills in finding a job or starting a business and making use of

²⁹ Here target group is limited to those EYW participants who had done entrepreneurship skills training.

³⁰ We asked participants in entrepreneurship training how well they were able to perform the following activities: 1) find information about business opportunities, 2) save in order to invest in future business opportunities, 2) manage business finances effectively, 4) bargain with a supplier to obtain good prices when purchasing, 5) collect money from someone who owes money for purchases and is not paying on time, 6) positive attitude and presentation, 7) new ideas to start or include in their business, 8) networking capacity, and 9) marketing skills.

entrepreneurial skills in their daily life similarly. More young women who participated in EYW activities found entrepreneurial skills useful in finding a job or starting a business than young women who did not participate in EYW. Furthermore, on a 1-5 scale, EYW participants who received entrepreneurial skills training delivered by EYW rated the usefulness of skills gained in this training as 4.30, on average. They rated the regular usage of entrepreneurial skills gained in the training as 4.16, on average. These findings indicated that EYW participants found the entrepreneurial skills training curriculum useful.

The discussions around entrepreneurship skills and the benefits to the youth can be divided into two broad categories: those who were already running a business of their own and those who were inspired to start something of their own following EYW activities. According to those who already had a business of their own, the training and activities on entrepreneurship skills helped in improving their business processes and, in turn, improving their revenues and profits. These participants stated that before EYW, they had insufficient knowledge of standard business processes such as bookkeeping (record-keeping), interacting with clients and suppliers, stock/inventory management and digital marketing and sales.

"There were many things lacking in my business, and I learnt about running business... like record maintain, noting expenses. I was spending more, but I had no records. The business is nothing without records." Male Youth, Jamshoro
"I am a businessman. This training helped me in blooming my business. I started with only one goat, and now I have so many of them, and my sales are increasing." Male Youth, Layyah

The other category of respondents – those who started a business after EYW – stated that the training clarified the basic underlying concepts of running a business. They stated that the training helped them to understand the purpose of a business, the importance and process of managing accounts, budgeting, purchasing and inventory management, engaging with customers, marketing (online and offline), and managing savings. Some respondents – all young men – in Jamshoro also mentioned receiving a grant (or similar financial assistance) from the NGO partner in the region, which they found immensely beneficial and helped them to kick-start their business. There was no mention of a grant or any other kind of financial assistance from participants in Layyah.

"I didn't know anything on the first day. I had no idea how to purchase stuff and run my business. But they [EYW trainers] guided me and helped me in establishing my business." Male Youth, Layyah
"I had a business plan of establishing communication shop such as selling easyload (mobile recharge)... I submitted my business plan, and they supported me in terms of items worth 20 to 25 thousand. They asked me to include my own part in the business, and now I am running my shop in good condition." Male Youth, Jamshoro

The discussions also brought out the linkages between entrepreneurship and technical skills training – in several cases, those who began their business venture after EYW had also participated in the technical skills training. Similarly, several young women talked about opening a shop or setting up a business from home with the help of the entrepreneurial and sewing/tailoring skills. Similarly, some young men in Layyah talked about starting their online venture using the digital skills and marketing training. However, it is important to note here that training that focused on, for example, online business, digital marketing and general IT skills was only mentioned by participants in Layyah.

"I have learned a lot from online business training. I started my own YouTube channel after Eid because of that. I have almost 2500 subscribers now. I got the motivation from the online classes." Male Youth, Layyah

"The team provided us a training about how to saving. We purchased many things from savings like dresses, threads and beams etc. I purchased these, and I established a small shop." Female Youth, Jamshoro

It was interesting to note here that the numbers of young men who had a business of their own before EYW and those who started a business after EYW were roughly equal. However, for young women, the number of those who started a business of their own after EYW was much higher – only one young woman in the FGDs stated that she already had a venture of her own before EYW. Furthermore, during the discussions with young women and about young women among community members, there were several references to how previously women were unable to engage in an economic activity because of a lack of education and mobility. The training – technical and entrepreneurial – helped young women to start a business at home and were, therefore, seen as a step towards enabling the economic empowerment of women.

"I had a Dhabba (Restaurant), and by the program of EYW, I got a lot of help. I had it before the program. I got a lot of benefit in the accounts of goods. Before that, I was unaware about the supplies and other stuff. Now I learned to handle our stock: What we buy and what is being used and then ultimately making its way to the buyer." Female Youth Layyah

4.4 IMPACT ON ECONOMIC OPPORTUNITIES

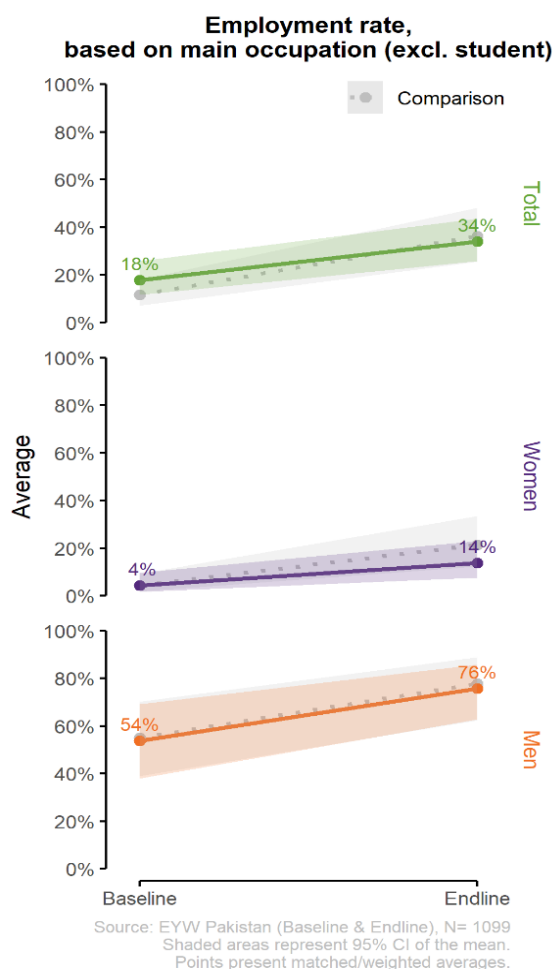
4.4.1 EMPLOYMENT RATE, DECENT WORK, INCOME AND EMPLOYMENT TRANSITIONS

KPI #: Improved economic opportunities			Total	Gender		District	
			Total	Women	Men	Layyah	Jamshoro
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)				
LT OM	2	% of young people who are employed (= employed by someone else or self-employed/entrepreneur; excl. young people whose main occupation is student)	=	=	=	=	↓***
		Average level of decent working conditions	=	=	=	=	=
		Average level of youth labour income (only for those youth with a job)	↓**	↓**	=	=	↓**
		Average level of youth labour income (income is recoded to 0 for youth without a job)	↓**	↓**	=	=	↓**
Endline data only			Is there a significant effect for the target group at endline?				
LT OM	2	% of young people who successfully transitioned from unemployment at baseline to employment (= employed by someone else or self-employed/entrepreneur) at endline (Excl. young people whose main occupation is student)	=	=	=	=	Yes** (comparison)
		% of young people who successfully transitioned from unemployment at midline to employment (= employed by someone else or self-employed/entrepreneur) at endline (Excl. young people whose main occupation is student)	=	=	=	Yes**	Yes** (comparison)

So far, we have presented results on empowerment, agency and skills. The ToC for EYW assumes that developing professional skills and meaningful social contacts will help youth in improving their economic opportunities³¹. Economic opportunities were operationalized by looking at the employment status of youth, the working conditions of employed youth and youth income.

Employment Rate

Figure 17



All respondents were asked about their main occupation. Respondents whose main occupation was farming or fishing for self-subsistence, daily agricultural labourer, daily wage labourer, entrepreneur or business owner, self-employed, or employed by someone else with a salary were labelled as 'employed'. Hence, 'employed' included both young people who were employed by someone else and young people who were self-employed. Respondents who were unemployed, employed in unpaid domestic or care work, or had 'other' as an occupation were labelled as 'unemployed'. Respondents whose main occupation was being a student (14% at the baseline; 20% at the endline) were excluded from the analysis as we assumed they were not available for work³².

From the baseline to the endline, we saw a significant increase in the employment rate (18% at the baseline to 34% at the endline). This positive change over time was found for both EYW participants and non-participants, and, therefore, we could not identify the impact of EYW on the

employment rate among young people. However, since the employment rate among EYW participants was higher at the endline than at the baseline, it is very likely that EYW had at least contributed to this positive change.

³¹ Indeed, an upcoming paper analyzing the links between the different pillars in EYW's Theory of Change (ToC) finds a positive and significant relationship between increased skills and agency for youth with employment opportunities. More details on the links in the ToC were also presented at the EYW Global Symposium (September 2021). Please look out for the publication of this paper.

³² We estimated the employment rate only for the economically active population of young people. This means, only youth who were available for work at the time of the survey. We excluded the students from the indicator because most of them said that their priority was to study and hence were not available for work at the time of the survey.

The employment rate increased in both Layyah and Jamshoro, although in Jamshoro, the increase for the comparison group was steeper than for the target group. This resulted in a 'negative impact'. On average, the employment rate at the endline was similar in both districts. Workshop participants mentioned the importance of considering the contextual differences between the two districts when interpreting the results. For instance, it was suggested that in Layyah market linkages were better than in Jamshoro.

As for other indicators, there was a strong relationship between a person's level of education and their employment status. When looking at employment status relative and education, we found that the potential impact of projects such as EYW added the most value for youth with low levels of education.

Of the employed people at the endline, roughly two-thirds were employed by someone else, and one-third were self-employed. There was a positive increase in the employment rate for both young women and young men. However, at both the baseline and endline, the employment rate was much higher for young men than for young women (at the endline, 76% for men vs 14% for women). Part of this difference was explained by the occupation of unpaid domestic/care work, which accounted for 35% of unemployed people. All young people who were occupied with unpaid domestic/care work were women. It should be noted that the Covid-19 pandemic has impacted young women significantly harder than young men because of the time young women spend on unpaid care work. For 42% of young women, the time spent on unpaid care work increased, compared with only 17% of young men. Thus, the Covid-19 pandemic has put further pressure on the divide between young men and young women in terms of their economic opportunities.

In addition, reflection workshop participants said that young women especially faced mobility restrictions and did not favour jobs or occupations that were away from their house. These mobility restrictions were stronger in Jamshoro than in Layyah.

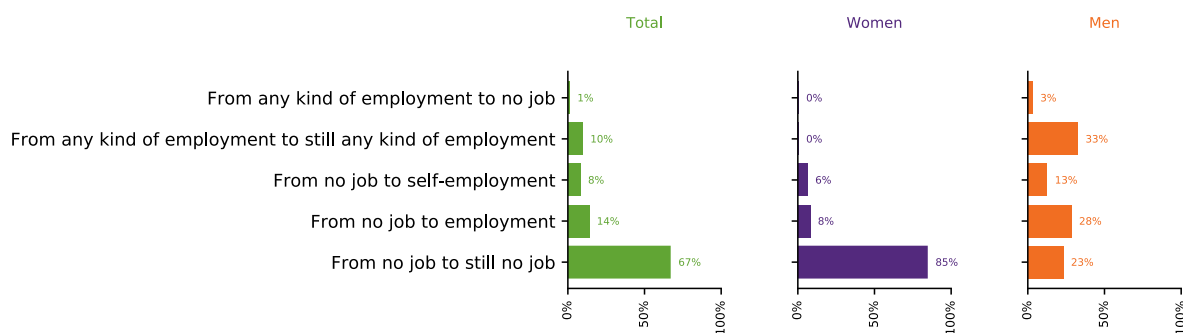
Employment transitions

Respondents at the endline were asked to think back to their main occupation in 2015, the baseline for EYW. A 'transition indicator' was then calculated, which compared the main occupation in 2015 to the main occupation in 2021. Hence, this indicator measured change in employment at the individual level (in contrast to the previous indicator, which looked at the employment rate among all young people). Respondents could move from no job to still no job, no job to employment (by someone else with a salary), no job to self-employment, any kind of employment to still any kind of employment (regardless of whether they were employed by someone else or self-employed), and any kind of employment to no job. As with the previous indicator, we excluded from the analysis young people whose main occupation in 2021 was student.

When looking at those who were unemployed in 2015 but employed in 2021, we did not see a significant difference between EYW participants and non-participants. On average, 22% of young people transitioned from no job in 2015 to either self-employment or employment in 2021. The majority of young people who were unemployed in 2015 were still unemployed in 2021 (67%).

Figure 18

Employment transitions from baseline to endline (excl. student)



Source: EYW Pakistan (Endline Target), N=331.

Participants at the reflection workshop expressed their surprise at these figures. They suggested that the EYW project had improved market linkages and job opportunities for young people, and this should have resulted in more people transitioning from unemployment to employment. One limiting factor that should be mentioned here is that the design of this impact evaluation misses out of those people who migrated to secure employment since they were not available for an interview at the endline. This means it is possible that we underestimated the progress made in employment outcomes as a result of the EYW project.

During most discussions with youth and community members, it was emphatically stated that several youths who participated in the programme had been able to transition from unemployment to some form of income-generating activity. The discussions were peppered with references to youth participants or their peers who had benefitted from the programme through skills, exposure and linkages. Young men mentioned having found jobs because of the job-readiness and soft skills training and starting businesses after they were trained in entrepreneurship skills. Among young women, the transition was primarily from being unemployed to earning an income from home. In almost all FGDs with community members, EYW was seen as a key enabler in the transition to employment.

Unemployed respondents at the endline were asked why they were not involved in paid employment or self-employed. The most frequent reason (41% of unemployed people) was the lack of access to finance to start a business. A further 33% had different priorities, including housework or studying. One in four unemployed young people mentioned that there are no job openings available in their area. These reasons point to the links between the supply and demand sides of the labour market for youth in finding decent employment. It is important to remember that young people are part of a broader system where policies can prevent them from accessing jobs or financial capital or where jobs simply are not available.

Again, it is relevant to mention that the Covid-19 pandemic is putting further pressure on the job market. On average, 53% of EYW participants mentioned having seen their average number of working hours decrease. Moreover, 62% of EYW participants had lost their job either temporarily (56%) or permanently

(6%) since the Covid-19 outbreak³³. The main reasons for loss of occupation were the business closing down (48%) and a temporary contract ending (26%). The search for employment in the Covid-19 pandemic has not improved: two-thirds (68%) of EYW participants answering this question mentioned the search for employment becoming more difficult.

Overall, these findings suggest the importance of interpreting the results above in the context of the Covid-19 pandemic. Changing employment outcomes is already difficult in general, and especially during a global pandemic that also has negative influences on the economy of a country.

“There is my cousin named Mansoor, he was unemployed, but we taught him drafting a CV, means he had not submit CV yet. Then he came out of home and joined a Petroleum Station as a Helper and started to earn 8 to 10 thousands and this is also a support in household income”. Community member, Jamshoro

There is not any education in our community, our girls usually don't have education, but this organization has benefit us a lot. Because they can't do jobs due to lack of education, but organization enabled them to do small business and contribute in household income. They had supported us giving goats, shops. So, this was a start, but people can expand from here.” Female Youth Jamshoro

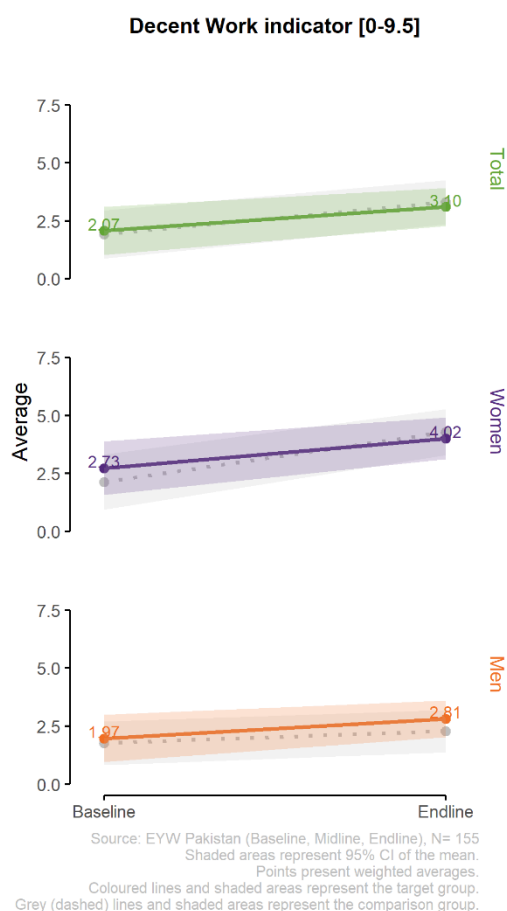
I got the job after the training when I made my CV etc. They taught me CV making and things about interview which were helpful for me in making a good CV and eventually getting a good job.” Male Youth, Layyah

Decent work

EYW worked on improved employment, for instance, by developing inclusive business standards. These standards established guidelines for fair wages, social security, childcare, workplace anti-harassment policies and gender equity. The standards were developed jointly with companies and enterprises in the target areas of EYW, the Chamber of Commerce and Industry and the Ministry of Commerce. The standards were rolled out with the SMEs participating in the EYW programme. SMEs were trained on the standards and were supported in developing action plans to implement the inclusive business standards.

In this endline study, improved employment was measured with a series of questions on decent work that evolved from for instance perceived eligibility to sick leave, to safety measures implemented by employers. Based on these questions, we created an indicator to measure decent work conditions, which had a 0-9.5

Figure 19



³³ These percentages were calculated on the subsample of EYW participants who were employed at the start of the Covid-19 outbreak. A total of 17% of them refused to answer this question, leaving us with N = 154.

scale³⁴. We only asked the set of questions on decent work to young people who were employed by someone else with a salary. The average level of decent working conditions increased significantly when comparing the baseline situation to the situation at the endline. However, this increase was found for both EYW participants and non-participants, hence we could not identify the impact of EYW, although there could be a positive contribution. It should be noted that although decent working conditions improved over time, there was room for improvement. At the endline, the indicator for EYW participants scored 3.1 out of 9.5.

Youth income

Lastly, youth income improved from the baseline to the endline. However, overall, the increase was estimated to be steeper for young people in the comparison group than for young people in the target group. Hence, we saw a 'negative impact'. This was especially apparent in Jamshoro. In Layyah, EYW participants and non-participants experienced similar increases in their income from the baseline to the endline.

It should be noted that, due to the Covid-19 pandemic, 61% of EYW participants mentioned their income had decreased (59% for non-participants). Hence, we should acknowledge the negative influence of the Covid-19 pandemic on the progress made on this indicator.

The qualitative discussions validated improved incomes. Many youth participants stated that they were able to find a job or start or improve their business after participation in EYW, and this led to improved incomes. The ability and possibility to earn an income were particularly emphasised by women participants, the majority of whom said that they had no means of income before EYW. Furthermore, many participants stated that other EYW activities indirectly contributed to improved household income. The training on household budgeting and saving helped the youth and their households to monitor their income and expenditure and prioritise savings. Training on kitchen gardening helped them to reduce their expenditure on vegetables, and in some cases, households were also able to earn an income if they had a good harvest.

"We started farming because of these trainings. They helped us a lot, and we even sell many vegetables and generated income." Male youth, Layyah

"Yes, community members got sewing machines, small shops, material, goats and vegetables. So, they are doing small production in goats and running small business and holding domestic expenses like food and other." Female Youth, Jamshoro

"We have understood the most important thing from this training, and it's about savings. We have learned the way how to save money along with all the other things going on the daily routine. That is a really positive factor." Female Youth, Layyah

"There is not any education in our community, our girls usually don't have education, but this organization has benefit us a lot. Because they can't do jobs due to lack of education, but organization enabled them to do small business and contribute in household income. They had supported us giving goats, shops. So this was a start, but people can expand from here." Female Youth Jamshoro

³⁴ The indicator included working hours, employment contract, sick leave, maternity/paternity leave, insurance in case of a work-related accident, pension scheme, safety measures, facilities, and incidence of harassment in the workplace.

"I got the job after the training when I made my CV etc. They taught me CV making and things about interview which were helpful for me in making a good CV and eventually getting a good job." Male Youth, Layyah

4.4.2 BUSINESS OWNERSHIP AND ACCESS TO FINANCE

KPI #: Improved economic opportunities			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)				
ST OM	2.2	% of young people owning a business	=	=	na	na	↓*
Endline data only			Is there a significant effect for the target group at endline?				
ST OM	2.2	% of young self-employed people who successfully applied for a loan to start up or expand a business	<i>(not enough data)</i>				

Short-term indicators related to economic opportunities include the ownership of a business (being self-employed or being an entrepreneur) and having access to finance to start a business.

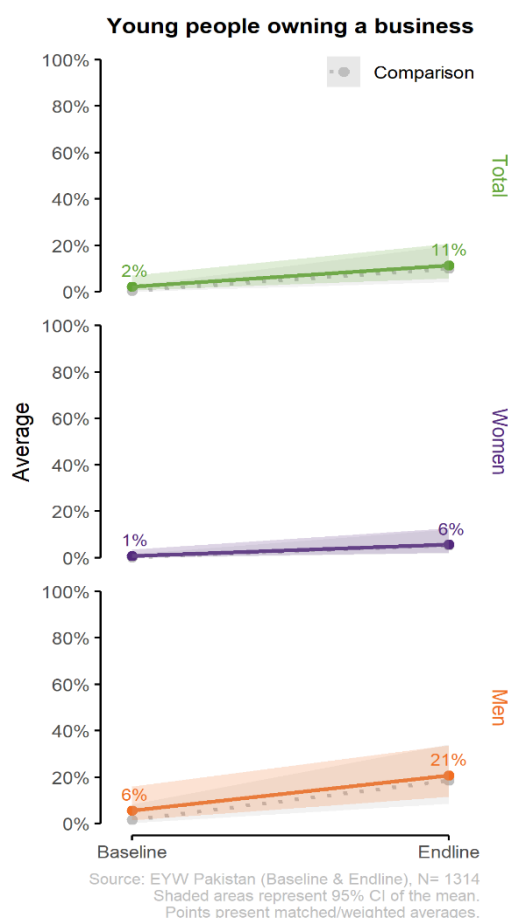
Business ownership

There was a significant increase in business ownership from baseline to endline. This meant more young people at the endline owned businesses than at the baseline. However, we did not find any impact on this indicator as the percentage of non-participants who owned a business also increased. Nevertheless, the increase for EYW participants from baseline to endline did suggest at least a positive contribution from EYW in encouraging self-employment.

Young men were more likely to own a business than young women. It should be noted that during the discussions, young women especially talked about starting a business – at home or outside – after they had participated in the EYW programme. Therefore, based on the qualitative findings, it could be said that the programme made a significant contribution to young women’s exposure to and uptake of entrepreneurship activities.

Again, there was a correlation with education: young people who were better educated were significantly more likely to own a business than uneducated young people. This finding shows the importance of education and skills in improving young people’s economic opportunities.

Figure 20



Unfortunately, the Covid-19 pandemic is making the lives of young entrepreneurs more difficult. Of all self-employed EYW participants at the start of the Covid-19 outbreak (N= 41), three in four (76%) had to stop their operations at least temporarily. At the same time, 66% saw their number of clients/customers reduced. It is important to acknowledge that Covid-19 pushed young people to close their businesses when interpreting the progress made regarding business ownership. It shows that Covid-19 had a huge negative influence on progress in youth self-employment.

Access to finance to start a business

One of the strategies to improve young people's access to finance to start a business was linking them with micro-finance institutions (MFIs). EYW conducted extensive explorations to identify MFIs operating in the targeted districts that offered loan packages to youth. Furthermore, EYW also reviewed existing financial access processes, functions, and practices, and identified future needs for increased efficiency, transparency and market acceptability. Although 15 MFIs were identified, several financial products on offer were not accessible to young people. For instance, the collateral, interest rate, and other requirements were quite high, and this prevented young people from securing loans with these MFIs.

It is also important to mention a cultural nuance: loans were considered taboo in the community. Preconceived notions around loan schemes (for example, very high interest rates, aggressive debt collection mechanisms), religious misunderstandings (for example, interest models at financial institutions being un-Islamic), and social stigma (for example, those acquiring loans were 'poor' and therefore socially excluded) together limited youth's inclination to acquire loans.

In addition to linking youth with MFIs and the exploration of the MFI market in general, EYW provided financial support to young people under the BDS package. This effort contributed to the first steps in shifting the community's interpretation of 'loans'. Positive effects for SMEs, for example, in terms of organizational growth and higher scales of production, demonstrated that loans may not always be bad.

That said, access to financial capital to start a business was one of EYW's short-term KPIs. Young people who were self-employed were asked if they had successfully applied for a loan (formal or informal) and what they had used this loan for. At the endline, only a relatively small group of young people had applied for a loan – 14% of EYW participants applied for a formal loan, and 27% applied for an informal loan³⁵. The reported success rate for a formal loan was 100%. However, this finding should be interpreted with caution. Given the context in the target areas, especially the cultural nuance prompting social desirability bias, and the fact that 41% of unemployed people mentioned the lack of access to finance to start a business as the main reason for not being self-employed, it is likely that this success rate, in reality, was much lower than 100%.

³⁵ Together this represents 88 EYW participants compared to only 9 non-participants. The sample size was too small to make accurate comparisons between participants and non-participants, hence these estimates are not presented. As we had insufficient baseline data (N= 1), we also could not make comparisons over time.

Young people who obtained an informal loan (for example, from friends, family, saving-based credit, or a commercial lender) most often used this loan to pay for personal expenses (70%). One in four (24%) used the informal loan to start a business, and 8% used the loan to expand an existing business.

The qualitative discussions with youth did not specifically cover access to finance. However, several participants in Jamshoro mentioned that they received grants from EYW partners to establish their businesses. These grants, according to them, were immensely helpful in getting the business off the ground. However, it was only young men who mentioned these grants. Interestingly, there was no mention of such grants or assistance among participants in Layyah.

4.4.3 ACCESS TO JOB INFORMATION AND TRAINING AT WORK

KPI #: Improved economic opportunities			Total	Gender		District	
			Total	Women	Men	Layyah	Jamshoro
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)				
ST OM	2.4	% of young people that have access to information on job opportunities	=	=	=	↑***	↓*
Endline data only			Is there a significant effect for the target group at endline?				
ST OM	2.4	% of young people involved in internship or on-the-job training	Yes***	Yes**	Yes***	Yes***	Yes**

Other short-term indicators related to improved economic opportunities included access to information on job opportunities and being involved in internships or on the job training (unpaid vs paid traineeship).

Information on job opportunities

Improved information on job opportunities can help young people to find decent employment. Information on job opportunities can be accessed through job fairs, online forums, youth hubs, social media and WhatsApp, for example. The percentage of young people with access to information on job opportunities increased considerably from the baseline to the endline. In Layyah especially, the EYW project positively impacted young people’s access to job opportunity information. In Jamshoro, the impact was not significant and even suggested a steeper increase for non-participants than for participants. Overall, better access to job opportunities at the endline than at the baseline suggested a positive contribution from EYW.

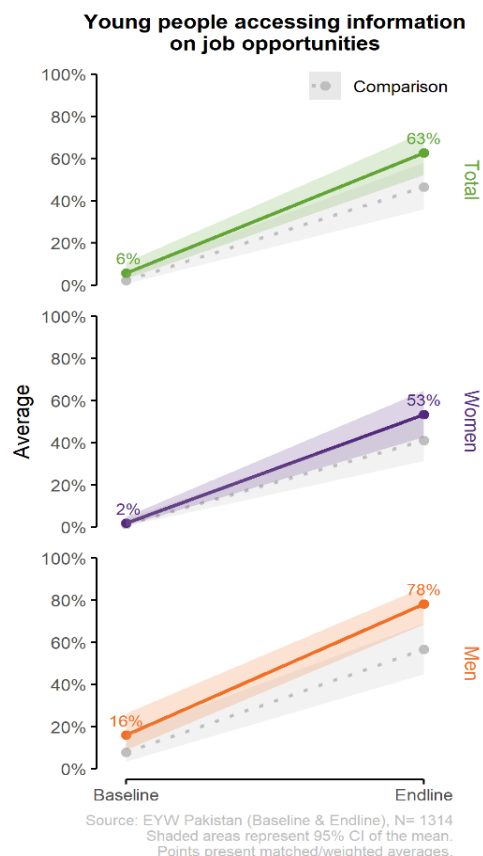
The most frequent sources of information on job opportunities for EYW participants were WhatsApp (47%), social media (45%) and youth hubs (37%). Furthermore, significantly more young men than young women indicated that they had access to job opportunity information (78% vs 53%). This suggested the need to tailor the targeting of job opportunity information to young women specifically since this will likely contribute to closing the gap in labour market barriers between women and men.

During discussions on job readiness with young women and men, how and where to access information on job opportunities was mentioned by several participants. It should be noted that these references were mostly made by young men. Since the participants in Jamshoro included youth champions, one of them also mentioned how they tried to create links to employment opportunities in companies in the neighbouring city of Hyderabad.

“We had no idea about proper channels, where to find jobs, what Rozee [job portal], what is LinkedIn, which are the pages on Facebook... these all were taught by RDF trainers. They encouraged us to visit these pages and create emails. Later, we started to search jobs, we met authorities, and finally, we got our boys engaged”. Male Youth, Jamshoro

“We learnt about job placement. How do job placement officers work? How to seek job in our own community? We also communicated authorities of many companies in Hyderabad. We found jobs, we called them here, we got them met with job placement officer... this was our achievement...” Male Youth, Jamshoro

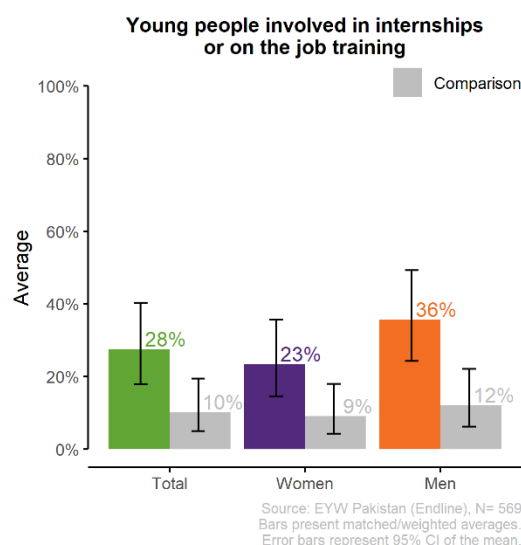
Figure 21



Training at work

The last short-term indicator for improved economic opportunities was training at work. Young people who participated in EYW activities were significantly more often involved in internships or on-the-job training than non-participants. This was the case for young women as well as for young men, although overall, young men were involved in these opportunities significantly more often than young women. We could not compare involvement in internships or on-the-job training from baseline to endline because we did not have the baseline data. Hence, we could not estimate the impact of EYW on this indicator. However, since more EYW participants than non-participants at the endline were involved in training at work, this suggested that participation in EYW supported young people in finding internships or on-the-job training. Consequently, it is likely that EYW made a positive contribution to expanding young people’s work experience and employability.

Figure 22



4.5 IMPACT ON THE ENABLING ENVIRONMENT

4.5.1 SOCIAL RESTRICTIONS TO EMPLOYMENT

KPI #: Social restrictions to employment			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)				
LT OM	3	Average level of perceived restrictions to labour market access by <i>young men</i>	=	na	=	↑*	=
		Average level of perceived restrictions to labour market access by <i>young women</i>	↓***	↓***	na	↓***	=
Endline data only			Is there a significant effect for the target group at endline?				
LT OM	3	Empirical expectation: How common is it for <i>young men</i> to participate in the labour market	Yes***	Yes***	=	Yes***	=
		Empirical expectation: How common is it for <i>young women</i> to participate in the labour market	Yes**	Yes***	=	Yes***	=
		Normative expectation: What would other people in the community think if <i>young men</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else.	Yes***	Yes***	Yes**	Yes**	Yes**
		Normative expectation: What would other people in the community think if <i>young women</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else.	Yes*	=	=	Yes***	Yes** (comparison)

	Counterfactual beliefs: What would be the negative consequences if <i>young men</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else.	Yes*** (compar- ison)	Yes*** (compar- ison)	=	Yes*** (compar- ison)	=
	Counterfactual beliefs: What would be the negative consequences if <i>young women</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else.	=	=	=	Yes*** (compar- ison)	=

The EYW program aims to empower youth to become involved in economic activities. But for this to be successful, it is essential that society accepts youth employment as something beneficial to youth's personal development and the community at large. The EYW project assumed that reduced external barriers, such as social norms and GBV, would have a positive effect on obtaining decent jobs or sustainable self-employment³⁶. To work towards an enabling environment for youth employment, the EYW project in Pakistan, for instance, organized theatre performances around social norms, GBV awareness sessions, and GALS sessions. In this endline study, social norms were operationalized by looking at personal attitudes, empirical expectations, normative expectations and counterfactual beliefs.

At first, we asked young people if they thought it was harder to find a paid job or to start up a business because of their gender and age. For young men, we saw a significant downward trend in perceived labour market restrictions from the baseline to the endline. This downward trend was visible for both EYW participants and non-participants, so we could not identify the impact of EYW for young men. However, the downward trend for male EYW participants did suggest a positive contribution from EYW in improving young men's perceived labour market access. For young women who participated in EYW, we did not see much change over time in their perceived labour market restrictions. In contrast, the perceived labour market restrictions increased for female non-participants. Consequently, EYW had a positive impact on perceived labour market access for young women in the sense that EYW helped to prevent labour market restrictions from increasing for young women.

³⁶ Indeed, an upcoming paper analyzing the links between the different pillars in EYW's Theory of Change (ToC) finds a positive and significant relationship between the enabling environment and self-employment. No significant relation was found between the enabling environment and the employment rate. More details of links in the ToC were also presented at the EYW Global Symposium (September 2021). Please look out for the publication of this paper.

Figure 23

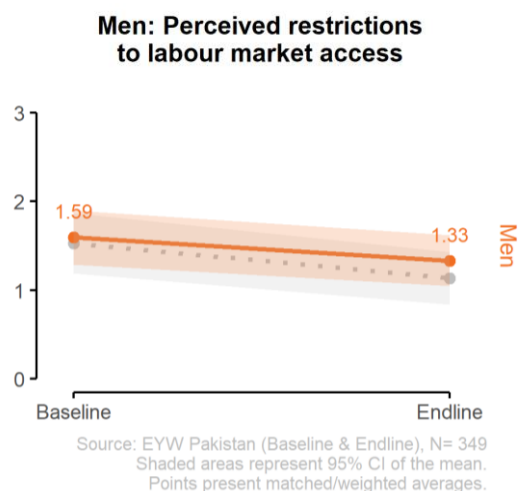
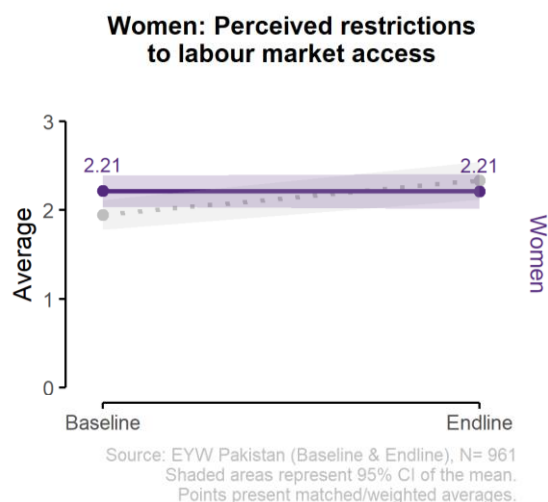


Figure 24



In the endline study, young people were asked to reflect on how common it was for young men or young women to participate in the labour market (empirical expectation). According to EYW participants, on a 1-5 scale, participating in the labour market was typical behaviour for young men (4.29). In contrast, this score was only 2.76 for young women. These findings indicated that, at the endline, it was still much more common for young men to participate in the labour force than young women. Empirical expectations for male employment were higher in Jamshoro than in Layyah, while the opposite was found for empirical expectations for male employment. Female employment was more common in Layyah than in Jamshoro.

It is promising that empirical expectations for both young men and young women were significantly higher for EYW participants than for non-participants. This indicated that the EYW project in Pakistan had probably contributed to raising expectations for youth employment.

Figure 25

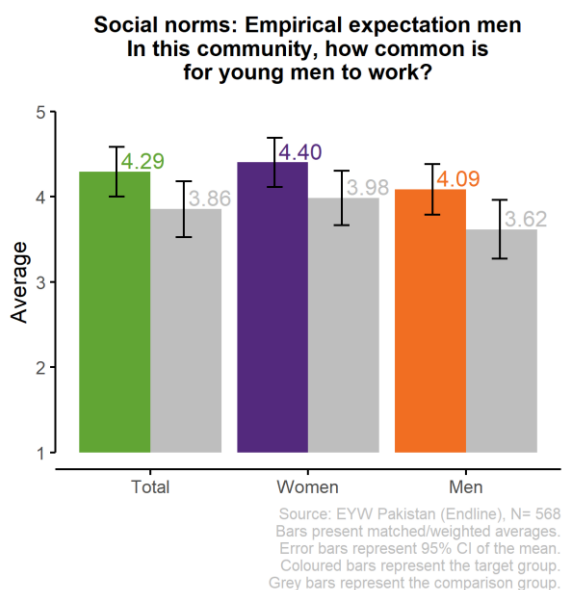
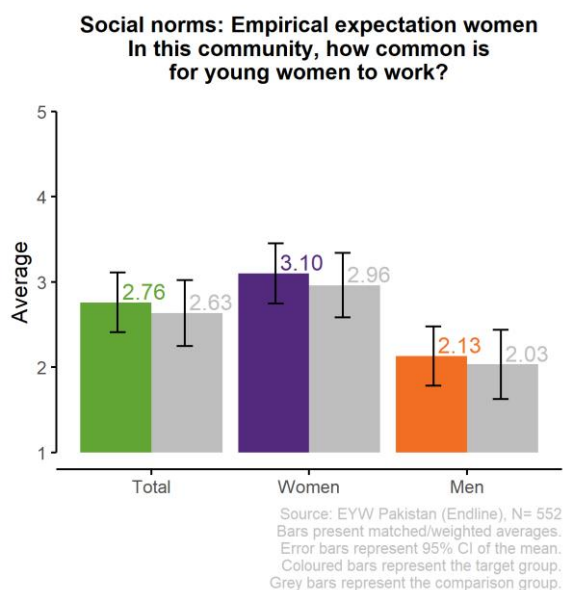


Figure 26



While talking about the changes in their economic circumstances, several young men during FGDs stated that they were “jobless” before and how EYW activities helped them to find a job or vocation, or start a business of their own. Such references and remarks were largely missing from the discussions

with young women. These differences in these responses indicated that there was indeed a higher empirical expectation from men to be engaged in an economic activity than from young women. This higher expectation probably also explains why several young men stated that ever since they started earning an income, they were no longer perceived as a “burden on their families” and were now respected in their households.

The qualitative findings relating to the empirical expectations of young women were of a slightly different nature. Many young women who participated in EYW activities – and a few young men as well – stated that it was becoming increasingly common for women to be engaged in economic activities. They credited the EYW activities with creating this change in two prominent ways. Firstly, EYW activities encouraged several young women to become employed – either by working outside or working from home. This inspired other young women in the community to follow. Secondly, the awareness activities focusing on gender equality and the rights of women were gradually enabling a shift in the mindsets of the community. It could be said that more and more young women working and earning a living, together with awareness activities, contributed to the increased acceptance of women’s participation in economic activities by parents and community members.

“People were not aware... but because of the groups they made, now people have the awareness. Specially the females who didn’t usually go out and leave their homes are now aware that they can start their own business.” Male Youth Layyah

“This was not like this before. They never allowed us. But when we joined in RDF, as I came outside... I inspired others like ‘she is working, and I shall work with her too’. I came out for education then my cousins came out”, Female Youth, Jamshoro

“There were girls from very poor families who got trainings from this program and have started their business and have opened shops at home. Now they are leading good lives. Now the whole village respects their parents.” Community member, Layyah

Young people at the endline were also asked to reflect on what people in the community would think if young men or young women would 1) open up a business outside their house, or 2) earn a wage while working for someone else (normative expectation). A 1-5 scale was created where 1 was ‘strongly disapprove’, and 5 was ‘strongly approve’. Similar to empirical expectations, normative expectations were significantly higher for young men than for young women. Normative expectations regarding female employment were similar in both Layyah and Jamshoro, while normative expectations regarding male employment were higher in Layyah than in Jamshoro.

EYW participants had significantly higher normative expectations regarding male employment than non-participants. This suggested that EYW had probably contributed to improving normative expectations for youth employment, especially for men.

Figure 27

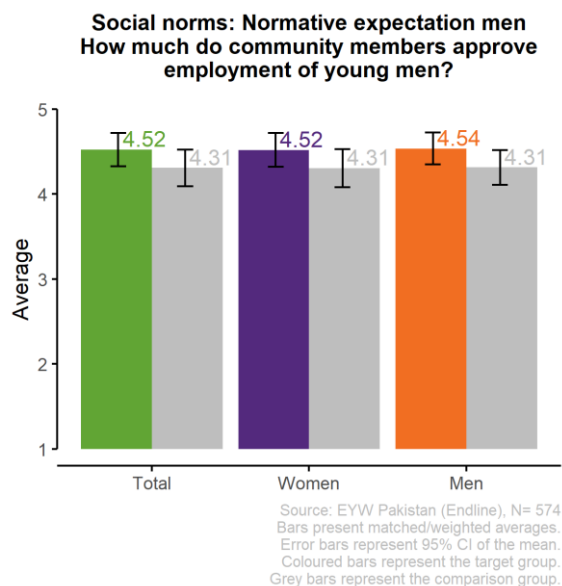
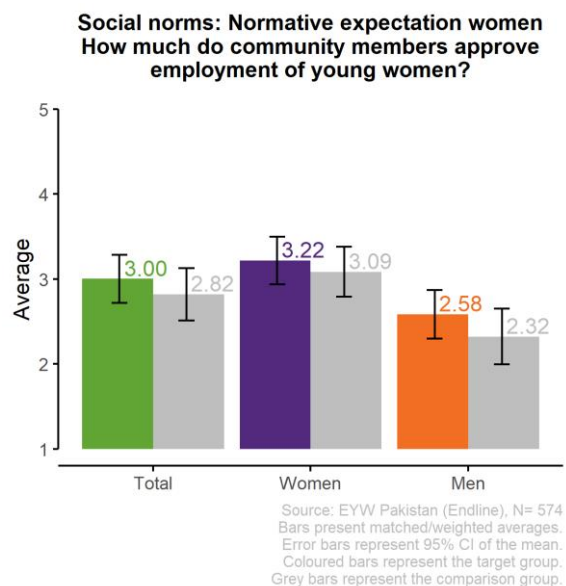


Figure 28



Discussions around normative expectations among the youth and community members indicated that despite increased acceptance towards women’s participation in economic activities, reservations about women working and earning and the tendency within the community to view working women with suspicion and distrust persisted. Several young women, especially those whose work involved stepping out of the house, mentioned that some members in their neighbourhood/community questioned their need to step out and made insinuations about their character. However, they were also quick to add that these “useless talks” did not affect them, that they would continue to work, engage and resist wherever necessary. This indicated that the EYW programme had contributed towards building young women’s resolve and tenacity.

The discussions also indicated that reservations about women working and earning were not a community-wide phenomenon. This was significantly different from what was observed during the midline survey, where several female interviewees mentioned how their families did not agree with them either getting a job, going to school or participating in NGO training. According to them, girls who stepped outside alone for training, jobs or education were viewed as less honourable, and their male family members were considered to be weak. The discussions during the endline, on the other hand, were of a remarkably different tone. Several women and community members stated that previously – before EYW started its activities – women were not allowed to step out of the house or do any kind of job or business. Now, according to them, women working and earning was generally looked at positively and that this change happened because of EYW activities. They presented examples of how women themselves or those in their households and community were working and how families and community members had an encouraging attitude towards this change. Some community members were of the opinion that with the rising cost of inflation and household expenses, not only was women’s contribution to the household income accepted, but it was essential. According to them, those who resisted women’s engagement in economic activities were either from the older generation or those who held rather traditional views of women’s role in society.

In our community, girls were not allowed to go outside. But after the program, there is huge improvement in our family members. They have changed their minds. They never allowed us to go outside. But we transfer our trainings to them. So now we go outside. [Sometimes] they resist and they allow us” Female Youth, Jamshoro

“Many women are studying and doing jobs. They go out and work in different places and in homes. People with good mindset think good about them. The negative ones are those who are illiterate. They have old thoughts and mindset”.
Community Member, Layyah

Lastly, respondents at the endline were asked about the consequences if young men or young women would 1) open up a business outside their house; or 2) earn a wage while working for someone else (counterfactual situation)³⁷. We estimated the percentage of people that mentioned at least one negative consequence. On average, the strength of social norms was 10% for young men. This contrasted sharply with the results for young women, where it was 85% on average. These findings confirmed that social norms around female employment were much more pressing than norms around male employment. The strength of the social norm for both male and female employment was stronger in Layyah than in Jamshoro, meaning that in Layyah, more young people mentioned potentially negative consequences than the young people in Jamshoro.

Overall, the counterfactual belief for young men was significantly lower for EYW participants than for non-participants, indicating that young people participating in EYW were less likely to believe in negative consequences if young men would participate in the labour market than the non-participants. The counterfactual belief for women was significantly lower for EYW participants than non-participants in Layyah but not in Jamshoro.

³⁷ The following consequences could be mentioned: gossip about the individual's action, gossip about the individual's character, gossip about the parent's capability of control, gossip about the husband's capability of control (only in case of women), negative consequences for marriage opportunities, positive consequences for marriage opportunities, the right for people to harass women of bad character (only in case of women), other consequence.

Figure 29

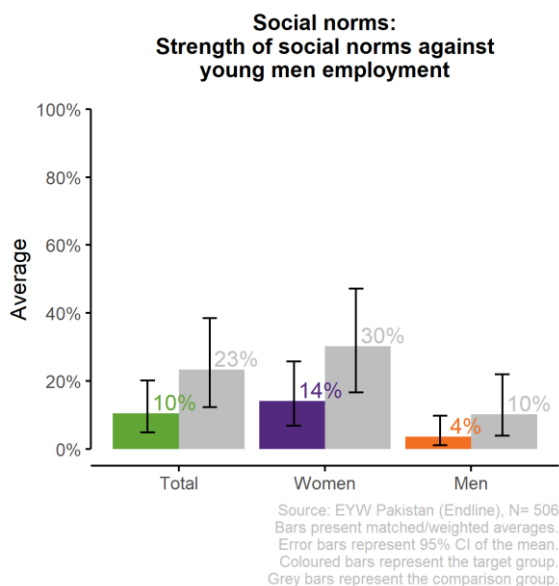
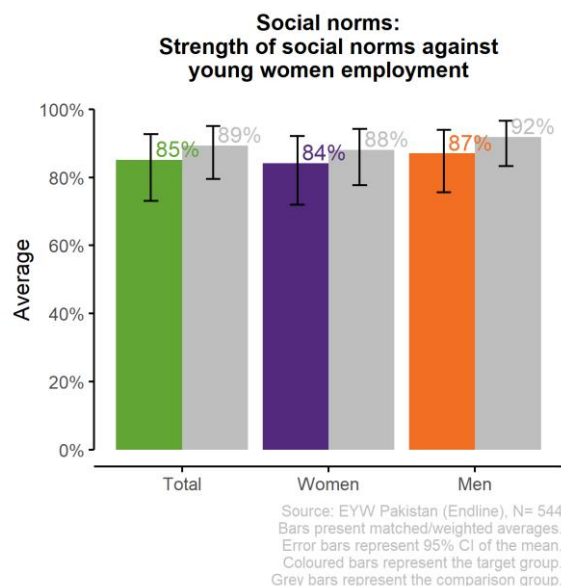


Figure 30



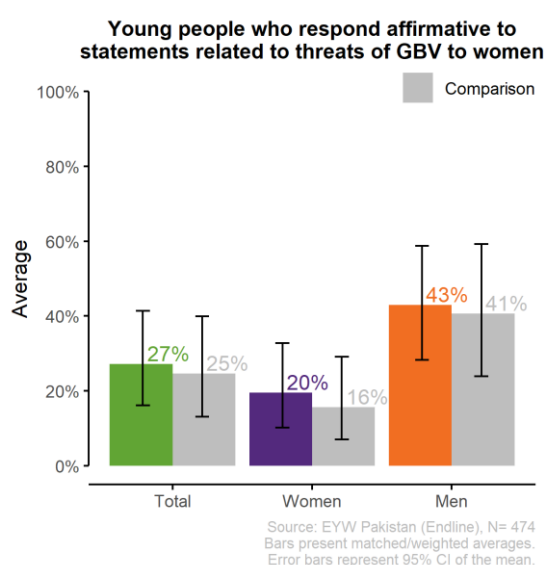
All in all, the findings in this section concluded that young women faced much stricter social norms related to employment than young men. These norms made it more difficult for young women to access the labour market than young men. Differences in findings between EYW participants and non-participants and the findings from the qualitative processes suggested a positive contribution from EYW in changing social norms regarding youth employment.

It was also observed that the findings on the enabling environment were stronger in Layyah than in Jamshoro. Participants from the reflection workshop mentioned that part of this difference between the two provinces might be explained by the level of implementation: in Layyah activities had a stronger focus on perceptions around female employment than in Jamshoro. For instance, in Layyah, a female model bazar (by women, for women) was set up to provide a safe working environment for the women of the community. This helped in changing the perception of female employment. Also, as mentioned in Chapter 2, in Jamshoro, gender norms and cultural barriers were stricter than in Layyah. This suggested that it is more difficult to change social norms regarding female youth employment in Jamshoro than in Layyah.

4.5.2 GENDER-BASED VIOLENCE AND GENDER EQUALITY

KPI #: Gender-Based Violence (GBV)			Total	Gender		District	
			Total	Women	Men	Layyah	Jams-horo
Endline data only			Is there a significant effect for the target group at endline?				
ST OM	3.1	% of young people that responded affirmative on 7 out of 11 questions on threats of GBV to young women	=	=	=	=	=
		% of young people with improved knowledge of GBV and who are taking action against GBV	Yes***	Yes***	=	=	Yes***
		Average value of Gender Equality Index	=	=	Yes**	=	Yes***

Figure 31



The threat of GBV can be a considerable external barrier to economic opportunities. At the endline, eleven statements were asked that proxy the threat of GBV to young women. The indicator was scored as one if people affirmed at least seven of the eleven indicators³⁸. At the endline, on average, 27% of young people affirmed (= agree or approve) these GBV statements. This percentage was significantly higher for young men than for young women (43% vs 20%), meaning that more young men than young women agreed or approved of statements relating to GBV. There was no significant difference in the level of this indicator between EYW participants and non-participants.

At the endline, young people were asked whether they had heard of GBV happening in their area and whether forms of GBV were common in their area. Here, GBV includes domestic violence, harassment in the public sphere, harassment in the workplace, economic violence (for example, denial of work, less

³⁸ The GBV indicator equals 1 if seven out of eleven statements on GBV-threats to women were responded to affirmatively:

- Disapprove of women working outside the house to earn a wage;
- Disapprove of women owning a business outside the house;
- Disapprove of women going to the market without male permission;
- Approve that husbands have the right to verbally discipline their wives;
- Approve that husbands have the right to physically discipline their wives;
- Approve of girls marrying before turning 16;
- Agree that women should do housework and carework and men should earn money;
- Agree that wives should give their income to husbands;
- Agree that giving a dowry is tradition;
- Agree that young women on their own may be verbally harassed when going out on the streets;
- Agree that young women on their own may be physically harassed when going out on the streets.

payment, denial of employment), child marriage, or any other form of GBV. If young people mentioned these forms of violence happening in their area, they were asked whether they had ever spoken up or taken action against it. On average, 40% of EYW participants had heard of GBV happening in their area and had spoken up against it. This percentage was significantly higher for young men than for young women (70% vs 25%). This difference between men and women could be explained by some cultural or societal nuance. In Pakistan, in general, men more often than women have the privilege and space to speak up. This means that women, even if they have heard about GBV and have improved interpersonal skills, may choose to speak up only occasionally, at selected moments, to stay within societal expectations and norms and to not close the door of opportunities for themselves by making some wrong moves. Furthermore, mobility differences between men and women allowed for more men than women to participate in GBV sessions. Taking these points together, men’s allyship has been identified as a key element for work on gender issues in Pakistan.

EYW participants stated significantly more often than non-participants that they had heard of GBV and had taken action against it. This was especially the case for female EYW participants. This is an important finding given the cultural and societal nuances described in the previous paragraph. Higher scores for EYW participants than non-participants for this indicator was a promising result, as it indicated that EYW had contributed to young people acting as agents of change in their community to speak up against GBV. At the endline, fewer young people in Jamshoro than in Layyah had heard of GBV and had spoken up against it. The contribution of EYW for this indicator was strongest in Jamshoro.

Figure 32

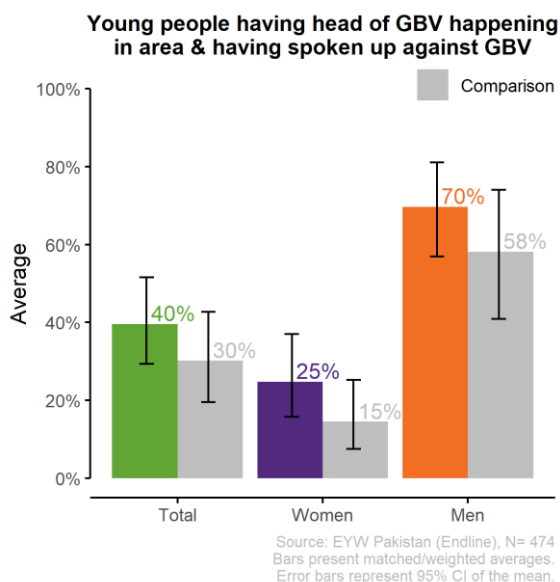
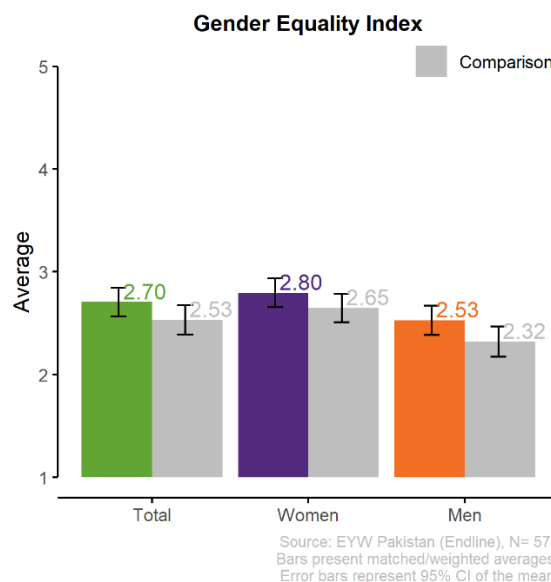


Figure 33



The qualitative exploration of GBV and its prevalence was mostly limited to community members. According to most of the community members, in both Layyah and Jamshoro, the incidence of sexual harassment and violence – outside their homes – was decreasing. They said that previously, women used to suffer in silence and were not comfortable raising their voice about any kind of violence. Sustained awareness campaigns by governments and NGOs have helped to make women feel safer. Some respondents were of the opinion that women had been provided with awareness on their rights and how to deal with sexual harassment and violence, and this made them aware and courageous. However,

some participants thought that despite the programmes and services provided by NGOs and governments, the environment continued to be unsafe for women.

The responses on GBV inside homes were rather cautious. Some community members emphatically stated that domestic violence was neither encouraged nor practised in their communities. Some thought that domestic violence had reduced significantly over the years, and in the few incidents that happened, the authorities or community members intervened to solve the matter. Other responses did not confirm or deny the presence of domestic violence but dealt with how a husband and wife must patiently discuss issues and problems and refrain from any kind of violence.

"Before people beat up women but now because of the awareness campaigns and other helplines it has been changed... People used to be uneducated before, but now everyone is educated. So this thing [violence against women] has lessened." Community member, Layyah

"When I visited Dubai, I saw that girls are moving freely without any safety issue even at midnight. We were sitting in a park and a girl passed by us at midnight. No one looks at anyone despite whatever they are wearing because there are cameras that can save the record if someone harasses someone. We don't have these facilities here, so if something like this happens, her family doesn't tell anyone saying that it's an insult to their family." Community member, Layyah

"I totally trust my family members, and my wife goes out as well. And there isn't any kind of abuse in our community. We don't have fear about women going outside of this community. Our women are courageous." Community member, Jamshoro

"Gender-based violence, we – as in humans - sometimes become angry, and he hit women. But they know about the loss of hitting wife because... they have fear... [now] they discuss patiently," Community Member Jamshoro

Previous results indicated that gender played an important role in employment opportunities and outcomes. For instance, social norms were stricter for young women than for young men, and employment outcomes were better for men than for women. A Gender Equality Index was calculated, which basically looks at positive responses to seven statements concerning gender equality³⁹. On a 1-5 scale with 1 being 'very unequal' and 5 being 'very equal', the Gender Equality Index for young EYW participants was 2.70, on average (Figure 33). This score indicated that, on average, young people had attitudes that treated women and men differently. The index was significantly higher for young women than for young men, meaning that young women's attitudes were more gender-equal than young men's.

It is promising to see that male EYW participants had attitudes that were more gender-equal than male non-participants. Hence, the EYW project in Pakistan probably contributed to more gender-equal attitudes, especially among young men. Also, when looking at regional differences at the endline,

³⁹ The seven statements were:

- Disagree that it is much better for everyone concerned if the man is the achiever outside the home and the woman takes care of the home and family;
- Disagree that there is some work that is men's and some that is women's, and they should not be doing each other's;
- Disagree that in our culture, a woman's place is in the home, not in the office or shop;
- Disagree that a wife who carries out her full family responsibilities doesn't have time for outside employment;
- Disagree that a wife should not expect her husband to help around the house after he comes home from a hard day's work;
- Agree that if a wife works full-time outside their home, the husband should help with homework;
- Agree that men should share the work around the house with women, such as doing dishes, cleaning, etc.

attitudes were more gender equal in Jamshoro than in Layyah. Positive contributions from EYW in changing gender attitudes was also strongest in Jamshoro.

The qualitative exploration of gender equality was more from the point of young women and community members. This was not by design: it was simply that more women and community members spoke about gender equality than men. The biggest change in terms of gender equality that was mentioned was the change in the educational status of women. Several young women and community members said that over the past few years (the timeline was not clearly defined), the educational status of girls and the tendency among parents and families to encourage the education of girls in their families had been consistently improving. Another significant change that was mentioned was the improved mobility of women. Many participants were of the opinion that women stepping out of their homes for education and work was a lot more accepted and common than it was before. Some added that nowadays, women work “shoulder to shoulder” with men and are equal contributors to running a household. There were also references to how “women were everywhere”: running shops, households, businesses, and even driving vehicles. While some participants attributed some of these changes to EYW, the rest reflected on the current state of affairs without attributing the changes to any particular institution, event or movement.

“Our community did not approve of girls going out in past. Now they look at it positively. Another important change has been that previously parents or other family members did not encourage girls for education. Now many girls get the education.” Female Youth, Jamshoro

“There have been many changes at the community level. Most important include increased acceptance and support of family members and community for girls’ education and jobs. NGO interventions have played a great role in bringing about this change.” Female Youth Jamshoro

“Government and NGOs empowered women. Now they do protests and agitations for their rights. They also organize seminars. Now women are working every at every place and competing men.” Community member, Layyah

“Parents have developed such confidence and trust because of these trainings that they allow the girls to travel on their own... it was not the same before.” Community Member, Layyah.

5 CONCLUSIONS

This chapter presents the conclusions of the endline study of the EYW project in Pakistan. The programme applied a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment. In this endline evaluation study, progress with regards to each of these pillars has been assessed.

In this chapter, first, each of the three sub-evaluation questions related to each of the three pillars is answered individually. We close with an overall conclusion.

5.1 CONCLUSIONS TO EVALUATION QUESTIONS

5.1.1 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S AGENCY AND SKILLS?

The EYW project had a positive impact on young men's average level of soft skills, including their attitudinal autonomy. For young women, the overall impact on soft skills was not significant since it also improved for non-participants, but we did find a positive impact for EYW on young women's leadership skills. Overall, the higher overall level of soft skills for both male and female EYW participants at the endline than at the baseline suggests a positive contribution from EYW in improving young people's soft skills. Beyond the sub-scales of problem-solving, personal control, leadership and autonomy, participants spoke at length about the programme's contribution to their confidence and communications skills during the FGDs. Specifically, young women spoke about awareness and self-awareness, which helped them become aware of their rights, and identify and work towards their vision or dreams.

Very sharp increases in young people's level of market-led technical skills were found when comparing the baseline situation to the situation at the endline. However, positive changes were found for non-participants as well, making it difficult to make strong impact claims. Nevertheless, the fact that young people's technical skills developed greatly over time does suggest a positive contribution from EYW in improving these levels. The study found strong relationships between a person's level of education and the possession of market-led technical skills. Hence, the potential impact of projects such as EYW that work on technical skills development is in adding the most value for youth with low levels of education.

The project in Pakistan had a strong focus on job readiness skills, such as CV building and interviewing skills. We found that at the endline, these skills were significantly higher for EYW participants than for non-participants. This was especially the case for young women. This finding suggests a positive contribution from EYW to improving young people's job-readiness skills. A notable finding that emerged from the qualitative assessment was that while job-readiness related training was regarded as beneficial

by both young women and men, more young men talked about having found a job after participating in job-readiness activities than young women.

The study assessed young people's entrepreneurial skills. On average, the level of these skills was similar for EYW participants and non-participants. Entrepreneurial skills were higher for young men than for young women. According to the findings from the FGDs, those who already had a business of their own stated that they were able to improve their business and income because of the training. Others mentioned that they started their own venture after the training. These findings support the notion, which is also found in an upcoming paper on EYW's holistic approach⁴⁰, that the three pillars of EYW were interlinked and hence skills helped to improve self-employment.

Lastly, we found mixed results for agency. Young people's self-assessed agency to change things in the youth group decreased from the baseline to the endline – a finding that did not resonate with the reflection workshop participants. Possibly, the Covid-19 pandemic and the corresponding mobility restrictions might have contributed to this finding. Although overall, there was no change in the level of agency for EYW participants and non-participants when it came to changing things in the community. EYW participants were more confident about their agency to change things for themselves and their families than the non-participants. The results for agency were strongest for young women. The findings were similar to the qualitative assessment. Many young women stated they were now able to make their own decisions and were also involved in household decision making. However, the tone of these responses was more passive than active, indicating a mix of change in individual agency as well as an overall change in the environment.

5.1.2 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S ECONOMIC OPPORTUNITIES?

From the baseline to the endline, we saw a significant increase in the employment rate – for young men as well as for young women and in both Layyah and Jamshoro. This positive change over time occurred for both EYW participants and non-participants, and therefore, we could not determine the impact of EYW on the employment rate among young people. However, since the employment rate among EYW participants was higher at the endline than at the baseline, it is very likely that EYW at least contributed to this positive change. This finding of EYW's positive contribution was supported by findings from the qualitative assessment: many young people and community members emphatically stated that several youths who participated in the programme had been able to transition to some form of income-generating activity. At the endline, the employment rate was much higher for young men than for young women. As with technical skills, the study found that the potential impact of youth employment projects such as EYW added the most value for youth with low levels of education.

The Covid-19 pandemic puts further pressure on the job market, as well as on the divide between young men and young women in terms of their economic opportunities. The endline study showed that a

⁴⁰ An upcoming paper analyzing the links between the different pillars in EYW's Theory of Change (ToC) finds a positive and significant relationship between increased skills and agency of youth with employment opportunities. More details on the links in the ToC were also presented at the EYW Global Symposium (September 2021). Please look out for the publication of this paper.

considerable number of the youth saw their working hours and income decrease, lost their job, or said that the search for employment had become more difficult. Furthermore, the Covid-19 pandemic adds to the already existing divide between men and women in terms of their employment opportunities, for instance, by increasing unpaid care and domestic work responsibilities, especially for young women.

Business ownership by young people increased significantly from the baseline to the endline. This means more young people owned businesses at the endline than at the baseline. However, we could not identify the impact on this indicator since business ownership also increased for non-participants. Nevertheless, the increase for EYW participants from the baseline to the endline does suggest at least a positive contribution from EYW in encouraging self-employment. Young men were more likely to own a business than young women. Again, there was a correlation with education: young people who had higher levels of education were significantly more likely to own a business than uneducated young people. This finding supports the importance of education and skills in improving people's economic opportunities. Notably, the proportion of women in the FGDs who mentioned that they had started their own business after the training was higher than for young men. This indicates that the training helped women to explore the option of entrepreneurship, especially for those who were unable to engage in economic activities because of a lack of education and restrictions on mobility.

Lack of access to finance was the most common reason given by unemployed youth for not being self-employed. A context analysis conducted by EYW also clearly showed the limited number of micro-finance institutions available that offer loans to youth. Furthermore, cultural perceptions of loans further limited young people in acquiring loans. Hence, access to finance remains a challenge for young people. That said, only a relatively small group of young people said they had applied for (formal or informal) loans, which limits the impact analysis.

Improved job opportunity information can help young people to find decent employment. The percentage of young people with access to information on job opportunities increased considerably from the baseline to the endline. In Layyah especially, the EYW project positively impacted young people's access to job opportunity information. In Jamshoro, the impact was not significant and even suggested a steeper increase in access to job opportunity information for non-participants than for participants. Overall, better access to job opportunity information at the endline than at the baseline suggested a positive contribution from EYW. That said, it is important to note the difference in access to job opportunity information between men and women: men were 1.5 times more likely than women to have access to job opportunity information.

The last short-term indicator for improved economic opportunities was training at work. Young people who participated in EYW activities were significantly more likely to be involved in internships or on the job training than non-participants. This was the case for young women as well as for young men. This finding suggests that participation in EYW supported young people in expanding their work experience and hence employability.

5.1.3 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN THE ENABLING

ENVIRONMENT OF YOUNG PEOPLE?

The endline study showed that young women face much stricter social norms related to employment than young men. These norms made it more difficult for young women to access the labour market than young men. Differences in findings between EYW participants and non-participants suggested a positive contribution from EYW in changing social norms regarding employment. The discussions with youth and community members indicated that women working and contributing to the household were becoming increasingly common and accepted. There continues to be reservations and a sense of apprehension around women stepping out of their homes, but most participants stated that the young women were now ready and equipped to deal with any resistance. Overall, the enabling environment in Layyah was stronger than in Jamshoro.

When it comes to GBV, significantly more EYW participants had heard of GBV and taken action against it at the endline than non-participants. This difference was apparent for female EYW participants. This is a strong finding, given the cultural and societal barriers that limit women more than men in their freedom to speak up. Higher levels in this indicator for EYW participants than non-participants is a promising result, as it indicates that EYW contributed to making young people act as agents of change in their community and speak up against GBV.

Lastly, the endline study showed that young people had attitudes that treated women and men differently. It is promising to see that male EYW participants had attitudes that were more gender-equal than the male non-participants. Hence, it is very likely that the EYW project in Pakistan contributed to more gender-equal attitudes, especially among young men.

5.2 OVERALL CONCLUSION

Overall, we saw positive changes in all three pillars when comparing the baseline situation to the situation at the endline. In many of the indicators, endline levels for EYW participants were higher than their baseline levels, indicating the potential role of EYW in these improvements. Differences between EYW participants and non-participants, and the benefits and value offered by EYW activities, were also found in the qualitative study. The conclusion of a positive contribution by EYW was supported by progress on the main indicator formulated at the “impact level”: socio-economic empowerment. Young people’s socio-economic empowerment significantly improved from the baseline to the endline. In Layyah, we found a positive impact from EYW in both the economic and social components of empowerment. In Jamshoro, EYW contributed to the increased socio-economic empowerment of young people, but we cannot make strong impact claims since empowerment also increased for non-participants. The qualitative study clearly showed spill-over effects of EYW activities to other (young) people: EYW participants mentioned examples in which they supported family members with their CVs or helped peers with job opportunity information access.

The study found a strong relationship between a person’s level of education and their level of empowerment. We found that potential impacts on empowerment were higher for people with low levels of education ladder than for highly educated people. Hence, projects like EYW can help to increase the empowerment of people without access to education. The increase in empowerment is modest for

people with higher levels of education. A relationship with the level of education is also known for other indicators, such as having technical skills and a person's labour market outcomes (having a job or not).

Gender gaps remain for some indicators. For instance, the level of socio-economic empowerment was higher for young men than for young women. Similar gender gaps were found for the employment rate and business ownership. Indeed, it became clear from the analysis of social norms that young women face more social restrictions to employment than young men. These findings point to the importance of acknowledging and accounting for an enabling environment for (female) youth employment.

Additionally, it is important to also consider the social and emotional contributions of the programme, which are not easily measured. By connecting youth for skills development, for instance, youth also had the chance to engage with peers, express their struggles and concerns, exchange ideas, learn from each other and make connections beyond their work life. These unmeasured impacts and outcomes should also be considered when looking at the overall impact of the programme.

Lastly, an upcoming paper analyzing the links between the different pillars in EYW's ToC found evidence of significant relationships between each of the pillars. The study found a positive relationship between increased agency and the skills of young people and their employment outcomes. Also, the research found positive relationships between positive social norms and the skills development of youth. Furthermore, the paper found that an enabling environment positively influenced self-employment for youth. This paper shows the importance of approaching youth employment in a holistic way.

6 RECOMMENDATIONS FOR FUTURE PROGRAMMES

Based on the insights, experiences and results presented in this report and discussed with project staff and partners, the following recommendations for future programmes have been formulated. These recommendations apply to the districts of Layyah and Jamshoro, but they could also be relevant for other districts in Pakistan and for the civil society sector and future programmes working on youth employment and the enabling environment:

- **Adopt a holistic approach with a long-term vision:** EYW adopted a holistic approach to improving the socio-economic empowerment of young people. There are positive links between working on agency and skills, the promotion of an enabling environment, and economic opportunities. Hence, adopting a holistic approach will likely result in more benefits for young people. Furthermore, a long-term programme vision is important since changing employment outcomes takes time.
- **Target the lowest educated youth:** The findings showed a strong relationship between a person's level of education and empowerment, (technical) skills and employment outcomes. Hence, the added value of future youth employment programmes should be strongest when targeting youth with the lowest level of education⁴¹.
- **Acknowledge, account for and aim to shift social norms to contribute to an enabling environment, especially for young women:** Social norms have a direct bearing on the possibilities for youth employment. The findings showed that young women, in particular, are often hampered in their economic opportunities by restrictive social norms (even though technical skills were higher for young women than young men, their employment outcomes were worse). The qualitative discussions did show that the changes were materialising with respect to the norms and expectations relating to young women. For the changes and the change process to remain sustainable and to reach the next generations, youth programmes must continuously and progressively acknowledge and account for the societal barriers that limit the participation of young women and other marginalized groups in the labour market.
- **Tailor job opportunity information provision to young women:** At the endline, young men reported having access to job opportunity information roughly 1.5 more times than young

⁴¹ Note that in the pilot phase of the EYW project, a decision was made to focus on youth with at least some level of education, as education was correlated with a person's prospects for finding a job. At that time, uneducated youth did not have access to formal jobs, and even educated and skilled youth had difficulty finding employment. Hence, the decision of the project to start working with this latter group of youth. This decision was made keeping in mind the relatively short timeline of the project (five years).

women. This suggests the need to tailor the targeting of job opportunity information provision to channels viewed or visited by young women specifically and to train young women on how to exploit existing channels. Doing this will likely contribute to bridging the gap between women and men in the labour market.

- **Support young people in accessing finance:** The most frequently mentioned reason by unemployed young people for not being self-employed was lack of access to finance to start a business. Indeed, a context analysis conducted by EYW also clearly showed the limited number of micro-finance institutions available that offer loan packages to youth. Furthermore, cultural perceptions of loans further limited young people in acquiring loans. Hence, future programmes can work on shifting the community's understanding of loans, support youth with the provision of financial capital, and advocate for the financial system to become more inclusive of young people.
- **Operationalize both the informal and formal parts of the enabling environment:** The enabling environment consists of both informal and formal factors. Examples of informal factors are social norms, attitudes, family support and peer pressure. Formal factors include policies, legislation and institutions that set the ground rules for labour market participation (Linssen et al., 2021⁴²). Linked to the recommendations above, it is of utmost importance that future programmes operationalize both the informal and formal aspects of the enabling environment. Only then can the gap between the supply and demand sides of the labour market be bridged. Working on the formal part of the enabling environment can, for instance, be done by advocacy and participating in policy development. EYW worked together with the Ministry of Information Technology and Telecommunication to develop a future of work policy, focusing on new types of employment in the digital economy.
- **Connect youth living in rural and urban areas:** In Pakistan, as in many other countries, there is a strong divide between rural and urban areas. There is much potential for youth living in each of these areas to learn from each other. Linking youth from these areas might foster innovation for job creation. Thus, connecting rural and urban areas could be an important consideration for future programmes.
- **Bridge the gap between the supply side and demand side of the labour market:** Often, youth employment programmes have a strong focus on the supply side of the labour market, for example, improving youth's employability by developing their skills. At the same time, it is also important to consider the broader environment that young people are part of, where market circumstances and policies can prevent them from accessing jobs, or where jobs simply are not available. It is thus best to tackle both the supply side and demand side of employment simultaneously when developing policies, as this is where the conditions for youth employment are created. Bridging the supply and demand side of the labour market can be achieved, for

⁴² Linssen, R., Meeske, M., van Moorten, R., van Veen, S. (2021). How empowerment and an enabling environment matters for youth employment programme effectiveness. INCLUDE Evidence Synthesis Paper Series; 08/2021. <https://includeplatform.net/wp-content/uploads/2021/08/ESP-Oxfam-Novib-1.pdf>

instance, by assessing what skills are required by the job market before developing training curricula or by engaging the private sector to stimulate job creation, which ultimately should contribute to a stronger economic system. An example of how EYW worked on bridging this gap is implementing skills training for youth while simultaneously stimulating job creation through business development support to small and medium enterprises.

- **Consider the sustainability of the project, even after project implementation has ended:** Future programmes should consider ways in which to continue and sustain the work and progress made. A best practice by EYW worth sharing is the formal registration of youth hubs. In its implementation, EYW worked with youth hubs in many ways. In the first place, youth hubs provided young people with a safe and inclusive common place to connect. The hubs enabled youth to explore together capacity-building opportunities and professional pursuits, to explore and develop business ideas and link these with markets, companies and micro-finance institutions, and to participate in training. By registering these youth hubs, the project facilitated youth so they stayed connected and organized even after the project had ended. This gives them opportunities for joint motivation, learning and action. In addition, the fact that youth hubs have a formal Board of Directors, consisting of a mix of youth as well as experienced professionals, empowers youth to be part of and to decide their own development and future.

7 ANNEX

7.1 ANALYSIS TECHNIQUES

7.1.1 QUANTITATIVE ANALYSIS

Assessing the impact of the EYW programme: a counterfactual approach

To assess the project's effects on each of the KPIs, we investigated to what extent the KPIs changed over time. We compared the values of the outcomes at the baseline (2016, the start of the project) with those at the endline (2021, the end of the project).

Assessing change in a KPI over time for those who participated in the project is not a robust method for assessing the impact of the project, as we are only looking at those who actually participated. The outcomes can be affected by a myriad of factors that are not in the project's or program's sphere of influence. So, it would be inaccurate and 'unfair' to claim all changes that occurred between the baseline and endline as evidence of the impact of the project.

A more reasonable and accurate method would be to ask ourselves the question, "*What would have happened in the absence of the project?*" in addition to describing what has happened to the project participants. In order to arrive at a reasonable estimate of the effects of the project on a KPI, one would need to compare the change over time for a group of people who participated in the project's activities with the change over time in a situation where the project was not implemented. Both groups operate in the same context, but the only difference between them is whether they participated in the project's activities. This is a so-called counterfactual approach – comparing changes over time among a group of people who participated in the project with changes over time in a similar group of people who have not participated in the project. To create this counterfactual for the target group, we incorporated a comparison group in our design. This comparison group consisted of people living in union councils where EYW did not work.

We then compare the changes over time for a KPI in the target group with the change over time for the same KPI in the comparison group. We can then assess the project's impact as we have a decent understanding of what would have happened when the project was not implemented.

Estimating attributable impact: analysing differences over time

Our analyses estimate the value of each outcome indicator, for instance, young people's level of empowerment (measured through a set of survey questions). The average level of empowerment is then estimated at the baseline and the endline for both the comparison and target groups. We can determine the trend or change over time for the target and comparison groups with these four estimates. We can then see whether young people's level of empowerment increased or decreased over time for the target group. Similarly, for the comparison group, we can see how young people's level of empowerment has developed over time, without any project activities being implemented.

The expectation is that young people's level of empowerment would improve over the project duration for the target group. The supposed increase in empowerment, or 'growth', for the target group is calculated by taking the baseline values of this and subtracting them from the corresponding endline values. This is called the first-order difference.

Similarly, we assess the change among non-participants. Indeed, there might have been changes in the level of empowerment unrelated to the project. If we also find an increase in the level of empowerment in this comparison group, the changes cannot be attributed to the project as there have not been any project activities with young people in the comparison group.

For an accurate judgement of the project's impact, we need to compare the change over time in the comparison group with the change over time in the target group. If the change over time in the target group is bigger than the change over time in the comparison group, the project has had an attributable impact. So, in this example, if the increase in young people's level of empowerment in the target group is bigger than the increase in empowerment observed in the comparison group, one may speak of positive, attributable impact. This technique is called a difference-in-difference estimation (Athey and Imbens, 2017⁴³). An important assumption of difference-in-difference estimation is that project participants and non-project participants are exposed to similar external shocks. This is the so-called parallel trends assumption.

To assess changes over time in any outcome indicator, one would ideally want to interview the same people at each survey round to accurately assess changes over time (collect panel data). However, this was not possible. Instead of surveying the same people twice (baseline and endline), we surveyed a cross-section of target and comparison groups at the baseline and the endline.

Matching: ensuring the comparability of the target and comparison group

As well as incorporating a comparison group in our design and using a difference-in-difference technique, we also know that it is likely that the target and comparison groups are not directly comparable. They may differ systematically for a range of characteristics at the baseline. For instance, the targeted communities might be more impoverished or be less well educated than those in the comparison group as projects choose to implement their activities among marginalized groups. Thus, it is likely that some socio-demographic characteristics influence whether the project targets a household or community.

Moreover, socio-demographic characteristics, such as age or residential area, might also influence our KPIs. In econometric terms, this means that both the probability of participating in the project's activities and the outcomes may be affected by pre-existing differences between the target and comparison groups. The probability of participating in the project activities is called the propensity score. This probability is not equal for all young people and is unknown⁴⁴.

⁴³ Athey, S., & Imbens, G. W. (2017). The state of applied econometrics: Causality and policy evaluation. *Journal of Economic Perspectives*, 31(2), p. 3-32.

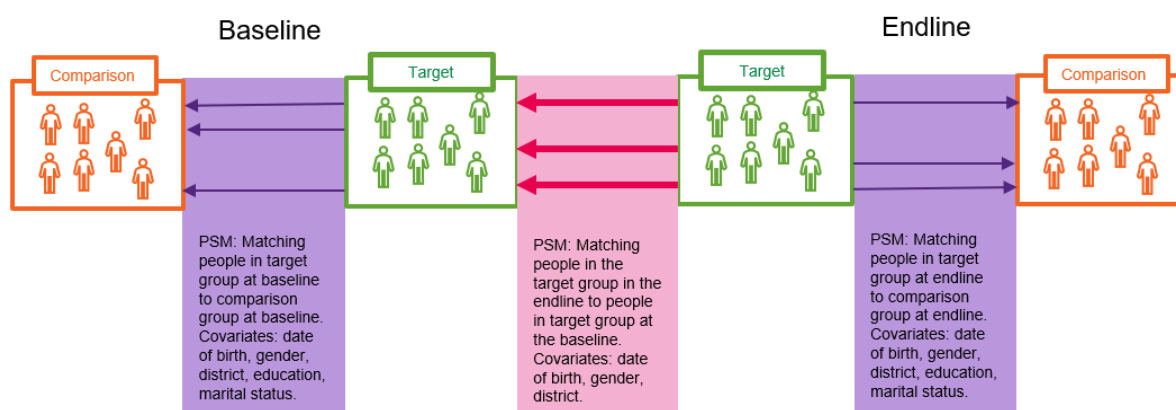
⁴⁴ Compare this to a situation where participation in the project would be determined by a coin toss (a randomized experiment). In this case, participation in the project would be solely determined by chance, not by any pre-existing

We use this propensity score to reduce incomparability between the target and comparison groups in two stages. This technique is called propensity score matching. In the first stage, we calculate the propensity score to select or match a comparison group similar to the target group based on a set of mostly demographic determinants. In the second stage, we estimate our impacts using these matched target and comparison groups.

Calculating propensity scores

We considered a range of characteristics to include in this matching. Three propensity score matching models⁴⁵ were run: 1) target at the endline to target at the baseline; 2) target at the baseline to comparison at the baseline; 3) target at the endline to comparison at the endline. In the first matching model, covariates included date of birth, gender, and district. In the second and third models, we included the same covariates while adding education and marital status. Since these last two covariates are time-variant, they could only be included in the last two matching models. Note that the second matching model was weighted using the propensity score weight from the first matching model. Thus, at each point in time (baseline and endline), we match target to comparison group respondents to make sure these groups are comparable and construct a solid counterfactual upon which each analysis rests. Figure 32 visualises the matching procedure.

Figure 34



A weight was constructed combining the propensity score weights from the three matching models. A propensity score matching model reduces many of these pre-existing differences. There are still some differences between the target group at the baseline and the endline but less than before matching⁴⁶.

characteristics of the people that intend to participate in the project. In this case the propensity score (the probability of being in the target group) would be known and equal to 0.5.

⁴⁵ We have chosen for a kernel matching estimator. As a robustness check, we considered various matching methods (radius, nearest-neighbour and k-nearest neighbour). Although, the results of these various matching methods do not qualitatively differ, the kernel matching method has the added benefit that the counterfactual is constructed using a weighted average of all comparison group cases and thereby retains a substantially larger number of respondents in the analyses. We have applied a 5% trim in the regions where the propensity scores for the non-treated cases are sparse, as suggested by Gou and Fraser (2014). This resulted in 66 cases in the target group that were not included in the analysis, and nine cases in the comparison group.

⁴⁶ Balance tables are available upon request.

Matched differences over time

In the analyses, we combined the propensity score matching with the difference-in-difference-approach as outlined in the previous section. In the difference-in-difference model, we controlled for date of birth, gender, district, education, marital status and the interaction between education and time. This is to further reduce any potential influence of factors other than participation in the EYW project.

We used the statistical software STATA for data cleaning. We have used STATA's PSMATCH2 package to assess the estimation of propensity scores (Leuven and Sianesi, 2003⁴⁷) and STATA's REGRESS and PROBIT packages to estimate the propensity-score-matched-difference-in-difference analyses. STATA's PREDICT command was used to estimate predicted values of the estimation sample. We also used various Python and R packages to visualize these parameters.

7.1.2 QUALITATIVE ANALYSIS

The qualitative analysis process broadly involved the following steps:

1. Transcription of the qualitative discussions

The data collection team was provided with a transcription template along with the discussion guide. The team was asked to record the discussions, after obtaining due consent from all participants either, verbal (recorded) or written. Post discussions, the data collection team was expected to transcribe the entire discussion/interaction verbatim according to the transcription template provided. These verbatim transcripts were shared with the Oxfam Novib team for feedback and clarification. Once all the transcripts were shared, a call was organised with the data collection team to clarify any doubts and to seek further information, wherever deemed necessary.

2. Developing the analytical framework

The analytical framework corresponded to the objective of the evaluation: determining the impact of the EYW programme using the KPIs for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people. The analysis of the qualitative data - for example, coding of the data - was based on the Global KPIs identified for each of the components within the above three pillars. In that sense, deductive content analysis was the chosen approach for data analysis.

3. Analysis of data collected

The qualitative data was analysed using MAXQDA 2020. This qualitative data analysis software is commonly used in social and human sciences because of the ways in which it helps with interpretative analyses. As mentioned above, the data was analysed with a completely deductive approach. This helped in developing a thematic categorisation and thereafter, thematic analysis. Themes and patterns that emerged from the data were refined and organised into higher-level categories – primarily the

⁴⁷ Leuven, E.M. & Sianesi B. (2003). PSMATCH2: Stata Module to Perform Full Mahalanobis and Propensity Score Matching, Common Support Graphing, and Covariate Imbalance Testing.

Global KPIs – and subsequently, the most relevant themes addressed by the participants were identified.

7.2 DETAILS OF THE SAMPLE

7.3.1 QUANTITATIVE SAMPLE

Table 3: Target sample

Administrative			Baseline			Endline		
District	Taluka Tehsil	Union Council	Total	Men	Women	Total	Men	Women
Jamshoro	Kotri	Kotri	20	5	15	26	7	19
		Manjhi Khan Shoro	6	3	3	9	9	0
		Railo Miyan	44	13	31	74	33	41
		Jamshoro Town	20	6	14	0	0	0
	Manjhand	Khanoth	20	3	17	76	10	66
		Manjhand	9	2	7	21	8	13
		Manzoorabad	40	12	28	37	16	21
		Unner-Pur	12	2	10	0	0	0
<i>Unknown</i>			2	1	1	0	0	0
Layyah	Karor	Rajan Shah	9	9	0	38	14	24
	Layyah	Bait Wasawa Shomali	0	0	0	29	8	21
		Kotla Haji Shah	75	17	58	52	15	37
		Layyah	0	0	0	16	4	12
		Tail Indus	0	0	0	33	9	24
	<i>Unknown</i>			24	6	18	0	0
Total			281	79	202	411	133	278
				28%	72%		32%	68%

Note: There were some respondents at baseline for whom we did not know the union council. Jamshoro Town is a low-intensity target group, hence it was excluded from the sample at the endline. Unner-Pur was excluded from the sample at the endline as it was not possible to carry out data collection there.

Table 4: Comparison sample

Administrative		Baseline			Endline		
District	Union Council	Total	Men	Women	Total	Men	Women
Layyah	Mihran	75	11	64	39	13	26
	Garay Wala	70	8	62	36	12	24
	Sahu Wala	82	13	69	44	16	28
	Lohanch Nashab	63	6	57	0	0	0
	Layyah Thal Jandi	90	12	78	0	0	0
Jamshoro	WAPDA Colony 10	33	8	25	45	14	31
	MC Bolharri	21	5	16	31	10	21
	<i>Unknown</i>	68	16	52	0	0	0
Total		502	79	423	195	65	130
			16%	84%		33%	67%

Note: There are some respondents at baseline for whom we did not know the union council. Lohanch Nashab was not a pure comparison group since interventions took place in one village within this union council. Hence, we decided to not include this union council in the comparison group at the endline. Layyah Thal Jandi was listed as a target group at baseline, but no activities were implemented in this union council. Hence, this union council was recoded as comparison group at the endline. However, to ensure we had a pure comparison group at the endline, we decided to not sample this union council again for the comparison group.

Please note that even though EYW did not implement any activities in the Union Councils of the comparison group, EYW partners did mention the presence of some NGO and government initiatives working on entrepreneurship, microbusiness development, training and loans, especially in Layyah. Examples include Government National Ehsas & Kamyab Jawan Program – extending interest-free loans and youth empowerment programs; E-Rozgar Programme by Government of Punjab – e-commerce, creative designing and technical courses; NRSP – assets distribution and community infrastructure, training on entrepreneurship and vocational training; Kashaf Foundation – interest-free loans; Akhuwat Islamic Microfinance – interest-free loans; CHIP Training & Consulting Pvt Ltd – working on community infrastructure; PWS – health, education and environment; Doaba Foundation – Covid-19 response; Awami Development Organization – education, environment and health; Community Development Organization – disability; and Human Rights Development Organization – free legal aid and advocacy. Although not all of these initiatives were targeted at youth directly, the presence of these initiatives could have contributed considerably to the improvements we saw in many KPIs for young people in the comparison group.

However, after extensive fact-checking, partners did not find other programs working directly to deliver soft skills, entrepreneurship skills and job readiness skills to young people in the selected areas. Furthermore, EYW's start-up program was unique in its rural setting, and no other government or private sector programme was found that executed similar start-up activities with rural youth.

7.3.2 QUALITATIVE SAMPLE

The table below presents the sampling criteria for the qualitative data collection.

Table 5: Sampling criteria in each of the districts

Jamshoro	Layyah
Kotri <ul style="list-style-type: none"> All - life-skills training At least 3 (not all) – Farming At least 5 (not all) - Entrepreneurship 	Karor: <ul style="list-style-type: none"> All - life-skills training At least 2 (not all)– Farming At least 2 (not all) – Entrepreneurship
Manjhand <ul style="list-style-type: none"> All - life-skills training All – Farming At least 3 (not all) - Entrepreneurship 	Layyah: <ul style="list-style-type: none"> All - life-skills training At least 3 (not all)– Farming At least 1 (not all) – Entrepreneurship

However, owing to practical challenges on the ground, the sampling criteria were not fully met during the data collection process.

In total five FGDs were conducted among young men and four among young women. The total number of male and female participants is presented in the table below.

Table 6: Youth FGDs

District	Total	Women	Men
Layyah	37	16	21

Jamshoro	33	20	13
Total	70	36	34
		51.4%	48.6%

In total five FGDs were conducted among community members. The total number of community participants is presented in the table below.

Table 7: Community FGDs

District	Total	Women	Men
Layyah	23	9	14
Jamshoro	19	6	13
Total	42	15	27
		35.7%	64.3%

ACKNOWLEDGEMENTS

This report is based on the information provided by hundreds of youth and community members who were interviewed in Pakistan's Layyah district in Punjab province and Jamshoro district in Sindh province over the course of 4.5 years (in 2017, 2020 and 2021). First and foremost, we want to express our gratitude to all of them for participating. Their willingness to give their time and discuss their socio-economic empowerment, skills and the enabling environment resulted in valuable information to ensure evidence-based and adaptive programme implementation (at baseline and midline stage) and made this evaluation (endline) possible. The evaluation will be useful for accountability purposes as well as for informing the design of future programmes with similar objectives.

This endline evaluation was achieved through the extensive contributions and expertise of the entire EYW team, including the Institute of Business Administration (IBA), and Bedari, Oxfam staff in Pakistan, the Impact Measurement and Knowledge (IMK) team of Oxfam Novib (part of the Learning, Innovation and Knowledge (LINK) unit), and of course the data collection team led by Dr Syed Imran Haider.

Finally, we are grateful to the IKEA Foundation for funding the EYW programme and this evaluation.

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This document has been produced by the Impact Measurement and Knowledge (IMK) team, part of the Learning, Innovation and Knowledge (LINK) unit, of Oxfam Novib. Marieke Meeske and Sunanda Poduwal were the lead authors.

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Published by Oxfam Novib in December 2021.

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