Report on baseline and end line survey for Agha Khan Rural Support Program (AKRSP)

The report documents the results of the baseline and the end line survey carried out before and after the training session of the selected staff members of AKRSP. The objective of the report is to determine the effectiveness and the efficiency of the training session carried out by YES Network Pakistan.

2011

**YES Network Pakistan**

1/1/2011

Table of Contents

[ABBREVIATIONS 2](#_Toc327577733)

[EXECUTIVE SUMMARY 3](#_Toc327577734)

[INTRODUCTION 5](#_Toc327577735)

[Agha Khan Rural Support Program (AKRSP) 5](#_Toc327577736)

[Youth Engagement Services in Pakistan 6](#_Toc327577737)

[METHODOLOGY 8](#_Toc327577738)

[Objectives 8](#_Toc327577739)

[Survey Tools 8](#_Toc327577740)

[Sample Size 9](#_Toc327577741)

[Survey Concentration 9](#_Toc327577742)

[FINDINGS OF THE BASELINE 11](#_Toc327577743)

[General Profile 11](#_Toc327577744)

[Youth 13](#_Toc327577745)

[Youth Development 14](#_Toc327577746)

[Youth Engagement 20](#_Toc327577747)

[Youth Social Entrepreneurship 22](#_Toc327577748)

[Service Learning 25](#_Toc327577749)

[Youth Service 26](#_Toc327577750)

[FINDINGS OF THE END LINE 29](#_Toc327577751)

[Youth 29](#_Toc327577752)

[Youth Development 29](#_Toc327577753)

[Youth Engagement 32](#_Toc327577754)

[Youth Social Entrepreneurship 34](#_Toc327577755)

[Service Learning 36](#_Toc327577756)

[Youth Service 37](#_Toc327577757)

[CONCLUSION 38](#_Toc327577758)

**Appendix**

# ABBREVIATIONS

AKRSP – Agha Khan Rural Support Program

YES – Youth Engagement Services

YE – Youth Engagement

YSE – Youth Social Entrepreneurship

YD – Youth Development

SL – Service Learning

SE – Social Entrepreneurship

BE – Business Entrepreneurship

YS – Youth Service

AKF – Agha Khan Foundation

# EXECUTIVE SUMMARY

The report on the survey for Agha Khan Rural Support Program documents the information of the respondents prior to the training session and after the training session in an attempt to determine the effectiveness and the efficiency of the training conducted. The baseline survey of AKRSP staff members seeks to find out the level of knowledge of the attendees regarding youth, youth development, youth engagement, youth social entrepreneurship, service learning, and youth service. On the other hand, the end line survey attempts to find out about the knowledge pool of the respondents after the training session was carried out so that the effectiveness and the efficiency of the session could be determined.

The training session was another of the ongoing efforts of YES Network Pakistan to promote youth related activities and highlight the importance of such concepts throughout the country. The training session was carried out to bring all the members of AKF working on the youth development project on board and make sure they had the appropriate knowledge of the concepts before working on the project.

The root of the report lies in the baseline survey carried out for staff members of AKF working in different departments throughout Chitral, Gilgit, and Baltistan. They survey was designed to gather qualitative and quantitative responses of the candidates taking part in the training session. A total of 19 respondents took place in the baseline survey whereas 20 candidates attempted the end line survey and recorded their feedback on the training session.

According to the results of baseline survey, 78.9% of the respondents were not aware of the concept of youth development; more than 25% had no information regarding youth engagement; about 50% were unaware of the term youth social entrepreneurship; 63.1% did not know what service learning or youth service meant.

After completion of the training session, the results of the end line survey revealed that the level of information of the respondents who attended the training session changed a great deal. 100% respondents mentioned that they were aware of the concepts of youth development and engagement and defined the terms reasonably well. Furthermore, 95% of the respondents assured that they now knew what the terms youth social entrepreneur, service learning, and youth service meant and how they were relevant to the society.

The combined result of both the surveys concluded that the training session carried out for awareness of the staff members of AKRSP turned out productive such that the respondents had full knowledge of the concepts of youth, youth development, youth engagement, youth social entrepreneurship, service learning, and youth service.

# INTRODUCTION

## Agha Khan Rural Support Program (AKRSP)

Established in Gilgit-Baltistan, Agha Khan Rural Support Program is a creation of the Agha Khan Foundation[[1]](#footnote-1) which works mainly on forestation, agricultural productivity, small-scale infrastructure, and natural resource management. The intention behind initiating the AKRSP was to assist the farmers of the mountainous regions to improve the productivity of their crop and increase their income standards. The team behind AKRSP derived some best practices which helped improving the standard of living of the farmers of the mountainous regions and expanded into other developmental projects as well. AKRSP formed financial and intellectual partnerships with other organizations with same objectives and expanded over to other rural areas of Pakistan and eventually to other similar geographical regions all over the globe such as the South Asian Countries.

“The ultimate goal is to enable community members to make informed choices from a range of appropriate options for sustainable and equitable development.”

(Agha Khan Foundation, Development in Rural Areas)[[2]](#footnote-2)

The programs introduced by AKRSP are focusing not on one specific element but collectively work towards a combination of goals in each development region. The main objective of the program is to ensure productive infrastructural development takes place, locals are taught natural resource management, they are aware of the concept of rural savings and credit, methods of improve agricultural productivity, and develop human skills so that there is community involvement at a larger scale and the people have the right to decision making. The local residents are given support to create assets from their natural resources and create working opportunities for themselves. With improved infrastructure and agricultural productivity, the income levels and the standards of living of the village residents are bound to increase and allow them sustainable development without the help and intervention of the government. Agha Khan Foundation assists the villagers in providing training and management facilities in the initial phase of the development of their region.

## Youth Engagement Services in Pakistan

Youth Engagement Services started in Pakistan almost a decade ago via various educational institution and other non-profit organizations working towards creating awareness and responsibility towards youth engagement and social entrepreneurship. Youth Engagement Services (YES) Network Pakistan is an organization first of its kind to introduce and apply the concepts of youth social entrepreneurship and youth service to the society. The organization has been recognized by the Planning Commission of Pakistan for focusing on youth in a manner such that they are not portrayed as the problem of the society but as an ultimate beneficiary of the current development process. According to the Planning Commission of Pakistan, the new group strategy being implemented at the mass level encourages participation from youth as it is one of the significant factors contributing towards economic development.

“In order to deliver for youth there is a need to rethink youth social and economic development and its linkages with the institutional framework defined by community, enterprise, geo-spatial and urban agglomeration, and the organs of state.”

 (Planning Commission of Pakistan)[[3]](#footnote-3)

YES Network Pakistan has a number of projects being carried out all over Pakistan ensuring engagement and training of youth in formation and implementation of projects initiated and led by the youth of the country. The programs introduced under YES are focusing on the youth amongst the low-income earners of the society to make them self-reliant and contribute towards other members of the economy and society instead of being miserable and doing nothing about it. YES is broadening its network via engaging in activities in different public and private educational institutes and organizations. YES provides financial as well technical assistance to these organizations and individuals to awaken the youth and encourage them to take part in community-based activities.

YES is affiliated with the *International Association for National Youth Service* and is offering opportunities to a number of candidates to travel abroad and gain the needful information. It gives equal opportunities of growth to the youth in all provinces of the country including Azad Kashmir.

# METHODOLOGY

## Objectives

The primary objective of the survey was to determine the current level of awareness amongst the selected staff members of AKRSP regarding youth, youth development, youth engagement, youth social entrepreneurship, service learning, and youth service. At the end of the training session, the respondents were asked to submit the end line form in order to determine the level of awareness and information they gathered from the training session. The objectives of the survey could be divided into two main parts. These include:

1. Determining the level of awareness amongst the staff members of AKRSP before the training session
2. Determining their level of information amongst AKRSP after the training session

The responses collected from both the forms submitted by the respondents will help determine the level of effectiveness and efficiency of the training session conducted for staff members of AKRSP.

## Survey Tools

The end line and baseline survey makes use of specialized questionnaires to capture the qualitative and quantitative responses of the staff members of AKRSP regarding concepts of youth, youth engagement, youth service, YD, YSE, and SL. The baseline form were designed in such a manner that they recorded the response of the staff members before the training session and determined their level of information and knowledge about the content, and the end line form determined their knowledge pool after the training session was completed.

Both the forms had six sections, asking questions about each of the respective focus areas. The questionnaire consists of a total of 34 questions, each designed in such a manner that all the quantitative questions were followed by qualitative queries giving the respondent the opportunity to fully display their knowledge about the matter.

## Sample Size

A total of 19 staff members of AKRSP were selected to attend the training session on youth development. These staff members belonged to different departments of AKRSP working in different regions, most prominently Chitral, Baltistan, and Gilgit. The members for the training program were selected by management of AKRSP and aimed at including members who were on the new project initiated by AKF regarding Youth Leadership and Employability Program.

## Survey Concentration

The purpose of the survey was to capture the response of the staff members of AKRSP regarding information on six key concentration areas in the questionnaire. These included:

|  |  |
| --- | --- |
| Section | Description |
| Youth | This section of the questionnaire captures the understanding of the term youth and the definition of the term as per United Nations General Assembly. It also attempts to find the knowledge of the respondents regarding the population below the age of 30. |
| Youth Development | The second section aims to find out the level of information of the respondent regarding youth development. It finds out about the importance and developments of youth, outcomes of YD, role of the society and the government in YD, and the barriers in YD.  |
| Youth Engagement | This section asks the respondents to explain in their own words what youth engagement means, why is it important, its benefits, and their understanding of youth participation.  |
| Youth Social Entrepreneurship | This section seeks the understanding of the respondents regarding YSE. It asks the respondents to define the term, differentiate between business and social entrepreneurship, social enterprise, and social enterprise plan. |
| Service Learning | This section of the survey attempts to find out the knowledge of the candidates about SL. It determines whether the respondents know the difference between SL and classroom learning. Furthermore, it also questions the respondents on their understanding of SL methodology and its benefits.  |
| Youth Service | The last section of the survey handles the Youth Service queries. It finds out if the respondents know the difference between volunteer work and youth service, and their advantages.  |

# FINDINGS OF THE BASELINE

As mentioned above, the key findings of the survey have been divided into six categories. The first section of the survey on “Youth” determines basic level information of the respondents about the term and finds out the percentage of population of the country below 30 years of age. The second section of the survey “Youth Development” finds out the level of awareness of the concept amongst the respondents and determines if they know about the paradigm shift which took place in YD over the past forty years. This section also has some qualitative questions trying to determine the opinion of the regarding barriers in promotion of YD, outcomes of YD program, and the required competencies to serve the youth in an efficient manner. The third section of the survey is “Youth Engagement”. It straightforwardly asks the respondents to define youth engagement, explain its importance and benefits, and describe youth participation. The fourth section of the questionnaire focuses on “Youth Social Entrepreneurship” and finds out if the respondents are aware of the difference between the terms business entrepreneurs and social entrepreneurs. The section also finds out about the importance of YSE to the society and how to come up with a social enterprise plan. The second last section of the survey is the “Service Learning”, where applicants have to show their understanding of the term via differentiating between service learning and classroom learning, and write about its methodology and advantages. The last section of the survey is about “Youth Service” and it focuses on finding out if the respondents are aware of its benefits and know the difference between volunteer work and youth service.

## General Profile

The survey consists of 19 staff members of the AKRSP being asked to fill the questionnaires, who belonged to different departments of the organization. Four out of the 19 respondents mentioned that they belonged to the Youth and Institutional Development department, three mentioned belonging to the Skardu department, two each mentioned being associated to Gender and Development and Gilgit departments, whereas one each were members of Baltistan and Chitral departments. Amongst the remaining six respondents, one did not answer the question whereas the other five mentioned AKRSP in their department. The table below displays the frequency in a visually convenient manner.

|  |  |
| --- | --- |
| Department | Frequency |
| Youth and Institutional Development | 4 |
| Gender and Development | 2 |
| Gilgit | 2 |
| Baltistan | 1 |
| Skardu | 3 |
| Chitral | 1 |
| AKRSP (Missing Info) | 6 |

(Appendix: Table 1)

The questionnaire also finds out about the designation of these respondents. According to the results, the highest concentration of respondents is ID Officers, which adds up to 21.1% of the total sample staff members. Social mobilizers, YDO, and managers have the same weightage which is 15.8% each. Youth mobilizers and gender monitors represent 10.5% each whereas the remaining 5.3% each belongs to the designation of YSM and missing information as one of the respondents did not mention their designation. The data is represented graphically in the chart below:

(Appendix: Table 2)

Respondents were also asked to give their contact numbers, two from a total of 19 did not give in their phone numbers, whereas the remaining 17 contact numbers are listed (Table 3).

## Youth

The first section of the questionnaire tested the respondents on their information regarding “Youth”. The questions comprised of basic level information and only required the respondents to fill in some blanks. No long questions are asked in this section of the questionnaire.

The respondents were asked to define the age group which they consider is part of the youth. They were asked to give a minimum and a maximum age to describe the youth. According to the results, the respondents believe that on average age from 17.5 years to 30.6 years is considered to be the youth of the country. The values submitted by the respondents consisted of a number of variations but all lied between 15 years to 40 years.

The second query of this section inquired the respondents about the age of the youth according to the United Nations General Assembly. The results revealed that on average the respondents believed that the age of the youth lied between 16 years to 27.5 years. Three out of 19 respondents did not answer this particular query.

The last question of this section inquired about the percentage of population of Pakistan below 30 years of age. As per the results, four respondents did not answer the question whereas the answers of the remaining 15 respondents are illustrated below in the bar chart.

(Appendix: Table 4)

According to the above illustrated bar chart, on average, the respondents considered that 56% of the population of Pakistan is below the age of 30. One of the respondents did not mention the answer in percentages but wrote that 30 million of the population of the country was below the age of 30.

## Youth Development

The second section of the survey questions the respondents about “Youth Development”. According to the results of the survey, only four out of 19 staff members of AKRSP were aware of the concept of YD whereas the remaining 15 respondents did not know the term (Table 5). The chart below graphically represents the responses of the staff members in percentages.

(Appendix: Table 5)

As per the chart above, it is clear that 78.9% of the staff members of AFRSP who are about to led a new program relating youth development and employability are unaware of the basic concept of YD. Merely, 21.1% of the respondents are aware of the term and have some level of knowledge about it.

Following the basic level of the awareness of the concept of YD, the respondents who mentioned that they were aware of the concept of YD were asked about the most important aspect of the process of youth development. The 4 respondents who had some knowledge of the term mentioned that according to them confidence, competence, skill acquiring, independence, awareness, training, support of the family, leadership, and youth employability were the important aspects in the process of youth development.

The respondents were further questioned about the paradigm shift which took place in the field of youth development over the last four decades. According to the results, 3 out of 19 respondents knew about the paradigm shift whereas 16 of them were unaware of any such thing.

(Appendix: Table 6)

As per the chart above only 15.8% of the respondents are aware of the paradigm shift in the field of YD over the past 4 decades whereas the remaining 84.2% are not aware of any such thing. Furthermore, the three respondents who mentioned that they had some knowledge of the paradigm shift, they mentioned that the shift occurred because:

* Youth Assembly was established in Pakistan
* Government of Pakistan is focusing on YD
* Youth has been engaged in workforce and civil societies
* Youth unemployment
* Youth involvement in crimes

The respondents were further asked about the desirable outcomes of the youth development program in their opinion. The result of the survey revealed a number of different expected outcomes which are as follows:

* More positive, productive, educated, liberal, confident, and non-distributive youth
* Increase in youth participation in social, economic, political and environmental developments of the community
* Youth with improved skills and diverse employability opportunities
* Youth with awareness of value of life
* Youth should be able to take leadership positions and exercise empowerment
* Peace and harmony in the region with improved behavior and attributes
* Employment rate will increase alongside improvement in the literacy rate
* Capacity building
* Youth empowerment
* Transform dependent children to independent children of the society

Moreover, staff members of AKRSP were questioned if in their opinion the government and the civil society organizations are playing their role in an effective manner regarding promotion of youth development. The result of the query is graphically represented below.

(Appendix: Table 7)

According to the results, 68.40% of the respondents consider that the government and the civil society organizations are effectively playing a role in the promotion of YD to “some extent” whereas 26.3% of the respondents mentioned that they think that they are “not at all” playing any role. Only one of the respondents mentioned that according to them the government and the civil society organizations were playing a role to a “great extent”, which accounts for 5.3% of the total sample.

The next question of this section asks the respondents who mentioned that the government and the civil society organizations are not contributing effectively at all that and asked what measure they think should be taken for improvement. The five respondents answering the query purpose the following measures:

* Open up youth platforms, give them skills, allocate resources to youth, and formulate workable policies
* Initiate youth oriented programs focusing on youth development and promote youth participation via clear policies which should be implemented under the supervision of a monitoring cell
* Provide education facilities, participate in social activities, capacity building, and income generating activities
* Opportunities for employment of youth
* Participation of youth in decision making

Furthermore, the respondents mentioned some significant points when asked about the barriers in YD in Pakistan in their opinion. The answers revealed that major barriers were: religious extremism, weak planning and policies, high population, non-existence of policies regarding youth at national or provincial level, lack of awareness, poverty, deep routed unfavorable practices of youth, system failure, resource constraints, bad governance, not focusing on youth workforce, income gap, lack of skills, lack of guidance, unemployment, unskilled youth, lack of confidence in youth, lack of career counseling, gender discrimination, lack of policies for youth, cultural issues specially for females, frustration and depression leading to suicide and terrorism, lack of transparency, and degradation of youth organizations.

The second last question of this section asked the respondents if they were aware of the competencies required by young workers to serve youth effectively. 7 out of 19 respondents mentioned that they were aware whereas 11 mentioned that they did not know. One of the respondents did not answer the question. The frequencies are represented in the graph below.

(Appendix: Table 8)

The last question of this section was intended to be answered by respondents who mentioned that they know the competencies required by the young workers to serve youth effectively. The responses mentioned that they require leadership competencies, social work competencies, participation in decision making, education and skill enhancement programs, youth development, determine the needs of the youth and fulfill them, enhancing capacities and abilities, work environment awareness, and enhancement of social mobilization skills.

## Youth Engagement

The third section of the questionnaire is based on “Youth Engagement”. This section consists of four questions to be answered by the respondents. However, all of these questions require the candidates to fulfill qualitative data.

The first question recorded the response of the candidates regarding the meaning of the term youth engagement. According to the results, approximately 74% of the respondents defined the term correctly or defined parts of it correctly whereas 15.8% did not have correct understanding of the term youth engagement and confused it with other youth related activities. Two of the respondents did not answer the query leading to 10.2% of missing information (Table 9). The most appropriate understanding of the term youth engagement by one of the respondents is:

*“Youth Engagement means to create an environment for the youth so that they can participate and play active role in the development.”*

The second question attempts to determine the reason of the importance of youth engagement. The answers of the respondents varied to a great extent. However, most of them mentioned that the main reason behind youth engagement is to create responsibility amongst the youth of the nation as they are the future generation of our country and the main players who can take our country to the road of success. Other reasons mentioned by the respondents also include capturing the energetic essence of the youth and bringing their education to use, opinion of the youth matters, bring about leadership change, encourages an environment for development, reduces terrorism activities, peace and security, to pass on the knowledge and leadership to the next generation, and reduces social evil in the society.

The respondents also highlighted some of the benefits of youth engagement. These include:

* Contribution to development
* Become good citizens
* Violence free environment
* Development of a productive and responsible nation
* Creates social harmony and peace
* Reduces evil of the society
* Leadership change
* Healthy and constructive minds
* Bring high level energy into the system
* Skill development
* Youth employability
* Growth of institutions
* Fall in unemployment
* Increased per capita income leading to improved standard of living

The last question of the third section asked the respondents to describe youth participation on their own. It will not be wrong to say that most of the candidates mentioned that youth participation means involvement of young male and female members in all events of the society starting from opinion and decision making up till implementation. They should be taking active part in the development process of the country.

## Youth Social Entrepreneurship

The fourth section of the questionnaire focuses on “Youth Social Entrepreneurship”. The section begins with determining the current level of aware amongst the respondents regarding the concept of social entrepreneurship. According to the results, 47.4% of the respondents were aware of the term whereas another 47.4% were not aware. One of the respondents did not answer the query. The chart below demonstrates the results.

(Appendix: Table 10)

Those who mentioned that they were aware of the concept of social entrepreneurship were asked to define the term. Amongst the 9 staff members who knew the term only one of the respondents could somewhat define YSE properly whereas the remaining eight respondents have no idea at all about the term.

The third query of this section attempts to find out if the respondents are aware of the difference between social and business entrepreneurs. According to the results, only one of the respondents had somewhat correct understanding of the difference between the two types of entrepreneurships whereas the remaining 18 respondents either had the incorrect information about the two types of entrepreneurships or did not attempt the question at all.

Another query in this section asks the respondents to name social entrepreneurship organizations if they are aware of any. A very small proportion of respondents replied to the question amongst which some confused a social enterprise with an NGO and ended up giving in correct answers, whereas only one of the respondents answered the question correctly and mentioned the following names:

* ECD Center
* Angle Daycare

The next question asked the respondents about entrepreneurial attributes. However, only one out of 19 respondents answered the query and mentioned that entrepreneurial attributes could be interest of self-business whereas the remaining 18 respondents did not even attempt the question.

Another question in this section asked the respondents that why is YSE important for the society. The chart below demonstrates the frequency of the respondents giving an answer to the question.

(Appendix: Table 11)

As per the chart above, only 7 out of a total of 19 respondents attempted the question whereas 12 of the respondents did not attempt the query. Those who attempted the question mentioned the following reasons:

* For mobilization of local resources
* To empower society with available resources
* They offer benefits alongside services in YSE
* Change in attitude and behavior of people forms a peaceful society
* Social development
* Reduce the evils of the society
* Reducing the level of frustration and depression in the society
* Improvement in quality of life

The last two questions of this section attempt to find out if the respondents are aware of the procedure to develop a social enterprise plan and if they are aware of the important elements of social enterprise plan. According to the results of the survey, none of the respondents knows how to develop a social enterprise plan and did not attempt the question whereas only one of the respondents attempted the last question mentioning that ‘community capacity building’ is an important element of social enterprise plan. None of the other respondents attempted this question.

## Service Learning

The fifth section of the survey deals with “Service Learning”. This section begins with determining the current level of awareness amongst the staff members of AKRSP regarding service learning. According to the results of the survey, 5 out of 19 respondents said that they were aware of the concept of service learning which makes 26.3% of the respondents aware of the term whereas 63.1% of the respondents were unaware of the term. Two of the respondents did not answer the query leading to missing information of 10.6% (Table 12).

(Appendix: Table 12)

The second question of this section asks those respondents who mentioned that they were aware of the concept of service learning to define the term. Out of a total of five respondents who communicated that they were aware of the concept of service learning, only one had proper understanding of the concept whereas the remaining four were more or less clueless and not even close to describing the concept.

Further, the respondents were asked to differentiate between service learning and classroom learning. From a total of 19 candidates, eight made an attempt to answer the question whereas the remaining 11 left the question. All of those respondents who attempted the question answered the query in a correct manner and pointed out that service learning encourages students to apply the theoretical concepts practically whereas classroom learning is only confined to textbooks and theoretical concepts.

Respondents were asked to submit their response on the methodology of service learning. Only 4 out of 19 attempted this question and gave the following responses:

* Dialogue
* Workshops
* Training

The last question of this section asked the respondents to mention the advantages of service learning. Only three respondents attempted this question and mentioned that some of the advantages are: income generation, enhancement of capacity building, and learning and training at the same time.

## Youth Service

“Youth Service” is the sixth and the last section of the baseline questionnaire. This section also initially attempts to determine the level of awareness of the concept. According to the results, only 10.6% of the respondents were aware of the term whereas 63.1% did not know anything about service learning. 5 of the respondents did not attempt the question leading to missing information of 26.3% (Table 13).

(Appendix: Table 13)

Only two out of 19 respondents mentioned that they were aware of the term youth service. According to the questionnaire, the next question demands the respondents who answered yes to the first question to define the term. Only one respondent in a somewhat correct manner and mentioned that youth service is involving the youth in social activities in order to generate income.

 The third question of this section asks the respondents to differentiate between volunteer work and youth service. Four out of 19 respondents attempted the question and only two amongst the 4 who attempted the question got the correct answer. The two correct answers mentioned that youth service is working for money with the intention of social benefit whereas volunteer work is social work and is not paid.

The last question of the survey asked the respondents to give the benefits of youth service. Only three out of 19 respondents answered this query and mentioned the following benefits:

* Youth remains busy
* Income generation
* Employability increases
* Youth empowerment
* Knowledge development
* Serves others

Based on the above mentioned result of the baseline survey for staff members of AKRSP regarding their knowledge and information about youth, YD, YE, YSE, SL, and YS, YES Network Pakistan organized an orientation/training session. The training session was carried out for six days where the attendees were not only made to attend sessions on the above mentioned focus areas but were also informed about the operations and other projects of YES Network Pakistan. The attendees of the training session were asked to fill out the end line form after attending all the sessions in order to help the management determine the effectiveness and the efficiency of the training session on the staff members of AKRSP. The findings of the end line survey are as following.

# FINDINGS OF THE END LINE

The general profile and the structure of the questionnaire remained the same for all candidates as these are the same forms distributed to the same people before the beginning of the training session. The end line form is going to record the response of the candidates after they attended the awareness workshop. The response of the end line survey is also going to be divided into six sections.

## Youth

The findings of the end line survey reveal that there has been a dramatic change in the level of information of the respondents after the training session. From a total of 20 respondents, 19 mentioned that the youth of Pakistan is defined to be between ages 15 to 29; whereas only one mentioned that it is from ages 14 to 29. While responding to the second query of this section, 16 out of 20 respondents mentioned that the age of youth according to the United Nations General Assembly is between 15 to 24 years whereas the remaining four respondents mentioned that it is between ages 15 to 29. The last query of this section asked the respondents to mention the percentage of the population of Pakistan which is below 30 years of age. 14 out of 20 respondents mentioned that the percentage was 70% whereas four mentioned it to be 69%. One of the two remaining respondents wrote the percentage was 68% and the other one respondent left the query blank.

## Youth Development

After the training session, 100% of the respondents mentioned that they were aware of the concept of youth development. They also attempted the qualitative question following it and gave a long list of important aspects for YD process. These included engagement, service learning, opportunities, support, preparation of youth, problem free youth, start YD in initial stage, and to focus on cognitive, cultural, psychological, socio-economic, physical and political aspects of YD.

Further, the respondents also mentioned that they were fully aware of the major paradigm shift occurring in the field of YD during the last four decades as 95% of the respondents opted for the ‘yes’ option. One respondent, which makes 5% of the remaining sample size, answered that he was not aware of the paradigm shift. The next question asked them to briefly describe what the paradigm shift was and the respondents answered the question with the following answers:

* Problem free
* Problem free is not fully prepared
* Fully prepared is not fully engaged

The next question asked the respondents to mention the desirable outcomes of YD program in their opinion. There were diverse responses recorded by the candidates. Here are some of the most prominent ones:

* 5Cs (Confidence, Connections, Characters, Contributors, and Competent)
* To engage youth in developmental activities
* Utilize the potential and the energy of the youth for betterment of the society

Respondents were also asked to give their opinion on the effective role play of our government and civil society organizations in the promotion of YD. According to the results of the survey, after the training session, 90% of the respondents considered that the government and the civil society organizations were playing an effective role in the promotion of YD to “some extent” whereas the remaining 10% considered that both the bodies were not playing any role at all. The results are displayed in the chart below:

(Appendix: Table 14)

As mentioned in the chart above, none of the respondents considered that both the bodies were contributing to the cause to a great extent.

The second part of this question asked the respondents who mentioned that in their opinion the government and the civil society organizations are not contributing at all to the promotion of YD and asked them to suggest the measures they consider should be taken for YD promotion. Out of a total of 20 respondents filling out the end line form, only 2 had voted for “not at all” and according to them the required steps could include youth engagement in different community and government institutions and policy formulation in such a manner that they allocate some significant resources to youth development.

Respondents were also asked to give their response to the barriers to promotion of YD in Pakistan according to them. The submitted answers are listed below:

* Resource constraints
* Policy issues
* Lack of youth engagement
* Structural, social, economic, cultural, and personal barriers
* Institutional barriers
* Lack of communication
* Bad governance
* Unemployment and illiteracy levels
* Generation gap
* Financial support
* Lack of opportunities
* Lack of awareness
* Lack of supporting environment and risk taking abilities

After the training session, the respondents were once again asked if they were aware of the competencies required by young workers to serve youth effectively and all the respondents’ answer was ‘yes’. They were all aware of the required competencies. They were also asked to mention a few in the next question. The responses collected revealed the following competencies:

1. IQ, EQ
2. Knowledge of the field
3. Communication with youth
4. Assessment and Planning
5. Connection to resources
6. Cultural competency skills
7. Relationship to community and family
8. Program design and delivery

## Youth Engagement

This section requires the candidates to submit qualitative answers. The section begins with testing the knowledge of the respondents about YE after the training session. All of the respondents had improved knowledge of the term after the training session. They understood the concept and gave diverse and relevant definitions of YE. Candidate describing the term best understood is as “*involving youth in social and business activities which are productive for individual and community”.*

The second query of this section required the candidates to explain the importance of YE. According to the results, there were a number of different reasons for the importance of YE. They are mentioned below:

* To engage youth in positive and productive activities
* Increases knowledge and raises sense of responsibility
* Youth is energetic and committed
* Reduces poverty, terrorism, and suicide
* Improves society
* Leads to personal, community, and social development
* HR development
* Creates employability and leadership qualities in youth

The respondents were also questioned about the benefits of YE. According to the results, the most significant benefits of YE are: maintains peace and harmony, generates income, development, positive change in society, employability, reduces frustration and removes evils of the society, increased productive human resources, improving quality of life, links the youth and society, reduces generation gap, and encourages creativity.

The last query of this section attempts to find out the understanding of the respondents about youth participation. According to the results, 95% of the respondents answered the query correctly in a much refine manner when compared to their responses before the training session whereas the remaining 5% of the candidates are those who did not attempt the question at all. One of the most relevant answers of the question reported, “*Youth participation is involving the youth in different activities such as identifying needs, exploring solution, making decisions, and implementation”.*

## Youth Social Entrepreneurship

The fourth section of the survey comprises of queries regarding YSE. After the training session, there was a dramatic increase in the number of respondents being aware of the concept as all 20 respondents answered saying they were aware of the term YSE. They were asked to define the term in the next question and 95% of the respondents showed that they had complete understanding of the concept. The remaining 5% of the respondents were those who did not attempt the question.

Respondents were also checked on their understanding of the difference between a business entrepreneur and a social entrepreneur. Out of a total of 20, 16 respondents clarified the difference between both types of entrepreneurships whereas 3 could not properly differentiate and got confused if social entrepreneurship is necessarily non-profit making. One of the respondents did not answer the question. The chart below demonstrates the answer in a visually convenient manner.

(Appendix: Table 15)

Respondents were also asked to name some social entrepreneurship organizations if they know of any. Only one candidate was able to produce two names before the training session. However, after the training session, all 20 respondents attempted the question revealing that they all knew one or the other social entrepreneurship organization. The names highlighted by the respondents include YES Network Pakistan, Global Knowledge Partnership (GKP), SKOLL Foundation, AWADO, Sahara Foundation, Shaukat Memorial Hospital, WALD CELL, Fatima Mehnaz Montessori, Ashoka, Agha Khan Youth Sports Board, Agha Khan Social Welfare Board, Angel Daycare, FIASE, ICP, Youth Service America, Global Youth Active Welfare, Free Child Project, GNP, ECD, Echoing Green, Community Action Network UK, Schwub Foundation for Social Entrepreneurships, Sugan, Karakurum Development Organization, EDHI Foundation, and Zehra Foundation.

Candidates were also asked about entrepreneurial attributes. There was a wide range of answers to this query. However, the most important ones include passion, confidence, risk-taking, skill, attitude, knowledge, tolerance, decision making power, experience, communication skills, vision, competence, loyalty, innovation, hard work, optimism, emotional intelligence, IQ, and energetic. Out of a total of 20 respondents, only 12 attempted the question whereas the remaining 8 candidates selected not to answer this particular question.

Respondents were also asked to submit their answers on the importance of YSE in the society. The results revealed the following answers:

* Brings about social change
* Youth engagement prevents evils of the society
* Youth empowerment
* Increased productivity from existing resources
* Creates peace and harmony in the region
* Encourages self-employment
* Connects youth and the community
* Sustainable

The second last question of this section inquires the respondents about their awareness of social enterprise plan. After the training session, 95% of the respondents answered that they were aware of the term whereas only 5% of the respondents (1 candidate) chose not to answer the query.

The last question asked the respondents about the important elements of social enterprise plan. According to the results, respondents mentioned that problems, objectives, outcomes, social impacts, financial summary, teamwork, implementation mechanism, and revenue generation are the most important features of a social enterprise plan.

## Service Learning

This section of the survey also started with assessing the level of information of the respondents about SL. After the training session, 95% of the respondents mentioned that they were aware of the concept of SL whereas 5% did not attempt the query. The second question of this section asked the respondents who were aware of the term to define it. All the respondents define the term well and mostly expressed that it is “education in action”.

Respondents were also asked to differentiate between classroom learning and service learning. After the training session, 95% of the respondents highlighted the difference in both the terms correctly whereas the remaining 5% of the respondents chose not to answer the query. Most of the respondents stated that service learning was “education in action”.

Moreover, the respondents had to mention the methodology and the advantages of SL. 95% of the respondents answered the methodology query whereas only 85% answered the query regarding advantages of SL. According to the results, the methodology steps for SL included preparation, action, reflection, celebration, introduction, sensitization, open session, selection of focus people, orientation, recognition, dissemination of material, monitoring, and design project. On the other hand, the advantages of SL highlighted by the respondents were:

* Challenges will enhance the experience of the youth
* Practical use of acquired knowledge
* Creates sense of responsibility
* Provides self-satisfaction
* Skill and knowledge enhancement
* Income generation
* Keeps youth from participating in the evils of the society
* Builds confidence
* Youth empowerment
* Academic and intellectual benefits
* Enhances emotional intelligence

## Youth Service

The last section of the survey tests the knowledge of the respondents about youth service. After the training session, 95% of the respondents mentioned that they were aware of the term youth service whereas the remaining 5% did not attempt the question. Furthermore, 5% of the respondents did not attempt the section on YS at all.

Respondents who mentioned they were aware of the term YS were asked to define it. According to the results, 100% of the respondents who claimed to know the concept had correct information about youth service.

The respondents were also tested on the differentiation between volunteer work and youth service. As per the results of the survey after the training session, 14 of the respondents could differentiate between the two terms whereas the remaining six did not attempt this particular question.

The last question of the survey asked the respondents to give benefits of YS. 50% of the total sample staff members attempted the question and mentioned the following benefits:

* Social, community, and individual development
* Confidence and knowledge building
* Youth engagement
* Interaction between community and the youth
* Employability
* Financial support
* Income generation

# CONCLUSION

According to the results of the baseline and the end line surveys carried out before and after the training session, respectively, it has been made clear that the training session designed for the staff members of Agha Khan Rural Support Program was effective in communicating the concepts and different dimensions of the terms which will help the AKRSP team in working on their upcoming project on ‘Youth Leadership and Employability’.

The training session corrected the information pool of the staff members in all six sections – youth, youth development, youth engagement, youth social entrepreneurship, service learning, and youth service. The most benefit that the AKRSP staff members received was on the sections of youth, service learning, and youth service as they had almost no information about these concepts and after the training almost all the respondents were well aware of the terms and their definitions. The training session also helped the staff members of AKRSP regarding youth development, youth engagement, and youth social enterprise to a great extent and clarified the misleading concepts.

1. [www.akdn.org/AKF](http://www.akdn.org/AKF) [↑](#footnote-ref-1)
2. <http://www.akdn.org/rural_development/about.asp> [↑](#footnote-ref-2)
3. <http://www.pc.gov.pk/> [↑](#footnote-ref-3)