Enhancing Employability and Leadership for Youth

Labour Market Assessment, Gilgit-Baltistan and Chitral

Final Report

April, 2013

Aga Khan Foundation

MEDA

Labour Market Assessment Report

TABLE OF CONTENTS

List of Annexes (under separate cover)

List of Tables

List of Figures and Graphs

List of Acronyms and Abbreviations

AKDN	Aga Khan Development Network
AKF	Aga Khan Foundation
AKRSP	Aga Khan Rural Support Program
CIDA	Canadian International Development Agency
DoL	Department of Labour (Government of Pakistan)
EELY	Enhancing Employability and Leadership of Youth Project
ES	Employer Survey
FBS	Federal Bureau of Statistics (now PBS – see below)
GBC	Gilgit-Baltistan and Chitral
ICT	Information and Communications Technology (including computers)
ILO	International Labour Organization
IYF	International Youth Foundation
KIU	Karakorum International University
LFS	Labour Force Survey
LMA	Labour Market Assessment
LSO	Local Support Organization
MEDA	Mennonite Economic Development Associates
NGO	Non-governmental Organization
ODK	Open Data Kit (software)
PBS	Pakistan Bureau of Statistics (formerly FBS – see above)
PKR	Pakistani Rupees
PMF	Performance Measurement Framework
RTI	Research Triangle Institute
SPS	Service Provider Survey
UC	Union Council
YSPS	Youth Skills and Perceptions Survey

Acknowledgements

This Labour Market Assessment was a collaborative undertaking, led by the Aga Khan Rural Support Program in partnership with the Aga Khan Foundation, MEDA, the Department of Labour, Karakorum International University and youth enumerators in Gilgit-Baltistan and Chitral. In particular, this assessment process owes its success to the hard work of Muhammad Saleem, Muzaffar Uddin, Azizullah Baig, Tanvir Hussain, Qadeer Husnain, Karim Nayani, Azfar Ali, Amin Beg, Tariq Ahmed, Wassim Abbas, Aesar Ali, Shakila Parveen, Adnan Zaheer, Karim Ullah, Erin Markel and Abdul Malik, among others on the AKRSP and AKF team; and Jennifer Denomy, Scott Ruddick, Rachel Yordy, Dmitri Pasricha and Sa-Eun Park at MEDA.

We gratefully acknowledge the expert advice of RTI in supporting the construction the research methodology, developing weights for the analysis process, and advising on the data cleaning process. We also thank the Aga Khan Development Network team in Geneva, particularly Shireen Issa and Linda Jones for their insightful feedback on the survey instruments. Datassist provided invaluable support to the data analysis process.

This report was developed with the generous support of the Canadian International Development Agency (CIDA) together with the Aga Khan Foundation Canada.

Canadian International Development Agency | Agence canadienne de développement international

Labour Market Assessment Report

EXECUTIVE SUMMARY

Rationale and Scope

The Enhancing Employability and Leadership for Youth (EELY) Program is a six-year initiative of the Aga Khan Rural Support Program (AKRSP) and the Aga Khan Foundation (AKF), funded by the Canadian International Development Agency (CIDA) and the Aga Khan Foundation Canada (AKFC). It recognizes that youth have a critical role to play in determining the future of Gilgit-Baltistan and Chitral (GBC).Through partnerships with youth-serving organizations, government and the private sector, it seeks to enable young people to reach their full potential as productive members of society.

A major challenge for engaging in appropriate workforce development programming activities in GBC is a paucity of credible and comprehensive information about the local workforce (particularly around young people), the skills development needs of enterprises, as well as the offerings of training service providers (both institutions and enterprises) in the region. As a result, AKF and AKRSP committed to undertake a four-pronged labour market assessment in GBC under the EELY program.

This report presents the major findings of this comprehensive labour market assessment on two levels. First, it offers highlights from each individual survey, providing the reader with a succinct but detailed profile that outlines the needs and perspectives of each project stakeholder group. Second, it synthesizes and compares the key findings across surveys, with a two-fold emphasis: 1) analyzing the key growth industries of the GBC labour market with potential for decent youth employment; and 2) examining existing youth skills, youth and enterprise skills development needs and current offerings (whether through on-the-job (enterprise-based), or off-site through training service providers). The main goal of the assessment is to provide the Aga Khan Rural Support Program and Aga Khan Foundation with a comprehensive quantitative baseline in GBC to inform intervention design and support the establishment of rigorous monitoring and evaluation systems for the EELY project.

Methodology

The EELY labour market assessment consisted of four large-scale quantitative surveys, administered to the four main project stakeholder groups as follows:

Labour Force Survey (LFS)	•Heads of households
Youth Skills and Perceptions Survey (YSPS)	•Youth (aged 15-35) from households participating in the LFS
Employer Survey (ES)	•Employers (and managers)
Service Provider Survey (SPS)	•Directors (and managers) of training institutions

The Skill Provider Survey (SPS) was developed specifically for this survey process, while the Youth Skills and Perceptions Survey (YSPS) and Employer Survey (ES) extensively adapted from existing materials. The Government of Pakistan's Labour Force Survey (LFS) was used with minor modifications. For each survey certain adaptations were made to accommodate the use of tablet computers.

Young enumerators were selected from Karakorum International University and worked alongside AKRSP and Gilgit-Baltistan Department of Labour staff in eight district teams. Each team was composed of between 6 and 12 people, depending on the size of the district and number of surveys to be completed.

Samples were designed for the first three surveys to provide a 95% level of confidence and account for a response rate of 50% at either a district (LFS) or regional level (YSPS, ES). For all three of the surveys, the sample selection began with demographic statistics available from the Benazir Income Support Program census, as well as from data taken from a study conducted by AKRSP for another bilateral project.

Next, clustering was undertaken at the village level for the LFS and YSPS, and Union Council level for the ES, using a 'probability proportional to size' approach. Within villages, households and enterprises were selected through consultations with community leaders, followed by the use of a 'random walk' technique, and a verification process within the household/enterprise to ensure the interviewee fit the selection criteria.

The SPS was conducted using a 'snowball' sampling approach. This approach involved surveyed all known service providers due to the small numbers of service providers operating in GBC. It also addresses the need for comprehensive information about these potential program partners.

Key Findings

2.1: Labour Force Survey

The Labour Force Survey (LFS) was conducted with a total of 4,276 respondents in all eight districts of GBC. The survey used a survey instrument developed by the Government of Pakistan's Bureau of Statistics. As respondents were interviewed about members of their households, their responses were representative of 32,559 household members. Key findings are summarized by theme below.

Demographics

Youth Demographics: Overall, youth aged 15-29 comprised between 32-38% of district populations, and youth aged 15-35 comprised 38-45% of district populations. The largest youth cohort is currently in Chitral, however with substantial pre-youth populations coming of age in many districts, including Diamer, the youth population is expected to shift and expand over the life of the EELY project.

Gender ratios: There was considerable variation in the gender ratios between urban and rural populations. The overall gender ratio was 110 men per 100 women and youth ratio of 107 young men to 100 young women. Most urban centres had a higher concentration of men than women (particularly Diamer), with the exception of Ghizer.

Literacy: Male literacy rates were approximately 20% higher than female rates in GBC. While literacy levels improved when restricting for only household members aged 10 and above, less than 60% of the population were considered literate by the head of household. It is also notable that young people exhibited higher levels of literacy than the population at large: 60% of young people in GBC (68% of males and 51% of females) were considered literate, while only 52% of the overall population (62% of males and 41% of females) were considered literate.

Education: In line with literacy levels, approximately 42% of those surveyed had no formal education, and another 33% had attained between a Nursery School and Middle School education (below Matric). Overall, men acquired more formal education than women, where the lowest education levels for women occurring in Gilgit-Baltistan (largely stemming from Diamer and Skardu). Forty-four percent of men and 35% of women were enrolled in educational classes at the time of the survey. Only 6% of those aged 10 and above had participated in a training course of any type.

Economic activity

Labour force participation: An average of 1.2 household members supported an average family of 7.6 people in the last year, while an additional 1.4 members would also have contributed if they had found work. In terms of gender, 34% of male household members over the age of ten were typically employed, another 29% were unemployed and 37% were not in the labour force. In contrast, only 7% of women in the household were working, 39% were unemployed and 54% were not participating in the labour force. Young people made up approximately 40% of the labour force. Approximately 30% of young people were employed in GBC, with significant gender disparity: 45% of young men and 14% of young women reported being employed.

Industries of employment: The top five industries for the overall population in GBC were agriculture, agricultural goods processing, government, education and construction. Overall trends and gender trends were almost identical between young people and adults of the same gender with one exception: for younger men, government was the most common industry of employment, while for men overall, agriculture was the mainstay.

Unemployment: The unemployment rate for both young people and the overall population were almost identical for GBC (69.9% and 70%, respectively). Unemployment was highest in Chitral (83% of youth) and Skardu (73% of youth), and lowest in Hunza-Nagar (33% of youth). Women engaged in the labour force had extremely high levels of unemployment in Chitral (95%), Skardu (94%), Gilgit (87%) and Astore (96%), and much lower in Hunza-Nagar (42%).

Enterprises in GBC: A typical enterprise in GBC was owned by an individual, employed between 1 and 5 people and was part of the informal economy.

2.2 Youth Skills and Perceptions Survey

The Youth Skills and Perceptions Survey (YSPS) was conducted with a total of 1547 respondents, aged 15-35, in the eight districts of GBC.

Living environment and migration: The majority of respondents (96%) lived in the community where they were born. 86% lived in a rural community, 11% lived in a town within a rural setting, and 3% were from a district capital. The main reasons for migration varied significantly between young males and females. For example, of the 52% that moved for marriage, 98% were women.

Current activities: Forty-five to 48% percent of young people were attending educational classes or training at the time of the survey. A further 23% of respondents were employed, while 18% were engaged in home duties and 14% were unemployed. More young men (29.9%) than women (16%) were employed, and women represented the vast majority of those not in the labour force.

Youth decision-making roles: The majority of young people reported that they consulted with family members regarding major decisions around education, work, marriage status and mobility. There were considerable differences in decision-making roles based on one's gender: young men expressed higher levels of autonomous decision-making for all issues connected to their own lives and others' lives. For example, regarding education 38% of young men reported being the 'sole decision-maker' while only 16% of young women reported being the 'sole decision-maker.' Regarding marriage, 26% of young men reported being the 'sole decision-maker' compared to 9% of young women.

Education: Nearly 80% of young people had accessed some form of education by the time of the survey. While the majority were still studying and had only completed their secondary or higher secondary studies at the time of the survey, over 40% aspired to have a Master's or Doctoral degree. Young women had attained less education than their male counterparts (24% of women had not had any formal schooling, in contrast with 13% of men).

Young people's training experience: The courses young people attended included beautician classes, disaster management, automotive mechanics, nursing, early childhood education and agricultural goods processing. Across all districts, education and computers were the most popular industries, with languages, handicrafts, and tailoring also in high demand. Young women in particular were attracted to tailoring and handicrafts, perhaps because this is a traditional occupation that can be undertaken from a household enterprise alongside raising children, perhaps because there many trainings were offered in these subject in their communities, and/or because they have not been able to enter the same range of industries as their male counterparts in GBC.

Young people's training needs: Both men and women believed that the most needed areas of training were around computer and IT training, interpersonal communication, and language skills education. Young people reported that many of these trainings were not available in their community.

Young people at work: Typically respondents started in the workforce at the age of 18. They worked full-time for a paid salary, making approximately 5,092-10,519 PKR a month in their first job (approx. 54USD to 112USD).[1] Most young people were employed within the educational industry for their first job. Specific industries of work were determined largely by gender, such as tailoring/handicrafts for women and agriculture for men.

Unemployed young people: Young people who were unemployed represented 22% of all respondents. A typical young person in this category was male, in his twenties, seeking a professional or technical job, unemployed for over a year, and not taking steps to look for work during the month before he was surveyed.

[1] This was calculated using an exchange rate of 93.70 PKR per USD, the xe.com rates for June 2012, the first month of the LMA survey. Rates were found on http://www.xe.com/currencytables/?from=PKR&date=2012-06-01 .

Young people not in the labour force: Those who were not in the labour force comprised 18% of respondents (91% female and 8% male). The typical young person in this category was female, in her twenties, and had limited access to education.

Aspirations for work: The majority of young people were interested in being economically active or contributing to their families and communities. The government and public sector employment were the most attractive jobs among both genders, with 56% of young women and 68% of young men expressing this preference. Starting a business was the next most popular choice (15% of young women and 14% of young men).

Perceptions of local institutions: Overall, young people had relatively positive perceptions of the impact of local institutions on their community. Twenty-two percent stated that the private sector and community organizations had a 'very positive' impact on themselves and their families and 11% stated that the government played a positive role in their lives.

Involvement in local organizations: Local organizations include local government, Village Organizations, youth organizations and religious or political organizations. Young people have a limited involvement in local organizations. Only 16% of young people were involved in any institutions, and of this number, only 2% were involved in multiple organizations. Involvement ranged from participating as a volunteer (62% of those involved in any organization), a member of a management committee (15%) and a member of the board of directors (2%).

2.3: Employer Survey

The Employer Survey was conducted with a total of 1,639 respondents in the eight districts of GBC. The majority of the respondents (79%) were employers or owners of the enterprise, while the remaining (21%) were managers for the business. The vast majority of respondents (95%) were male.

Industries: The top 10 industries whose employers/managers participated in this study in GBC included: 1) Education, 2) Trade, 3) Transport/Storage, 4) Construction 5) Carpentry, 6) Tourism, 7) Tailoring and Handicrafts, 8) Agriculture, 9) Agricultural Goods Processing, and 10) Repairs and Mechanics. Due to the urban bias of the study these are not necessarily reflective of the most prevalent industries overall – for example agricultural businesses may be more prolific, though some agriculturalists may also not 'employ' other workers and therefore would not qualify for participation in the study.

Type of business: Approximately 85% of the businesses surveyed were 'small scale.' They were either family-operated or local private sector businesses. Due to the remote location of GBC, there were very few multi-national corporations present, comprising approximately 1% of all businesses surveyed.

Age and registration of enterprises: Most employers surveyed operated businesses that were between four and 10 years old. Enterprises that were more than 10 years old were more likely to be formally registered in the GBC region. The level of formal business registration varied from industry to industry, with enterprises and institutions in the education and construction industries reporting higher levels of formal registration.

Challenges in operating businesses: The three most significant business challenges in the GBC region were: 1) financial services, including credit issues and lack of services; 2) transportation, including weather conditions and links with the rest of the country; and 3) competition in the domestic and local markets.

Employment trends: Women comprised a much smaller percentage of the workforce than their male counterparts: 21% of the overall workforce was female and 17% of the youth workforce was female. The education industry was the biggest employer for young women, employing 55% of those in the workforce and construction employed 32% of young men, the largest industry for males. There was a concentration of female employment within a narrower range of industries, particularly relating to agriculture and social services. Also noteworthy is that only men were present in technical trades, such as electrical work, carpentry, transportation and storage.

Growth projections: Across 9 of the top 10 industries, the employment numbers increased in the past 12 months, with negative growth only in the carpentry industry. Over half of the employers in the education and construction industry anticipated growth within the next year (53% and 52% respectively).

Apprenticeships and internships: In GBC, 21% of surveyed employers indicated that they provided internships or apprenticeships to young workers over the last year. The majority of interns worked in technical or manual jobs rather than service industries, particularly in tailoring, carpentry, and mechanics. The majority of apprentices and interns fell between the ages of 15-29 for both young women and men. Furthermore, smaller numbers of employers indicated they hired both older and younger interns.

Motivations for providing internships: Employers' most commonly articulated reason for providing internships was, "to support the development of next generation in the industry." Employers also noted the benefit of cheap or free labour as a secondary motivator.

Costs of apprenticeships: Male apprentices received different types of compensation than their female counterparts. Males were more likely to receive payment, while females received accommodation as the most common type of compensation.

Recruitment challenges: 39% of employers surveyed stated that they had faced challenges recruiting the right kinds of workers required for their enterprise. The biggest challenge employers identified for recruitment of both males and females was, "[a] lack of appropriate skills and training". A mismatch in salary expectation was the second highest challenge faced in recruitment.

Education and training of workers: Approximately 20% of young workers received training from their employer, either in-house or through an external provider. Most of the training provided was job-related (73%) to provide new skills (38%), took place informally on-the-job (over 47%), and was provided in-house by staff (67%).

Skills provided and still required: Approximately 20% of employers provided training to their staff, either in-house or through an external provider. Most of the training was job-related (73%) and took place informally on-the-job (47%), provided by staff. When training was outsourced, it was mainly provided by private training institutions (17%). The three skill areas judged to be both necessary for growth and most difficult to find in the labour market were communication and interpersonal skills ('soft skills'), appropriate vocational or technical skills and time management skills.

Employer perceptions about why youth work: Employers stated that for young men, earning money was the primary motive to seek employment, and the pursuit of an interesting job was the secondary motive. By contrast, they believed that women were motivated first by the pursuit of an interesting job, followed by earning money.

2.4: Service Provider Survey

The Service Provider's Survey (SPS) was conducted with a total of 170 institutions across the eight districts of GBC. Respondents for this survey represented a combination of directors and senior management staff of the institutions.

Types of service providers: The most prevalent type of service providers were private training institutions and public sector training institutions. There were considerable regional variations. The most prevalent - private training institutions - were operative in all districts of study. Although private sector providers accounted for a larger share overall, the public sector institutions made up the majority of providers in Astore and Diamer, due to their low number of providers overall. Hunza-Nagar did not report any governmental service providers, but reported 44% non-profits, the highest percentage of non-profits among all the districts. In contrast, Gilgit, Astore and Ghanche did not report any non-profits. Skardu and Ghizer had the highest incidence of enterprise-based training with 44% and 27%, respectively.

Course offerings: Training courses varied considerably across districts in response to the diversity of employment options. However, the most commonly offered courses across GBC were 1) tailoring/carpet weaving/handicrafts (offered by 60% of providers), and 2) information, communications and technology courses (offered by 21% of providers). The former was the course most attended by women, while the latter was the course most attended by men. Unsurprisingly, there was positive correlation between the courses that were offered by the highest percentage of training institutions in a district and the volume of total participants in a subject that year.

Students: The vast majority of students taking training courses qualified as youth under the EELY project: 87% of young men and 84% of young women, respectively. In terms of general trends, women began training slightly later, and participated in trainings when they were beyond the definition of the 'youth' age to a larger degree than their male counterparts. Male participants typically attained higher levels of formal education prior to attending training courses, with 46% who attended 11 or more years of school. In contrast only 6% of women achieved that same level. Sixty-two percent of participants hailed from towns in rural communities, followed by 30% from rural communities and only 15% came from urban centres. This reflects the regional geographic trends as GBC has a largely rural population.

Graduation and dropout: Since the training institutions surveyed were founded, directors and managers indicated that a collective of at least 32,000 women have graduated from training courses, alongside at least 22,000 men. Overall, almost 60% of graduating students were women. However, in Diamer, Skardu and Chitral, at least 50% of graduates were male.

Trainer to student ratio: While there was considerable variation, the overall ratio of students to teachers in GBC is 30:1. Hunza-Nagar, Gilgit, and Chitral had the highest ratio of students per trainer, while Skardu had a very low number of students per trainer. Because of the high number of students per trainer in Gilgit and Hunza-Nagar especially, it follows logically that the quality of the courses may be negatively impacted.

Staffing: All service providers reported higher numbers of staff than one year before survey, which suggests the training and education industry is growing in GBC (though student to teacher ratios may still be high). While there was considerable regional diversity in the gender ratios of staff, overall there were more male than female staff in administrative (79%), technical (66%) and other (77%) roles. Thus, overall staffing in the training industry is male dominant, despite the fact that more directors interviewed were women. In terms of instructional staff, there was almost gender parity, with 51%

female instructors; however most districts were skewed heavily in one direction or another. In terms of qualifications, female instructors had stronger educational credentials than their male counterparts overall, with considerable variation at the district level.

Courses: Service providers chose program offerings based on many factors: 1) whether training materials had already been developed for a course, 2) instructor requests, 3) market research results and 4) findings of student needs assessments. While some districts placed a high priority on identifying course offerings based on student needs (such as Ghizer), others identified courses based on available training materials (such as Chitral, Hunza-Nagar and Diamer). Overall 81% of institutions indicated that they used standardized curricula and 70% suggested they met national standards.

Institutional challenges: Service providers in GBC reported a range of institutional challenges, including: 1) financial sustainability (46%), 2) material shortages (34%), 3) inadequate equipment (22%), 4) inadequate space (19%) and 5) staff shortages (13%). These challenges were particularly pronounced in Gilgit and Chitral.

Incentives for students: Female students were supported more frequently by stipends, toolkits, meals, job placements and other goods from the service provider. These differences, however, were not very large because the type of support given to young men and women was otherwise consistent across districts.

Facilities for women: Facilities for female students were not yet universally available in all districts. The lowest performing district was Ghanche, where only 38% of courses had separate training facilities for women. This is somewhat surprising given that Ghanche had a higher number of instructors and service provider staff who were women.

Financing training courses: In Gilgit and Skardu, the majority of participants were required to pay for their training, whereas in all other districts, less than 50% of participants paid fees (in some cases, fees were paid the government or directly by the training institution). In all districts, only a minority of training providers offered stipends to students. In Astore and Diamer, higher percentages of participants could access stipends. There appeared to be a positive correlation between the level of stipends available and the percentage of young people required to pay for training.

Linkages to employment: The linkages between service providers and potential employers was important to graduating trainees because it connected them to more stable job opportunities. Overall, 14% of training institutions provided these linkages. Of these 14%, 29% of institutions provided linkages through placements, 33% through trade fairs, 44% through ad hoc connections, and 4% through "other" means.

2.5: Combined Analysis

Identifying Market Opportunities

This section compared the breakdown of existing industries from the LFS with those that young people were working in at the time of the survey and those they would be interested to join in the future. A significant mismatch existed between many of the industries young people would like to work in and the industries in which work is available – by district, gender and overall. While there seems to be strong potential in education, agriculture and agricultural goods processing, construction, and government work, higher numbers of young people are interested in education than there may be jobs for, and there is very limited interest in agriculture-related work.

Young women in particular seem to be struggling to find appropriate work and have therefore been drawn to tailoring and handicrafts, perhaps because this is a traditional occupation that can be undertaken from a household enterprise alongside raising children, perhaps because there many trainings were offered in these subject in their communities, and/or because they have not been able to enter the same range of industries as their male counterparts in GBC. It will be particularly important for EELY staff to support young women in their transition to the workforce in culturally-appropriate jobs and to work with employers to expand the range of opportunities available to young women.

Education and Skills: Existing and Required for the Workforce

In comparing youth and employer perspectives on education and skills, a number of things become evident. Young people believe that they learned interpersonal communication, teamwork and language skills in school; communication, time management and teamwork through work, and that they required different types of education for work in each industry (minimal for those like agriculture and tailoring; masters level education for technical ones such as finance, scientific and tech, business management or ICT). In comparison, employers felt that their new recruits lacked time management, teamwork, vocational and technical skills, and communication as did their current employees, and that these skills were missing in the labour force more broadly. Thus, while young people felt they learned a number of these things through formal education, these were also the key things they learned through work and which employers felt needed further cultivation.

Education and skill gaps are being filled in GBC by both employers and service providers, but significant gaps remain. One-fifth of surveyed enterprises offer some form of training for their employees, either in-house or through a service provider. Not surprisingly, training focused strongly on technical and vocational skills, though enterprises in Ghanche and Gilgit offered communication and interpersonal skills training. Males received more training than females, except in Ghizer. Hunza-Nagar was the district with the highest percentage of employers offering training, predominantly in vocational and technical skills.

A major mismatch exists between current and growing industries and those in which training is provided. According to the LFS, the top five industries in which young people work are agriculture, agricultural goods processing, government, education and early childhood development and health and social work. By contrast, the training courses most frequently offered are tailoring, carpet-weaving and handicrafts, followed by ICT, education, electricity, gas and air conditioning, carpentry and mechanics. There is also a significant mismatch between active enterprises and training available. The most striking disparity is visible in wholesale, retail and border trade, an industry in which no training courses currently exist. In addition, significant disparity between training and active enterprises exists in agriculture, construction, tourism, transport and storage and education / early childhood education.

Filling Education and Skill Gaps

It will be important for the EELY team to work with employers and young people to address the skills gap particularly in soft skills like communication, teamwork and time-management. It may also be important to work with young people in identifying the kinds of technical or vocational skills that would be beneficial for them to acquire in order to work in the industry they would like to build a career in. While it seems that employers have trained young people in some of these soft skills on the job, it will enhance youth employability and help them to get that first job if they do strengthen these skills.

The EELY team may benefit from working closely with formal education institutions as well as training institutions to build more soft skills into curricula and technical trainings. It may also be beneficial to

work with young people on their perceptions of their skills and the value of both hard and soft skill acquisition in their career development. It is hoped that all of the specific industry information will be helpful to the EELY team as they select final industries and value chains to focus some of their employability work.

Recommendations

General Recommendations

- **Leverage existing influence in order to identify, strengthen or develop key linkages across industries, partners and populations**.
- **Identify 'best practices' among enterprises, service providers, local organizations and other key partners across GBC and develop and strengthen mechanisms for sharing good practices.**
- **Strive to use market-driven approaches for project interventions.**
- **Assess market needs for employers, including access to finance such as savings and loans.**

Supporting Training Providers and Training Delivery through EELY

- **Improve market orientation of training providers through systematic communication between employers and training providers:** The discrepancy between skills that the labour market demands and what young people learn is significant. Systematic communication between employers and training providers is critical. Soft skills were emphasized as necessary for successful labour market entry, yet communication, time management and other essential areas are not adequately covered in service provider curricula.
- **Creating bridges between training and labour market entry:** Young people identified linkages between training providers and employers as key for successful entry into the labour market; however, only 14% of service providers gave linkages to employers. Linkages were provided through placements, trade fairs and ad hoc connections.
- **Sustainability is a key challenge for training service providers.** Financial sustainability is a key challenge for 46% of training service providers.
- **Consider ways to increase accessibility of training.** Though accessibility varies considerably across districts, 31% of young people stated that there was no training available in their community. Geographic access is a challenge, particularly for young women.
- **Improve delivery methods and content of training providers to increase quality.** The quality of content and skills taught will be significantly improved as training providers draw on the expertise of employers, as stated earlier in this section. Systematic linkages between employers and training providers are vital to ensuring the skills and content of courses prepare young people adequately for the labour market. Improved delivery channels, such as mobile and e-learning, could supplement traditional classroom-based methodologies.

Supporting Young People Through EELY

- **Mobilize and raise awareness of young people around employment opportunities that lack the 'cool factor.'** The majority of young people surveyed expressed interest in being economically active or contributing to their families and communities. However, the industries in which young people are most interested in working are not necessarily those with the greatest growth opportunities. Less popular industries may be 'sold' to young people on different merits: jobs lacking the 'cool factor' may bring greater flexibility, the opportunity to make their own decisions, the ability to contribute to their families, or other benefits.

- **Raise awareness of good 'job seeking' practices.** The majority of unemployed youth surveyed (84%) indicated that they had been unemployed for at least six months prior to the time of the survey, yet only 34% had taken steps to find employment within the last month. For men, the main reason for not seeking work opportunities was the belief that no suitable work was available, while women did not know where, or how to look for work.

- **Leverage local organizations as opportunities to build youth capacity and strengthen community networks.** Local organizations could function as a powerful platform for providing a range of services to young people, including informal mentoring, skill transfer and formal or informal training.

<u>Supporting Employers Through EELY</u>

- **Explore incentives to support and encourage pathways for young people to enter the labour market.** Apprenticeships and placements are key mechanisms by which young people enter the labour force and learn key skills for their long-term professional growth. Apprenticeships are advantageous to both young people and employers, but they require significant resource investments on both sides.

- **Explore ways to bring together groups of employers in and across industries to share learning experiences and resources.** Though employers may be competitors in many cases, opportunities to share knowledge and resources could be leveraged for their benefit. Industries that require significant infrastructure or equipment investments may benefit from exploring investment and financing as a group.

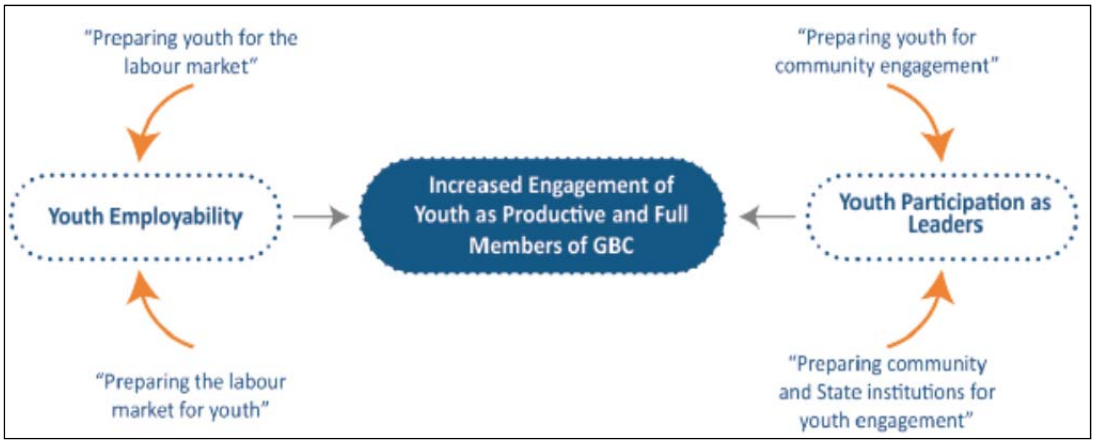
- **Explore ways to bring together young people and employers.** The surveys identified mismatches in both skills and expectations of young people and employers. Over one third of employers (39%) stated that they faced challenges in recruiting the right kinds of workers. Lack of appropriate skills was the most common challenge. A mismatch in salary expectation was the second most common challenge.

1.0 INTRODUCTION

1.1 Project Description

The Enhancing Employability and Leadership for Youth (EELY) Program is a six-year initiative of the Aga Khan Rural Support Program (AKRSP) and the Aga Khan Foundation (AKF), funded by the Canadian International Development Agency (CIDA). It recognizes that youth have a critical role to play in determining the future of Gilgit-Baltistan and Chitral (GBC). AKRSP's youth development approach addresses two key challenges for youth in the region: employability and civic leadership. By focusing on these areas, AKRSP anticipates that young people will increase their positive prospects, sense of equality and ultimately, their engagement and productivity as members of society in GBC. The youth employability component seeks to enhance professional and technical skills as well as support youth-centric enterprise development. The leadership component will work to promote engaged and empowered youth by enhancing youth participation in community and civic activities and institutions. It will also work to build the capacity of local institutions to support an enabling environment for youth development and decision-making. The program's overarching goal and approach is captured in the following diagram:

Figure 1.1a: EELY – An Interactive and Mutually Reinforcing Approach



Also key to the EELY approach are gender equality and the environment. AKRSP and AKF will seek to address the diversity of male and female youth in its programming, as well as promote "green" enterprises, youth engagement in disaster risk reduction, and sustainable agriculture.

The EELY project operates in the eight districts of GBC across the northern mountains of Pakistan. With a combined population of over 1.6 million people, and population density of only 14 people per km^2, GBC's inhabitants are scattered across roughly 1,000 villages in largely remote rural communities. Much of the region lives at altitudes of at least 1,200 metres, with farming communities active up to 3,000 metres above sea level. While small in numbers and highly isolated in contrast with other regions of Pakistan due to geography, infrastructure and demographics, the people of GBC are linguistically and religiously diverse, containing Sunnis (Deobandi, Ahle-hadith and Brelvi), Shi'ites (Ithnashari and Ismaili), Sufis, and Imami Nurbukshis, as well as a small non-Muslim minority (the Kalash). Although geographically remote, GBC represents a critical border area, as its stability has significant implications for Pakistan and the wider region. Thus, while GBC's religious, ethnic and linguistic diversity is enriching, it can also exposes the region to a range of destabilizing forces - including sectarian violence.[2]

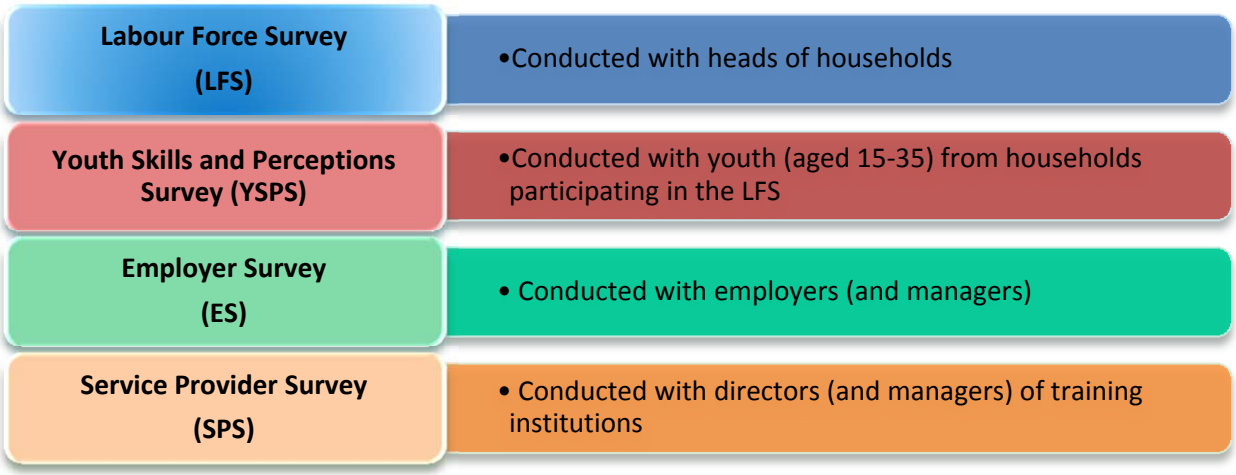
[2] Aga Khan Foundation of Canada Enhancing Employability and Leadership for Youth *Project Implementation Plan/First Year Work Plan,* 2011.

1.2 Rationale

A major challenge around appropriate workforce development programming activities in GBC is a paucity of credible and comprehensive information about the local workforce (particularly youth), the skills development needs of enterprises, and the offerings of training service providers (both institutions and enterprises) in the region. Recognizing this, AKF, AKRSP, and the Department of Labour (DoL) for Gilgit-Baltistan committed to undertaking a four-pronged labour market assessment in GBC under the EELY program.

In partnership with Mennonite Economic Development Associates (MEDA), Karakorum International University (KIU), the Government of Pakistan's Department of Labour, and student enumerators, this multi-faceted assessment seeks to support the development of program interventions, as well as provide a comprehensive baseline for the creation of program monitoring and evaluation systems, enabling AKRSP to connect young people to enhanced skill development services, enterprise opportunities, employment, civic engagement, and leadership programming. The labour market assessment was comprised of four survey instruments:

Figure 1.2a: Survey Instruments and Research Subjects



It is important to note that that the Labour Force Survey (LFS) was developed by the Government of Pakistan's Bureau of Statistics (PBS)[3] and has been administered by the Bureau in various forms since 1963.[4] However, it has not been conducted within Gilgit-Baltistan at a district level or for the entire region of Gilgit-Baltistan and Chitral, nor has information about previously conducted surveys in the region been made publically available. For this reason, through consultation with government stakeholders, it was determined that AKF and AKRSP should include this survey in their labour market assessment and jointly conduct it with the Gilgit-Baltistan DoL.

Between June and September 2012, these surveys were administered in all eight districts of GBC, with households, youth, employers and training service providers, respectively.[5] Enumeration teams, consisting of students and labour officers from the DoL, were directed and supervised by AKRSP staff. As the EELY program's goal is to support the "increased engagement of youth as productive and full

[3] Note: the PBS was formerly known as the Federal Bureau of Statistics (FBS) at the time of survey creation.
[4] The 2010-2011 version, which was used as the foundation for this study, has been administered in Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan. The complete report is available at http://www.pbs.gov.pk/content/labour-force-survey-2010-11
[5] All four surveys were conducted throughout the eight districts of Gilgit-Baltistan and Chitral, namely: Gilgit, Ghizer, Hunza-Nagar, Diamer, and Astore in Gilgit region; Skardu and Ghanche in Baltistan region, and Chitral district/region.

members of GBC", AKF and AKRSP were committed to involving young people in the data collection process on the principles that a) young people's meaningful involvement can instil a sense of ownership in the project and offer them opportunities to develop skills, income and relationships; b) youth participation may help AKRSP staff to better understand and effectively engage with young people; c) that young people may enhance the research process by identifying issues and questions that external researchers or other age groups might not have seen or prioritized; and d) by ensuring the instruments and language used in the instruments was "youth-sensitive," culturally appropriate and suitable for their peer group.

1.3 Report Purpose and Scope

This report presents the major findings of this comprehensive labour market assessment on two levels. First, it offers highlights from each individual survey, providing the reader with a succinct but detailed profile that outlines the needs and perspectives of each project stakeholder group. Second, it synthesizes and compares the key findings across surveys, with a two-fold emphasis: 1) analyzing the key growth industries of the GBC labour market with potential for decent youth employment; and 2) examining existing youth skills, youth and enterprise skills development needs and current offerings. The main goal of the assessment is to provide the Aga Khan Rural Support Program and Aga Khan Foundation with a comprehensive quantitative baseline in GBC to inform intervention design and support the establishment of rigorous monitoring and evaluation systems for the EELY project.

This report is divided into three parts: 1) an introductory section, which will proceed with a discussion of the research methodology; 2) an analysis section with five sub-components, outlining the major findings from: the Labour Force Survey (LFS), the Youth Skills and Perceptions Survey (YSPS), the Employer Survey (ES), the Service Provider Survey (SPS), and a combined analysis section; and 3) a closing section providing key recommendations and conclusions for EELY staff and other project stakeholders. It is hoped that this report may also serve a useful baseline for further research in northern Pakistan.

1.4 Research Methodology

This section outlines the research methodology for the four surveys administered in the LMA. It begins with a general overview of the research process, followed by specific sampling methodologies and limitations for each of the four instruments.

1.4.1 The Research Process

The main objective of the assessment was to provide AKRPS, AKF, and the Gilgit-Baltistan DoL with a comprehensive quantitative baseline in Gilgit-Baltistan and Chitral to inform EELY intervention development, support the establishment of rigorous monitoring and evaluation systems on the EELY project, and support the regional DoL in its broader policy work and programming in GBC. As this was a four-component study, each survey had its own specific objective and research questions, as outlined in the table below:

Table 1.4.1a: Individual Survey Objectives and Research Questions

SURVEY	OBJECTIVE	RESEARCH QUESTIONS
Labour Force Survey	"To collect a set of comprehensive statistics on the various dimensions of [the region's] civilian labour force as a means to pave the way for skill development, planning, employment generation, assessing the role and importance of the informal sector and, sizing up the volume, characteristics and contours of employment" to address the paucity of publically-available labour force research on GBC.	- What are the dimensions of the labour force in GBC: how is it shaped by gender, geography (urban/rural elements and migration), age, education background and household size? - What are the major sectors of work and what characterizes employment in GBC (in terms of enterprise size, level of formality, working hours, training required or provided, wages, occupational safety and health etc.)? - What are the dimensions of unemployment, employment, and underemployment in GBC?
Youth Skills and Perceptions Survey	To gather in-depth information about youth economic, educational and civic engagement skills and perceptions to support intervention development and baseline reporting systems for the EELY project.	- What skills (soft and technical), training and experience do youth possess to prepare them for work? - What are the dimensions of youth un-employment, employment (including entrepreneurship), and under-employment in GBC? - What are youth perceptions about their economic opportunities and challenges, skills, needs, involvement in decisions that affect their lives, and community engagement in GBC? - How do family dynamics and choices impact youth opportunities in GBC? - What organizations and institutions are young people engaged in (civic engagement)?
Employer Survey	To gather in-depth information about the labour market (sizes and staffing of enterprises, nature of activities and employment opportunities, skill requirements, sector plans and growth, and enterprise-based apprenticeship systems) to support project and partner decisions and actions relating to youth mobilization, training, career orientation and other aspects related to youth workforce preparedness and attainment.	- What are the major sectors of employment and what characterizes this employment (in terms of enterprise size, level of formality, education, skills and training required/provided.) in GBC? - What are employer perceptions of youth skills, education, and training - and young women specifically? - What are future needs of local employers? - What are the opportunities for internships, apprenticeships and entry-level positions?
Service Provider Survey	To map out and gather in-depth information about the range, sizes and offerings of training institutions to support intervention development and baseline reporting systems for the EELY project.	- How many training institutions exist in GBC (formal and informal)? - How do they function (what courses are offered, who and how many students are taught, who teaches these courses)? - How are curricula designed and evaluated? - How successful are institutions in placing graduates into employment (if tracked)?

In order to achieve these objectives, specific target populations were defined and identified for each survey as follows. A complete glossary of terms is also available in Annex 1.

Table 1.4.1b: Definitions of Target Populations

Head of household (Labor Force Survey):
The person with the primary authority to make decisions about the family's resources and activities. They are often but not always a primary income earner. If the head of household is absent for several months, interviewers may designate an 'acting head of household' to be interviewed. (Note: the household includes all members who live in the dwelling and usually eat meals together. This includes those who are temporarily absent for less than 6 months in the last year).
Youth:
In contrast with the Government of Pakistan definition, which considers youth as those between the ages of 15 and 29, the EELY project defines youth as people between 15 and 35 inclusive. This broader definition is based on two main factors: in GBC, children are usually enrolled late in nursery grades at the age of seven; the Government of Pakistan has extended the age limit up to 35 years for national examinations for GBC residents. Note that youth participating in this research are selected from households and are therefore non-institutionalized.
Employers:
People who, either working on their own or with one or a few partners, are defined as self-employed if they hold this job on a continuous basis and have one or more employees. The EELY project definition did not include government departments/ministries or the Armed Forces (i.e. military or police), as this information is already accessible. In the absence of the employer, the senior manager could be interviewed in enterprises employing at least one employee. The manager is defined as someone responsible for the day-to-day operations of the business. Note: only one individual per business was eligible to be interviewed in this survey.
Service Providers:
Training institutions including technical and vocational training institutes, Karakoram International University, public, private and non-governmental organization (NGO) training providers. Within the training institution it will be either directors or senior managers who are consulted for research.

Based on consultations with AKF, AKRSP, and the DoL, as well as secondary research, MEDA developed four quantitative surveys – one for each stakeholder group to be consulted in the assessment. Key documents that led to the development of the surveys included: the Aga Khan Foundation of Canada's resource, *Investing in Young People: A Reference Guide on Youth Employability,*[6] the International Labour Organization's (ILO) *School to Work Transitions Surveys* for youth and employers,[7] the Women's Refugee Commission's (WRC) *Market Assessment Toolkit for Vocational Training Providers and Youth,*[8] International Youth Foundation's (IYF) *"How To" Guide On Labour Market Assessments,* as well as the Government of Pakistan's Labour Market Assessment resources.[9]

Following the creation of provisional instruments, AKF and AKRSP provided feedback to MEDA during a workshop in Islamabad. MEDA made a series of adjustments, and instruments were further circulated to AKDN staff, external advisors from the Research Triangle Institute (RTI), and a gender specialist. Their feedback was integrated into the final instruments prior to piloting.[10] Once final versions of the surveys were agreed upon, each survey was designed for use with tablet computers using software from Open Data Kit (ODK).

[6] ILO resources are available at http://www.ilo.org/employment/areas/WCMS_140862/lang--en/index.htm
[7] The WRC resource is available at: http://womensrefugeecommission.org/docs/ug_ysl_toolkit.pdf
[8] Pakistan Bureau of Statistics LMA resources are available at: http://www.pbs.gov.pk/content/labour-force-survey-2010-11
[9] IYF LMA Resources are available at http://www.iyfnet.org/news/2389
[10] Final EELY survey tools may be found in Annexes 1-4. A more comprehensive description of the methodology can be found in Annex 5.

Next, enumeration teams were trained in the instruments, methodologies and electronic tablets they would employ. This was undertaken through a six-day session with over 80 enumerators,[11] supervisors and AKRSP/AKF staff in Gilgit in late June 2012. The training involved an orientation to the terminology and concepts introduced in the surveys, a review of the tools themselves, an introduction to the Samsung tablets and ODK software used for the data collection process and time to practice administering the tools on the tablets. Additionally, two half-day pilot tests were completed with all survey instruments (two per group, with three groups – ensuring all enumerators were able to pilot the LFS plus one other instrument). Time to debrief the experience and provide feedback on the piloted tools to finalize them for the research was also included in the training. This was then followed by a half-day session with enumeration team leaders, to delineate their responsibilities, show them how to back-check completed surveys, discuss more on the methodologies of conducting a random walk, their role in liaising with village elders, and how to care for and manage the tablets.

Within the survey administration process, there was a three-level quality assurance process to ensure data integrity:

1. Team leaders were responsible for back-checking all surveys during the first week of research, followed by 10-25% of surveys thereafter, as well as performing 'spot checks' to ensure enumerators were conducting their research professionally and accurately.
2. AKRSP supervisors were involved in additional spot-checks and direct supervision of the team leaders.
3. MEDA staff periodically reviewed data submitted to the server to ensure proper submission, identify patterns of inaccuracies, and problem areas for survey teams to address.

Upon the completion of all surveys, datasets were thoroughly cleaned and prepared for external partners to review, develop weights, and analyse. Two partners were extensively involved in this process: RTI provided the methodological expertise in weighting, and were also responsible for oversight of the data cleaning process; and Datassist was the data analysis partner. Weights were constructed for use in the analysis process for the LFS, YSPS and ES. When issues with missing data emerged, data imputation was undertaken by RTI to compensate for missing data.[12]

Data tabulation plans were created for each survey, which sought to systematically analyse data according to district, gender, age, type of living environment (urban/rural), and labour market sector, among other factors as appropriate.

Upon receipt of the analysis documents, MEDA then reviewed data for discrepancies, undertook further analysis as required, and synthesized findings through the creation of tables and graphs, presented in the following section of this report. It is important to note that the time provided for analysis was limited and that, as with any study, the data could be further explored over the course of the EELY project. All final datasets, weights, and analysis files have been made available to the AKRSP and AKF teams for further use.

[11] As mentioned previously, enumerators selected for the research team consisted of young men and women, primarily from Karakoram International University. Of the 50 trained enumerators, there were 27 young men and 23 young women (the Diamer district team consisted exclusively of men due to cultural and security issues). The additional 16 supervisors and assistants were all male, and consisted primarily of staff from the local Department of Labour in Giligit-Baltistan.

[12] A detailed explanation of the weight development is available in Annex 6, followed by a detailed explanation of how data imputation was undertaken in Annex 7.

1.4.2 Sampling, Surveys Completed and Limitations by LMA Instrument

Sampling for the LMA necessitated different frameworks for each survey. As a result, each is summarized individually below. The complete methodology is available in Annex 8, while key methodological terms are defined in footnotes and again in Annex 1.

Labour Force Survey

The methodology for the LFS was shaped by the needs of a variety of project partners. While AKRSP and AKF required information about the labour force in GBC that could serve as a baseline for the EELY project's monitoring and evaluation frameworks, the Gilgit-Baltistan Department of Labour required statistics for use in their own work – both within the seven districts of GB as well as for developing comparative statistics with other provinces of Pakistan. Thus, LFS sample sizes were developed to meet the DoL's request for 95% confidence level in findings at the district level, with a margin of error of 5% and a response distribution rate of 50%.

Based on the overall population demographics (outlined in table 1.4.2b below), resources available for research, and the needs of research partners, an initial sample size of 384 was calculated for each district. Next, it was determined that the sample size should be increased to account for a design effect;[13] however, it was not necessary to account for non-response[14] or a panel approach[15] since a cross-sectional approach was identified as the most appropriate for the LMA.[16] As a result, sample sizes were adjusted for a design effect using a factor of 1.4, leading to a refined sample size of 538 per district.

Following the identification of the foundation sample size, clusters were selected to maximize fieldwork efficiency.[17] In northern Pakistan, society is organized in the following units, from largest to smallest, with households and enterprises representing the basic sampling unit, or level at which the research was conducted:

Clustering was therefore created at the village level within each district. Next, actual clusters for surveying were then sorted and selected using the Probability Proportional to Size (PPS) approach,[18] by looking at the cumulative number of households in the clusters, and selecting based on a sampling interval.[19] Efforts were made to select 50% of the total villages in the district wherever possible. The

[13] A design effect is the loss of precision by the use of cluster sampling, instead of simple random sampling.
[14] A non-response rate is the proportion of the sample population that is not able, available or willing to participate in the research study. Given AKRSP's experience in the region, it was decided that non-response would not be a problem: the Benazir Income Support Program Census they undertook for the Government of Pakistan in 2010 encountered a non-response rate of less than 1%.
[15] A panel approach to research is where interviewees are tracked over time and re-interviewed at a project mid-point and end point. As some participants will withdraw or move over the course of a project, higher numbers must be selected to compensate for declining responses.
[16] A cross-sectional approach to research was utilized for two reasons: 1) a panel approach requires additional resources and time, and 2) a panel approach is not necessary in light of the other monitoring and evaluative systems that will be built into the project to target and track project participants (as opposed to civil society at large).
[17] Clusters are naturally occurring, non-overlapping units within the population that may be identified from the survey universe to help researchers randomly select geographic units, particularly in diffuse populations
[18] The Probability Proportional to Size technique is where the probability of selecting each unit (e.g., village) is designed to be proportional to the size of its population. It is particularly useful when the sampling units vary considerably in size so that all have a similar likelihood of being surveyed.
[19] A sampling interval is the cumulative population divided by the number of clusters to be selected.

sample selection process then culminated in the selection of target village clusters within each district and households per village, as presented in the table below:

Table 1.4.2a: Distribution of Target Clusters and Households across Districts (#s)

District	Tehsils	Union Councils	Total villages	Total clusters	Target Clusters	Households per Cluster
Gilgit	1	11	42	40	20	27
Ghizer	4	16	81	76	38	14
Astore	2	8	46	40	20	27
Diamer	3	11	97	91	45	12
Hunza-Nagar	4	15	85	73	36	15
Skardu	4	32	172	146	58	9
Ghanche	2	15	56	53	26	21
Chitral	6	24	524	393	78	7
TOTAL	**26**	**131**	**1,103**	**912**	**321**	**n/a**

Thus the district target numbers were adjusted a final time based on the numbers of clusters and villages, resulting in variations of 522 to 546 in sample sizes across districts, as per table 1.4.2b below:

Table 1.4.2b: Population Demographics and LFS Sample Size per District [20](#s)

District	Total Population	Total Households	Target Households	Actual Households
Gilgit	334,499	51,906	540	548
Ghizer	162,268	19,473	532	537
Astore	85,637	10,582	540	542
Diamer	195,503	23,842	540	549
Hunza-Nagar	115,810	17,710	540	542
Skardu	263,173	33,254	522	473
Ghanche	100,884	14,982	546	549
Chitral	402,126	51,957	546	536
Gilgit-Baltistan	1,257,774	171,749	3,760	3,740
TOTAL	**1,659,900**	**223,706**	**4,306**	**4,276**

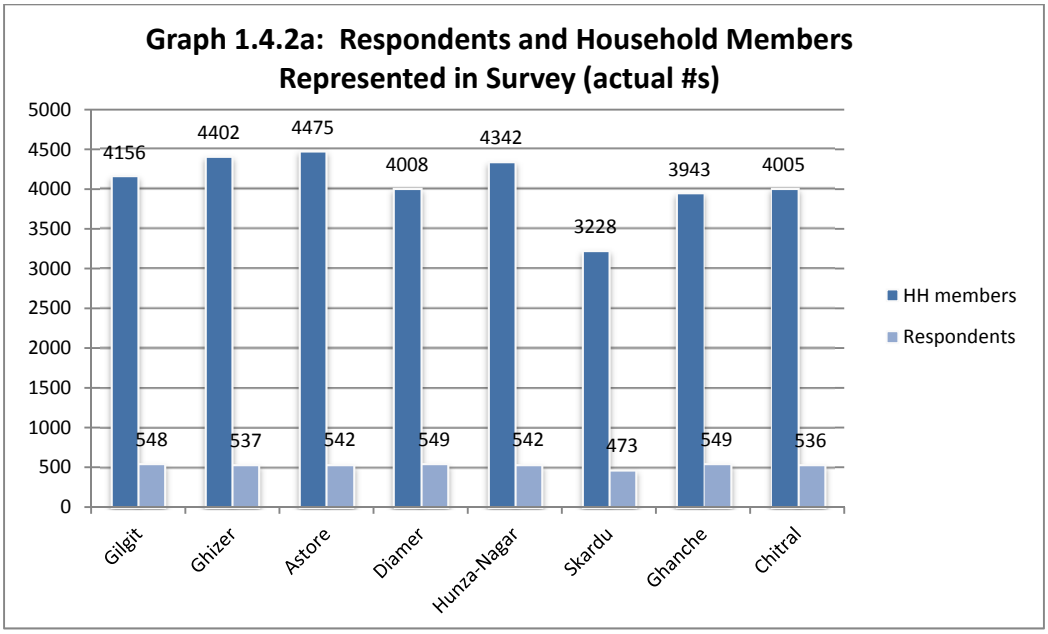
Finally, at the village level, individual households/enterprises and then respondents (heads of households, or acting heads of households) were identified through a three-step process: 1) consultation with village leaders, 2) the performance of a random walk (detailed in Annex 8) and 3) respondent verification and interviewing.

As the far right-hand column of the above table highlights, a total of 4,276 respondents were interviewed, in contrast with the 4,308 targeted. The most striking divergence was in Skardu, where the research team surveyed nearly 50 less than their targets. These discrepancies were factored into the weighting process to minimize the impact on the analysis presented in this report.

LFS respondents were interviewed about all of the members of their household. As a result, their responses were representative of 32,559 individuals in GBC. In Gilgit-Baltistan alone, the 3,740 households represented 28,554 individuals – 87% of all respondents. Actual numbers per district are

[20] Population and households figures in this table are based on demographic data available to the AKF and AKRSP teams through the Benazir Income Support Program Census.

depicted in the following graph. It is also interesting to note that of those surveyed, 78% were male and 22% were female. 50% of interviewees were the head of the household and the remaining 50% were family members. Only 3% were female heads of households.



Naturally, every research process has its challenges and limitations; this project was no exception. First, during the survey administration process there were difficulties with target management in some districts as teams did not always meet their survey targets. In two of the districts – Chitral and Skardu, the teams' inability to complete their research in all communities was partly connected to security issues.

Secondly a coding error on the design of the survey on the tablets led to problems in coding individual household members across the conditional sections of the LFS. As a result, analysis teams were required to manually merge the various sections of the dataset. While the dataset was reviewed by multiple people and spot-checked to ensure a maximum of 1% error it was still a manual merge, and subject to human error.

Thirdly, due to the complexity of asking respondents to answer questions for the various members of their household in a multi-part survey with numerous conditional questions and sections, there were challenges with the interview and data entry process. This would pose similar challenges on both paper and tablet versions – with some errors minimized through the design of conditional questions on tablets, and other issues harder to spot by supervisors looking through an electronic survey instead of a paper survey. As a result, there were challenges with enumerators completing conditional sections correctly (at times entering data for those who were not supposed to answer a section, and at others, failing to enter data for someone who should have answered a section). This was corrected by analysis of skip patterns to identify the extent to which data was missing, and where it should be 'made missing'. In key sections of the study where the level of missing data was too high to proceed with analysis (i.e. the section on unemployment), data imputation was undertaken to fill in the gaps and enable analysis.

Youth Skills and Perceptions Survey

The YSPS was administered to support regional-level findings for each of Gilgit, Baltistan and Chitral, respectively, with a confidence level of 95%, margin of error of 5%, and response distribution rate of 50%. At the same time sample sizes were selected to acquire district level findings with a margin of error of approximately 8%.[21] As youth were selected from households participating in the LFS survey, the sample selection process was nearly identical to the LFS methodology outlined above from the determination of sample sizes to the clustering. The main differences were the number of youth per cluster (resulting from lower numbers required for regional sampling) and gender-specific stratification[22] to ensure that young men and women were represented in proportion to their actual prevalence in each district. Youth target selection, including the stratification by gender is outlined in the table below:

Table 1.4.2c*: *Youth Demographics and Sample Sizes in GBC (#s)

District	Total Youth Population	Total Young Men	Total Young Women	Youth Targets	Target Young Men	Target Young Women	Youth Per Cluster
Gilgit	114,198	61,219	52,979	100	40	60	5
Ghizer	43,036	18,721	24,315	114	38	76	3
Astore	27,865	14,540	13,325	100	40	60	5
Diamer	60,067	29,920	30,147	90	45	45	2
Hunza-Nagar	36,875	18,407	18,468	108	36	72	3
Skardu	83,217	43,805	39,412	290	116	174	5
Ghanche	31,133	15,619	15,514	260	130	130	10
Chitral	118,459	57,786	60,673	546	234	312	7
TOTAL	**514,850**	**260,017**	**254,833**	**1,608**	**679**	**929**	**n/a**

Another difference in the sampling was in the final selection of youth:

- As youth targets were lower and youth were not expected to be found in every household, teams did not seek to interview youth in every household. Young women and men were interviewed according to the household interval calculated for the LFS and youth interval for YSPS, depending on the district and village targeting numbers (see Annex 8 for details).
- To ensure consistency, young women were targeted in the *n*th household and men in the *x*th household within an enumerator's sequence according to the interval. If the target youth could not be found in the first household, then they were sought in the next household interviewed, and so forth, until located.
- In cases where there were multiple young women or young men in the targeted household at the time of the interview, names of all eligible youth were put in a hat or basket for random selection.
- If the youth was also the head of household, he/she was not considered to be eligible for a second interview, as this would likely lead to fatigue for respondents.

In terms of actual numbers, the YSPS was conducted with a total of 1,547 respondents, in the eight districts of GBC. Respondents per district are outlined by gender and overall in the table below:

[21] Reasons for this decision were two-fold: 1) the resources required to undertake all three surveys at the district level were too great for AKF and AKRSP to shoulder, and 2) regional-level sampling (once stratified across districts) was deemed to enable conclusions to be reached at the district level at a maximum margin of error of approximately 8% for the youth and employer's survey – sufficient for AKRSP's internal use. As a result, the youth survey will report on findings at the district level as this is the primary level required for EELY project implementation.

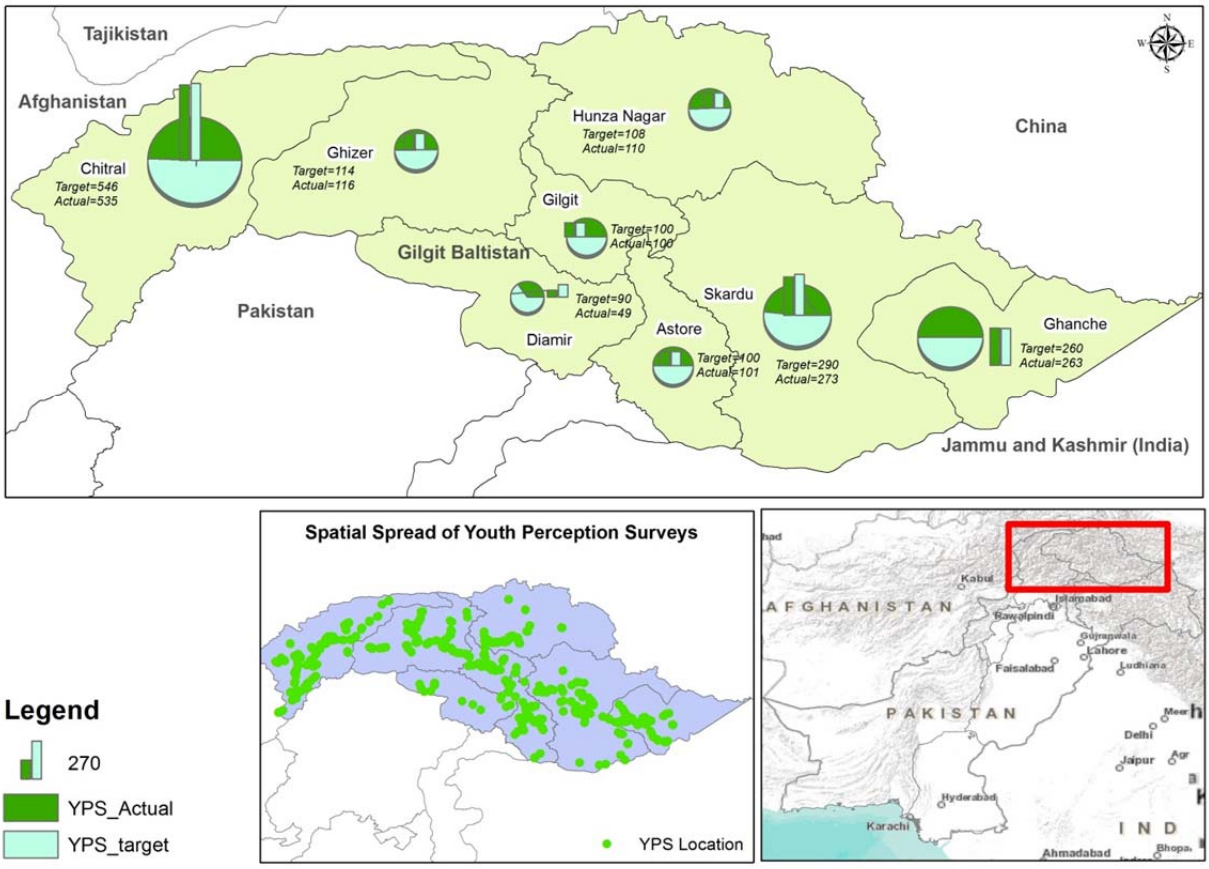
[22] Stratification can provide greater efficiency than pure random sampling as it ensures that all distinct sub-populations or 'strata' within a diverse population are captured in the survey.

Table 1.4.2d*: *Youth Surveyed by Gender in GBC (#s)

District	Total Youth	Young Men	Young Women
Gilgit	100	40	60
Ghizer	116	41	75
Astore	101	40	61
Diamer	49	49	0
Hunza-Nagar	110	39	71
Skardu	273	116	157
Ghanche	263	135	128
Chitral	535	233	302
Total	**1,547**	**693**	**854**

As GPS locations were recorded for each respondent, the following maps indicate the spatial spread of interviews alongside a comparison of targets and actual surveys completed per district:

***Figure 1.4.2b*: District wise Distribution of Youth Perception Survey; Target vs Actual**



While efforts were made to select youth in proportion to the sex ratio of the youth population in each district, there were minor discrepancies with this process (as is evident from comparing the targets in table 1.4.2c with the actual numbers in table 1.4.2d). In both the design and actual surveys conducted, most districts had a bias towards female respondents, resulting in a 5% bias towards women overall. However, in the Diamer district team cultural barriers prevented the selection of female enumerators, which in turn, prohibited the all-male survey team from interviewing young women. As a result, weighting was undertaken to compensate for elements of the bias, however, women-specific results should not be considered to reflect the realities in Diamer, and Diamer results reflect only young men.

Additional challenges and resulting limitations in the analysis include problems recording respondent ages due to a date function used on the tablets. Many enumerators did not make the necessary changes required to record dates of birth accurately, and supervisors did not adequately review this question before submission, resulting in approximately 23% of the survey population exhibiting blatantly inaccurate ages. As a result, age categories will be used only occasionally in the YSPS analysis, and levels of missing data will be disclosed in the process.

There were again a few problems with enumerators completing conditional questions accurately. Analysis of skip patterns was undertaken, and revealed that in most cases, enumerators simply completed questions or sections they should not have, so it was possible to proceed with analysis. All data cleaning has been exhaustively detailed by MEDA and reviewed by RTI.

Employer Survey

The ES was administered to support regional-level findings for each of Gilgit, Baltistan and Chitral, respectively, with a confidence level of 95%, margin of error of 5%, and response distribution rate of 50%. Again, sample sizes were also selected to acquire district level findings with a margin of error of approximately 8%.

The sample selection process for the ES began in a similar fashion to the LFS. Based on the known number of employers in each region,[23] resources available for research, and the needs of research partners, an initial sample size of 384 was calculated for each region. Next, it was determined that the sample size should be increased to account for a design effect of 1.4, leading to a refined sample size of 538 per region.

Following the identification of the foundation sample size, clusters needed to be identified. For the ES, the majority of villages had very few enterprises and employers. Therefore, clustering was constituted at the Union Council level by merging all the villages in a Union Council together. Next, actual clusters for surveying were then sorted and selected using the Probability Proportional to Size (PPS) approach, by looking at the cumulative number of households in the clusters, and again selecting based on a sampling interval. The sample selection process then culminated in the selection of target Union Council clusters within each district and households per village as are presented in the table below:

Table 1.4.2e: Distribution of Target Clusters and Enterprises across Districts (#s)

District	Total sample for ES (enterprises)	Total clusters (UCs)	Selected clusters (UCs)	% of the total clusters selected	Enterprises per selected cluster (UC)
Gilgit	108	6	3	50	36
Ghizer	112	15	8	50	14
Hunza-Nagar	104	15	8	50	13
Astore	108	8	4	50	27
Diamer	105	10	5	50	21
Skardu	266	27	14	50	19
Ghanche	270	10	6	60	45
Chitral	539	22	11	50	49
Total	**1,612**	**113**	**59**	**52**	**224**

[23] This data was available to AKF from research they had conducted with the Japan International Cooperation Agency in 2010

At the village level, individual enterprises and then respondents (owners/managers) were identified through a three-step process: 1) consultation with village leaders, 2) the performance of a random walk, and 3) respondent verification and interviewing. Total enterprise demographics, sample sizes and actual enterprises surveyed are available in the table below:

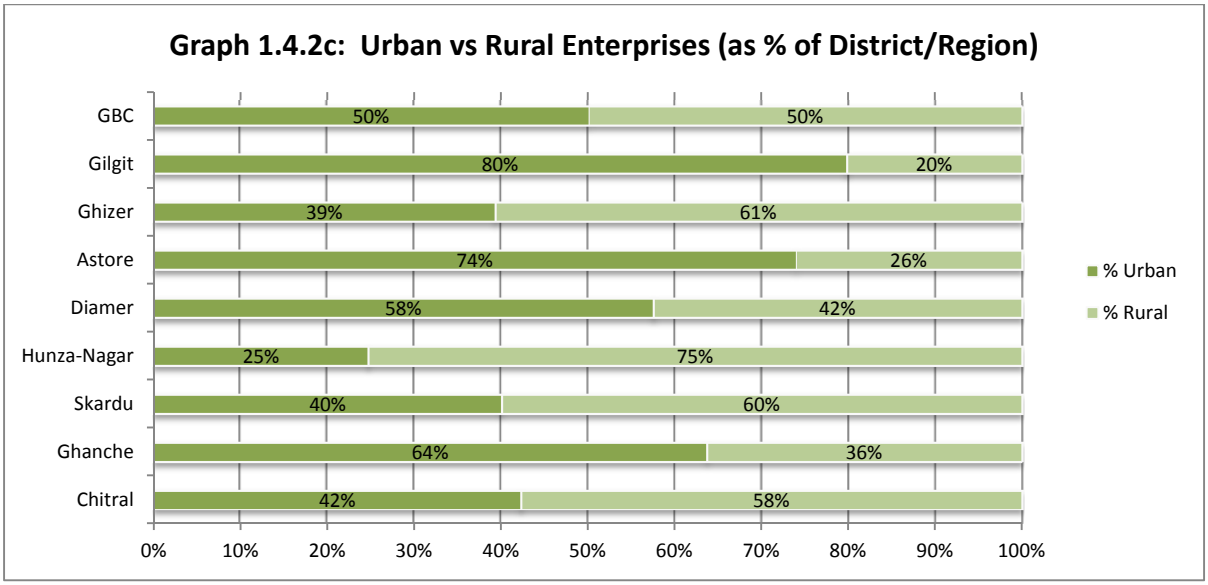
Table 1.4.2f: Total, Target and Actual Enterprises (#s)

District	Total Enterprises	Target Enterprises	Actual Enterprises
Gilgit	4,090	108	144
Ghizer	1,836	112	183
Astore	844	108	100
Diamer	1,781	105	250
Hunza-Nagar	2,198	104	105
Skardu	3,365	266	177
Ghanche	1,397	270	149
Chitral	4,033	539	531
TOTAL	**19,544**	**1,612**	**1,639**

As the far right-hand column indicates, a total of 1,639 respondents were interviewed for this report – more than the 1,612 targeted. The majority of the respondents (79%) were employers or owners of an enterprise, while the rest (21%) were managers in a business. The vast majority of the respondents (95%) were male employers; only 5% were female.

While many districts were significantly over their targets after a decision to include their district capitals (e.g. Gilgit, Ghizer, Diamer), other districts (e.g. Skardu, Ghanche) were significantly under their targets. These discrepancies were again factored into the weighting process to minimize the impact on the analysis presented in this report.

As enterprises were selected from communities with a large enough population to enable enumerators to meet their village targets, a larger percentage of urban enterprises (50%) were selected than reflects the actual breakdown of urban/rural enterprises per district. The graph below shows the urban/rural target selection numbers per district:



The urban bias of the survey is important in that it affected the response rate of a few key industries such as agriculture and agricultural goods processing. Industries were also further skewed in that government bodies were not included in the survey, as officials would be unlikely to respond to the survey, and substantive information is already publically available.

Additional limitations with this dataset include some of the figures surrounding employment. Employers were asked to share the number of employees they had at the time of research as they pertained to a series of categories: remuneration (paid, unpaid, intern and apprentices), employment status (casual workers to full-time with a contract), age and gender, and role within the enterprise or institution. Answers to these questions were intended to gauge youth employment vis-a-vis overall employment, sex ratios and age composition of employees, and the nature of work undertaken in these enterprises. However, due to significant discrepancies in the number of staff disclosed by employers across questions in this part of the survey it was difficult to determine the actual numbers of employees with certainty, let alone to extrapolate these data to reflect overall employment trends in GBC. Thus only some data have been reported in the upcoming analysis.

Service Provider Survey

For the SPS, an extensive snowball sampling approach[24] was utilized in all districts, triangulating data from village leaders, other service providers and local support organization staff to discover and survey all known service providers operating in GBC. Snowball sampling, as opposed to a census, was used due to the resource and geographic challenges in visiting every single village in GBC to undertake this component of the research, while maximizing the number of surveys undertaken. There was a small number of training institutions in the region, but they were diverse. It is important to stress that every single known service provider in GBC was surveyed for this study and thus, conclusions should be highly representative of this entire stakeholder group. In total, the SPS was conducted with 170 institutions. Respondents per district and their interview locations are documented in the following maps:

[24] Snowball sampling or chain sampling is a non-probability technique often used when members of a research group are difficult to locate or disperse. In this case biases were minimized by triangulating data sources with multiple people from each village. The limitation is that not all villages were visited, so if only people from inside a village knew about a training institution, and that village was not visited, then it would not be included in the sample.

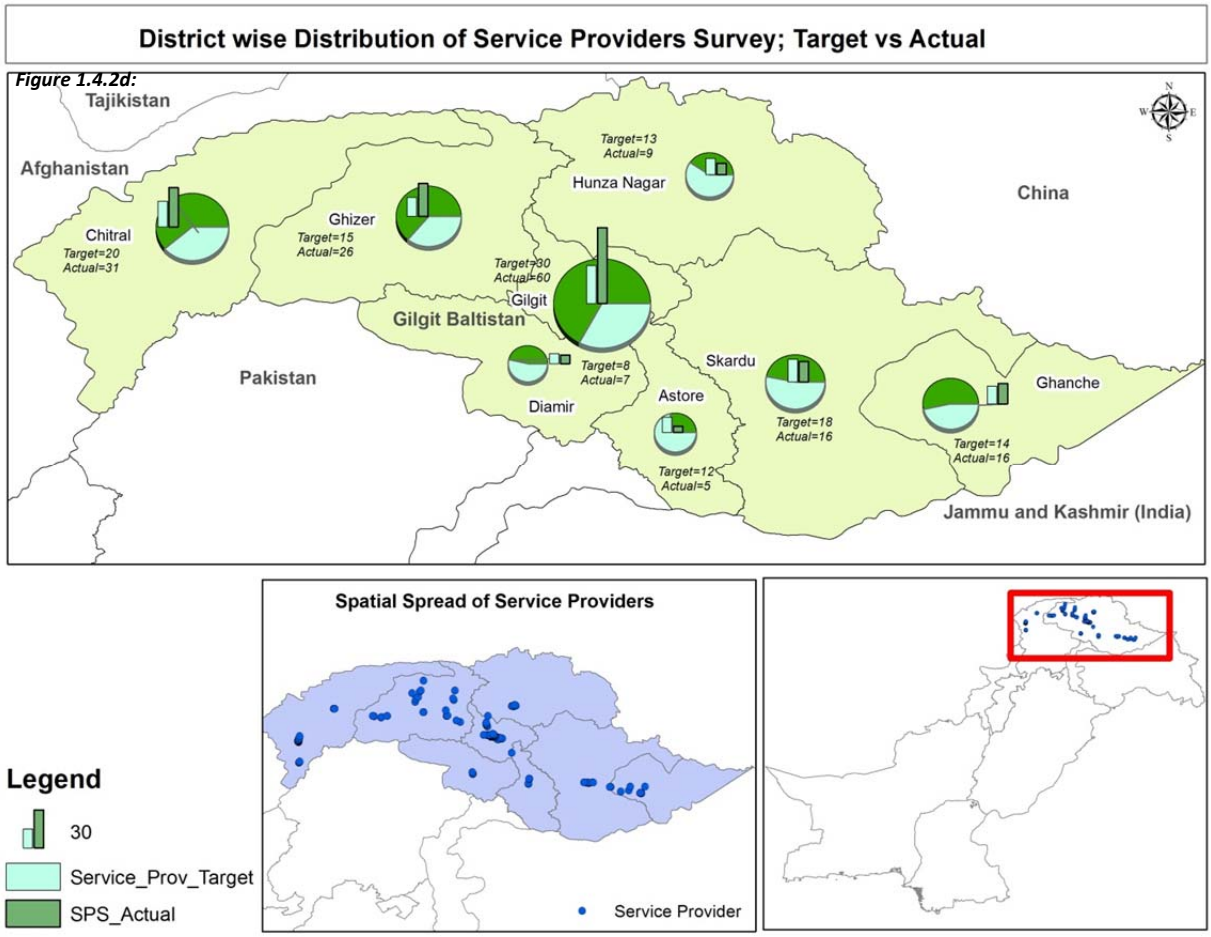


Figure 1.4.2d:

This means that if survey teams were successful in their assignment, the bottom left map shows the exact clustering of service providers in GBC. In comparing this map with the youth map above (figure 1.4.2b), it is clear that services are only available to youth in certain parts of each region. These institutions may become key partners to AKRSP for the implementation of the EELY project.

Respondents for this survey represented a combination of directors and senior management staff. Overall, 43% were the owners or directors, while the remaining 57% were managers. A slight majority of respondents were male (51%), however this also varied considerably by district. It should be noted that women represented 60% of the owners or directors and 40% of managers interviewed.

There were few limitations in this dataset as this was the shortest and most straightforward of the surveys. The main challenge was consistency in numbers of students and employees (just as consistency in employees was a challenge with employers). Again, only results that can be presented with confidence have been included in this report.

2.0 FINDINGS

2.1 Findings from the Labour Force Survey

2.1.1 Demographic Profile of Households, Individuals and Youth[25]

This section outlines the key characteristics of three populations: households, individuals, and youth. It focuses on household sizes, age compositions, marital status, gender ratios, literacy levels, education backgrounds, and migration patterns. Where appropriate, comparisons are made between results from GBC and results from the government administered the LFS in four other regions of Pakistan in 2011.[26]

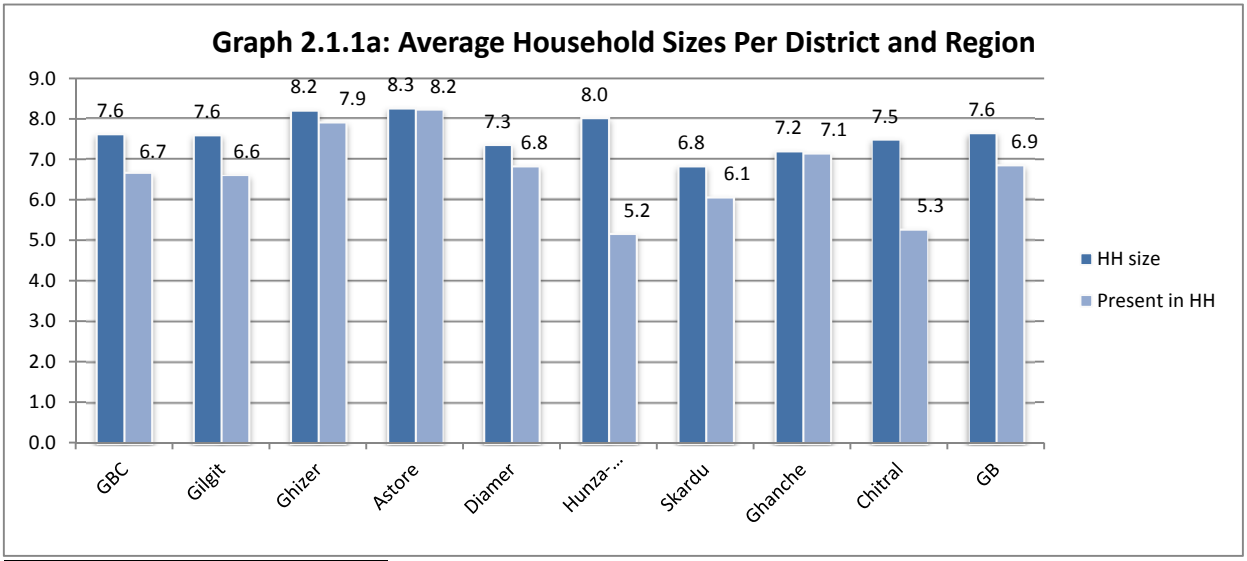
Overall demographic statistics: The following table depicts an overall snapshot of key demographic statistics in GBC. Each factor is explored at the district level below.

Table 2.1.1a: Demographic Statistics – A Snapshot of GBC

Household Size	Age Composition	Marital Status	Gender Composition
Average: 7.6 members	Below 10 years: 22% 10-14 years: 12% 15-19 years: 15% 20-24 years: 11% 25-29 years: 9% 30-34 years 6% 35-39 years: 5% 40-44 years:4% 45-49 years 4% 50-54 years: 4% 55-59 years: 2% 60+ years: 6%	Never Married: 45% Married: 52% Divorced: 0% Widowed: 3%	Female: 48% (3.6 women/household) Male: 52% (4.0 men/household) Gender Ratio: 110 Youth Gender Ratio: 107 Gender Ratio age 10+: 110
Min: 1 member			
Max: 35 members			

Household size: The average household size in GBC was largely consistent across districts. As the graph below indicates, most districts had an average of between seven and eight household members overall, with slightly lower numbers in Skardu:

Graph 2.1.1a: Average Household Sizes Per District and Region



[25] Wherever possible, this section mirrors the results presented in the PBS 2011 Labour Force Survey to enable comparisons. However, youth statistics have also been pulled out as appropriate to support EELY baseline statistics and interventions.
[26] The PBS Annual Labour Force Survey is available at http://www.pbs.gov.pk/content/labour-force-survey-2010-11

However, the above graph also indicates that there was considerable variation in how many household members were living in the household at the time of the interview. There was more absenteeism in Hunza-Nagar and Chitral.

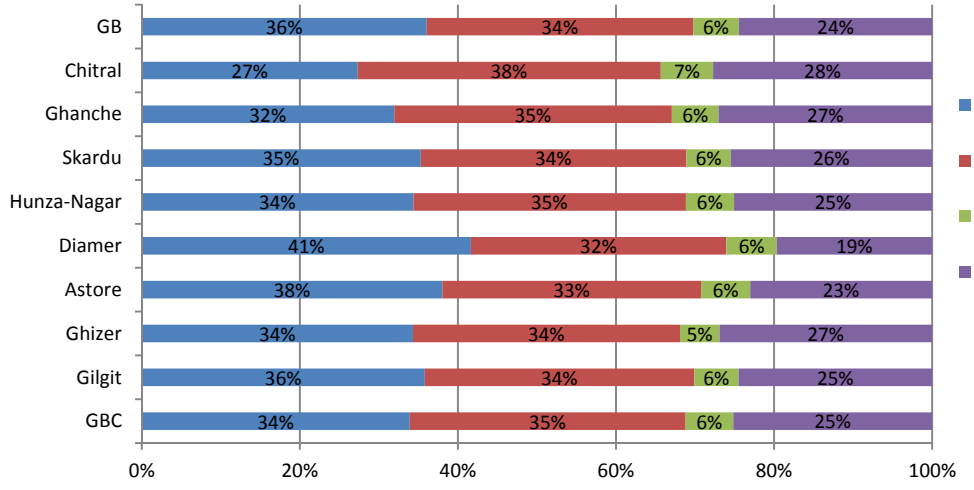
Age categories: as the table below demonstrates, there was some variation in age groupings at the district level, with a young population in Diamer, and an older population and slightly larger youth cohort in Chitral. However this table also shows that typically, those under the age of 10 made up 20-25% of the population, 10-14 year olds represented 11-13%, young people (ages 15-34) comprised 38-45%, middle-aged (35-59) made up 15-21%, and the elderly (60+) were 4-7% of the population. Overall, 77% of the population was aged 10 and over and therefore subject to questions about economic participation, as will be described in the two subsequent sections of the LFS analysis.

Table2.1.1b: Age Composition Per District and Overall (as % of Total Population)

Age Categories	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral	GB
> 10 years	22%	23%	21%	25%	28%	21%	22%	21%	17%	23%
10-14 years	12%	13%	14%	13%	13%	13%	13%	11%	11%	13%
15-19 years	15%	15%	15%	14%	14%	15%	15%	15%	16%	15%
20-24 years	11%	11%	11%	10%	11%	11%	10%	12%	13%	11%
25-29 years	9%	8%	8%	8%	8%	9%	8%	8%	10%	8%
30-34 years	6%	6%	5%	6%	6%	6%	6%	6%	7%	6%
35-39 years	5%	5%	5%	5%	5%	4%	5%	5%	4%	5%
40-44 years	4%	4%	5%	4%	4%	4%	5%	4%	5%	4%
45-49 years	4%	4%	4%	4%	3%	4%	4%	4%	5%	4%
50-54 years	4%	4%	4%	3%	3%	3%	4%	4%	4%	3%
55-59 years	2%	2%	2%	2%	1%	3%	2%	3%	3%	2%
60+ years	6%	7%	7%	6%	4%	7%	6%	6%	7%	6%

Youth demographics: While the youth cohort was large everywhere, the graph below indicates that it is particularly significant in Chitral, where 38% of the population were between the ages of 15 and 29 alone. It is worth noting that there is also a sizeable cohort of pre-youth (particularly aged 10-14), who will begin to come of age during the EELY project in all districts. Diamer had the largest percentage of pre-youth overall.

Graph 2.1.1b: Youth Demographics (as % of District and Total Population)



When extending the definitions of youth to include those aged 30-35, young people represented approximately 41% of the total population in GBC, ranging from 38% in Diamer to 45% in Chitral. In GB overall, young people also comprised 40% of the population.

Marital status: There were some differences in marital status for those aged 10 and above across districts, demonstrated in the table below. Overall, Diamer had the lowest percentage of single people, and Astore, the highest - with a difference of over 17%. In all communities, widowhood and divorce were rare – in line with national rates of 3.8% widowed and 0.3% divorced as per the PBS LFS from 2011.[27]

Table 2.1.1c: Marital Status per District and Overall (as % of those aged 10+)[28]

Marital Status	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral	GB
Single	45.3%	48.7%	48.7%	53.0%	34.9%	52.0%	39.1%	39.2%	47.1%	44.6%
Married	51.5%	47.9%	47.8%	44.4%	62.9%	45.2%	58.6%	56.9%	48.9%	52.4%
Widowed	3.0%	3.3%	3.4%	2.3%	1.8%	2.8%	2.1%	3.4%	3.5%	2.7%
Divorced	0.2%	0.1%	0.2%	0.0%	0.1%	0.0%	0.1%	0.4%	0.4%	0.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

In exploring marital status at the regional level, there were only slight differences between Gilgit-Baltistan and Chitral for those aged 10 and above. As the table below demonstrates, regional findings were also similar to national trends from the 2011 PBS LFS conducted in four other provinces, with equal percentages of singleness and higher levels of marriage and lower levels of divorce and widowhood. Youth marital status trends followed overall patterns, but with higher incidence of singleness and lower levels of marriage and widowhood than the population at large.

Table 2.1.1d: Marital Status and Comparison with 2011 LFS (as % of Category)

Marital Status	GBC	GBC Youth	GB	Chitral	2011 LFS[29]
Single	45.3%	64.8 %	44.6%	47.1%	45.3%
Married	51.5%	34.8%	52.4%	48.9%	50.6%
Widowed	3.0%	0.2%	2.7%	3.5%	3.8%
Divorced	0.2%	0.2%	0.1%	0.4%	0.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Gender ratios: There was considerable variation in the gender ratios between urban and rural populations within districts and overall figures across the districts of GBC.[30] While the GBC ratio was slightly higher than the national ratio of 106 men per 100 women (and 106 in rural and 108 in urban communities), Diamer's ratio of men to women was much more skewed towards men, particularly in its urban centre. Ghizer and Hunza Nagar, on the other hand, were near to gender parity, particularly in the population aged 10 and above; and actually there were more young women than men in urban

[27] Divorce is not a culturally accepted practice (particularly for women), and following widowhood it is common for people to remarry, particularly if there are children.
[28] Gender disaggregated marital status data are available for all aged 10+ and youth in Annex 9.
[29] Information in this table is taken from page 13 of Section III of the PBS LFS, available at http://www.pbs.gov.pk/content/labour-force-survey-2010-11
[30] Gender ratios have been calculated based on the average number of males per 100 females in each district.

centres and overall. When the youth population was considered on its own, gender ratios shifted considerably – in most cases towards women, with the exception of Diamer.

Table 2.1.1e: Gender Ratios by District – including Urban/Rural Ratios

Group	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza Nagar	Skardu	Ghanche	Chitral	GB
Overall	**110**	**104**	**103**	**110**	**126**	**104**	**119**	**110**	**108**	**111**
Urban	110	119	78	115	170	102	106	111	108	115
Rural	110	103	104	110	125	104	118	109	108	110
Youth	**107**	**101**	**94**	**105**	**129**	**92**	**117**	**110**	**107**	**107**
Urban	109	115	67	110	185	110	101	112	110	114
Rural	110	101	102	104	133	101	115	106	111	109
Aged 10+	**110**	**103**	**104**	**112**	**125**	**100**	**121**	**113**	**106**	**111**
Urban	107	125	80	113	138	93	94	117	106	108
Rural	110	102	105	112	124	100	122	113	106	111

Overview of education and literacy in GBC: the following table summarizes key statistics for individual literacy levels[31] and education attainment in the region.

Table 2.1.1f: Individual Education Backgrounds in GBC

Literacy Rates (as % of category)	Education Attainment (as % of total)
Men: 62% Male Youth: 68% Men Aged 10+:71% Women: 41% Female Youth: 51% Women Aged 10+: 46% Total Population: 52% Total Youth: 60% Total Aged 10+: 59%	No formal education: 42% Madrassa/Adult Literacy: 2% Nursery but below Kindergarten: 5% Kindergarten but below Primary: 6% Primary but below Middle: 11% Middle but below Matriculation: 11% Matriculation but below Intermediate: 11% Intermediate but below Degree: 6% Degree: 4% Masters of Arts or Science: 2%

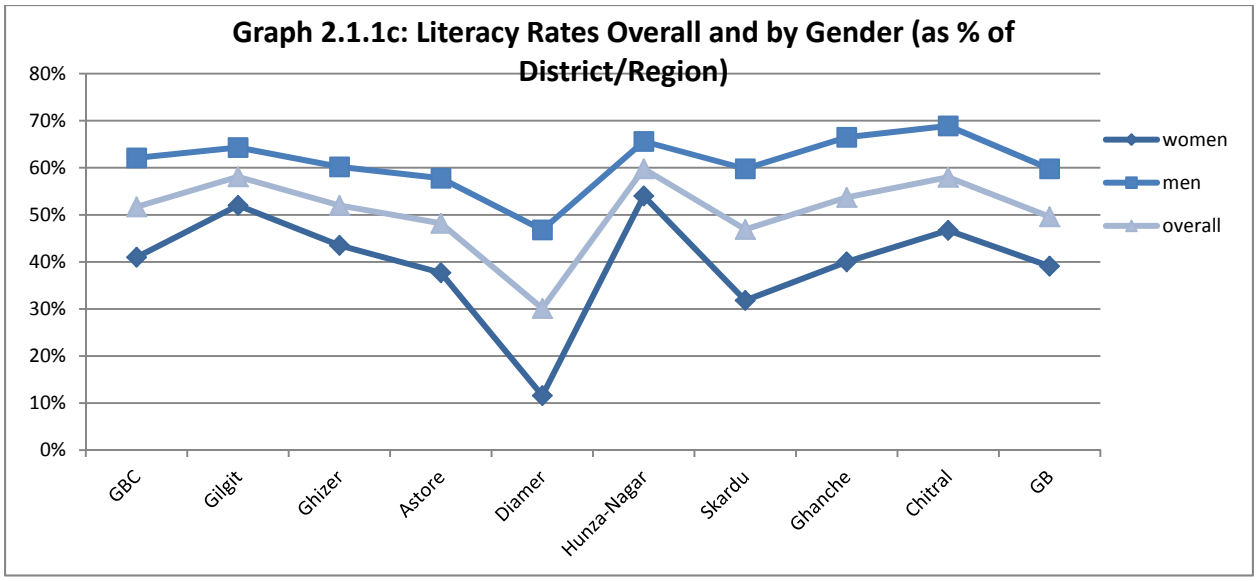
Generally speaking, male literacy rates were approximately 20% higher than female rates in GBC. While literacy levels improved when calculating for only household members aged 10 and above, less than 60% of the population were considered literate by the head of household. Note that young people exhibited 6%-10% higher levels of literacy than the population at large.

In line with literacy levels, approximately 42% had no formal education, and another 33% had attained between a Nursery School and Middle School education (below Matric). This rose to 35% when madrassa or adult literacy classes were factored into this category.[32] There was a positive correlation between educational attainment and literacy, though it was not entirely causal as 1% of people who had not attended formal education were considered literate by respondents, while 50% of those who had attended nursery school, 27% of those who had attended kindergarten, 17% of those who had attended madrassas and 7% of those who had attended primary school were not considered literate.

[31] Note that literacy was defined in the LFS as possessing the ability to read and write with understanding in any language, and that rates were determined based on the respondent's answers and were not verified during the research process.

[32] Note that these two categories were added to the PBS LFS based on the desires of the AKRSP and AKF team. Given their low incidence, they are not expected to add a significant bias to responses from the government survey.

Literacy in-depth: there were significant variations in literacy levels across districts, with the lowest rates in Diamer, Skardu and Astore, respectively. As is shown in the graph below, gaps between women and men were also particularly pronounced in these districts.



In disaggregating youth literacy rates as well as those aged 10+ from the total population, evident in the table below, both segments reported higher literacy levels than the general population. Male literacy levels were higher across the region with youth rates between 63% and 76% in all districts except Diamer. Women's literacy rates were 10-30% lower than men's overall, but this gap was smaller among the youth cohort with a gap of less than 10% in most districts of Gilgit (with the exception of Diamer where the gap was 36%), Skardu, and Ghanche in Baltistan where the gaps were 31% and 24% respectively and Chitral where the gap between male and female youth literacy rates was 15%. Districts with the lowest literacy levels were Diamer, Skardu and Astore for both men and women. Hunza-Nagar, Chitral and Gilgit had the highest literacy rates at 58-60% overall, nearly doubling Diamer's literacy rate of 31%.

Table 2.1.1g: Literacy Rates by Gender - Overall, Youth and Population Aged 10+ (% of category)

District/ Region	Total			Youth			Aged 10+		
	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
GBC	**52%**	**62%**	**41%**	**60%**	**68%**	**51%**	**59%**	**71%**	**45%**
urban	65%	74%	55%	75%	80%	70%	71%	81%	59%
rural	51%	61%	40%	59%	67%	49%	58%	70%	44%
Gilgit	**58%**	**64%**	**52%**	**66%**	**70%**	**62%**	**66%**	**74%**	**57%**
urban	77%	89%	62%	87%	96%	77%	79%	88%	68%
rural	58%	63%	52%	65%	69%	61%	65%	73%	57%
Ghizer	**52%**	**60%**	**44%**	**60%**	**66%**	**54%**	**64%**	**74%**	**54%**
urban	61%	65%	57%	67%	71%	63%	73%	78%	69%
rural	52%	60%	43%	59%	65%	53%	64%	74%	53%
Astore	**48%**	**58%**	**38%**	**54%**	**63%**	**45%**	**56%**	**67%**	**43%**
urban	59%	64%	53%	64%	67%	60%	66%	73%	58%
rural	47%	57%	36%	53%	63%	43%	54%	67%	41%
Diamer	**31%**	**47%**	**12%**	**35%**	**50%**	**14%**	**36%**	**56%**	**12%**
urban	49%	67%	19%	51%	65%	25%	56%	82%	21%
rural	31%	46%	12%	34%	50%	14%	36%	55%	12%

Hunza-Nagar	**60%**	**66%**	**54%**	**68%**	**71%**	**66%**	**69%**	**77%**	**60%**
urban	71%	74%	67%	83%	83%	83%	78%	83%	73%
rural	60%	65%	54%	68%	71%	65%	68%	77%	60%
Skardu	**47%**	**60%**	**32%**	**55%**	**69%**	**39%**	**50%**	**66%**	**32%**
urban	87%	92%	82%	92%	93%	92%	87%	93%	81%
rural	46%	59%	30%	54%	69%	38%	49%	65%	30%
Ghanche	**54%**	**67%**	**40%**	**63%**	**75%**	**51%**	**59%**	**75%**	**42%**
urban	55%	67%	42%	68%	76%	58%	63%	76%	47%
rural	54%	67%	40%	63%	75%	50%	59%	75%	41%
Chitral	**58%**	**69%**	**47%**	**69%**	**76%**	**61%**	**64%**	**77%**	**51%**
urban	64%	73%	54%	76%	81%	71%	69%	80%	58%
rural	57%	68%	45%	67%	75%	59%	63%	76%	49%
GB	**50%**	**60%**	**39%**	**57%**	**66%**	**47%**	**57%**	**69%**	**44%**
urban	66%	75%	57%	74%	80%	68%	72%	82%	62%
rural	49%	59%	38%	56%	65%	47%	56%	69%	43%

When factoring in the urban/rural element to literacy rates, it is not surprising that in all districts, urban literacy was higher than rural literacy. As every district is predominantly rural; however, the overall literacy figures are much closer to the rural figures than the urban ones. The divide between urban and rural varied greatly from district to district at 1% higher for urban dwellers in Ghanche to 41% higher for urban dwellers in Skardu. Again, male literacy rates continued to be higher than female literacy rates in both settings.

Education in-depth: Amid diversity in educational attainment at the district level, detailed in Annex 9, regional trends were fairly consistent. Overall, men acquired more formal education than women, with the lowest participation levels for women in Gilgit-Baltistan (largely stemming from Diamer and Skardu where 88% and 68% of women had no formal education respectively). In contrast with national statistics from the 2011 LFS, administered by the PBS (see right columns of the table below), Chitral had higher matric, intermediate and degree-level educational attainment than other provinces of Pakistan.

Table 2.1.1h: Level of Education – Distribution of Population Age 10+ by Gender (% of Region)

Level of Education	GBC			Chitral			GB			2011 LFS[33]		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
A. Literate	**52.1%**	**62.2%**	**41.1%**	**58.3%**	**68.9%**	**46.7%**	**50.1%**	**60.2%**	**38.7%**	**58.5%**	**70.2%**	**46.3%**
No Formal Edu.	0.6%	0.6%	0.5%	0.4%	0.3%	0.4%	0.6%	0.7%	0.5%	0.4%	0.4%	0.4%
Below Matric[34]	29.4%	34.0%	24.7%	26.9%	30.7%	22.9%	29.9%	34.5%	25.0%	38.0%	45.4%	30.2%
Matric	11.0%	14.1%	7.7%	15.0%	19.5%	10.3%	10.0%	12.7%	6.9%	10.8%	13.2%	8.4%
Intermediate	5.8%	6.7%	4.8%	9.0%	9.7%	8.4%	4.9%	6.0%	3.5%	4.8%	5.7%	3.9%
Degree +	5.0%	6.6%	3.3%	6.8%	8.8%	4.7%	4.5%	6.2%	2.7%	4.5%	5.5%	3.4%
B. Illiterate	**47.9%**	**37.8%**	**58.9%**	**41.7%**	**31.1%**	**53.3%**	**49.9%**	**39.8%**	**61.3%**	**41.5%**	**29.8%**	**53.9%**
TOTAL (A+B)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

In comparison with the overall figures above, young people had literacy rates that were 8% higher and educational attainments that were approximately 2% higher at the Matric and Intermediate level, as is outlined in the table below. Note that the disparity between men and women in literacy and education attainment levels continued within the youth sub-set.

[33] Information in this table is taken from page 13 of Section III of the PBS LFS, available at http://www.pbs.gov.pk/content/labour-force-survey-2010-11

[34] Throughout this report "Below Matric" refers to those who have attained or are enrolled in pre-school, kindergarten, primary, middle school madrassa or adult literacy classes.

Enrollment: Of the total survey population, 44% of men and 35% of women were enrolled in education classes at the time of the survey. This is captured by region and education level in the following table.

Table 2.1.1i: Enrollment– Distribution of Population Aged 5+ by Gender (as % of Region)

Enrollment	GBC			Chitral			GB		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
A. Enrolled	**39.7%**	**43.7%**	**35.2%**	**38.3%**	**40.7%**	**35.7%**	**40.1%**	**44.7%**	**34.6%**
Below Matric.	25.6%	27.8%	23.0%	21.6%	22.8%	20.2%	26.6%	29.1%	23.7%
Matric	6.3%	7.1%	5.3%	5.4%	5.7%	5.1%	6.6%	7.6%	5.4%
Intermediate	4.6%	5.1%	4.1%	6.0%	6.0%	5.9%	4.2%	5.0%	3.4%
Degree and Above	3.2%	3.6%	2.8%	5.3%	6.1%	4.4%	2.6%	2.9%	2.1%
B. Not enrolled	**60.3%**	**56.3%**	**64.8%**	**61.7%**	**59.3%**	**64.3%**	**59.9%**	**55.3%**	**65.4%**
TOTAL (A+B)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Again youth figures were higher than those of the general school-aged population (aged 5+). Note that enrollment rates were approximately 12% higher overall (and 11% higher for women and 13% for men). This enrollment was particularly concentrated in the 'below matric' category, but was consistently higher in all levels of education.

Table 2.1.1j: Youth Enrollment– Distribution of Population Aged 15-35 by Gender (% of Region)

Enrollment	GBC			Chitral			GB		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
A. Enrolled	**51.7%**	**56.6%**	**46.3%**	**51.9%**	**54.0%**	**49.5%**	**51.8%**	**57.8%**	**44.7%**
Below Matric.	33.5%	36.3%	30.3%	29.5%	30.7%	28.1%	34.5%	37.8%	30.6%
Matric	8.1%	9.1%	7.0%	7.3%	7.5%	7.1%	8.6%	9.9%	7.1%
Intermediate	6.0%	6.6%	5.4%	8.0%	7.8%	8.2%	5.5%	6.5%	4.4%
Degree and Above	4.1%	4.6%	3.6%	7.1%	8.0%	6.1%	3.2%	3.6%	2.7%
B. Not enrolled	**48.3%**	**43.4%**	**53.7%**	**48.1%**	**46.0%**	**50.5%**	**48.2%**	**42.2%**	**55.3%**
TOTAL (A+B)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Training: In addition to formal education, 6% of respondents over the age of 10 and 6% of youth respondents had participated in at least one training course. The following table depicts the percentage if the total population and the percentage of young people who participated in training for each district and region; there were considerable differences throughout GBC. It is notable that Hunza-Nagar had the highest training participation rates, while Astore, Diamer and Skardu had the lowest, at less than 3%. As with formal education trends, women in most districts had lower participation rates in trainings than men, with the exception of Gilgit and Ghizer, where participation rates were higher for young women and overall.

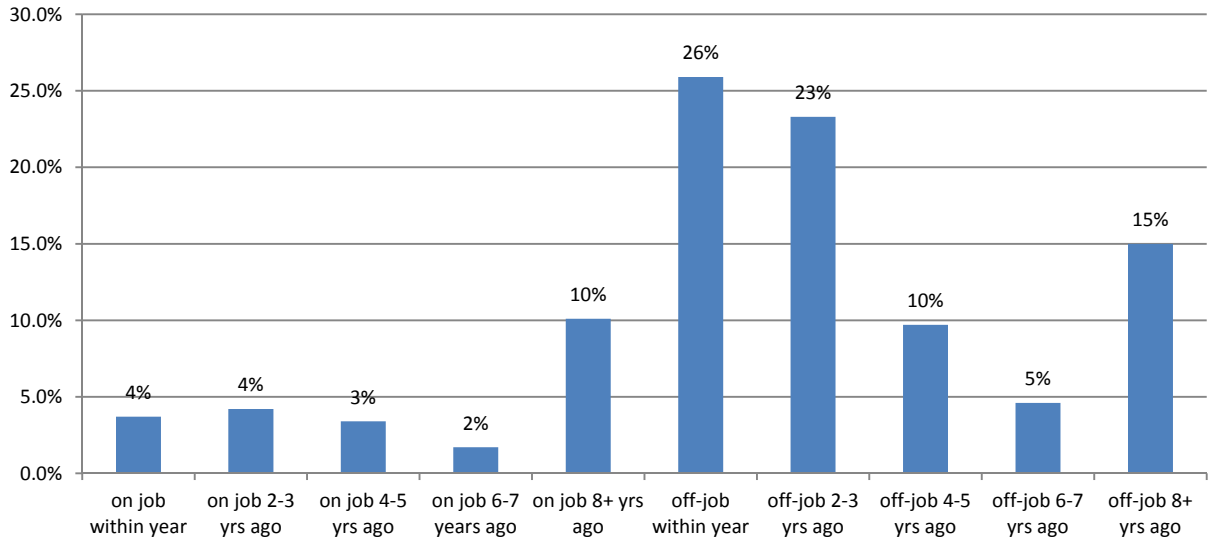
Table 2.1.1k: Participation in Training by Gender (as % of District and Region per Category)

District/ Region	Total Population 10+			Youth		
	Overall	Male	Female	Overall	Male	Female
GBC	5.4%	6.1%	4.7%	5.5%	5.6%	5.4%
Gilgit	6.9%	6.7%	7.1%	7.3%	6.6%	8.1%
Ghizer	7.5%	7.0%	8.1%	7.9%	6.5%	9.4%
Astore	2.6%	3.2%	2.1%	2.6%	3.0%	2.3%
Diamer	2.1%	3.0%	1.0%	2.1%	3.0%	1.0%
Hunza-Nagar	15.8%	19.0%	12.4%	14.2%	14.9%	13.5%
Skardu	2.0%	2.9%	1.0%	1.8%	2.4%	1.2%
Ghanche	4.1%	5.2%	2.9%	4.4%	5.2%	3.6%

Chitral	4.4%	5.2%	3.5%	4.7%	5.2%	4.2%
GB	5.8%	6.4%	5.1%	5.7%	5.7%	5.7%

As the graph below demonstrates, the majority of this training took place "off the job" and occurred within the last 3 years - meaning the training occurred outside of the worksite, and during this time participants were not counted as productive workers. Figures were fairly consistent across districts.

Graph 2.1.1d: Training Locations and Timing in GBC (as % of Trainees)



Training courses covered a wide variety of subject matters, displayed in the table below. While there were a range of subjects pursued by men, women's subjects were heavily concentrated in a few areas: 1) tailoring (the number one choice for women in all categories), 2) education, 3) ICT, 4) 'other' and 5) other community/social/personal services. For men, the top five were: 1) ICT, 2) 'other,' 3) government, 4) education, 5) carpentry and 5) tailoring; although the last three varied and electrician training and transport and storage trainings were also among the top trainings in some regions.

Table 2.1.1l: Training Courses Pursued by Gender and Region (as % of category)[35]

Training Courses	GBC			GBC Youth			Chitral			GB		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Agriculture/forestry/hunting & fishing	1.8%	1.3%	2.6%	0.8%	0.3%	1.4%	2.2%	1.7%	2.9%	1.7%	1.1%	2.5%
Agricultural goods processing	0.7%	0.5%	1.1%	0.5%	0.4%	0.6%	0.0%	0.0%	0.0%	0.9%	0.7%	1.3%
Mining, quarrying, and processing	0.5%	0.8%	0.2%	0.4%	0.6%	0.1%	0.6%	0.9%	0.0%	0.5%	0.7%	0.2%
Manufacturing	0.4%	0.6%	0.1%	0.2%	0.3%	0.1%	1.1%	1.9%	0.0%	0.2%	0.3%	0.1%
Electricity, gas, and air conditioning	3.0%	5.0%	0.1%	2.0%	3.2%	0.1%	4.4%	7.2%	0.0%	2.7%	4.5%	0.1%
Water supply	1.0%	1.7%	0.0%	0.7%	1.2%	0.0%	0.0%	0.0%	0.0%	1.2%	2.1%	0.0%
Construction, etc.	1.8%	3.0%	0.0%	0.8%	1.4%	0.0%	1.7%	2.8%	0.0%	1.8%	3.1%	0.0%
Trade (wholesale, retail, border)	0.1%	0.2%	0.0%	0.1%	0.2%	0.0%	0.6%	0.9%	0.0%	0.0%	0.1%	0.0%
Mechanics and repairs	2.1%	3.5%	0.0%	1.6%	2.8%	0.0%	2.3%	3.7%	0.0%	2.0%	3.4%	0.0%

[35] Note that percentages in this table do not add up to 100% as respondents could select more than one answer for this question.

Carpentry	3.1%	5.1%	0.2%	1.9%	3.1%	0.2%	5.4%	8.7%	0.0%	2.5%	4.1%	0.2%
Tailoring, carpet-weaving, and handicrafts	23.3%	4.9%	49.7%	20.4%	3.5%	44.7%	18.1%	4.6%	39.5%	24.6%	4.9%	52.1%
Business management	1.2%	1.7%	0.4%	1.1%	1.6%	0.3%	1.7%	2.8%	0.0%	1.0%	1.4%	0.5%
Tourism, hotels, and restaurants	1.5%	2.4%	0.3%	1.2%	1.9%	0.2%	0.0%	0.0%	0.0%	1.9%	3.0%	0.4%
Transport and storage	2.3%	3.9%	0.1%	1.9%	3.2%	0.0%	3.4%	5.6%	0.0%	2.1%	3.4%	0.1%
Information and communications technology	20.3%	24.8%	13.9%	18.6%	22.0%	13.6%	22.6%	25.6%	17.7%	19.8%	24.6%	13.0%
Finance/insurance	0.7%	1.1%	0.1%	0.5%	0.7%	0.1%	1.1%	1.9%	0.0%	0.6%	1.0%	0.1%
Scientific and technical activities	0.6%	0.6%	0.7%	0.5%	0.5%	0.7%	1.1%	0.0%	2.9%	0.5%	0.8%	0.1%
Real estate and property management	0.3%	0.3%	0.2%	0.3%	0.3%	0.2%	0.6%	0.9%	0.0%	0.2%	0.2%	0.2%
Government, public administration, and defense	6.4%	10.8%	0.1%	3.1%	5.1%	0.1%	2.2%	3.6%	0.0%	7.5%	12.8%	0.1%
Education and early childhood development	10.9%	8.5%	14.2%	8.3%	4.8%	13.3%	12.7%	8.7%	19.0%	10.4%	8.4%	13.1%
Health and social work	1.7%	1.4%	2.2%	1.1%	0.8%	1.6%	3.6%	2.8%	5.0%	1.3%	1.1%	1.5%
Other community, social, and personal services	2.7%	2.8%	2.6%	2.2%	2.1%	2.2%	3.3%	3.7%	2.8%	2.5%	2.6%	2.5%
Other	13.5%	15.0%	11.3%	10.0%	10.5%	9.4%	11.2%	11.9%	10.1%	14.0%	15.8%	11.6%

Migration: This section explores one element of migration trends within GBC, namely in-migration of households to the region. It must be noted that this is only a partial representation of the migration patterns as it does not capture seasonal or short-term migration for education, employment, or out-migration to other parts of the country or internationally due to the design of the PBS LFS. As a result, it is expected that migration is much more significant than this survey captured, especially because other information such as youth sex ratios and average numbers of household members present within the household suggest the movement of individuals within the family.[36]

As a result, the majority of GBC residents surveyed (77%) were born in the districts they currently inhabited, as shown by the table below. Note that the same trends were present for both the overall population and the youth segment. The most heterogeneous district was Gilgit, where 5% of the residents were born elsewhere. There also appeared to be a positive correlation between migration and gender: in all districts except Diamer, women had slightly higher levels of migration than their male counterparts.

Table 2.1.1m: Length of Time in Community (as % of District)[37]

Length of Time Lived in District	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza -Nagar	Skardu	Ghanche	Chitral	GB
Less than year	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%
1-4 years	0.1%	0.2%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%
5-9 years	0.2%	1.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.3%
10 + years	0.6%	2.6%	0.2%	0.0%	0.1%	0.5%	0.2%	0.0%	0.2%	0.7%
Born here	76.9%	72.4%	78.8%	74.7%	68.9%	77.8%	77.3%	78.2%	82.3%	75.0%
Unknown/no response	22.2%	23.7%	20.9%	25.3%	30.7%	21.5%	22.5%	21.8%	17.3%	23.8%

[36] It must also be acknowledged that the survey itself had a strong bias against gathering accurate data on seasonal and short-term migration as only people that were present for at least six months within the last year were included as household members in the survey.
[37] Note that percentages in this table do not add up to 100% as respondents could select more than one answer for this question.

For the 1% of respondents who reported they were born outside of their current district of residence, 77% had previously lived in another district of GBC. Further, 6% had previously lived in another province of Pakistan, 6% migrated from neighbouring countries, and approximately 11% did not disclose the location of their previous residence. A synopsis of districts that received immigrants from intra-regional, inter-provincial and international migration is captured in Annex 9.[38] The main destinations for immigrants arriving in GBC were Gilgit and Hunza-Nagar. In contrast, Astore received the lowest level of recipients, followed by Ghanche and Diamer, respectively. Note that Ghanche was the only district that did not report any outgoing migration to other districts in the region.

Consistent with national migratory trends expressed in the government-administered LFS, men and women had slightly different reasons for migrating to GBC. Sixty percent of female respondents suggested their primary reason for moving was marriage, followed by migrating with parents (16%) and moving with their spouse (11%). In contrast, the primary impetus for men was migrating with parents (30%) followed by searching for better agricultural land (17%) and marriage (11%). These gender-based trends were true for both the overall population as well as the female youth segment. Young men were found to move for education more than agricultural land.

2.1.2 Economic Activities

This section outlines the economic behavior of households and individuals aged ten and above in GBC, extracting data from those interviewed to inform broader trends, overall population rates for the labour force and sub-categories of employed, under-employed and unemployed. Again, the types of data reported are modeled after the PBS' documentation, however, to be useful for the EELY project they focus on the district as the level of analysis wherever possible.[39]

Economic activity: In terms of household economic activity, the following trends emerged when accounting for those aged ten and older within the household:

Table 2.1.2a: Level of Economic Activity within Households (Respondents aged 10 and over)

Ave. Employment Status of Household Members (in the last year)	Average Employment Status of Household Members (in the last week)
Employed: 21% (1.2 members) Unemployed: 34% (1.4 members) Not in labour force: 45% (3.3 members)	Worked for pay/profit: 18% Worked for family gain: 6% Neither but have job: 0% Neither but own enterprise: 0% Neither but plan to start job: 0% Unemployed/not in labour force: 46% No response: 29%

The above table illustrates that an average of 1.2 household members supported an average family of 7.6 people in the last year, while another 1.4 members would also have contributed if they had found work. In terms of gender, 34% of male household members over the age of ten were typically employed, another 29% were unemployed and 37% were not in the labour force. In contrast, only 7% of women in the household were working, 39% were unemployed and 54% were not in the labour force.

[38] Due to the levels of missing/unreliable data on migration, these tables have not been included in the body of this report.
[39] For a list of calculations used to determine economic activity levels etc., based on concepts and definitions provided by the Government of Pakistan, see Annex 9.

Labour Force Participation: Individual economic activity levels varied widely between districts, largely due to fluctuations in women's participation in the local labour force. Overall, Ghanche had the highest labour force participation rate, while Ghizer had the lowest. It is important to note that district participation rates (while showing considerable diversity) appear to be realistic in relation to national crude rates, which are 33% in total (49.5% for men and 15.5% for women). By comparison, women's participation levels were higher in GBC and men's were lower than the national average, resulting in slightly lower participation overall.

Table 2.1.2b: Crude Activity (Participation) by Gender and District (% Gender in Labour Force) [40]

District/Region	Total	Men	Women
GBC	**52.9%**	**61.2%**	**43.7%**
Urban	56.8%	62.9%	50.5%
Rural	48.8%	57.7%	39.0%
Gilgit	**64.0%**	**67.6%**	**60.2%**
Urban	77.1%	82.6%	70.5%
Rural	63.4%	66.9%	59.8%
Ghizer	**26.5%**	**39.1%**	**13.4%**
Urban	27.7%	38.3%	19.5%
Rural	26.4%	39.1%	13.2%
Astore	**49.4%**	**58.1%**	**39.9%**
Urban	55.4%	61.7%	48.1%
Rural	48.8%	57.7%	39.0%
Diamer	**48.2%**	**60.6%**	**32.9%**
Urban	37.2%	37.5%	36.7%
Rural	48.4%	61.1%	32.8%
Hunza-Nagar	**27.0%**	**39.2%**	**14.2%**
Urban	30.4%	44.4%	16.1%
Rural	26.9%	39.1%	14.2%
Skardu	**62.6%**	**68.2%**	**56.0%**
Urban	73.3%	75.5%	71.0%
Rural	62.3%	68.0%	55.5%
Ghanche	**77.4%**	**78.6%**	**76.1%**
Urban	80.8%	82.1%	79.4%
Rural	77.1%	78.3%	75.8%
Chitral	**68.1%**	**78.2%**	**57.3%**
Urban	72.2%	80.8%	62.9%
Rural	67.2%	77.6%	56.0%
GB	**51.5%**	**60.2%**	**42.0%**
Urban	54.4%	61.1%	47.6%
Rural	48.8%	57.7%	39.0%

The following table outlines refined labour force participation rates based on the population aged ten and older (excluding children, who are not likely to be economically active in large numbers). The table

[40] Note: Crude Labour Force Participation Rates were calculated based on the currently active population (those who whose principal activity during the reference period – the last 12 months – was either employed or unemployed) as a percentage of the total population per district. Due to a paucity of information about how to calculate augmented participation rates in line with the Government of Pakistan's approach, augmented participation rates were omitted from this report. With consent of AKF-P and AKRSP, data may be made accessible to statisticians to undertake these calculations in the future.

also describes the activity rates for young men and women as a percentage of the total youth population:

Table 2.1.2c: Refined Activity (Participation) by Gender and District (as % 10+ and Young People)

District/Region	Population Aged 10+			Youth Population Only		
	Total	Men	Women	Total	Men	Women
GBC	**68.5%**	**79.1%**	**56.7%**	**68.1%**	**79.0%**	**56.5%**
Urban	68.0%	75.9%	59.6%	67.4%	75.9%	59.6%
Rural	68.4%	79.2%	56.4%	68.0%	79.1%	56.2%
Gilgit	**83.5%**	**88.5%**	**78.4%**	**83.4%**	**88.4%**	**78.2%**
Urban	85.5%	89.4%	80.9%	85.5%	89.4%	80.9%
Rural	83.4%	88.4%	78.3%	83.2%	88.4%	78.1%
Ghizer	**33.4%**	**49.3%**	**17.0%**	**32.7%**	**49.3%**	**17.0%**
Urban	34.4%	46.9%	24.6%	31.9%	46.9%	24.6%
Rural	33.4%	49.3%	16.7%	32.7%	49.4%	16.7%
Astore	**65.8%**	**76.8%**	**53.7%**	**65.5%**	**76.9%**	**53.6%**
Urban	68.8%	77.1%	59.2%	69.0%	77.1%	59.3%
Rural	65.5%	76.8%	53.1%	65.1%	76.8%	53.0%
Diamer	**69.5%**	**87.3%**	**47.4%**	**70.1%**	**88.0%**	**47.1%**
Urban	51.2%	54.6%	45.8%	50.3%	54.6%	45.8%
Rural	69.9%	88.0%	47.4%	70.6%	88.6%	47.2%
Hunza-Nagar	**34.6%**	**50.8%**	**17.7%**	**33.6%**	**50.9%**	**17.8%**
Urban	36.0%	53.9%	17.9%	36.2%	53.9%	17.9%
Rural	34.6%	50.7%	17.7%	33.6%	50.8%	17.8%
Skardu	**80.5%**	**86.9%**	**72.9%**	**79.0%**	**85.6%**	**71.2%**
Urban	83.3%	90.7%	75.5%	82.3%	90.6%	75.3%
Rural	80.4%	86.8%	72.8%	78.9%	85.5%	71.1%
Ghanche	**98.6%**	**98.6%**	**98.6%**	**98.6%**	**98.5%**	**98.7%**
Urban	100.0%	99.3%	100.0%	100.0%	99.5%	100.0%
Rural	98.4%	98.5%	98.4%	98.4%	98.4%	98.5%
Chitral	**82.1%**	**94.9%**	**68.2%**	**81.9%**	**94.7%**	**68.3%**
Urban	84.4%	95.1%	72.9%	84.3%	95.1%	72.8%
Rural	81.6%	94.9%	67.1%	81.4%	94.6%	67.2%
GB	**66.5%**	**76.9%**	**55.1%**	**66.1%**	**76.8%**	**54.8%**
Urban	65.6%	73.1%	57.7%	65.0%	73.1%	57.7%
Rural	65.5%	76.8%	53.1%	65.1%	76.8%	53.0%

The above labour force participation rate calculations enable the estimation of the overall dimensions of the labour force in GBC. The table below shows labour force calculations specific to the eight districts surveyed in this assessment, along with gender-specific estimates. Overall, with a population of approximately 1.3 million over the age of 10, GBC had an active labour force of approximately 947,000 people. Young people made up approximately 40% of the labour force with a population of approximately 372,900.

Table 2.1.2d: Estimated Civilian Labour Force in GBC (#s, Rounded to Hundreds)[41]

District/ Region	Population Aged 10+	Total in LF	Men in LF	Women in LF	Youth Population	Total Youth in LF	Young Men in LF	Young Women in LF
GBC	**1,301,358**	**947,000**	**567,800**	**379,200**	**514,850**	**372,900**	**217,900**	**155,000**
Urban	103,662	83,400	48,000	35,400	39,150	31,500	17,600	13,900
Rural	1,197,696	863,600	519,800	343,800	475,700	341,400	200,300	141,100
Gilgit	**256,895**	**214,500**	**115,300**	**99,200**	**114,198**	**95,500**	**54,100**	**41,400**
Urban	12,665	10,800	5,800	5,000	5,630	4,800	2,700	2,100
Rural	244,230	203,700	109,500	94,200	108,568	90,700	51,400	39,300
Ghizer	**128,516**	**43,000**	**32,300**	**10,700**	**43,036**	**13,400**	**9,200**	**4,200**
Urban	3,354	1,200	800	400	1,123	400	200	200
Rural	125,162	41,800	31,500	10,300	41,913	13,000	9,000	4,000
Astore	**64,228**	**42,400**	**26,100**	**16,300**	**27,865**	**18,300**	**11,200**	**7,100**
Urban	6,519	4,500	2,700	1,800	2,828	2,000	1,200	800
Rural	57,709	37,900	23,400	14,500	25,037	16,300	10,000	6,300
Diamer	**140,958**	**97,900**	**68,300**	**29,600**	**60,067**	**40,500**	**26,300**	**14,200**
Urban	3,101	1,500	900	600	1,321	700	400	300
Rural	137,857	96,400	67,400	29,000	58,746	39,800	25,900	13,900
Hunza-Nagar	**91,142**	**31,100**	**23,100**	**8,000**	**36,875**	**12,700**	**9,400**	**3,300**
Urban	2,689	900	700	200	1,088	400	300	100
Rural	88,454	30,200	22,400	7,800	35,787	12,300	9,100	3,200
Skardu	**204,749**	**164,900**	**97,400**	**67,500**	**83,217**	**65,600**	**37,500**	**28,100**
Urban	5,631	4,700	2,800	1,900	2,288	1,900	1,100	800
Rural	199,118	160,200	94,600	65,600	80,929	63,700	36,400	27,300
Ghanche	**79,497**	**78,300**	**41,500**	**36,800**	**31,133**	**30,700**	**15,400**	**15,300**
Urban	6,519	6,500	3,400	3,100	2,553	2,600	1,300	1,300
Rural	72,978	71,800	38,100	33,700	28,580	28,100	14,100	14,000
Chitral	**335,373**	**274,900**	**163,800**	**111,100**	**118,459**	**96,200**	**54,800**	**41,400**
Urban	63,184	53,300	30,900	22,400	22,318	18,700	10,400	8,300
Rural	272,189	221,600	132,900	88,700	96,141	77,500	44,400	33,100
GB	**965,985**	**672,100**	**404,000**	**268,100**	**396,391**	**276,700**	**163,100**	**113,600**
Urban	40,477	30,100	17,100	13,000	16,832	12,800	7,200	5,600
Rural	925,507	642,000	386,900	255,100	379,559	263,900	155,900	108,000

Finally, the composition of the labour force was disaggregated by age group to understand who was available for employment (regardless of whether they were actually employed when the survey was conducted). The following table provides estimates for GBC and the two regions of Chitral and Gilgit-Baltistan:

Table 2.1.2e: Age Specific Activity/Participation Rates by Gender and Region (as % of Category)[42]

Age Groups	GBC			Chitral			Gilgit-Baltistan		
	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
10-14	55.3%	54.6%	56.2%	92.0%	93.2%	90.6%	44.8%	43.6%	46.2%
15-19	63.4%	65.6%	61.0%	89.8%	93.9%	86.0%	53.8%	56.3%	51.0%
20-24	75.5%	83.6%	66.9%	91.3%	97.9%	83.9%	69.0%	77.5%	60.0%
25-29	80.2%	93.1%	65.4%	88.4%	95.9%	78.8%	76.8%	91.9%	60.4%

[41] Note: total labour force estimates have been calculated by multiplying the total population by the percentage of the population over 10 and then multiplying that number by refined activity rates for each district and category. To get gender-specific LF rates, the total labour force was multiplied by percentages of men and women and young women and men per district.

[42] District-specific figures are available in Annex 9.

30-34	77.0%	94.6%	59.4%	82.5%	97.2%	66.6%	74.9%	93.6%	56.7%
35-39	76.5%	97.5%	55.7%	78.1%	96.8%	61.6%	76.0%	97.7%	53.8%
40-44	71.1%	95.0%	50.8%	71.9%	97.7%	48.6%	70.8%	94.0%	51.6%
45-49	70.2%	95.4%	46.9%	63.7%	95.0%	36.4%	73.0%	95.6%	51.6%
50-54	65.3%	90.4%	39.0%	55.2%	82.5%	30.8%	69.7%	93.5%	43.1%
55-59	69.3%	85.4%	46.3%	69.2%	92.3%	36.9%	69.3%	81.7%	51.4%
60+	54.8%	67.4%	32.5%	49.6%	78.1%	13.4%	56.9%	63.9%	42.7%

Employment

Employed within the labour force: It is important to understand the composition of those employed within the overall labour force population, as documented above. Employment figures are provided in the table below. Men had at least 15-25% higher employment levels than women in all districts, and the disparity was even greater in Astore and Skardu.

Table 2.1.2f: Employed (as % of Those Active in Labour Force)

	Overall (aged 10+)			Young People		
District/Region	Total	Men	Women	Total	Men	Women
GBC	**30.0%**	**44.8%**	**13.7%**	**30.1%**	**45.1%**	**14.3%**
Urban	27.8%	43.9%	10.7%	27.9%	42.9%	12.5%
Rural	30.2%	44.9%	14.0%	30.4%	45.3%	14.5%
Gilgit	**26.6%**	**41.2%**	**11.5%**	**27.8%**	**42.3%**	**13.3%**
Urban	34.7%	42.1%	25.5%	39.0%	43.8%	33.3%
Rural	26.2%	41.1%	10.9%	27.2%	42.2%	12.2%
Ghizer	**56.3%**	**76.1%**	**35.6%**	**54.1%**	**75.7%**	**33.8%**
Urban	66.6%	91.3%	46.7%	55.6%	90.9%	38.5%
Rural	55.9%	75.7%	35.2%	54.1%	75.4%	33.6%
Astore	**25.1%**	**44.3%**	**3.7%**	**24.3%**	**43.6%**	**4.0%**
Urban	29.5%	49.3%	7.0%	29.7%	47.8%	7.9%
Rural	24.6%	43.7%	3.4%	23.6%	43.0%	3.5%
Diamer	**48.9%**	**47.1%**	**51.2%**	**48.4%**	**46.3%**	**51.2%**
Urban	61.6%	66.7%	54.6%	58.6%	66.7%	50.0%
Rural	48.7%	46.7%	51.2%	48.2%	45.9%	51.3%
Hunza-Nagar	**76.6%**	**82.1%**	**71.2%**	**66.6%**	**75.4%**	**58.5%**
Urban	93.1%	96.4%	90.0%	100.0%	100.0%	100.0%
Rural	76.1%	81.6%	70.6%	66.6%	75.4%	58.5%
Skardu	**25.7%**	**41.9%**	**6.0%**	**26.8%**	**44.9%**	**5.7%**
Urban	47.3%	66.7%	29.2%	37.0%	57.1%	20.0%
Rural	25.0%	41.2%	5.2%	26.5%	44.5%	5.2%
Ghanche	**16.6%**	**28.6%**	**2.9%**	**17.5%**	**29.8%**	**3.9%**
Urban	22.4%	39.4%	2.5%	25.9%	42.5%	4.9%
Rural	16.1%	27.6%	3.0%	16.8%	28.7%	3.9%
Chitral	**17.3%**	**29.4%**	**4.6%**	**17.0%**	**28.4%**	**4.9%**
Urban	18.9%	32.5%	4.5%	18.0%	30.0%	5.2%
Rural	17.0%	28.6%	4.6%	16.8%	28.0%	4.8%
GB	**32.6%**	**47.8%**	**15.7%**	**32.9%**	**48.3%**	**16.4%**
Urban	34.0%	51.7%	14.9%	35.2%	51.7%	18.2%
Rural	32.5%	47.6%	15.7%	32.8%	48.1%	16.3%

In terms of urban and rural dimensions, urban communities consistently reported higher levels of employment. The difference between urban and rural employment levels varied from district to district,

in part resulting from the size and connectivity of its major urban centres. Hunza-Nagar and Skardu had the largest differences, and Chitral and Astore had the smallest. There may be a correlation between the overall amount of employment and disparities between urban and rural communities, as districts like Hunza-Nagar showed very high employment levels, while Chitral and Astore had much lower levels. Reasons for the differences may be a combination of geographic factors and enumeration.

Employment levels: The following table shows an estimate of the total employed population in GBC and per district, based on the estimated overall labour force participation rates and gender statistics available from this survey. The figures were rounded to the hundredth as complete precision was not possible.

Table 2.1.2g: Employed Population by Gender and District

District/Region	Overall (aged 10+)			Youth		
	Total	Men	Women	Total	Men	Women
GBC	**282,517**	**235,617**	**46,899**	**115,852**	**84,199**	**31,653**
Urban	22,943	19,287	3,656	8,471	6,772	1,699
Rural	259,574	216,330	43,244	103,119	84,203	18,916
Gilgit	**58,912**	**47,504**	**11,408**	**28,391**	**22,884**	**5,506**
Urban	3,639	2,499	1,140	1,905	1,194	712
Rural	55,272	45,005	10,268	26,485	21,691	4,795
Ghizer	**28,390**	**24,580**	**3,809**	**8,384**	**6,964**	**1,420**
Urban	918	735	184	254	178	76
Rural	27,471	23,846	3,626	8,130	6,786	1,344
Astore	**12,165**	**11,562**	**603**	**5,167**	**4,883**	**284**
Urban	1,447	1,337	110	647	583	64
Rural	10,719	10,226	493	4,521	4,300	221
Diamer	**47,325**	**32,169**	**15,155**	**19,447**	**12,177**	**7,270**
Urban	1,001	693	307	429	289	140
Rural	46,324	31,476	14,848	19,019	11,888	7,131
Hunza-Nagar	**24,661**	**18,965**	**5,696**	**9,018**	**7,088**	**1,931**
Urban	876	687	189	285	226	58
Rural	23,785	18,278	5,507	8,733	6,861	1,872
Skardu	**44,861**	**40,811**	**4,050**	**22,667**	**10,050**	**12,617**
Urban	2,474	1,835	639	788	628	160
Rural	42,386	38,975	3,411	17,618	16,198	1,420
Ghanche	**12,936**	**11,869**	**1,067**	**5,186**	**4,589**	**597**
Urban	1,410	1,353	56	593	543	51
Rural	11,527	10,516	1,011	4,593	4,047	546
Chitral	**53,268**	**48,157**	**5,111**	**17,592**	**15,563**	**2,029**
Urban	11,178	10,148	1,030	3,571	3,131	440
Rural	42,090	38,009	4,080	14,021	12,432	1,589
GB	**229,249**	**187,460**	**41,789**	**98,260**	**68,636**	**29,624**
Urban	11,765	9,139	2,625	4,900	3,641	1,260
Rural	217,484	178,321	39,163	89,098	71,771	17,327

Industries of employment: for the purposes of the EELY project it is important to begin with broader industry categories than are summarized in the PBS LFS findings. The following table shows the percentage of men, women and total employed labour force per industry in GBC. A youth-specific table is available in Annex 9.

It is important to note that agriculture was the most prolific industry, with higher participation levels for women as per national trends. However, the percentages of the male and female agriculturalists were lower than the national averages as the mountainous terrain of GBC has a profound impact on the local economic activities. Other industries such as manufacturing and trade were also lower than other regions. In terms of gender, women were more involved in agriculture and agricultural goods processing than men, as well as in social professions like education, healthcare and social work. Men were more involved in construction, technical industries such as electricity and water supply, as well as transportation and government.

Table 2.1.2h: Industries of Employment by Gender (as % Category)

Industry Divisions	Total	Male	Female
Agriculture/forestry/hunting & fishing	23.2%	19.1%	41.4%
Agricultural goods processing	12.4%	7.3%	27.1%
Mining, quarrying, and processing	0.6%	0.9%	0.3%
Manufacturing	0.5%	0.8%	0.2%
Electricity, gas, and air conditioning	2.2%	3.3%	0.1%
Water supply etc.	1.5%	2.3%	0.1%
Construction, masonry, tile- or brick-making	7.5%	11.6%	0.3%
Wholesale and retail trade, border trade	4.8%	7.5%	0.3%
Mechanics and repairs (including automotive)	0.7%	1.1%	0.1%
Carpentry	1.3%	1.9%	0.1%
Tailoring, carpet-weaving, and handicrafts	1.7%	1.6%	2.6%
Business Management	0.4%	0.6%	0.0%
Tourism, hotels, and restaurants	1.5%	2.4%	0.1%
Transport and storage	3.5%	5.3%	0.1%
Information and communications technology	0.5%	0.8%	0.0%
Finance/insurance	1.0%	1.4%	0.3%
Scientific and technical activities	0.2%	0.3%	0.1%
Real estate and property management	0.4%	0.7%	0.0%
Government, public administration, and defense	11.5%	17.3%	1.2%
Education and early childhood development	10.0%	10.7%	12.1%
Health and social work	4.3%	1.4%	12.6%
Other community, social, and personal services	1.3%	1.8%	0.6%

Overall, the top five industries in GBC were 1) agriculture, 2) agricultural goods processing, 3) government, 4) education and 5) construction. The top five industries were disaggregated by gender and age category (young people aged 15-35), shown in the table below. Overall trends and gender trends were almost identical between adults and young people of the same gender with one exception: for younger men, government was the most common industry of employment while for men overall, agriculture was the mainstay.

Table 2.1.2i: Top Five Industries Overall and for Young People (by Gender and Total)

	Overall (Aged 10+)			Young People Only (15-35 years)		
Top 5	**Total Age 10+**	**Male**	**Female**	**Total Youth**	**Male**	**Female**
1st	Agriculture	Agriculture	Agriculture	Agriculture	Government	Agriculture
2nd	Ag. Goods Processing	Government	Ag. Goods Processing	Ag. Goods Processing	Agriculture	Ag. Goods Processing
3rd	Government	Construction	Health/Social Work	Government	Construction	Education
4th	Education	Education	Education	Education	Ag. Goods Processing	Health and Social Work
5th	Construction	Trade	Tailoring	Health/Social Work	Education	Tailoring

Employment status: The following table distinguishes between four major groupings within those who were 'currently employed' at the time of the survey: employers, own account workers, contributing family members and employees. These are presented by gender, age (figures for the overall population and youth sub-set) and contrasted with the 2011 LFS. Note that very few women in all categories were employers, slightly less women than men were own account workers, over 30% less were (paid) employees in all categories than their male counterparts and the majority of contributing family members were women. Overall, young people had lower representation as own account workers, and higher representation as employees than the general population. In contrast with other provinces of Pakistan, the labour force in GBC had fewer employers and own account workers overall, and more employees and contributing family members. There was slightly greater gender parity in GBC for female own account workers, but less for employees, suggesting challenges with women's integration in the labour force.

Table 2.1.2j – Distribution by Employment Status and Gender (as % of Employed)

Employment Status	Overall			Youth			2011 LFS		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100.%	100.%	100.%	100.%	100.%	100.%	100%	100%	100%
Employers	1.0%	1.5%	0.1%	1.0%	1.4%	0.1%	1.4%	1.8%	0.1%
Own Account Workers	21.3%	22.5%	18.8%	16.9%	17.3%	16.1%	34.9%	40.5%	15.6%
Contributing Family members	31.1%	16.3%	64.3%	32.5%	17.6%	63.3%	27.7%	17.3%	63.4%
Employees	46.5%	59.7%	16.8%	49.6%	63.7%	20.5%	36.0%	40.4%	20.9%

Hours worked: In line with national trends, the employed labour force in GBC most commonly worked above 56 hours in the week, followed by those who worked 42-48 hours. In fact, all categories aligned with the national trends with slightly different percentages that most closely resembled Sindh province. These are captured by district and overall data in the table below. Note that Astore and Ghizer did not report any workers missing employment during the last week, in contrast with 0.4% of those in Ghanche and Chitral. On the other end of the working spectrum, Chitral and Ghizer both reported figures of well over 40% working more than 56 hours that week.

Table 2.1.2k: Employed – Distribution by Hours Worked (as % of District/Region)

Area/District	TOTAL	Did not work/missing	Less than 15 hours	15-24 hours	25-34 hours	35-41 hours	42-48 hours	49-55 hours	56+ hours
GBC	100.0%	2.2%	5.2%	3.9%	5.8%	13.9%	21.5%	8.0%	39.5%
Gilgit	100.0%	3.6%	3.2%	1.3%	2.4%	16.3%	24.6%	7.0%	41.6%
Ghizer	100.0%	0.3%	1.3%	2.1%	4.4%	14.7%	22.9%	3.4%	50.8%
Astore	100.0%	1.9%	0.7%	4.3%	4.8%	17.2%	29.7%	6.5%	34.9%
Diamer	100.0%	1.7%	14.1%	16.4%	13.4%	17.9%	16.8%	11.3%	8.5%
Hunza-Nagar	100.0%	0.1%	5.7%	9.5%	12.5%	12.6%	17.6%	12.1%	29.7%
Skardu	100.0%	0.8%	1.9%	3.8%	8.3%	6.7%	20.2%	7.2%	51.0%
Ghanche	100.0%	16.7%	2.6%	0.7%	4.0%	12.4%	25.1%	5.6%	32.9%
Chitral	100.0%	0.9%	6.3%	2.3%	4.5%	13.7%	20.6%	8.5%	43.3%

In comparing the average number of hours worked, young people worked fewer hours than the overall workforce. However, in all districts except Astore and Skardu more young people worked over 56 hours than the broader population. This may be connected to the amount of education young people accessed in these districts, local cultural norms surrounding youth responsibilities within the family, or particular challenges in finding suitable work for young people in these districts, among other factors.

Table 2.1.2l: Employed Youth – Distribution by Hours Worked (as % District/Region)

Area/District	TOTAL	Did not work/missing	Less than 15 hours	15-24 hours	25-34 hours	35-41 hours	42-48 hours	49-55 hours	56+ hours
GBC	100.0%	Excluded	7.0%	8.7%	9.7%	14.8%	20.0%	8.0%	31.7%
Gilgit	100.0%	Excluded	3.7%	2.1%	3.7%	17.3%	21.8%	8.0%	43.4%
Ghizer	100.0%	Excluded	1.5%	2.3%	4.1%	12.9%	21.1%	3.4%	54.7%
Astore	100.0%	Excluded	0.3%	5.5%	4.5%	19.9%	30.0%	5.7%	34.1%
Diamer	100.0%	Excluded	13.4%	17.6%	13.7%	19.2%	17.9%	10.0%	8.2%
Hunza-Nagar	100.0%	Excluded	6.0%	12.7%	16.0%	14.3%	17.3%	9.7%	24.0%
Skardu	100.0%	Excluded	3.9%	3.2%	9.5%	6.1%	18.0%	6.5%	52.8%
Ghanche	100.0%	Excluded	4.1%	0.7%	5.2%	13.9%	28.1%	5.9%	42.0%
Chitral	100.0%	Excluded	7.0%	2.1%	3.3%	13.0%	23.1%	7.1%	44.4%

Dimensions of the informal non-agricultural sector: the informal sector (defined as non-agricultural employment in enterprises with less than 10 persons engaged,[43] plus all household enterprises owned and operated by own account workers) was much larger than the formal sector in GBC, and significantly larger than the informal sector in other provinces. Specific dimensions are documented in the following table, by district and gender as well as overall.

Table 2.1.2m: Distribution of Informal Workers Per District - Overall and Youth (as % Informal)

District	Overall			Youth		
	Total	Male	Female	Total	Male	Female
GBC	74.1%	74.9%	72.9%	57.5%	85.7%	90.3%
Gilgit	82.2%	70.3%	90.8%	87.1%	62.7%	26.7%
Ghizer	83.2%	86.2%	72.7%	88.7%	80.3%	81.5%
Astore	79.6%	78.3%	81.8%	86.2%	95.0%	100.0%
Diamer	69.3%	71.3%	65.2%	81.3%	92.0%	71.5%
Hunza-Nagar	73.1%	70.5%	75.2%	81.4%	86.7%	87.4%
Skardu	86.1%	87.1%	73.1%	78.4%	84.8%	76.6%
Ghanche	93.5%	92.3%	93.8%	95.7%	90.8%	66.8%
Chitral	58.2%	56.7%	69.2%	58.4%	71.4%	26.9%
GB	79.1%	79.4%	78.9%	83.5%	87.9%	82.0%

Level of informality within industries: The following table shows the level of informality of the major industries surveyed as a percentage of all businesses in that industry. Note that there was considerable variation in the percentage of men's and women's work that was informal within industries; in some such as business management, 100% of women's work occurred in the informal economy in contrast with only 87% of men's, whereas in others such as ICT, the percentage of women working in the informal economy was much lower than men (67% vs. 89%). This may be correlated to some degree with the amount of female representation within an industry as small numbers can have a large effect if few women are working in a given industry.

Table 2.1.2n: Level of Informality within Industries (as % of Category in Informal Sector)

Industry Divisions	Total	Male	Female
Mining, quarrying, and processing	60.9%	68.6%	36.1%
Manufacturing	70.0%	77.9%	0.0%

[43] Engagement is defined broadly to include 1) employers, 2) employees (whether engage on a continuous or occasional basis) 3) contributing family members (whether remunerated or not), and apprentices. Note that own account workers have not been included in this category to prevent double counting.

Electrical: gas, and air conditioning	22.9%	30.3%	11.0%
Water supply: plumbing, waste management etc.	22.1%	20.4%	61.1%
Construction, masonry, tile- or brick-making	79.9%	89.5%	74.7%
Wholesale and retail trade, border trade	88.8%	85.8%	100.0%
Mechanics and repairs (including automotive)	30.6%	53.2%	22.6%
Carpentry	54.1%	81.7%	27.6%
Tailoring, carpet-weaving, and handicrafts	67.7%	80.0%	52.7%
Business management	99.7%	97.0%	100.0%
Tourism, hotels, and restaurants	96.5%	94.1%	100.0%
Transport and storage	90.3%	88.0%	100.0%
Information and communications technology	95.9%	94.4%	100.0%
Finance/insurance	96.9%	94.6%	100.0%
Scientific and technical activities	75.6%	100.0%	63.7%
Real estate and property management	25.1%	44.3%	0.0%
Government, public administration, and defense	65.0%	86.9%	51.2%
Education and early childhood development	80.9%	80.7%	83.5%
Health and social work	24.0%	48.3%	22.8%
Other community, social, and personal services	58.4%	75.9%	37.6%
Other	60.9%	68.6%	36.1%

Informal sector workers by employment status: Unlike the national LFS survey, a high percentage of GBC's informal sector workers consisted of 'contributing family members' – a much higher percentage than 'own account workers,' the second highest category in the 2011 survey. This may be particularly reflective of the level of female participation as contributing family members in GBC, which was approximately 40% higher than the national rates. In terms of youth participation in the informal economy, their levels reflected the general trend, with slightly lower numbers of employers and own account workers (entrepreneurs), and higher numbers of contributing family members and employees.

Table 2.1.2o: Informal Sector Workers – Distribution by Employment Status (as % Informal)

Employment Status	GBC			GBC Youth			Gov LFS (2011)		
	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
TOTAL	**100.0%**	**100.0%**	**100.0%**				**100.0%**	**100.0%**	**100.0%**
Employers	2.0%	0.1%	3.3%	1.8%	0.0%	3.2%	2.9%	3.1%	0.7%
Own Account Workers	17.7%	1.6%	28.3%	13.3%	1.7%	22.4%	42.7%	43.4%	36.4%
Contributing Family members	55.6%	89.7%	33.0%	63.2%	88.4%	43.2%	10.4%	9.6%	18.0%
Employees	24.7%	8.6%	35.4%	21.7%	9.9%	31.1%	44.0%	43.9%	44.9%

Unemployment

Unemployment Rate: Next, it is important to focus on those who are active within the labour force, but unemployed, meaning those who would like to work but are not currently employed or running their own business. The following table shows unemployment rates per district and overall. Note that unemployment was highest in Chitral and Skardu, and lowest in Hunza-Nagar. Women engaged in the labour force (a smaller percentage of the total female population than their male counterparts) had extremely high levels of unemployment in Chitral, Skardu, Gilgit and Astore, and much lower levels in Hunza-Nagar.

Table 2.1.2p Unemployment Rate (as % of Currently Active in Labour Force)

District/Region	Overall (Aged 10+)			Youth		
	Total	Men	Women	Total	Men	Women
GBC	**70.0%**	**55.2%**	**86.3%**	**69.9%**	**55.0%**	**85.7%**
Urban	72.2%	56.2%	89.4%	72.1%	57.1%	87.5%
Rural	69.8%	55.1%	86.0%	69.6%	54.7%	85.5%
Gilgit	**73.5%**	**58.8%**	**88.5%**	**72.2%**	**57.8%**	**86.7%**
Urban	65.3%	57.9%	74.6%	61.0%	56.3%	66.7%
Rural	73.9%	58.9%	89.2%	72.8%	57.9%	87.8%
Ghizer	**43.7%**	**23.9%**	**64.4%**	**45.9%**	**24.3%**	**66.2%**
Urban	33.5%	8.7%	53.3%	44.4%	9.1%	61.5%
Rural	44.1%	24.3%	64.8%	45.9%	24.6%	66.4%
Astore	**74.9%**	**55.7%**	**96.3%**	**75.7%**	**56.4%**	**96.0%**
Urban	70.5%	50.7%	93.0%	70.3%	52.2%	92.1%
Rural	75.4%	56.4%	96.6%	76.4%	57.0%	96.5%
Diamer	**51.1%**	**52.9%**	**48.8%**	**51.6%**	**53.7%**	**48.8%**
Urban	38.4%	33.3%	45.5%	41.4%	33.3%	50.0%
Rural	51.3%	53.3%	48.9%	51.8%	54.1%	48.8%
Hunza-Nagar	**23.4%**	**17.9%**	**28.9%**	**33.4%**	**24.6%**	**41.5%**
Urban	6.9%	3.6%	10.0%	.	.	.
Rural	23.9%	18.4%	29.5%	33.4%	24.6%	41.5%
Skardu	**74.3%**	**58.1%**	**94.0%**	**73.2%**	**55.1%**	**94.3%**
Urban	52.7%	33.3%	70.8%	63.0%	42.9%	80.0%
Rural	75.0%	58.8%	94.8%	73.5%	55.5%	94.8%
Ghanche	**83.4%**	**71.4%**	**97.1%**	**82.5%**	**70.2%**	**96.1%**
Urban	77.6%	60.6%	97.5%	74.1%	57.5%	95.1%
Rural	84.0%	72.4%	97.0%	83.2%	71.3%	96.2%
Chitral	**82.7%**	**70.7%**	**95.5%**	**83.0%**	**71.6%**	**95.1%**
Urban	81.1%	67.5%	95.5%	82.0%	70.0%	94.8%
Rural	83.1%	71.4%	95.4%	83.2%	72.0%	95.2%
GB	**67.4%**	**52.2%**	**84.3%**	**67.1%**	**51.7%**	**83.6%**
Urban	66.0%	48.3%	85.2%	64.8%	48.3%	81.8%
Rural	67.5%	52.4%	84.3%	67.2%	51.9%	83.7%

Age-specific unemployment rates: The following table identifies the specific unemployment rates per age category in each region of GBC overall as well as by gender. In most regions, the rate of female unemployment was slightly higher than the male rate in most age categories.

Table 2.1.2q: Age Specific Unemployment Rates by Gender and Region of GBC (% of Labour Force)

Age Groups	GBC			Chitral			GB		
	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
10-14	91.5%	90.2%	93.1%	100.0%	100.0%	100.0%	89.2%	87.4%	91.1%
15-19	86.7%	82.6%	91.1%	98.1%	96.8%	99.3%	82.7%	78.1%	87.9%
20-24	71.5%	63.0%	80.6%	85.4%	78.7%	92.8%	66.0%	56.6%	75.8%
25-29	58.3%	41.8%	77.2%	71.4%	53.7%	94.2%	53.1%	36.7%	71.0%
30-34	51.2%	29.8%	72.8%	64.1%	41.8%	88.4%	46.3%	24.9%	67.1%
35-39	50.7%	30.3%	70.9%	66.1%	39.7%	89.3%	46.1%	27.7%	65.0%
40-44	54.2%	32.8%	72.3%	69.7%	43.2%	93.8%	48.3%	28.7%	64.6%
45-49	55.6%	36.9%	72.9%	76.9%	53.7%	97.2%	46.7%	30.1%	62.4%
50-54	64.9%	41.3%	91.7%	73.2%	50.7%	93.1%	61.2%	37.7%	90.9%
55-59	58.0%	41.0%	82.1%	70.5%	53.0%	94.7%	51.5%	34.7%	75.3%
60+	69.0%	61.2%	82.6%	86.7%	76.3%	100.0%	62.0%	56.2%	73.6%

Estimated Unemployment Figures: The following table shows an estimated total unemployed population in GBC and per district, based on the overall labour force participation rates and gender statistics available from this survey.

Table 2.1.2r: Unemployed Population by Gender and District

District/Region	Overall (aged 10+)			Youth		
	Total	Men	Women	Total	Men	Women
GBC	**664,483**	**332,183**	**332,301**	**257,048**	**133,701**	**123,347**
Urban	60,457	28,713	31,744	23,029	10,828	12,201
Rural	604,026	303,470	300,556	238,281	116,097	122,184
Gilgit	**155,588**	**67,796**	**87,792**	**67,110**	**31,216**	**35,894**
Urban	7,161	3,301	3,860	2,895	1,507	1,388
Rural	148,428	64,496	83,932	64,215	29,709	34,505
Ghizer	**14,611**	**7,720**	**6,891**	**5,016**	**2,236**	**2,780**
Urban	282	65	216	146	22	124
Rural	14,329	7,655	6,674	4,870	2,214	2,656
Astore	**30,235**	**14,538**	**15,697**	**13,133**	**6,317**	**6,816**
Urban	3,053	1,364	1,690	1,353	617	737
Rural	27,181	13,174	14,007	11,780	5,700	6,080
Diamer	**50,576**	**36,131**	**14,445**	**21,053**	**14,123**	**6,930**
Urban	499	207	293	271	111	160
Rural	50,076	35,924	14,152	20,781	14,012	6,769
Hunza-Nagar	**6,439**	**4,135**	**2,304**	**3,682**	**2,312**	**1,370**
Urban	24	13	11	115	74	42
Rural	6,415	4,122	2,293	3,567	2,239	1,328
Skardu	**120,039**	**56,589**	**63,450**	**42,933**	**27,450**	**15,483**
Urban	2,226	965	1,261	1,112	472	640
Rural	117,814	55,625	62,189	46,082	20,202	25,880
Ghanche	**65,364**	**29,631**	**35,733**	**25,514**	**10,811**	**14,703**
Urban	5,090	2,047	3,044	2,007	758	1,249
Rural	60,273	27,584	32,689	23,507	10,053	13,454
Chitral	**221,632**	**115,643**	**105,989**	**78,608**	**39,237**	**39,371**
Urban	42,122	20,752	21,370	15,129	7,269	7,860
Rural	179,510	94,891	84,620	63,479	31,968	31,511
GB	**442,851**	**216,540**	**226,311**	**178,440**	**94,464**	**83,976**
Urban	18,335	7,961	10,375	7,900	3,559	4,340
Rural	424,516	208,579	215,937	174,802	84,129	90,673

2.1.3 Enterprise Dynamics

Enterprise profiles: Regardless of the level of formality, it is important to understand the basic dimensions of enterprises in the GBC. A snapshot of enterprises can be seen in the table below. A typical enterprise in GBC was owned by an individual, employed 1-5 persons, was located in the informal economy (in a rural dwelling), did not have formal accounting systems and did not pay staff regularly.

Table 2.1.3a: Enterprise Profile

Type of Business	Work Site	Management	Workplace Environment
Federal Government: 10% Prov. Government: 11% Local Government: 3% Public Enterprise: 0% Private Ltd. Company: 10% Public Ltd. Company: 0% Cooperative Society: 1% Individual Ownership: 24% Partnership: 3% Other: 2% (including housekeeping, day labour) No Response: 36%	**Enterprise Size** 1-5 persons: 93% 6-9 persons : 5% 10-19 persons: 1% 20+ persons: 1% **Location:** Urban: 24% Rural: 68% No response: 8%	**Written Accounting:** Yes: 21% No: 66% Unsure:13% **Sector of Economy:** Formal:26% (non-ag) Informal: 74% (non-ag)	My Dwelling: 31% Family/Friend's Dwelling: 11% Employer's House: 4% On the street: 9% In Countryside: 11% In business/office/industry: 20% Other: 0% No Response:15%

Occupational safety and health: Occupational injuries and diseases were not common among the employed in GBC, with only 2.4% reporting issues during the past year. The following table summarizes the prevalence of occupational safety and health incidents by district – both overall and by gender. Incidents were highest among women and men in Diamer.

Table 2.1.3b: Occupational Injuries/Diseases – Distribution of Employed Persons 10+ years

District	Suffered Injury/Disease			Did not Suffer		
	Overall	Men	Women	Overall	Men	Women
GBC	0.5%	0.8%	0.1%	99.5%	99.2%	99.9%
Gilgit	0.3%	0.6%	0.0%	99.7%	99.4%	100.0%
Ghizer	0.3%	0.5%	0.1%	99.7%	99.5%	99.9%
Astore	0.4%	0.7%	0.0%	99.6%	99.3%	100.0%
Diamer	1.1%	1.7%	0.3%	98.9%	98.3%	99.7%
Hunza-Nagar	0.7%	1.3%	0.1%	99.3%	98.7%	99.9%
Skardu	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Ghanche	0.1%	0.2%	0.0%	99.9%	99.8%	100.0%
Chitral	0.6%	1.2%	0.1%	99.4%	98.8%	99.9%

Occupational safety and health by industry: The following table describes the percentage of the workforce in each industry that suffered from an occupational injury or disease within the past year. Note that injuries that were not represented did not have any injuries/diseases disclosed. The major groupings of sufferers comprised 'other' workers, followed by those in agriculture, forestry, hunting and fishing, followed by those in education. It is interesting to observe that the top industries were ones in which both genders had experienced injuries or diseases; however women's injuries were particularly common in education and construction, whereas men's were more pronounced in the 'other' category.

Table 2.1.3c: Occupational Injuries and Diseases by Industry and Gender (as % of Category)

Industry Divisions	Total	Male	Female
Agriculture, forestry, hunting and fishing	12.3%	10.7%	31.1%
Agricultural goods processing	0.0%	0.0%	0.0%
Mining, quarrying, and processing	0.0%	0.0%	0.0%
Electricity, gas, and air conditioning	2.3%	2.5%	0.0%
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	0.0%	0.0%	0.0%

Construction, masonry, tile- or brick-making	1.8%	2.0%	0.0%
Mechanics and repairs (including automotive)	6.5%	7.0%	0.0%
Carpentry	8.1%	8.8%	0.0%
Tailoring, carpet-weaving, and handicrafts	0.0%	0.0%	0.0%
Transport and storage	9.0%	9.2%	6.9%
Government, public administration, and defense	1.8%	2.0%	0.0%
Education and early childhood development	1.1%	1.2%	0.0%
Health and social work	0.0%	0.0%	0.0%
Other	4.1%	4.5%	0.0%

Causes and Treatment: The top three causes for men and women were as follows: 1) 'other' (predominantly including diseases and weather-induced injuries and illnesses) (28.9%), 2) taking an unsafe position, which was a problem for women (20.7%) and 3) excessive speed, which was a problem for men (13.2%). Men were also slightly more inclined to take time off work or seek treatment than women. These injuries and diseases resulted in the treatments shown in the table below:

Table 2.1.3d: Types of Treatment Received by Gender (as % of category)

Types of Treatment Received	Total	Male	Female
Hospitalized	58.7%	58.5%	61.1%
Consulted Medical Professional	26.7%	28.4%	6.8%
Took time off work	5.1%	5.5%	0%
Nothing	9.4%	7.6%	32.0%

Wages: For the minority that did get paid regularly, the following table depicts the average wages per industry by gender and overall. By these calculations, wages in GBC seem high in contrast with national averages, which place women at 6,422 PKR and men at 10,211 PKR as of 2011 (approximately 72USD and 115USD, respectively).[44] This could potentially be explained by the fact that there was a small ratio of paid workers vis-a-vis unpaid family workers. Therefore, those who were remunerated were supporting large families. Another explanation may be that there were problems with data integrity or respondents answered untruthfully about their earnings due to the sensitive nature of the question.

Table 2.1.3e: Average Monthly Wages of Employees by Major Industry Divisions (in PKR)

Average Wages per Industry Division	Total	Male	Female
Agriculture, forestry, hunting and fishing	13,056	13,126	9,000
Agricultural goods processing	9,503	9,552	8,000
Mining, quarrying, and processing	19,428	19,962	4,000
Manufacturing	15,449	15,449	n/a
Electricity, gas, and air conditioning	11,936	12,011	4,000
Water supply etc.	13,655	13,653	13,728
Construction, masonry, tile- or brick-making	11,651	11,660	10,000
Wholesale and retail trade, border trade	14,026	14,026	n/a
Mechanics and repairs (including automotive)	9,337	9,337	n/a

[44] This was calculated using an exchange rate of 88.79 PKR per USD, the xe.com rates for December 2011 as found on http://www.xe.com/currencytables/?from=PKR&date=2011-12-01 (accessed May 2013). All other PKR rates in this document are converted to US dollars using xe.com's rates from June 2012, the first month of the LMA survey, as found on http://www.xe.com/currencytables/?from=PKR&date=2012-06-01 . The rate in June 2012 was 93.70 PKR per USD. Only minor currency fluctuations occurred during the survey period, which occurred between June and September 2012.

Carpentry	18,538	19,256	6,000
Tailoring, carpet-weaving, and handicrafts	9,089	9,802	7,810
Business management	28,130	28,823	10,000
Tourism, hotels, and restaurants	18,677	18,788	6,000
Transport and storage	9,184	9,194	8,000
Information and communications technology	18,428	18,461	16,000
Finance/insurance	24,789	24,715	26,171
Scientific and technical activities	37,058	37,277	35,000
Real estate and property management	15,076	15,076	n/a
Government, public administration, and defense	18,577	18,600	17,752
Education and early childhood development	16,963	18,870	13,046
Health and social work	12,608	13,218	10,813
Other community, social, and personal services	15,526	16,703	4,291
Other	16,808	17,944	11,868
Overall GBC	**16,161**	**16,602**	**12,648**

Note: 1 USD is approximately equal to 93.70 PKR

2.2 Findings from the Youth Skills and Perceptions Survey

2.2.1 Youth Socio-Demographic Attributes

This section presents an overview of the young people surveyed, focusing on age, gender, marital status, living environment, migration patterns, family backgrounds, decision-making autonomy, and current activities (education, work, unemployment, and non-participation in the labour force due to household responsibilities, illness, disabilities etc.). These current activity profiles in turn became the framework for understanding youth backgrounds, interests and needs for the remainder of the survey.

Social Profile: The following table provides a snapshot of youth respondents in GBC. It shows that a typical respondent was a single young woman in her early twenties, living in a rural environment.

Table 2.2.1a: Youth Social Profile

Age Composition	Gender (weighted)	Marital Status	Living Environment
Minimum: 15 years **Median:** 21 years **Average:** 22 years **Maximum:** 35 years	Male: 49.7% Female: 50.3%	Never Married: 62.0% Engaged: 3.0% Married: 33.9% Divorced: 0.4% Widowed: 0.0% No Response: 0.7%	Rural: 86.0% Town in Rural Area: 11.1% District Capital: 2.9%

Age categories: Across all districts, the majority of the young people interviewed were on the younger end of the age spectrum, as demonstrated in the table below. However it is important to note that due to a combination of survey design on tablet and enumerator errors there was also a sizeable contingent of youth whose ages were not recorded properly and are therefore unknown. For this reason, minimal analysis will be undertaken using age categories in regards to the YSPS.

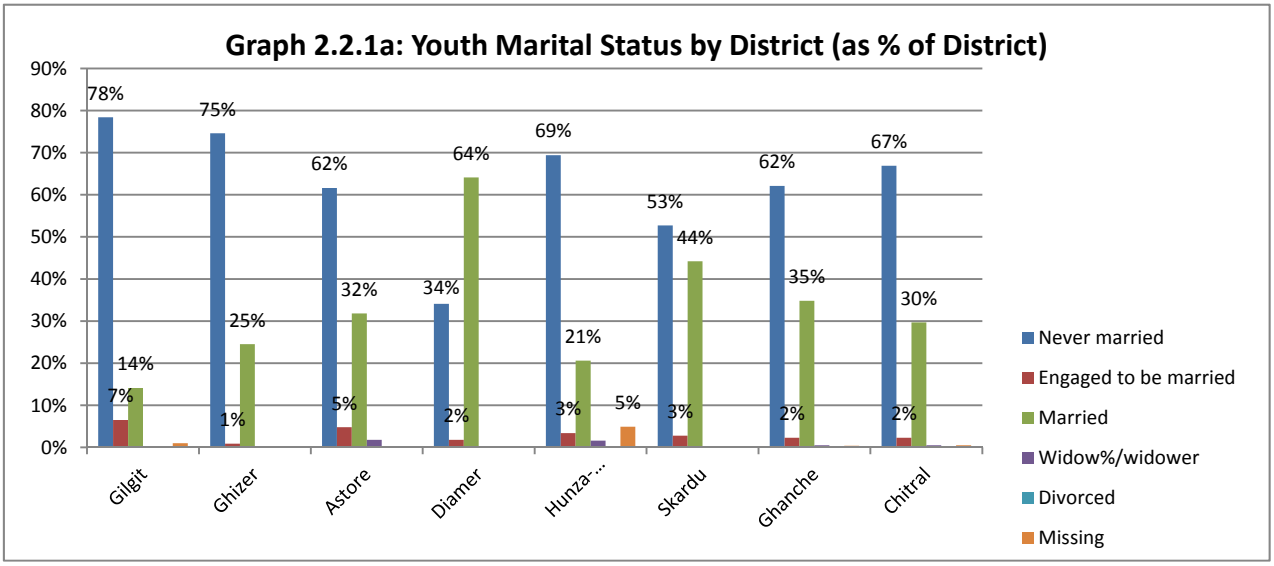


Table 2.2.1b: Youth Age Categories by District (as % District)

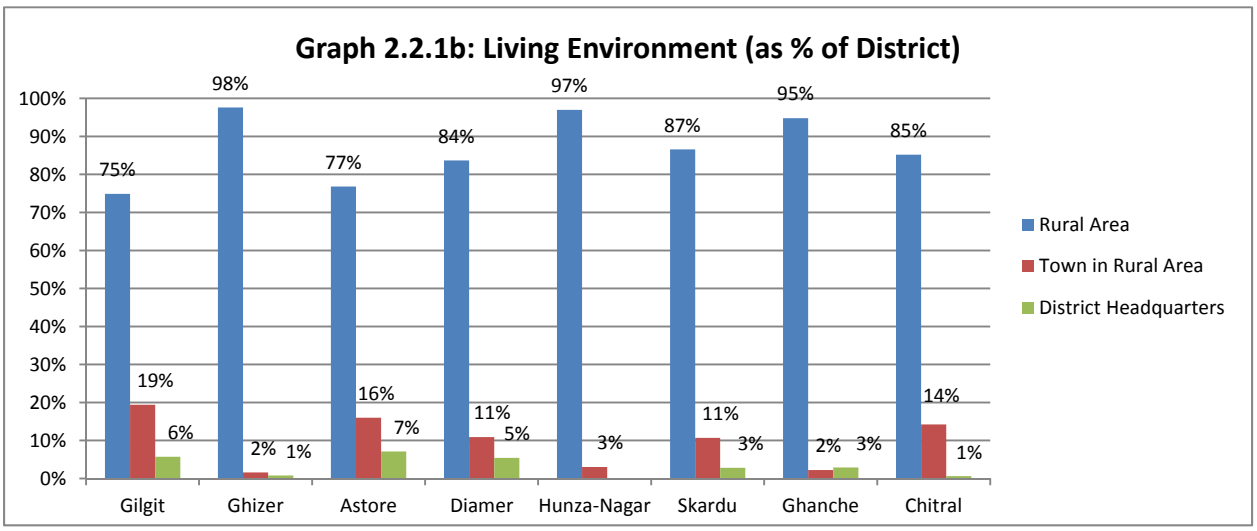
Categories	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
15-20 years	28.6%	25.0%	32.8%	30.7%	22.4%	26.4%	30.0%	26.2%	29.5%
21-24 years	24.8%	26.0%	20.7%	20.8%	22.4%	23.6%	24.2%	24.3%	27.3%
25-29 years	15.1%	10.0%	17.2%	14.9%	10.2%	17.3%	15.0%	11.8%	17.4%
30-35 years	8.1%	6.0%	6.9%	5.9%	6.1%	9.1%	6.2%	4.9%	11.6%
Unknown	23.3%	33.0%	22.4%	27.7%	38.8%	23.6%	24.5%	32.7%	14.2%

Marital status: the district trends in the graph below were largely parallel to the youth marital status trends from the LFS, with rates of approximately 60-70% single (approximately 8% higher than the youth segment of the LFS). The inflated 'singles' rate in the Youth Survey (versus the LFS figures) may be attributable to two factors: 1) that those who were in the house and available to be interviewed tended to be single, and 2) that non-single youth may have been interviewed for the LFS as heads of households, eliminating them from being interviewed in the YSPS as well. Therefore, the LFS figures should be considered the more authoritative of the two.

In disaggregating marital status by gender, there were few differences between male and female rates overall – 2% more men were single than women, and 1% less were divorced. There was more diversity at the district level, as in all districts men had 5-20% higher rates of being single. The inclusion of Diamer for male data, given its difference from the rest of the districts (65% of males were married as opposed to single), compensated and masked the higher rates of single male in other districts.

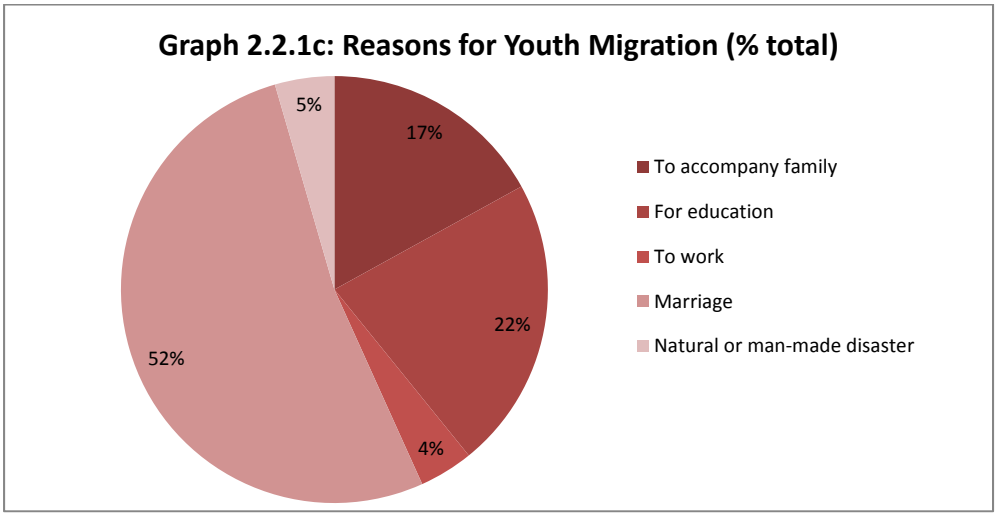
There is naturally a positive correlation between age and marital status – as young people mature, they get married. Thus only 18% of those aged 30-35 had never been married, in contrast with 84% of 15-20 year olds. Of the 34% of respondents who had been married/divorced/widowed at the time of the interview, 47% had children. Although some families had up to 8 children, the average family had 2 children.

Living environment and migration: While the whole region is predominantly rural, there is some variation in respondent living environments by district, as the graph below demonstrates:



Consistent with the LFS findings, the majority of respondents (96%) lived in the community where they were born, with those in Gilgit and Hunza-Nagar experiencing the highest levels of migration (8% and 9% respectively). Some of this migration may be hidden in the LFS because young people temporarily moved for education, work, or military service while considering their community of origin their permanent home.

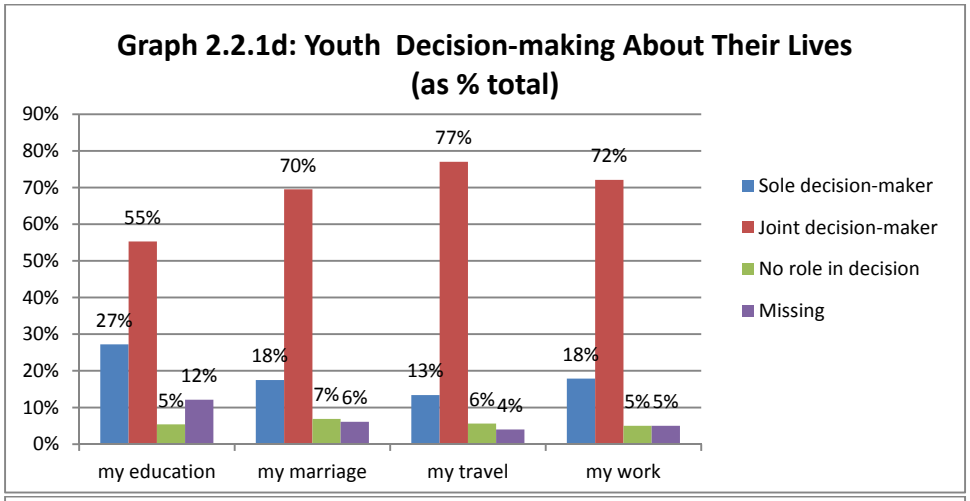
Of those who lived elsewhere, 7% came to their present community from a district headquarters, 8% came from a town in a rural area and the remaining 85% came from a rural area. Their main reasons for migration are outlined in the graph below.

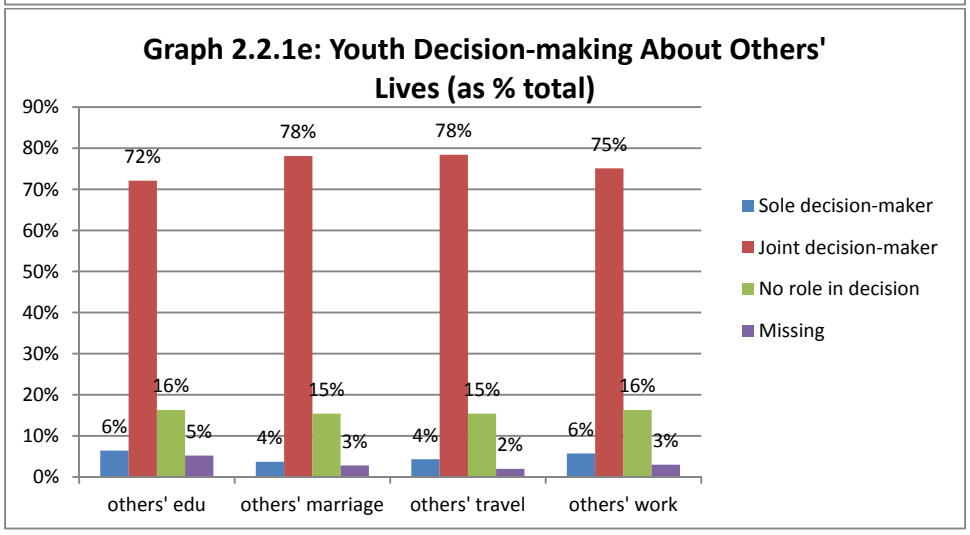


Note that there are again, significant differences between male and female migration: of those who moved for marriage, 98% were female; of those who moved for education/training, 94% were male.

Youth decision-making roles: the trend in all major life decisions was for the majority of young people to play a joint decision-making role with family members about major changes in education, work, marriage status and mobility. While young people had a higher degree of autonomy in the decisions

surrounding their own life, as the graphs below visualises, only a small minority had no role in decision-making (5-7% concerning their lives, and 15-16% concerning others).





However, there were considerable differences in decision-making roles based on one's gender as is highlighted in the table below. Specifically, young men expressed higher levels of autonomous decision-making for all issues connected to their own lives and others', and much lower levels of 'assigned decisions' where they played no role in the decision-making process. While women were still largely included in a 'joint capacity,' particularly in decisions surrounding their own lives, autonomous decisions were rare and 'assigned decisions' much more common. Women were also less likely to be consulted about decision-making surrounding other family members' lives.

Table 2.2.1c: Youth Decision-making roles on key issues - by gender (as % of gender per issue)

Young Men	My edu.	my marriage	my travel	my work	others' edu.	others marriage	my travel	my work
Sole decision-maker	38.2%	26.4%	23.6%	28.6%	8.0%	5.2%	6.8%	8.0%
Joint decision-maker	48.2%	67.0%	69.8%	66.9%	73.2%	84.0%	80.5%	79.5%
No role in decision	2.7%	2.3%	2.6%	1.1%	11.8%	8.6%	10.7%	9.7%

Missing	10.9%	4.2%	4.0%	3.3%	7.0%	2.3%	2.0%	2.7%
Young Women	**My edu.**	**my marriage**	**my travel**	**my work**	**others' edu.**	**others marriage**	**my travel**	**my work**
Sole decision-maker	16.3%	8.7%	3.3%	7.2%	4.8%	2.3%	1.7%	3.3%
Joint decision-maker	62.4%	71.8%	84.2%	77.2%	71.0%	72.2%	76.3%	70.7%
No role in decision	8.0%	11.5%	8.6%	8.8%	20.8%	22.2%	20.0%	22.7%
Missing	13.3%	8.0%	3.9%	6.7%	3.5%	3.3%	1.9%	3.3%

These patterns are also striking in the area of financial decision-making. Gendered trends are outlined below, and remained consistent, with higher levels of autonomous decision-making for men and higher levels of assigned decision-making for women. Overall, young people indicated lower involvement in financial decision-making than in the general decision-making areas described above, with the exception of their own clothing, where there was strong autonomy, particularly for men.

Table 2.2.1d: Youth Financial Decision-making Roles on Key Issues by Gender (% of gender/issue)

Male	**my edu.**	**my food**	**my clothing**	**others' edu.**	**others' food**	**others' clothing**	**household expenditures**
Sole decision-maker	30.5%	25.8%	61.7%	8.0%	8.7%	25.1%	7.5%
Joint decision-maker	47.0%	61.5%	28.5%	64.1%	68.3%	41.3%	65.2%
No role in decision	10.9%	11.1%	6.9%	21.4%	20.9%	31.2%	25.2%
Missing	11.5%	1.7%	2.9%	6.5%	2.1%	2.4%	2.2%
Female	**my edu.**	**my food**	**my clothing**	**others' edu.**	**others' food**	**others' clothing**	**household expenditures**
Sole decision-maker	7.6%	16.8%	40.4%	3.0%	8.0%	19.3%	2.2%
Joint decision-maker	56.6%	60.8%	40.3%	59.1%	60.0%	45.5%	54.1%
No role in decision	22.9%	20.9%	16.1%	34.0%	31.1%	34.1%	41.6%
Missing	12.9%	1.5%	3.2%	3.8%	0.8%	1.0%	2.1%

Current activities: The top activities for young people to engage in were as follows: 1) attending education classes or training (45%-48% including those who were combining work and school), 2) working (23%, including all types of employment) and 3) engaging in home duties (18%). Fewer young people were available and looking for work (14%) than were employed, whether combining education and work or working for pay, family benefit or for themselves (23%). District trends are outlined in the table below. Due to the absence of female respondents and a smaller sample size in Diamer many dynamics were different. Unemployment rates also varied across districts, with rates of over 16% in Skardu, Chitral and Gilgit.

Table 2.2.1e: Current Activity Profiles by District (as % District/Region)

Current Activity	GBC	Gllgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
In education/training only	45.2%	46.5%	59.6%	36.1%	47.4%	51.9%	34.5%	38.9%	47.0%
Combining work and education	2.6%	4.2%	3.7%	2.1%	2.4%	4.2%	1.6%	4.2%	1.0%
Available/seeking work	14.0%	19.6%	14.0%	11.6%	6.9%	6.0%	16.9%	10.2%	16.7%
Work for salary/ wage	8.4%	5.2%	12.3%	8.1%	10.0%	18.1%	7.3%	10.6%	5.1%
Unpaid family member	8.1%	5.3%	0%	1.7%	21.9%	15.0%	4.2%	1.1%	9.0%
Self-employed/own-account worker	3.9%	3.2%	4.6%	2.2%	10.2%	2.2%	4.2%	1.8%	1.9%
Engaged in home duties (incl. childcare)	17.1%	15.2%	5.9%	37.4%	0%	2.6%	29.5%	32.6%	18.7%
Unable to work due to sickness/ disability	0.5%	0%	0%	0.8%	1.2%	0%	0.8%	0.5%	0.4%
Other	0.4%	0.9%	0%	0%	0%	0%	0.3%	0%	0.3%

In condensing the main activities into four categories and investigating by gender it became clear that more young men were employed than women, and women represented the vast majority of those not in the labour force. In looking at sub-components of those 'employed' it also appears that women had a higher level of unpaid employment than salaried employment, which was not the case for men. A condensed, gender-disaggregated activity table, which will be used for sub-categories throughout the remainder of the analysis, can be found below.

Table 2.2.1f: Condensed Activity Profiles by Gender (as % Category)[45]

Condensed Activities	Total	Female	Male
In education	47.8%	42.2%	53.5%
Unemployed	14.0%	9.7%	18.3%
Employed	23.0%	16.0%	29.9%
Not in labour force	17.6%	33.5%	1.5%

Occupations: Current activities, in turn, relate to overall primary occupations of both young people and their family members, as outlined in the table below. There were clear inter-generational and gender trends: 67% of mothers were engaged primarily in housework, in contrast with approximately 17% of young people; more parents were engaged in agriculture (23% of fathers and 14% of mothers) than young people (7%). Youth respondents were primarily students, a trend consistent with the tables above.

Table 2.2.1g: Top Five Occupations for Young People and Their Parents (as % of Category)

Rank	Youth	Father	Mother
1st	Student (42%)	Agricultural worker (23%)	Housework (67%)
2nd	Housework (17%)	Housework (11%)	Agricultural worker (14%)
3rd	Unemployed (13%)	Government (10%)	Unpaid family worker (9%)
4th	Agricultural worker (7%)	Retired (10%)	Declined to Answer (4%)
5th	Unpaid family worker (7%)	Deceased (7%)	Deceased (2%)

[45] Note that those combining work and education have been double-counted in order to capture their economic activity. This has caused total percentages in all categories to sum to more than 100%.

Main Activities - Previous Three Months: To confirm young people's activities over time, and determine which conditional sections of the survey they should subsequently complete, young people were asked about their main activities over the past three months. These activity profiles – outlined in the table below – show slightly different percentages of employed and unemployed, when compared with table 2.2.1c above.

Table 2.2.1h: Main Activities - Previous Three Months by District (as % District/Region)

Current Activity	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
In education	42.1%	44.0%	63.0%	34.2%	36.5%	50.5%	34.4%	38.3%	41.7%
Unemployed	22.2%	22.8%	12.8%	26.8%	22.9%	6.8%	30.9%	11.1%	25.8%
Finished school – will look for work soon	0.6%	1.1%	0.0%	0.7%	0.0%	1.0%	0.4%	0.8%	0.7%
Working for salary/ wage	11.4%	9.4%	15.5%	12.3%	11.8%	23.7%	8.5%	13.9%	7.9%
Apprenticing/interning	0.1%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%
Working for family gain (10+ hrs per wk)	5.9%	1.1%	2.9%	0.0%	27.3%	7.0%	4.5%	1.3%	1.5%
Engaged in home duties	16.8%	21.6%	5.0%	25.9%	1.6%	7.6%	18.8%	34.2%	21.3%
Did not work/seek work for other reasons	0.9%	0.0%	0.8%	0.0%	0.0%	1.8%	2.5%	0.5%	1.0%

As the following table with condensed figures suggests, the essential differences between young people's current activities (Table 2.2.1d) and activities over the past three months are that higher numbers of youth were engaged in education or employed at the time of the survey than had been over the previous three months, while higher levels of young people were unemployed as their main activity over the previous three months than at the time of the survey.

Table 2.2.1i: Condensed Main Activities – Previous Three Months – by Gender (as % Category)

Condensed Activities	Total	Female	Male
In education	42.1%	38.6%	45.5%
Unemployed	22.8%	21.0%	24.4%
Employed	17.4%	8.1%	26.8%
Not in labour force	17.7%	32.2%	3.2%

In part, this difference may be connected to the fact that the survey was conducted between July and September 2012, while many youth were on a break from school during the majority of the previous three months. In this sense, these questions may highlight the fluid and time-bound nature of youth employment in GBC: it is likely that employment rates are higher during the summer months in GBC than other seasons (particularly) winter, as many communities can become isolated with heavy snowfall and treacherous road conditions during the winter months, impacting economic activities. These factors will obviously need to be considered in program implementation.

2.2.2 Youth Education and Training

This section presents a detailed synopsis of the education and training backgrounds of all youth surveyed. Throughout, there was a strong focus on skills learned and required from the perspectives of young people themselves.

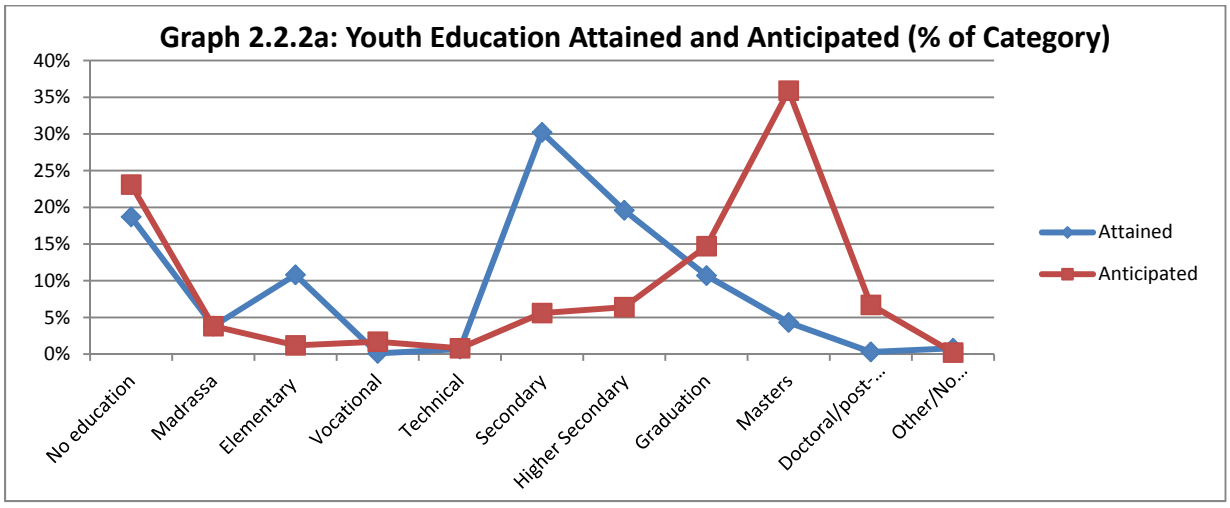
Education Overview

Educational Profiles: Education was a subject that young people in GBC were passionate to talk about. As the table below shows, nearly 80% of young people had already accessed some form of education, in contrast with 37% of their fathers and less than 10% of their mothers. More young people (male and female) had completed all levels of schooling than their parents, with the exception of vocational school. This may be reflective of global trends towards formal academic education and away from skilled trades, although there is a need for skilled tradespeople in all economies. In both the parental and youthful generations males had higher educational attainment compared to their female counterparts, signifying the value placed on male education due to stereotypically gendered roles for men as breadwinners and women as home-makers/family caregivers.

Table 2.2.2a: Education Backgrounds of Young People Vis-a-Vis Parents (as % of Category)

Education Background	All Youth	Male Youth	Female Youth	Father	Mother
No schooling	18.7%	13.0%	24.4%	62.9%	91.5%
Madrassa	3.8%	3.9%	3.6%	0.1%	1.5%
Elementary	10.8%	9.4%	12.1%	2.8%	2.6%
Vocational	0.1%	0.0%	0.2%	11.1%	0.2%
Technical	0.7%	0.3%	1.1%	0.2%	0.0%
Secondary	30.2%	35.5%	24.9%	0.3%	1.8%
Higher secondary	19.6%	19.8%	19.4%	11.0%	0.7%
Graduation	10.7%	11.0%	10.5%	4.0%	0.4%
Master's studies	4.3%	6.3%	2.4%	4.2%	0.4%
Doctoral or Post-Doc.	0.3%	0.2%	0.3%	2.6%	0.1%
Other	0.0%	0.0%	0.0%	0.3%	0.8%
Unknown/No Response	0.8%	0.5%	1.2%	0.5%	0.0%

Aspirations: Young people also had high aspirations for their future. As is evident in the graph below, while the majority were still studying and had only completed their secondary or upper secondary studies at the time of the survey, over 40% aspired to complete a Master's or Doctoral degree. Young women had attained less education than their male counterparts (24% of women had not had any formal schooling, in contrast with 13% of men in the table above), which may account for women's lower aspirations for graduate and post-graduate studies.



Current education status: In terms of youth's current education status, 60% were in education at the time of the survey, 21% had never studied, 9% had left before graduation, 6% were taking a break and 3% felt they had completed their education. Overall, more women had never studied, had left before graduation, or were taking a break than their male counterparts; and fewer women than men felt they had completed their education.

A breakdown of the current levels of education being pursued by young women and men is included in the table below. As the level of education increased, the percentage of women enrolled decreased; however, women were still represented at every level apart from doctoral or post-doctoral studies.

Table 2.2.2b: Current Education Attainment of Young People and Parents (as % of Gender)

	Never Studied	Left before Graduation	Taking a Break	Completed	At Madrassa	At Primary	At Secondary	At Higher Secondary	At Graduation	At Masters	Unknown
Women	27%	11%	7%	1%	3%	3%	20%	13%	12%	1%	2%
Men	15%	7%	4%	6%	3%	5%	24%	19%	12%	3%	1%

For those who dropped out of school or decided to take a break, the main reasons differed by gender. The top three reasons for women were: 1) marriage, 2) economic reasons/family responsibilities and 3) the school was too far away (particularly if a college was not available in their community). For men the main reasons were: 1) economic reasons/family responsibilities, 2) a desire to work and 3) 'other' reasons, including an accident/disability, and lack of interest in studying.

Youth satisfaction with education: Of those who had acquired some formal education, the vast majority (93%) felt that their education was 'useful' or 'somewhat useful' to their ability to get a job; only 4% felt it was not useful, while the remaining 4% did not comment. This was similar for both men and women. Therefore, there was a positive correlation between the level of education and the level of satisfaction: as educational attainment increased so did satisfaction.

Part of youth satisfaction with education may be associated with the skills they felt they had developed through their studies. The specific skills young people obtained from education, as selected from a list, ranged from soft skills such as communication or teamwork, to technical skills for a profession, such as financial, computer or language skills. Communication and interpersonal skills were the most commonly acquired skills – though this was not resulting from specific courses on these areas so much as the benefits of human interaction in a structured learning environment.

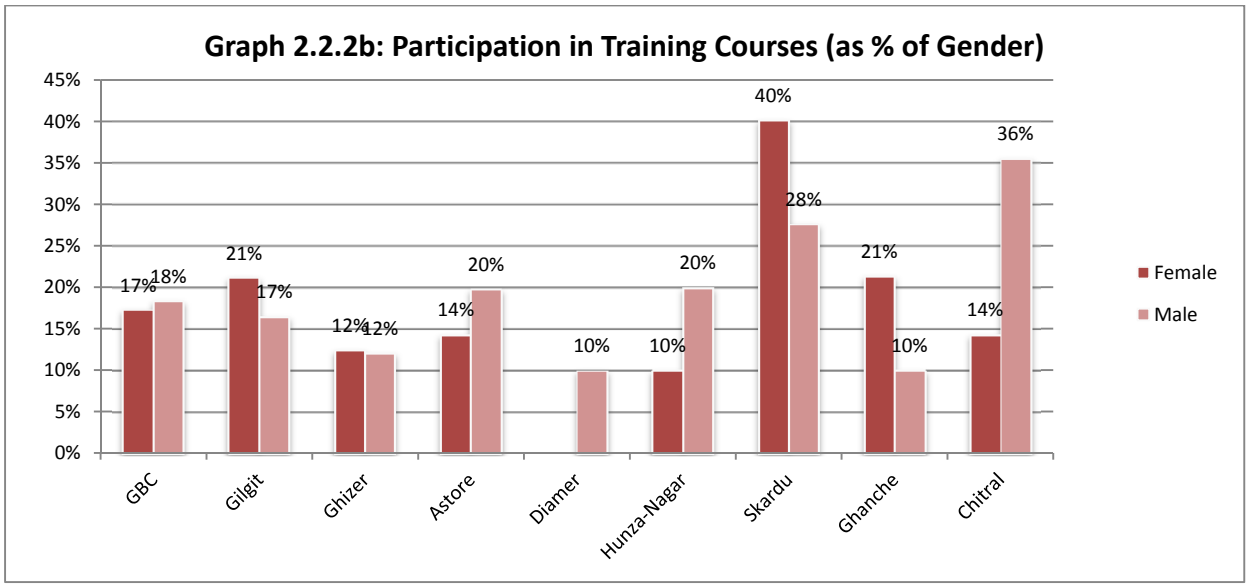
Table 2.2.2c: Skills learned through Education by District (as % District)

Skills Learned	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Computers/IT	41.4%	36.8%	34.0%	28.4%	24.2%	63.5%	54.1%	43.7%	43.3%
Language	59.2%	67.7%	65.0%	28.0%	24.2%	77.4%	70.4%	51.5%	62.6%
Communication/inter-personal	72.7%	85.0%	56.3%	35.9%	72.8%	83.5%	71.5%	46.8%	85.3%
Financial and math	18.7%	20.6%	6.5%	6.9%	15.3%	34.1%	21.7%	10.3%	22.5%
Problem-solving/ analytical	28.8%	26.4%	9.6%	26.4%	35.7%	45.6%	36.2%	20.4%	29.8%
Leadership/management	31.0%	19.7%	17.8%	15.1%	65.0%	47.5%	45.8%	14.3%	26.1%
Time management	39.9%	18.6%	25.2%	16.8%	62.6%	61.1%	48.0%	29.8%	48.6%
Teamwork	28.6%	19.2%	20.1%	10.4%	58.9%	54.2%	31.7%	29.0%	19.4%
Vocational/Technical	3.8%	2.6%	4.7%	13.8%	0%	7.8%	3.3%	5.2%	1.3%
Creative/artistic	11.5%	20.2%	7.4%	1.8%	0%	22.8%	18.2%	14.6%	6.7%
Other	1.8%	2.5%	8.7%	0%	0%	0.6%	0.4%	0.8%	0.6%

Young People's Training Experience

Young people's training: Training described in this section includes courses offered by technical and vocational institutions, NGOs, government institutions and private enterprises, with the purpose of developing skills. The duration and cost vary.

Participation: In addition to formal education, 17% of respondents attended a training course within the year preceding the survey. Participation rates are disaggregated by district in the following graph. On the high end, 40% of young women in Skardu and 36% of young men in Chitral participated in some form of training, while on the low end, only 10% of women in Hunza Nagar and 10% of men in Ghanche and Diamer participated in trainings. In some districts including Skardu and Ghanche, 11%-12% more women participated in trainings than their male counterparts. In Chitral, Hunza and Astore, the trend was reversed with 6%-22% more men participating in trainings.

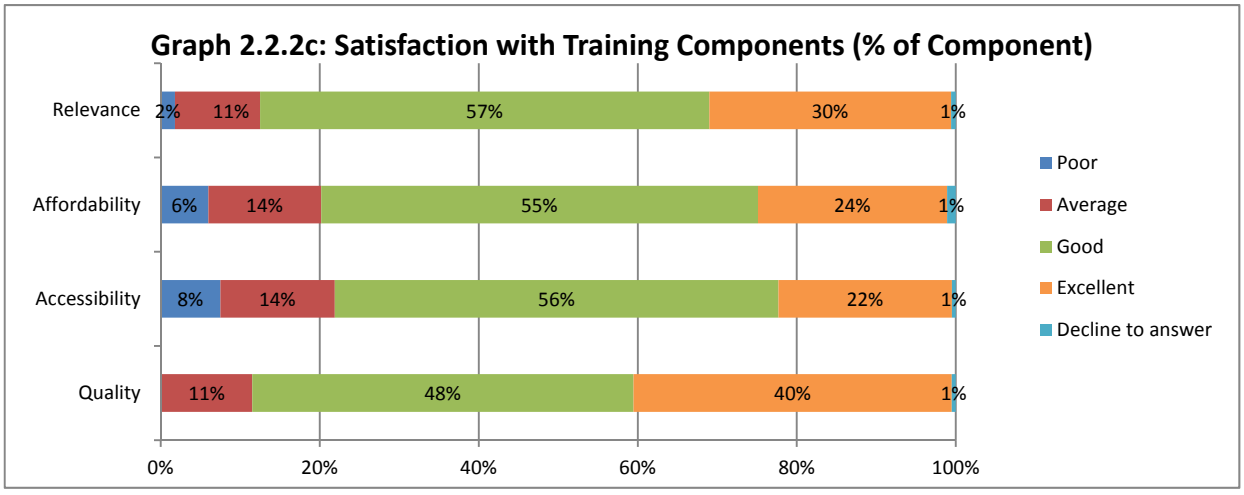


The courses young people attended ranged from beautician school to disaster management, automotive mechanics to nursing, early childhood education to tailoring, agricultural goods processing to driving school. Trainings are clustered below according to theme and are displayed according to district. Across all districts, education and computers were the most popular, with languages and handicrafts/tailoring also in high demand.

Table 2.2.2d: Top Three Industry Trainings Overall and Per District (as % of Trainings per District)

Rank	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
1st	ICT (34%)	ICT (43%)	ICT (35%)	ICT (51%)	Teacher Training (73%)	Teacher Training (47%)	ICT (45%)	Teacher Training (27%)	Tailoring (24%)
2nd	Teacher Training (26%)	Handicrafts (31%)	Teacher Training (23%)	Language (27%)	ICT (27%)	ICT (30%)	Nursing/Health (22%)	Ag goods Processing (14%)	Teacher Training (22%)
3rd	Tailoring (15%)	Tailoring (23%)	Language (16%)	Handicrafts (24%)	Language (27%)	Language (10%)	Tailoring (11%)	Nursing/Health (11%)	ICT (21%)

In terms of youth satisfaction with the training they received, the majority of respondents were either satisfied or very satisfied with all key elements, as shown in the graph below. Responses were fairly standard across districts and genders. However, geographic accessibility should be noted as a challenge, particularly for young women. This may have posed a significant barrier to others attending trainings in their districts and should be considered in intervention development.

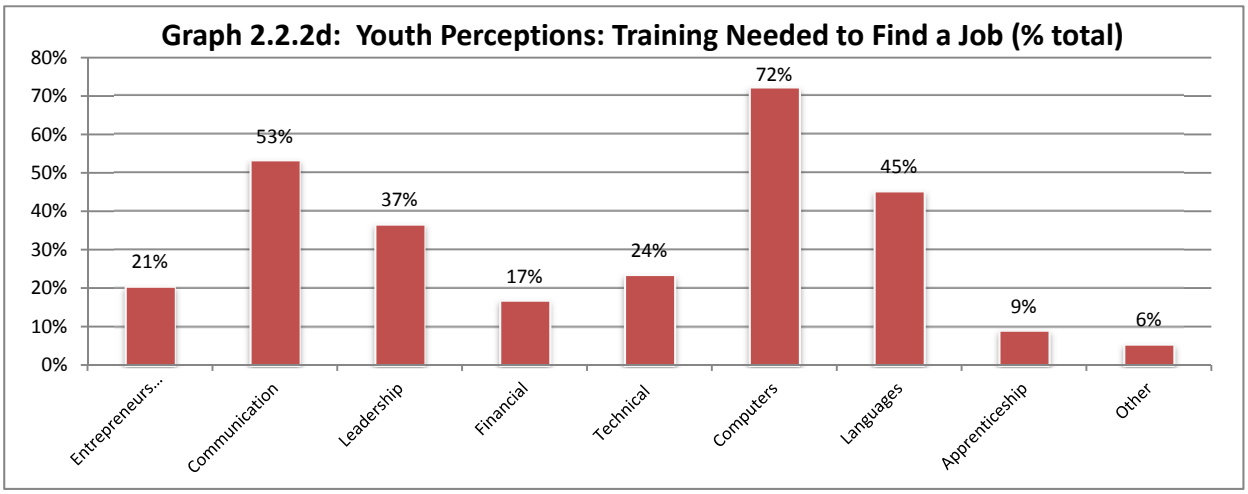


As a result of training, 83% of young people who participated in training (14% of all youth respondents) reported that they were able to find some form of work, and an additional 8% became self-employed. However, there was significant diversity across districts, as is evident in the table below. Overall, those in Ghanche, Diamer and Astore had the greatest post-training successes, and Gilgit the least success. This may be attributable to the higher levels of training

Table 2.2.2e: Post-training Employment Impacts on Young People by District (as % District)

Post-training Employment	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Full time	51.8%	52.1%	46.4%	73.7%	79.7%	53.4%	44.6%	72.2%	29.5%
Part time	28.0%	18.2%	28.1%	26.3%	20.3%	33.9%	35.4%	7.8%	42.0%
Seasonal	3.5%	0%	7.4%	0%	0%	2.3%	0%	14.5%	4.2%
Self-employment	7.6%	8.4%	10.7%	0%	0%	8.4%	11.1%	0%	8.2%
Day labour	1.0%	0%	0%	0%	0%	0%	0%	0%	7.5%
None	7.7%	21.3%	7.3%	0%	0%	0%	8.8%	5.5%	8.6%
Other	0.3%	0%	0%	0%	0%	2.1%	0%	0%	0%

Young People's Training Needs: Actual training experience aside, young people were asked to identify which trainings would be most helpful in building the skills needed for work. The following table shows the breakdown. Both young men and women shared the belief that the most important trainings in developing the skills needed for work were: 1) computers/IT, 2) interpersonal communication skills and 3) language skills.



At the same time, young people believed that many of these trainings were not currently available in their community. The following table shows the breakdown of youth-perceived trainings available by district. Interestingly, 31% of all respondents did not believe there was any training available in their community, though there was considerable variation by district. Note that computer and IT training seemed to be the most commonly available training and was available in all districts.

Table 2.2.2f: Youth-Perceived Trainings Available by District (as % of District)

Training Available	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Entrepreneurship	1.5%	3.1%	1.1%	3.2%	0%	2.6%	1.4%	0.7%	1.1%
Communication	2.9%	6.0%	0%	2.1%	5.9%	0%	1.6%	0.3%	3.5%
Leadership/ Management	2.6%	1.7%	1.8%	1.9%	9.4%	0.7%	1.1%	0%	2.2%
Financial Skills	1.5%	0%	0.8%	0%	6.2%	0%	1.7%	0%	1.0%
Tech Skills	2.4%	0%	4.4%	1.7%	2.6%	5.4%	2.0%	1.3%	2.7%
Computers/IT	13.4%	19.2%	29.1%	10.3%	14.2%	11.6%	8.4%	6.0%	10.6%
Language	3.5%	4.6%	5.9%	5.1%	4.7%	3.9%	2.7%	0.7%	2.1%
Apprenticeships	3.9%	5.7%	16.0%	0%	3.9%	1.4%	2.0%	0.4%	2.3%
Other	2.1%	3.9%	5.2%	2.1%	0%	0.9%	1.0%	1.0%	2.4%
None	30.6%	13.3%	16.8%	62.1%	8.8%	12.3%	45.5%	11.0%	50.8%

Finally, the specific kinds of training that young people would like to participate in but do not believe are available in their community are summarized in the table below. The majority of young people (83%) suggested that their preferred training was not available to them because it was not offered in the community. Other reasons they were unable to access this training were because of a prohibitive cost (12%) and because their desired course was full (0.1%), or 'other' (5%).

Table 2.2.2g: Specific Trainings Requested by District (as % of District)

Trainings Desired (not yet available)	Astore	Chitral	Diamer	Ghanche	Ghizer	Gilgit	Hunza-Nagar	Skardu	Overall
Computers, IT, media	42.8%	47.9%	50.7%	25.5%	30.8%	68.2%	28.4%	45.4%	48.9%
Social work/gov/security	1.4%	0.8%	0.7%	0%	2.1%	6.2%	0%	3.4%	0.7%
Language	21.6%	32.2%	58.5%	15.5%	5.0%	47.4%	7.6%	9.2%	16.8%
Handicrafts	5.8%	15.0%	0.9%	24.1%	0%	2.4%	3.1%	1.1%	5.1%
Tailoring	15.3%	12.9%	13.3%	3.6%	0%	19.7%	3.6%	5.9%	37.4%

Technical	9.8%	4.1%	5.2%	6.8%	16.7%	6.9%	10.3%	8.0%	12.8%
Vocational	11.4%	4.2%	3.7%	16.3%	1.6%	9.4%	34.4%	38.1%	0.4%
Agriculture	3.7%	3.7%	6.4%	1.0%	0%	7.8%	5.2%	9.3%	1.7%
Education	3.8%	2.0%	4.2%	1.7%	3.2%	21.7%	1.5%	6.1%	0.8%
Healthcare	2.0%	2.0%	1.7%	1.1%	0%	6.1%	0.8%	11.8%	0.5%
Business	2.3%	0.9%	6.0%	3.1%	0%	6.5%	3.7%	1.2%	1.0%
Fashion/cooking/beautician	2.5%	8.1%	7.0%	1.0%	0%	1.6%	0.1%	0.7%	1.5%
Entrepreneurship/ leadership	5.7%	5.5%	23.6%	3.5%	0%	13.7%	1.7%	1.1%	4.0%
Religious education	0.4%	0%	0.9%	0%	0%	2.3%	0%	0%	0.4%
Sports	0.6%	0%	4.8%	0%	0%	1.1%	0%	0.4%	0.2%
Driving school	0.4%	1.2%	0.7%	0.9%	0%	0%	0%	1.0%	0.3%
Gems/Mining	0.4%	0%	0.8%	0%	0%	0%	1.7%	0.3%	0%
Other	1.0%	0%	0%	0%	3.3%	0%	0%	0%	2.4%

2.2.3 Youth Profiles

This section provides a series of short vignettes on the different types of young people that the EELY project may work with. Profiles are given for young people who are currently in education, for those who are working, for those who are unemployed and for those who are not in the labour force. For each category, a description is provided based on activity levels over the past three months followed by a bit more detailed analysis from the survey. It will be helpful for EELY staff to review these profiles as they think through who their interventions will be seeking to reach.

Young People Currently in Education

Profile: The following table provides a snapshot of young people who were currently pursuing studies in GBC as their main activity over the past three months. They represent 42% of all survey respondents. The typical young person in this category was male, had the benefit of accessing education without interruption and planned to look for work or study upon the completion of his studies.

Table 2.2.3a: Young People in Education (a snapshot of youth)

Age (% of Group)	Gender Demographics	Ever Stopped Education?	Next Steps
15-19 **years: 67%** 20-24 years: 36% 25-**29 years:** 14**%** **30-35 years: 2%** Age **Unknown:**45**%**	Male (% of all in edu): 51% Female (% of all in edu):49% Male (% of all m.): 47% Female (% of all w.): 37%	Yes: 5% No: 85% Declined to answer: 10%	Look for a job: 65% Stay at home: 1% Further edu/training: 26% Get married:2% Start a business: 2% Do not know/other: 4%

Youth in education were a fairly young cohort, with the majority (67%) under the age of 20 and engaged in education as their primary activity over the past three months. As youth in this category were beginning to plan for their future, 10% had already begun to look for a job. The main job search tools they utilized were: 1) resources and networks at their educational institution, 2) newspaper advertisements (answering and placing) and 3) seeking the assistance of friends and relatives.

For the 5% of young people who stopped and re-started their education, the majority stated that they could not find suitable work (39%) or they needed different or further education or training to change their career path (35%). Others suggested they were not sure what they wanted to do yet (13%), or that they stopped due to financial barriers and continued when they had the means (10%).

Working Youth (past and present)

Profile in their first job: A typical working youth started work at the age of 18, was working full-time for a paid salary, making approximately 5,092-10,519 PKR a month (approximately 54USD to 112USD, respectively) in their first job, depending on whether they were male or female.

Table 2.2.3b: Youth Economic Profile (a snapshot of young people in their first jobs)

Age Started Working	Economic Nature of Work	Weekly Hours	Monthly Wages
Minimum: 5 years Median: 18 years Maximum: 31 years Average: 17.4 years	Paid salary: 51% Hourly wages: 7% Piecemeal work: 13% Stipend: 4% Unpaid/house work: 23% Other: 2%	1-9 hours: 21% 10-19 hours: 10% 20-35 hours: 27% Over 35 hours: 43%	Min: 0 Max: 90,000 PKR (approx. 960 USD) Average: 8,603 PKR (approx. 92 USD)

In their first jobs the majority of women worked in education, while agriculture was the most common industry for men, followed closely by education.

Table 2.2.3c: Top Three Industries for Women and Men's First Work (as % of Industry per Gender)

Rank	Young Women	Young Men
1st	Education (73%)	Agriculture (23%)
2nd	Tailoring/handicrafts (13%)	Education (19%)
3rd	Health and Social Work (5%)	Government work (12%)

Young people reported that the most important skills learned from work were communication skills (17%), followed by time management and teamwork skills, which were tied at 16%, and finally, language skills (11%). Men placed higher emphasis on teamwork and time management, whereas women valued communication and language skills more.

In terms of decision-making, with the wages from their first job, most women and men were the sole decision-makers of how their earnings would be spent (58% and 48%, respectively). For young men, this was followed by the head of household making independent decisions with the young men's money (36%), followed by consultative decisions between the young men and head of household (13%). For women, however, consultative decisions were made more frequently than unilateral decisions by the head of household (25% and 13%, respectively). This may have been shaped by religious/cultural factors that suggest women should be in control of their own earnings, while men should play a stronger role in supporting the family.

Of those who had quit their first job (for the 60-80% who transitioned to other employment),[46] young working women had held an average of 2.7 jobs by the time of the survey, while young men had held an average of 1.6 jobs. The main reasons for quitting first jobs were similar for men and women: 1) they left to pursue a better job, 2) men needed to look after family and women stopped work after getting married (also a form of looking after family) and 3) women stopped for 'other' reasons, while men completed their contract.

[46] Note: this question was not well utilized in the tablets and therefore conclusions are not precise.

Of those with work experience, 35% of young people had combined work and education at some point in their lives. The main motivations for combining education and work were: to earn money (52%), to gain experience (28%) and make connections (13%). There was, however, some variation in motivations by gender as young men in GBC were more driven by the need to earn money (60%), and women by the desire for experience (58%) and connections (19%), with the latter reason equaling their need/desire to earn money (19%).

It is important to note that 9% of working youth (7% of young women and 11% of young men) reported experiencing discrimination at the hands of an employer or colleague in their workplace. The types of discrimination are described in the table below. On a district level, discrimination was reported most frequently in Hunza-Nagar and Diamer, so EELY staff in these regions may wish to pay particular attention to this issue in these areas.

Table 2.2.3d: Discrimination Experienced by Young People in the Workplace (as % of Gender)

Form of Discrimination Experienced	Female	Male
Gender	50.0%	27.9%
Age	19.2%	25.6%
Ethnicity	23.1%	23.3%
Education Background	50.0%	34.9%
Sexual Orientation	0.0%	7.0%
Ability/disability	15.4%	16.3%
Political Affiliation	26.9%	37.2%
Religious Affiliation	38.5%	37.2%
Other	11.5%	7.0%

Working/Interning/Apprenticing Youth:

Profile: The following table provides a snapshot of young people who are economically active: working, interning or apprenticing in GBC as their main activity over the three months prior to the survey. They represented 17% of all survey respondents. The typical youth in this category was male, in his early twenties, and working full-time for a salary.

Table 2.2.3e: Employed/Interning/Apprenticing Youth (a snapshot)

Age (% of Group)	Gender Demographics	Economic Nature of Work	Weekly Hours
15-19 years: 5%	Male (% of all working): 73 %	Paid salary: 53%	1-9 hours: 14%
20-24 years:18%	Female (% of all working):27%	Hourly wages: 4%	10-19 hours: 14%
25-29 years:29%		Piecemeal work: 16%	20-35 hours: 30%
30-35 years: 43%	Male (% of all m.): 27 %	Stipend/Honorarium: 1%	Over 35 hours: 35%
Age Unknown: 22%	Female (% of all w.): 8%	Unpaid/house work: 9%	Unknown: 7%
		Other/Unknown: 17%	

Most young people in GBC were economically active in either a government or public sector enterprise (28%), or a private company (22% - 37% if including the sub-set of family businesses). Their main industries of employment are summarized in the table below by district, as there are considerable differences based on geography.

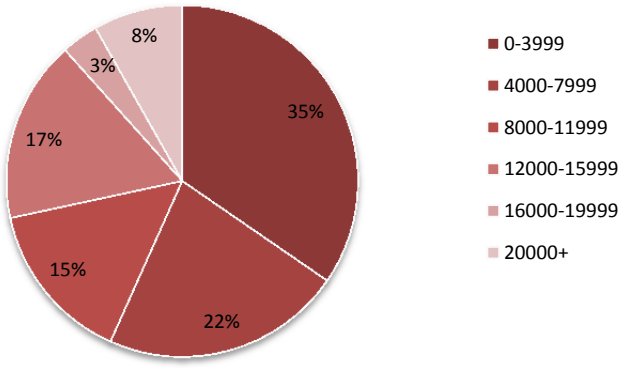
Table 2.2.3f: Industries of Youth Employment by District (as % District)

Employed Youth	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Agriculture etc.	14.9%	11.9%	6.0%	0.0%	8.6%	12.6%	6.5%	34.4%	0.0%
Ag. Goods Processing	4.6%	3.8%	5.7%	0.0%	0.0%	0.0%	0.0%	10.7%	0.0%
Mining/quarrying/processing	1.3%	0.0%	0.0%	10.4%	0.0%	0.0%	3.2%	0.0%	0.0%
Manufacturing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Electrical	1.0%	1.6%	0.0%	0.0%	8.6%	0.0%	1.7%	0.0%	1.6%
Water supply	0.9%	2.4%	2.7%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%
Construction and masonry	5.4%	21.4%	0.0%	11.2%	8.6%	0.0%	7.4%	0.0%	3.6%
Trade	4.0%	0.0%	0.0%	11.2%	0.0%	7.3%	12.9%	0.0%	8.4%
Mechanics and Repairs	0.5%	1.7%	0.0%	0.0%	0.0%	4.4%	0.0%	0.0%	0.0%
Carpentry	0.3%	0.0%	1.4%	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%
Tailoring, and handicrafts	3.2%	0.0%	2.8%	8.3%	0.0%	0.0%	6.6%	0.0%	11.5%
Business	0.1%	0.0%	0.0%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%
Tourism	1.0%	1.6%	0.0%	0.0%	0.0%	6.5%	0.0%	0.0%	4.2%
Transport/storage	4.7%	7.7%	0.0%	11.2%	0.0%	0.0%	7.5%	5.8%	0.0%
ICT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Finance/insurance	1.1%	0.0%	2.2%	0.0%	8.9%	0.0%	0.0%	0.0%	4.0%
Science and tech.	0.2%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Property management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Government and defence	8.7%	3.4%	2.8%	21.6%	7.4%	16.4%	17.2%	4.7%	9.4%
Education and ECD	30.2%	21.9%	58.0%	26.2%	32.0%	16.8%	14.1%	23.3%	53.7%
Health and social work	3.3%	6.1%	0.0%	0.0%	16.3%	4.2%	8.9%	0.0%	3.5%
Other community, social etc.	3.0%	7.3%	3.0%	0.0%	9.5%	4.1%	7.6%	0.0%	0.0%

It is also important to note that the industries young people selected were influenced by gender. The top three professions for women were 1) education and early childhood development, 2) tailoring/handicrafts and 3) healthcare and social work. For men, the top three professions were 1) education and early childhood development 2) agriculture, horticulture, livestock, forestry and fishing and 3) government, public administration and defence. Note that men's professions were much more diverse, and that as there were many more men working than women, they had a greater effect on the overall industry rates.

In contrast with monthly wages from their first job, for which 27% of young people had earned less than 4,000 PKR (approx. 43USD), and another 23% had earned between 4,000 and 8,000 PKR, or 43USD to 86USD, 57% were earning less than 8,000 PKR a month in their current work (see graph, right). Note that while the overall average for monthly wages was lower in the first job (8,603 PKR or approx. 92USD), rates were only slightly higher in their current jobs (9,620 PKR or approx. 260USD). Men continued to have significantly higher average wages than women at 10,995 PKR a month, versus 5,594 PKR for women a month (approx. 117USD and 60USD, respectively).

Graph 2.2.3: Current Monthly Wages (PKR)



Decision-making surrounding how wages would be used was consistent with decision-making trends from a youth's first job. Overall, the majority of both women and men continued to be the sole decision-makers of how their earnings would be spent, with a slightly higher level of autonomy for women. This was again followed by the head of household making decisions with young men's money in isolation, and consultative decisions between the young men and head of household. For women, consultative decisions were again more common than a unilateral decision by the head of household.

Finally, a comprehensive table of youth-identified skills learned through current work in each industry is found below. From this table it is evident that a broad range of skills were learned by workers in all industries. The most commonly documented skills across all industries were: 1) time management skills, 52% of respondents, 2) teamwork skills, 49% of respondents and 3) communication skills, 47% of respondents. Note that there were no respondents from the ICT, property management, and 'other' industries.

Table 2.2.3g: Skills Learned Through Work by Industry (as % of young people per industry)

Industry Where Skills Were Learned	IT Skills	Languages	Communication	Finances/ Math	Problem-Solving	Leadership/ management	Time management	Teamwork	Vocational and Tech.	Artistic/ Creative
Agriculture Horticulture, Livestock, Forestry, and fishing	9.4%	3.1%	9.4%	9.4%	9.4%	0.0%	18.8%	28.1%	6.3%	6.3%
Agricultural Goods Processing	0.0%	0.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%	0.0%	25.0%
Mining and quarrying, processing	0.0%	0.0%	14.3%	28.6%	28.6%	0.0%	14.3%	0.0%	14.3%	0.0%
Manufacturing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Electricity, gas and air conditioning	0.0%	0.0%	0.0%	0.0%	28.6%	14.3%	28.6%	14.3%	14.3%	0.0%
Water supply: plumbing, sewage treatment, waste management	20.0%	6.7%	13.3%	13.3%	13.3%	6.7%	13.3%	13.3%	0.0%	0.0%
Construction, masonry, tile-making, brick-making	5.0%	0.0%	10.0%	0.0%	5.0%	0.0%	10.0%	45.0%	15.0%	10.0%
Trade (wholesale, retail, border)	11.1%	3.7%	33.3%	14.8%	7.4%	0.0%	18.5%	11.1%	0.0%	0.0%
Mechanics and Repairs	33.3%	0.0%	16.7%	16.7%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%
Carpentry	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Tailoring, carpet-weaving and handicrafts	5.3%	0.0%	21.1%	5.3%	0.0%	0.0%	15.8%	10.5%	26.3%	15.8%
Business Management	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tourism, Hotels and restaurants	12.5%	12.5%	12.5%	12.5%	0.0%	0.0%	12.5%	37.5%	0.0%	0.0%
Transport and storage	0.0%	0.0%	12.5%	12.5%	0.0%	0.0%	25.0%	12.5%	37.5%	0.0%
Information and communications technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Finance/insurance	23.1%	15.4%	15.4%	15.4%	7.7%	7.7%	7.7%	7.7%	0.0%	0.0%
Scientific and technical activities	16.7%	0.0%	16.7%	0.0%	0.0%	16.7%	16.7%	16.7%	16.7%	0.0%
Real estate and property management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Government, Public administration and defense	17.3%	11.5%	3.8%	1.9%	9.6%	5.8%	26.9%	19.2%	3.8%	0.0%
Education and ECD	9.8%	6.0%	19.2%	4.3%	9.8%	12.4%	16.2%	13.7%	1.7%	6.0%
Health and social work	13.6%	0.0%	22.7%	0.0%	9.1%	13.6%	22.7%	9.1%	9.1%	0.0%
Other community, social and personal services	13.3%	6.7%	20.0%	3.3%	6.7%	10.0%	16.7%	16.7%	3.3%	3.3%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Unemployed Youth

Profile: The following table provides a snapshot of unemployed youth in GBC. This represents 23% of all respondents. A typical youth in this category was male, in his twenties, seeking a professional or technical job, unemployed for over a year, and yet not taking steps to look for work during the month before he was surveyed.

Table 2.2.3h: Unemployed Youth (a snapshot)

Age (as % of Age Group)	**Gender Demographics**	**Length of Unemployment**	**Kind of Job Sought**	**Steps Taken Last month?**
15-19 years: 15**%** **20-24 years: 29%** **25-29 years:** 34% **30-35 years:** 28% **Age Unknown:**15**%**	Male (% jobless): 49% Female(% jobless):51% Male (% of m.): 24% Female (% of w.): 20%	< month: 10% 1-3 months: 7% 4-6 months: 4% 6 m – 1 yr: 15% > year:65%	Manual job: 20% Clerical job: 8% Technical job: 24% Administrative job: 2% Managerial job: 4% Professional job: 14% Self-employment: 20% Work abroad:1% Other: 7%	Yes: 34% No: 66% 1:Attended edu./training 2. Attended Job fair 3. Sought help of family/friends

The majority of unemployed youth (84%) indicated they were unemployed for at least six months prior to the time of the survey, and yet only 34% had taken steps to find employment within the last month.[47] Of the young people who did not take steps to find work, 90% were willing and available to work the week they were surveyed. The main reasons that those who did not take steps to find work were idle during that week are outlined in the following table.

Table 2.2.3i: Top Three Reasons Young People did not seek Work (by Gender)

Reason	Young Women	Young Men
1st	Do not know where/how to seek work	Believe no suitable work available
2nd	Could not find suitable work	Education leave or training
3rd	Personal family responsibilities	No reason given

Note that some factors such as participating in training, having work lined up to start later, or making arrangements to start self-employment were positive, while others such as lacking employers' requirements, believing that no suitable work is available, and not knowing how or where to seek work were more negative.

Only 4% of respondents in approximately equal percentages of men and women had refused a job before. Reasons for the refusals included: 1) the work was not interesting (33% - particularly for men), 2) family would not allow them to take the job (19% - particularly for women), 3) they were waiting for a better job offer (18%), or 4) the wages were too low (10% - particularly for women). Apart from this small minority, however, 46% of unemployed youth would be prepared to accept any job regardless of the terms.

A detailed breakdown of young people's terms for accepting work can be found in the table below. As there is considerable variation by district it has been included here. Note that the vast majority in

[47] Note that it was Ramadan during the time of the survey and this may have also impacted youth proactivity as energy levels are impacted by fasting and people may have different priorities during this time (e.g. visiting relatives, participating in religious activities etc.).

Chitral were willing to accept any job (71%) whereas 87% in Hunza-Nagar would only accept work if it was aligned with their qualifications.

Table 2.2.3i: Young People's Conditions for Accepting Work by District (as % Unemployed)

Unemployed Youth	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Accept any job	46.3%	50.3%	21.6%	13.5%	28.9%	12.6%	39.8%	52.9%	71.1%
Accept any job, *IF* it was stable	23.6%	18.6%	20.8%	20.1%	23.0%	0.0%	42.1%	25.7%	16.5%
Accept any job, *IF* it was well paid	8.2%	14.4%	28.8%	21.1%	0.0%	0.0%	7.7%	0.0%	3.4%
Accept any job, *IF* it was appropriate to my qualifications	14.0%	4.5%	23.4%	34.2%	33.4%	46.2%	10.5%	10.1%	4.1%
Accept a job only *IF* it was stable, well paid and appropriate to my qualifications	7.1%	12.1%	5.4%	11.1%	14.6%	41.2%	0.0%	11.3%	2.2%
Other	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%

Additionally, 33% indicated that they had a minimum income below which they would not accept a job. This amount was below 5,000 PKR for 12% (approx. 53USD), between 5,000-9999PKR for 33% (53USD to 107USD), between 10,000-12,999PKR for 32% (107USD to 139USD), between 13,000-17,999PKR for 6% (139USD to 192USD) and 18,000 or above for 17%.

Despite their unemployment history and challenges, the vast majority of young people (91%) had not sought assistance from employment services. Of those who had, the most popular subject was advice on how to search for a job (5%) and information on vacancies (3%).

Table 2.2.3j: Unemployed Youth – Actions, Obstacles, Feelings and Flexibility (as % Unemployed)

# of Jobs Applied For	# of Interviews Attended	Willingness to Move for Work	Obstacles	Feelings about Ability to Find Work
0: 65% 1-2: 20% 3 – 5: 12% 5+: 3%	0: 78% 1:8% 2-3: 12% 4+: 2%	**No:** 38% **Yes:** 62% to capital city: 33% to town/city: 35% to a rural area: 13% to another country:5% no preference: 6% (note: multiple selections possible)	Lack Edu.:55% Lack skills: 5% Lack experience: 12% No jobs available:18% Seen as too young: 1% Discrimination: 4% Low wages: 0% Working conditions: 0.% Industry of interest not seen as appropriate: 0% Mobility restrictions: 2% Other: 2%	Very Negative:18% A bit negative:16% Neutral: 16% Positive: 29% Very positive: 22%

Young People Not in the Labour Force

Profile: Those who were not in the labour force comprised 18% of respondents. While they were not asked additional questions like the other groups, it is possible to glean some information about them. The typical young person in this category was female, in her twenties, and had not had access to education, as is captured in the table below.

Table 2.2.3k: Young People not in the Labour Force (a snapshot)

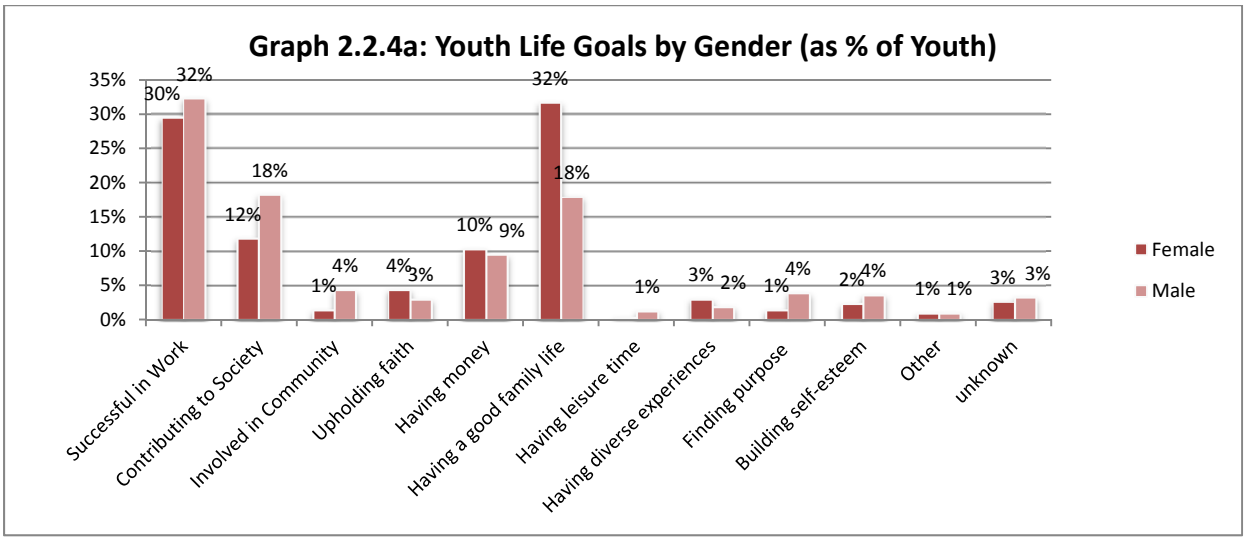
Age Demographics	Gender Demographics	Education Background
15-19 years: 14% 20-24 years: 18% 25-29 years: 23% 30-35 years: 27% Age Unknown: 18%	Male (% of non labour force): 8% Female (% of non labour force):91% Male (% of men): 3.0% Female (% of women): 32%	No schooling: 55.4% Madrassa: 5.4% Elementary School: 11.6% Vocational: 0.6% Technical: 0.9% Secondary School: 16.4% Higher Secondary: 6.0% Graduation: 1.5% Other: 2.4%

2.2.4 Youth Perceptions: Life and Work and Community Engagement

In designing youth programming it is important to understand how young people think, what their priorities are and what motivates them in their personal and professional lives. To this end, the final component of the youth survey inquired into youth perspectives on work, life, and community engagement to support the leadership and civic engagement component of the project.

Life Goals:

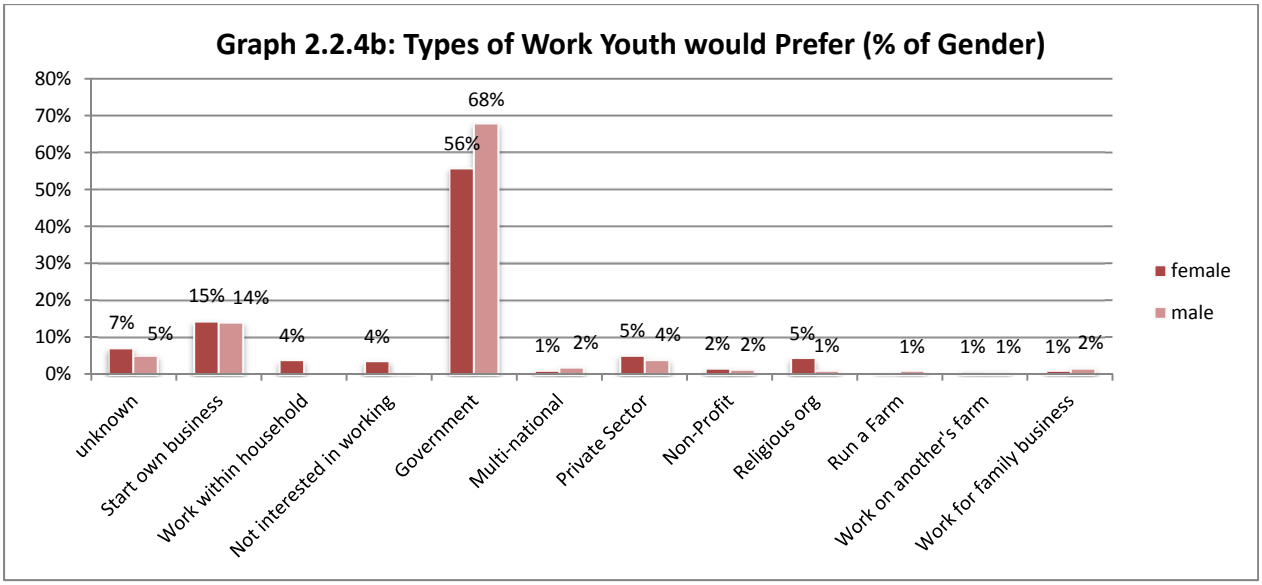
For young people in this survey, the most important life goals expressed were: 1) being successful in work (32%), 2) having a good family life (26%) and 3) making a contribution to society (16%). However, in disaggregating the data by gender in the graph below, it is clear that for the majority of women, having a good family life was actually the number one priority. Thus, being successful at work, the top-ranking goal for men, was pushed to the top goal for all youth because this was the second most popular choice for women as well.



Aspirations for Work

Type of work sought: As the graph below shows, the vast majority of young women and men were interested in being economically active, or contributing to their families and communities. In terms of

specific types of work, government/public sector employment was the most enticing for both women and men, followed distantly by self-employment and then working in the private sector, including with a multi-national. A small portion of women (5%) were only interested in household work, while an even smaller number (4%) reported that they were not interested in work at all.



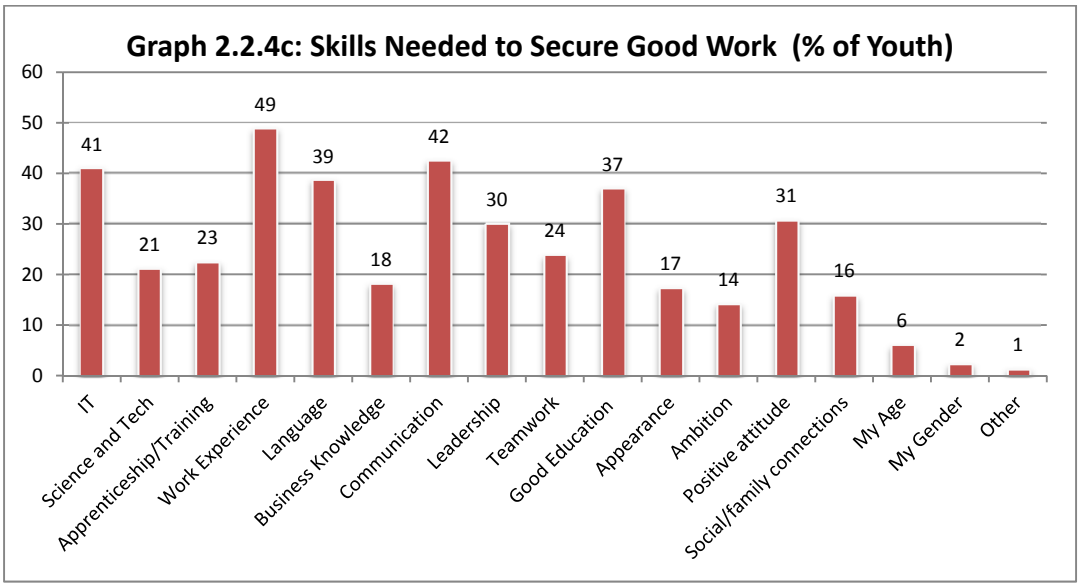
In terms of specific industries, the table below indicates that young people were interested in 1) education, 2) tailoring/handicrafts, 3) government/public sector work, 4) agriculture, including agricultural goods processing and 5) healthcare. However, as expected, the popularity of each profession/industry varied across districts. While there were clear preferences for work in industries like government and tailoring/handicrafts, there may be a disconnect between youth interests and a realistic understanding of what jobs are actually available and appropriate for their skillsets.

Table 2.2.4a: Youth Interest in Particular Industries of Employment (as % District)

Industry of Choice	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Agriculture etc.	6.2%	8.4%	2.0%	3.4%	20.7%	1.1%	3.1%	12.1%	1.4%
Agricultural Goods Processing	2.1%	0.7%	0.0%	1.0%	4.8%	0.9%	4.5%	6.2%	0.0%
Mining/quarrying/processing	0.7%	1.3%	0.0%	1.0%	0.0%	2.5%	0.8%	1.7%	0.1%
Manufacturing	0.4%	0.0%	0.0%	0.0%	1.6%	0.6%	0.4%	0.0%	0.2%
Electrical etc.	3.8%	2.2%	1.6%	3.1%	11.3%	2.9%	2.6%	2.2%	3.3%
Water supply	0.6%	0.0%	0.0%	1.0%	0.0%	0.0%	2.4%	1.4%	0.3%
Construction, masonry, etc.	1.8%	2.4%	2.4%	0.9%	2.4%	0.0%	2.9%	0.8%	1.3%
Trade (wholesale, retail, border)	3.0%	4.6%	2.4%	1.9%	3.2%	4.5%	2.2%	2.1%	2.9%
Mechanics and Repairs	0.9%	0.0%	0.8%	0.0%	0.0%	0.5%	2.6%	1.3%	0.9%
Carpentry	0.7%	0.0%	0.0%	1.6%	1.8%	0.0%	0.7%	0.0%	1.0%
Tailoring and handicrafts	16.6%	13.6%	9.0%	20.3%	1.9%	5.6%	33.4%	17.6%	20.2%
Business Management	5.5%	8.8%	9.4%	9.2%	6.3%	2.1%	4.0%	3.2%	3.5%
Tourism	1.9%	0.0%	2.5%	0.0%	3.0%	1.3%	4.0%	2.9%	1.1%
Transport and storage	2.3%	2.0%	0.0%	0.0%	6.3%	0.7%	1.9%	0.5%	3.1%
ICT	2.8%	4.0%	1.7%	3.4%	0.0%	3.0%	3.5%	4.5%	2.9%
Finance/insurance	2.1%	1.7%	1.3%	2.3%	2.3%	8.1%	1.4%	1.4%	1.3%
Science and tech.	2.7%	2.0%	7.4%	0.0%	0.0%	1.6%	5.0%	0.3%	2.7%

Property management	0.2%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.4%
Government, and defense	9.0%	7.6%	7.1%	11.8%	10.9%	15.5%	5.2%	7.4%	9.9%
Education and ECD	27.7%	30.8%	41.4%	34.4%	18.3%	43.0%	13.2%	24.2%	30.0%
Health and social work	5.3%	2.9%	8.8%	4.7%	1.3%	3.2%	2.2%	8.8%	9.2%
Other community, social etc.	3.1%	5.7%	1.9%	0.0%	3.9%	1.8%	3.9%	1.2%	2.8%
Other	0.6%	1.2%	0.3%	0.0%	0.0%	0.0%	0.2%	0.0%	1.3%

To support employment in a preferred industry with a preferred employer, young people suggested that the following five skills and qualities would be particularly helpful: 1) work experience 2) computer/IT skills 3) communication skills, 4) a good education and 5) a positive attitude. These and other skills are mapped out by overall priority in the graph below.



Young people described a 'good education' as one that would set them up for successful employment. The following table documents respondents' estimates of required education levels for work in their desired type of employment. Overall, respondents suggested that a Graduate or Master's level education would be best for their anticipated career trajectory, however others like vocational education were popular in certain categories (those interested in running a business, working in the private sector, and not interested in work). Note that education in a Madrassa was deemed to be suitable for those who would go on to develop careers in religious institutions or education.

Table 2.2.4b: Education Required for Successful Employment in Desired Industry (as % Industry)

Education Required	None	Madrassa	Elementary	Vocational	Tech.	Secondary	Higher Secondary	Graduation	Master's	PhD +
Agriculture etc.	4.8%	0.0%	3.7%	0.0%	8.1%	10.3%	8.0%	6.7%	2.3%	18.0%
Agricultural Goods Processing	3.5%	1.4%	1.1%	0.0%	7.6%	5.0%	1.6%	1.7%	0.8%	4.5%
Mining/quarrying/etc.	3.3%	0.0%	0.0%	0.0%	0.6%	2.7%	0.3%	0.5%	0.6%	0.0%
Manufacturing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.5%	0.6%
Electrical etc.	5.7%	0.0%	1.4%	0.0%	5.3%	3.5%	4.8%	7.2%	3.9%	0.0%
Water supply	3.2%	0.0%	0.0%	0.4%	0.0%	1.2%	2.0%	0.7%	0.3%	0.0%
Construction etc.	5.9%	0.0%	0.0%	1.8%	6.0%	0.0%	0.6%	2.8%	0.6%	4.5%
Trade	6.3%	0.0%	4.5%	0.8%	1.4%	10.5%	3.0%	3.5%	1.4%	6.0%
Mechanics/Repairs	0.7%	0.0%	0.0%	2.8%	5.4%	0.0%	1.0%	0.1%	0.5%	0.0%
Carpentry	0.7%	0.0%	0.0%	0.6%	1.8%	0.0%	3.0%	0.8%	0.4%	0.0%

Tailoring and handicrafts	45.7%	5.3%	82.9%	82.7%	34.0%	6.1%	13.2%	5.4%	3.4%	3.5%
Business	0.5%	0.0%	0.0%	0.0%	5.2%	3.8%	0.0%	2.9%	10.0%	7.2%
Tourism	0.0%	0.0%	3.0%	1.2%	1.5%	1.2%	3.4%	4.3%	1.5%	1.7%
Transport and storage	7.3%	0.0%	1.6%	4.7%	8.1%	5.3%	2.2%	1.4%	0.8%	0.0%
ICT	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	1.6%	0.4%	6.2%	1.6%
Finance/insurance	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	3.2%	3.8%	1.1%
Science and tech.	0.7%	0.0%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	4.8%	6.2%
Property management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	1.7%
Government, and defense	3.7%	0.0%	0.0%	0.0%	3.4%	19.4%	23.8%	12.1%	8.8%	4.6%
Education and ECD	0.0%	71.5%	1.0%	1.7%	2.5%	9.7%	18.7%	35.2%	41.7%	29.3%
Health & Social Work	0.5%	0.9%	0.9%	2.6%	2.6%	11.0%	9.6%	5.6%	5.0%	8.2%
Other community, social etc.	6.6%	21.0%	0.0%	0.7%	0.5%	8.5%	1.1%	3.7%	1.9%	0.9%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.2%	0.4%

Entering the workforce: Overall, few young people (24%) felt that there would be significant challenges in entering their desired form of employment. However, of those who did articulate challenges, the top three were 1) no work experience (61%), 2) a lack of appropriate education (47%) and 3) lack of skills (46%).

On the theme of challenges, young people felt their biggest competition in the labour force came from 1) older workers with more experience (59%), 2) those with more qualifications (55%) and 3) younger workers (37%) – perhaps under the impression that they would be more affordable. However, in terms of equal opportunities, the majority of respondents felt that they were equally employable in terms of age, gender, and education but not experience, ability and marital status.

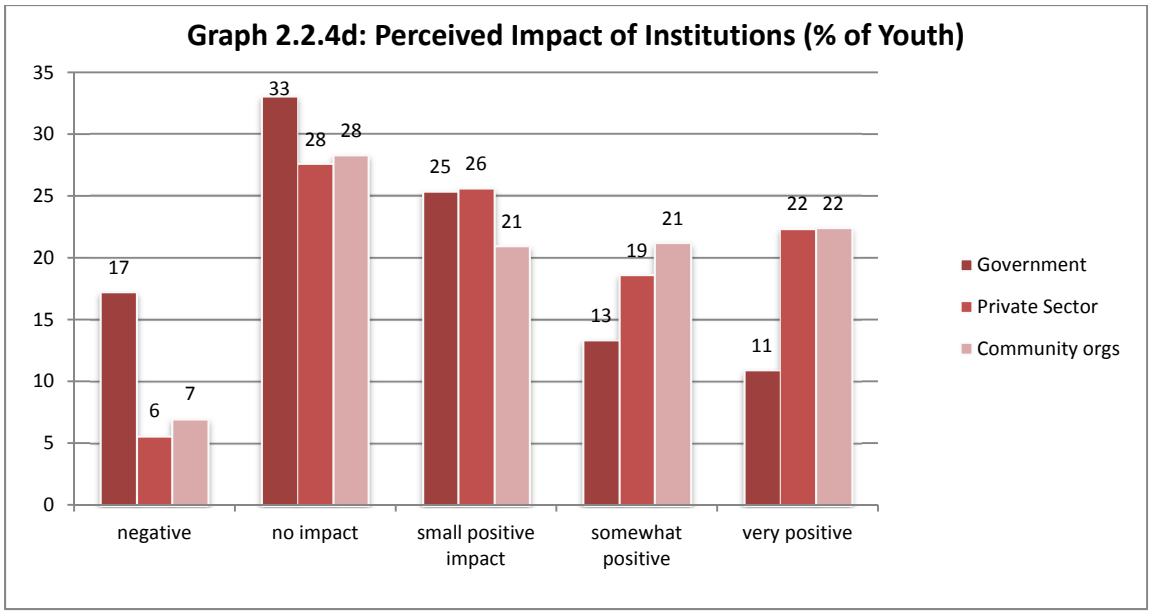
The following table documents the top five factors young people identified as important to them when looking for a job:

Table 2.2.4c: Top Five Factors Young People Look for in a Job (as % Factor)

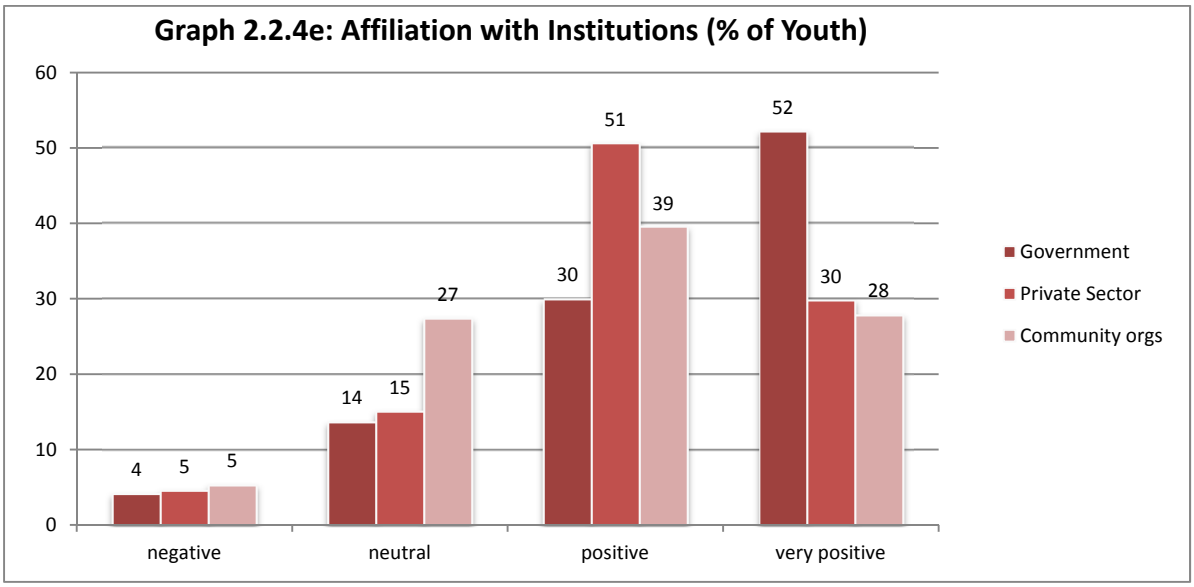
Rank	1st Factor	2nd Factor
1	Interesting job (41%)	Earning money (28%)
2	Earning money (17%)	Interesting job (14%)
3	Good promotion prospects (11%)	Good promotion prospects (14%)
4	High status (9%)	High status (11%)
5	Family friendly (6%)	Job that uses skills (7%)

Perceptions of and Involvement with Local Institutions

Perceptions: Overall, young people had relatively positive perceptions of the impact of institutions on themselves and their families: approximately 50% believed that government, the private sector and community organizations all played a somewhat positive role in their lives. It is clear from the graph below that their perceptions of the private sector were the most positive, followed by community organizations and government. Only 17% of youth felt that the government had a negative impact on them or their family.



Despite a more negative perception of government, the majority of young people felt that affiliation or work with the government would be a very positive thing. In fact, of the types of institutions they could work with, this affiliation was the most positive. This was consistent with their aspirations to work with the government, as documented above.



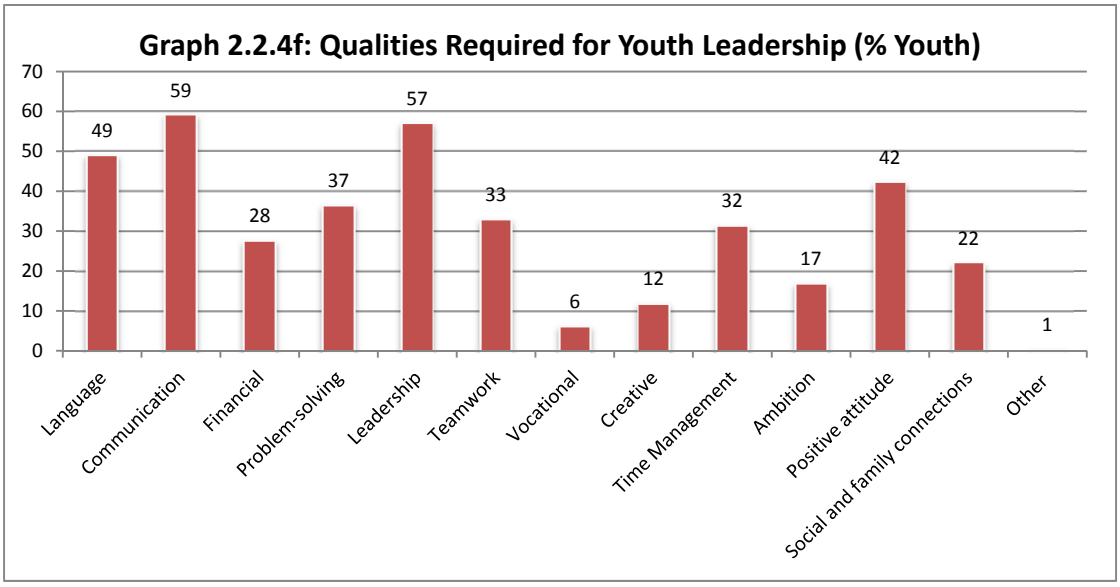
Involvement: The following table represents a snapshot of youth involvement in local institutions. Overall only 16% of young people were involved in any institutions, and of this number, only 2% were involved in multiple organizations. The typical young person had volunteered with a religious institution over the past two months, but did not contribute financially.

Table 2.2.4d: Youth Involvement in Local Organizations

Type of Institution (out of 16%)	Role in Institution (% total)	Length of Membership	Financial Contributions (% total)
Local Gov.: 0.1% LSO: 1% Village Org.: 2% Women's Org.: 2% Community Org.:2% Youth Org.: 4% Religious Org.: 4% Political Org.: 1% Professional Org.: .3%	Volunteer: 62% Management Committee: 15% Board of Directors: 2% General Member: 11% Executive Committee: 3% Other: 7%	Minimum: just joined Median: 2 months Maximum: 18 years[48] Average: 23 months	Contribute regularly: 23% Contribute at times: 34% Do not Contribute: 44%

Of the 84% that were not active in any local organizations, their rationale was as follows: 1) there are none in my community (59%), 2) I'm too busy with work/school/family (35%), or 3) I don't see the value (15%).

When asked if they felt a young person could lead a community organization, 90% felt they could. Qualities they believed were needed for leadership are summarized in the graph below. Note that respondents could select multiple qualities and frequently did. The top five qualities included 1) communication skills, 2) leadership experience, 3) language skills, 4) a positive attitude, and 5) problem-solving skills.



Finally, required supports for young people to take on leadership positions in institutions consisted of 1) family support (51%), 2) motivation (47%), 3) government policies (40%) and 4) monetary support (40%), and 5) public support (33%).

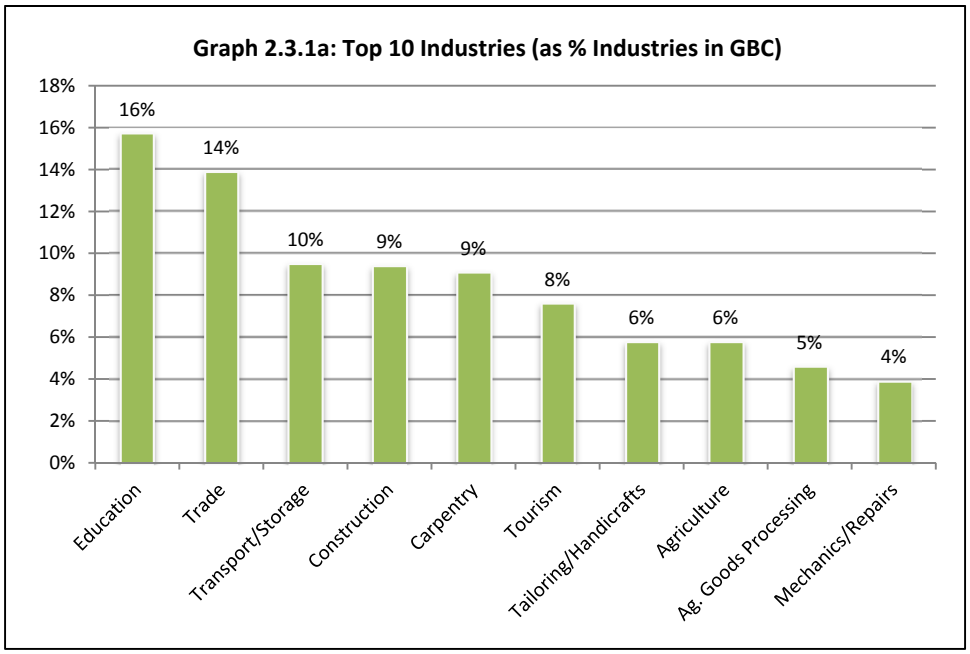
[48] Note: this youth was 35 years old when he was surveyed.

2.3 Findings from the Employer Survey

2.3.1 Enterprise/Employer Profiles

This section provides an overview of the employers in terms of age of enterprises, registration, nature of business, and some of the business challenges they face in GBC that have emerged from analysis.

Industries: It is critical to understand the supply side of the labour market in the GBC region through an industry lens. Respondents were asked to categorize their business into 23 different categories, including 'other.' The top ten industries in the GBC region were reported as: 1) education, 2) trade, 3) transport/storage, 4) construction, 5) carpentry, 6) tourism, 7) tailoring/handicrafts, 8) agriculture, 9) agricultural goods processing and 10) repairs/mechanics. Their incidence is recorded in the graph below, however as mentioned in the methodology section above, these are not reflective of the actual prevalence of industries given the urban bias and definition of employers (excluding own account workers and many agricultural businesses and farms).[49]



Note that the top four industries (education, trade, transport and construction) made up almost half of the total enterprises surveyed, while the top ten accounted for the 85% of those surveyed. Due to the negligible numbers of employers in other industries, further industry-level analysis in this section will concentrate on the top ten industries.

Top industries by district: The table below provides an overview of the top two industries in each district of GBC to support the design of interventions at the district level.

[49] Analysis for all 23 industries is available in Annex 9.

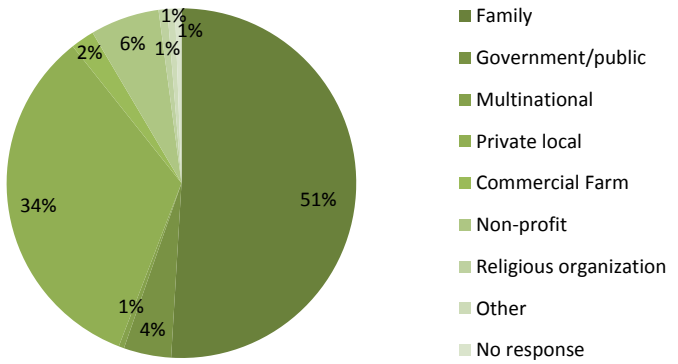
Table 2.3.1a: Top Industries by District (as % of Industry Participation by District)

Ranking	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Highest	Education (32%)	Transport/ Storage (19%)	Trade (25%)	Agriculture (45%)	Education (31%)	Carpentry (17%)	Construction (19%)	Trade (30%)
2nd Highest	Construction (19%)	Carpentry (18%)	Construction (15%)	Transport (27%)	Construction (15%)	Trade (15%)	Transport (19%)	Carpentry (11%)

Notice that agricultural businesses were only in the top two in Diamer; in fact it is Diamer alone which shifted agriculture into the top 10 industries overall. Other trades such as construction, transport, carpentry and trade were much more common across districts, though generally in smaller percentages.

Type of business: As is documented in the graph on the right, 85% of the businesses surveyed were small scale in either family-operated (51%) or local private sector businesses (34%). Due to the remote location of GBC, there were very few multi-national corporations present, comprising approximately 1% of all businesses surveyed. A small number of enterprises did not wish to disclose this information.[50]

Graph 2.3.1b: Enterprise Type (% total)



Age and registration of enterprises: Most employers surveyed operated businesses that were between four and 10 years old. Enterprises that were more than 10 years old were more likely to be formally registered in the GBC region. The level of formal business registration varied by industry, with enterprises and institutions in the education and construction industries reporting higher levels of formal registration.

Challenges in Operating Businesses: Employers were asked to choose the two most critical challenges they faced in running their businesses from a list of 19 common challenges. Overall, the three highest ranked business challenges in the GBC region were: 1) financial services, including credit issues and lack of services (31%), 2) transportation, including weather conditions and links with the rest of the country (17%) and 3) competition in the domestic and local market (8%). In other words, issues with the quality and productivity of the labour force were lesser challenges for employers. Similarly, the three second highest ranked challenges were financial services (15%), transportation (12%) and access to technology (15%). The table below summarizes the most pressing challenges for employers in each of the top ten industries. Financial services and transportation were the most commonly named challenges in the first category in almost all industries, while the second category was more industry-specific.

[50] Note that these types of businesses do not necessarily reflect the actual breakdown of enterprise types as sampling biases resulted in more of an urban-focused survey, particularly targeting the private sector.

Table 2.3.1b: Top Two Challenges by Industry (as % Respondents per Industry)

Industry	1st Challenge	2nd Challenge
Education	Financial Services (49%)	Physical Infrastructure (19%)
Trade	Transportation (32%) Financial Services (32%)	Production Material (8%) – cost of and/or accessibility
Transport	Transportation (34%)	Financial Services (20%)
Construction	Financial Services (45%)	Production Material (23%)
Carpentry	Financial Services (38%)	Transportation (22%)
Tourism	Domestic Competition (27%)	International Competition (19%)
Tailoring	Financial Services (20%)	Quality of Labour Force (27%)
Agriculture	Transportation (30%)	Productivity (15%)
Ag. Goods Processing	Transportation (33%)	Labour Cost (30%)
Mechanics	Financial Services (38%)	Technology (15%)

2.3.2 Recruitment and Employment with a Focus on Young People

This section presents rough trends in recruitment and employment within enterprises in GBC, including estimated levels of employment by gender, industry, and young people specifically. In addition, vacancies and hiring preferences are broken down by region, industry and gender. Employer preferences are also contrasted with their perception of youth preferences for work and skill-building opportunities.

Employment: The following table outlines the reported numbers of staff per district by gender and contrasts overall figures with youth-specific figures. It then outlines the percentages of female staff out of total staff in each category to explore representations by gender within the workforce, and then looks at enterprise size through the ratio of staff per enterprise. Figures in Astore and Ghanche are thought to have inaccuracies in particular as the representation of women is particularly low, and the total number of male staff in Ghanche is thought to be too high.

Table 2.3.2a: Recruitment by Gender by District (as #s, % female, and employee ratios)

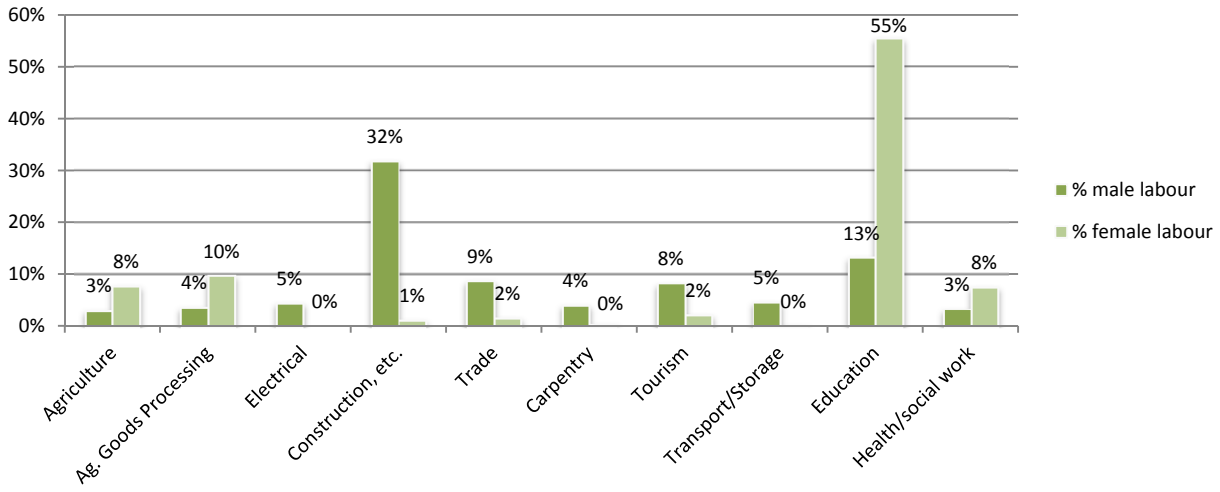
Recruitment and Employment	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Enterprises (respondents)	1639	144	183	100	250	105	177	149	531
All male staff	13464	1081	1635	927	911	2131	1000	3866	1913
All female staff	3541	332	956	12	361	524	250	562	544
Total staff	17005	1413	2591	939	1272	2655	1250	4428	2457
% Female overall	20.8%	23.5%	36.9%	1.3%	28.4%	19.7%	20.0%	12.7%	22.1%
Young male staff	9706	880	842	604	676	1621	918	2459	1706
Young female staff	2014	259	302	3	274	357	158	231	430
Total youth staff	11720	1139	1144	607	950	1978	1076	2690	2136
% Of youth female	17.2%	22.7%	26.4%	0.5%	28.8%	18.0%	14.7%	8.6%	20.1%
Ratio all employees: enterprises	10:1	10:1	14:1	9:1	5:1	25:1	7:1	30:1	5:1
Ratio youth employees: enterprises	7:1	8:1	6:1	6:1	4:1	19:1	6:1	18:1	4:1

In identifying broad trends, these numbers suggest that women comprised a much smaller percentage of the workforce than their male counterparts: 21% of the overall workforce was female and 17% of the youth workforce was female. Even amid the diversity of numbers reported, the percentage of female staff was consistently between 20% and 30% indicating the potential challenges or barriers to women finding meaningful work. The overall ratio of employees to enterprises also indicated that the majority

of businesses were quite small, with potential errors or exceptions in Hunza-Nagar and Ghanche. This reinforces conclusions about the majority of enterprises having five or fewer employees in the LFS data.

Youth employment by industry: The following graph shows the top ten industries for youth employment, and the percentage of young women and young men working in each industry out of all female and male work, respectively. Education and construction were the largest employers for young women and young men. Further, it shows a concentration of female labour within a narrower range of industries, particularly relating to agriculture and social services. Interestingly, only men were present in technical trades like electrical work and carpentry, as well as transportation and storage.

Graph 2.3.2a: Top 10 Industries for Youth Employment by Gender (as % of Young Male/Female Labour)



Employment trends: The following table illustrates the actual number of new male and female hires within the year prior to the study for the top ten industries.[51] This is then contrasted with the percentage of employers in each industry who anticipate hiring new staff in the next year.[52] Across nine of the ten industries, the employment numbers increased in the past 12 months, with negative growth only in the carpentry industry, which could have also been a problem with employer reporting since 36% projected they would need to hire within the next year. While approximately 21%-53% of enterprises/institutions in each industry anticipated growth within the next year, (the minority of businesses in these top ten industries except construction and education) the number of jobs that should be available within the next year is encouraging. It is important to note, however, that employers were not asked about projected cutbacks or negative growth within the next year, so the final column only indicates anticipated hires – not overall growth.

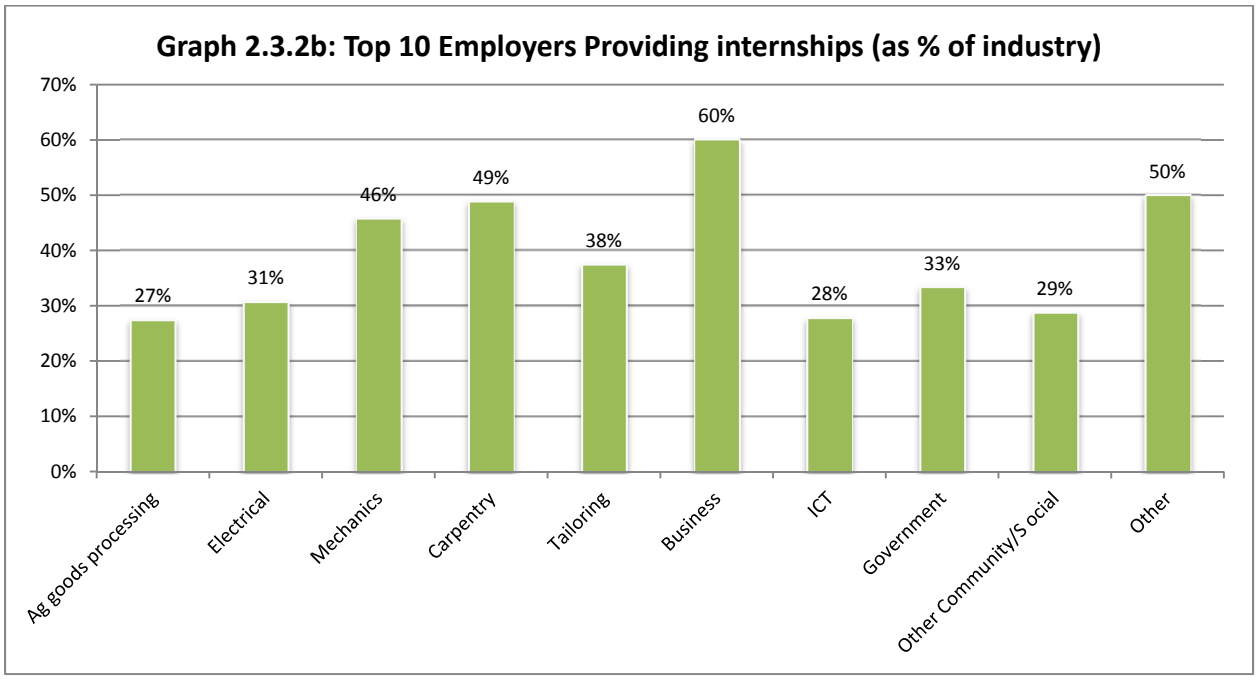
[51] Note this is not synonymous with job creation as employers were not required to indicate whether these hires filled vacancies resulting from staff turnover, or if new jobs were created.

[52] Again hiring new staff did not stipulate whether this would involve replacing existing staff or recruiting for new positions. Thus, these figures cannot offer conclusions about whether industries are growing – only that there will likely be jobs available within a significant percentage of each industry.

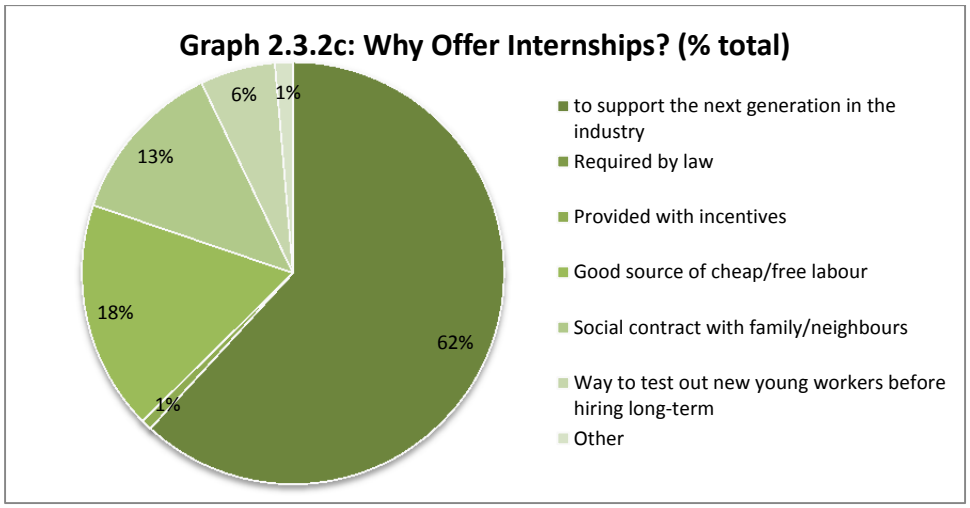
Table 2.3.2b: Reported hiring of top 10 industries (actual #s), and hiring potential (% of industry)

Industry	Reported growth in the last year (#s)			% of businesses that anticipate hiring next year
	Male	Female	Total	
Agriculture	153	144	297	21%
Ag. Goods Processing	54	69	124	21%
Electrical	51	21	72	23%
Construction, etc.	432	13	445	52%
Trade	10	0	11	22%
Carpentry	-1211	-6	-1216	36%
Tourism	449	33	482	33%
Transport/Storage	193	-3	190	17%
Education	270	12	282	53%
Health/social work	85	-40	45	20%

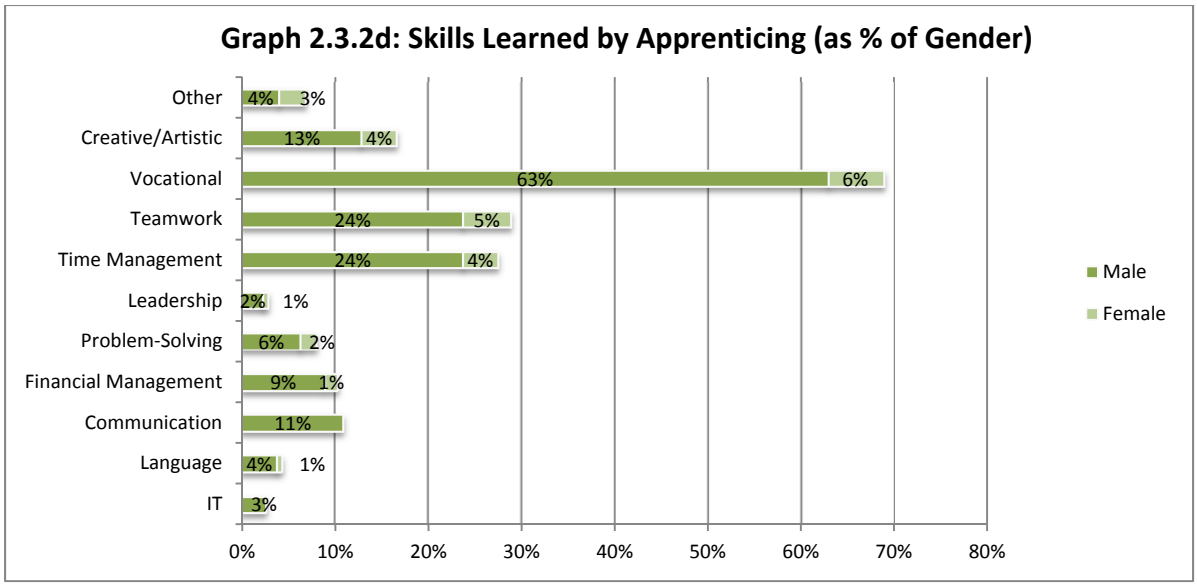
Apprenticeships and internships: In GBC, 21% of surveyed employers indicated that they had provided internships or apprenticeships to young workers over the last year. As is outlined in the graph below, the majority of interns worked in physical jobs rather than service industries, specifically in the tailoring, carpentry, and mechanics industries. In all categories, interns were predominantly male, representing 95% of all intern/apprentice positions. The majority of apprentices/interns (64%) fell between the ages of 15-29 for both young women and men together, although smaller numbers of employers indicated they had taken both older and younger interns.



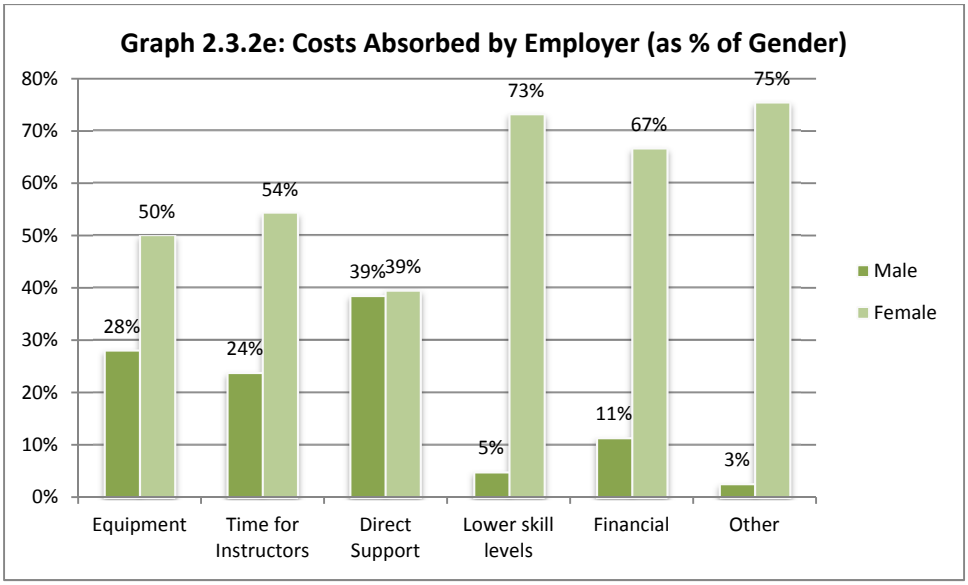
Motivations for Providing Internships: Employers offered many positive reasons for providing internship or apprenticeship opportunities to youth. Their most common reason was 'to support the development of next generation in the industry.' Employers also noted the benefit of cheap or free labour.



Skill acquisition: Employers indicated that both male and female apprentices learned by receiving formal instruction in the enterprise and then working with supervision, followed by simply observing work in the workplace. A list of skills learned during an apprenticeship is outlined in the graph below. The top skills gained through apprenticeship as reported by employers included: 1) vocational/technical skills, 2) teamwork, 3) time management, 4) creative/artistic skills and 5) communication/interpersonal skills. Note: there was a strong correlation between skills gained through apprenticeships and priority skills employers believed were needed, as will be discussed in section 2.3.3.



Costs of apprenticeships: Male apprentices received different types of compensation than their female counterparts: males often received payment, while females received accommodation as the most common type of compensation. This 'direct support' compensation made up 39% of the cost of hiring an apprentice, whether male or female. Other costs absorbed by employer are outlined in the table below. It is interesting to note the high levels of perceived costs absorbed for female interns and apprentices. These costs may, in part, explain for the small number of positions offered to young women.



Employer perceptions: When asked for their ideas about what motivates their youth employees to join their enterprises, employers stated that earning money was the primary motive and pursuit of an interesting job was the secondary motive for young men. They believed that women were motivated by similar things, but put pursuit of an interesting job before earning money in their case. Detailed percentages are provided in the table below:

Table 2.3.2c: Employer Perceptions for Top Motivations for Young People to Work (% of Gender)

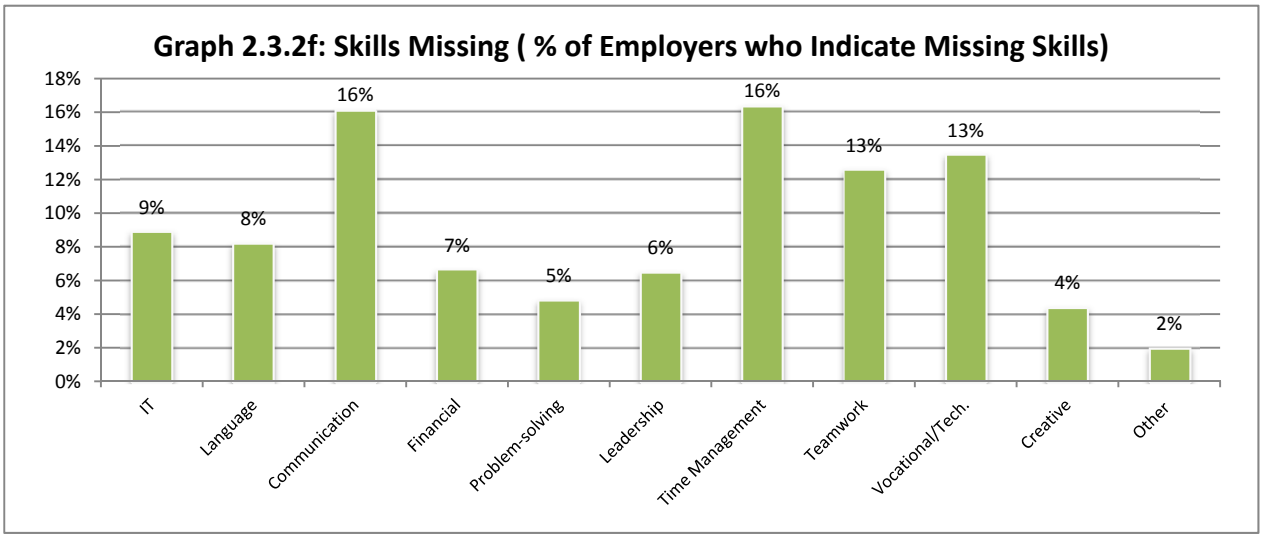
Top Motivations for Working	Young Men	Young Women
1st Motivation - top choice	Earning Money (45%)	Interesting Job to do (17%)
1st Motivation - second choice	Interesting Job to do (16%)	Earning Money (16%)
2nd Motivation - top choice	Earning Money (22%)	Earning Money (14%)
2nd Motivation - second choice	Interesting Job to do (15%)	Good Promotion Prospects (11%)

Recruitment challenges: Thirty-nine percent of employers surveyed stated that they had faced challenges recruiting the right kinds of workers required for their enterprise. The biggest challenge employers identified for recruitment of both males and females was a 'lack of appropriate skills and training.' Approximately half of education industry employers reported difficulty finding employees with appropriate skills and training. A mismatch in salary expectation was the second highest challenge faced in recruitment. Cultural, social, physical and mobility constraints for women (including their reproductive role) was also a significant challenge in recruiting female workers. This challenge was identified particularly by those in the business sector.

Table 2.3.2d: Recruitment Challenges Identified by Employers (as % of Gender)

Top Recruitment Challenges	Young Men	Young Women
1st Challenge - top choice	Lack of skills/ training (61%)	Lack of skills/training (35%)
1st Challenge - second choice	Salary Expectations too high (21%)	Salary Expectations too high (20%)
2nd Challenge - top choice	Salary Expectations too high (40%)	Salary Expectations too high (33%)
2nd Challenge second choice	Lack of skills/ training (21%)	Lack of skills/training (23%)

In terms of the specific skills that were missing, employers outlined the following hard and soft skills missing; this data was not disaggregated by gender.



2.3.3 Education and Training of Workers

Approximately 20% of employers provided training to their staff, either in-house or through an external provider. This section outlines the details of this training.[53]

Type of employee training: The following table offers a snapshot of enterprise-driven training or professional development. Most of the training provided was job-related (73%) to teach new skills (38%), took place informally on-the-job (over 47%), and was provided in-house by staff (67%). When training was outsourced, it was mainly provided by private sector training institutions (17%) and the service was rated positively.

Table 2.3.3a: Employee training experiences (as % total)

Type of Training	Location	Provided by	Duration
Content: Job related: 73% Non job related: 7% Combination: 9% No response: 11% **Purpose:** Provide new skills: 38% Upgrade existing skills: 28% Build capacity on new equipment, tools, or processes: 19% Other:4% No Response: 11%	On-the-job, informal: 47% Classroom, at job site: 16% Classroom, not job site 14% Other: 12% No response:11%	**Trainers:** You/your staff: 67% Private sector trainer:17% Government trainer: 0% Combination: 2% Other: 3% No Response: 11% **Financers:** The enterprise: 63% Workers: 4% Government: 1% NGO: 14% Other: 7% No Response :12%	**Intensity:** Full-time, multi-day: 61% Part-time, multi-day: 19% One-time, one day or less: 8% No Response: 12% **Length:** Less than a week: 15% 1 week to 1 month: 19% 1 to 3 months: 6% 3 to 6 months: 8% 6 months to 1 year: 19% More than 1 year: 19% No Response: 12%

[53] Note: for those who did not offer training, the main reasons given were: no training available in community (35%), no training needed (13%) and no finances available (5%).

Overall, the top five skills acquired from this training included: industry-specific vocational or technical knowledge (17%), followed by the soft skills of communication (17%), time management (15%) teamwork (12%) and financial management skills (9%).

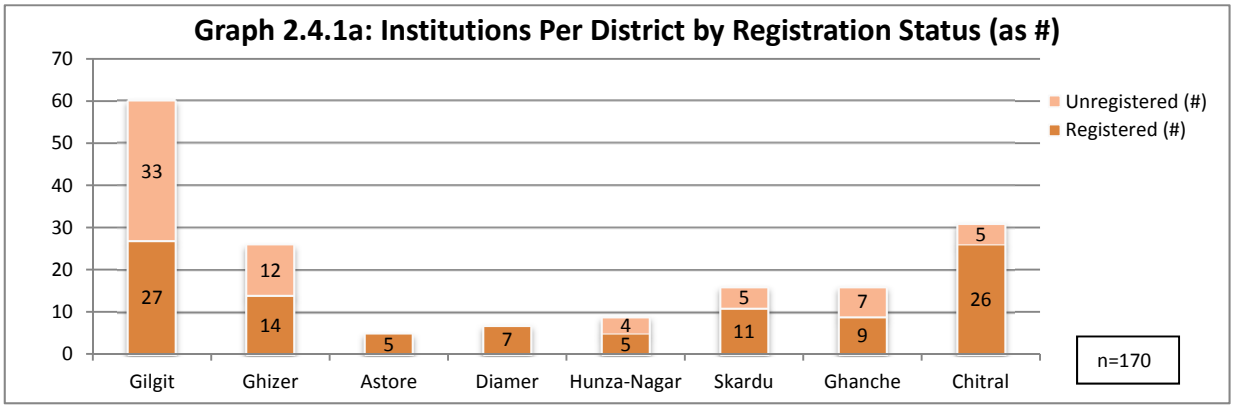
Skills still required: Employers were asked what skills were still needed at the time of survey, including skills that were difficult to find and skills anticipated for further growth of their enterprises. The three skill areas judged to be both necessary for growth and most difficult to find were communication and interpersonal skills (soft skills), appropriate vocational or technical skills and time management skills. These match up perfectly with the kinds of training offered by enterprises, perhaps because of this gap within the market.

2.4 Findings from Service Providers – Training Institutions

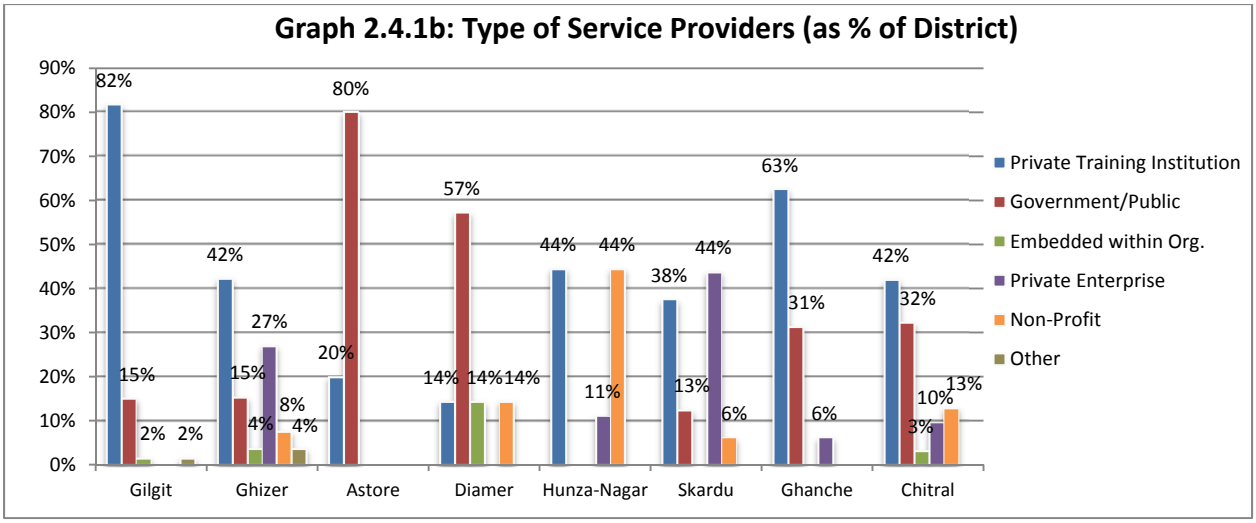
2.4.1 Institutional Profiles: General Characteristics

This section presents the profile of training institutions by type, registration status, course offerings, staffing and students. The data presents information by district and course offerings wherever possible to support informed decision-making about geographic and subject gaps for potential partnerships and programming.

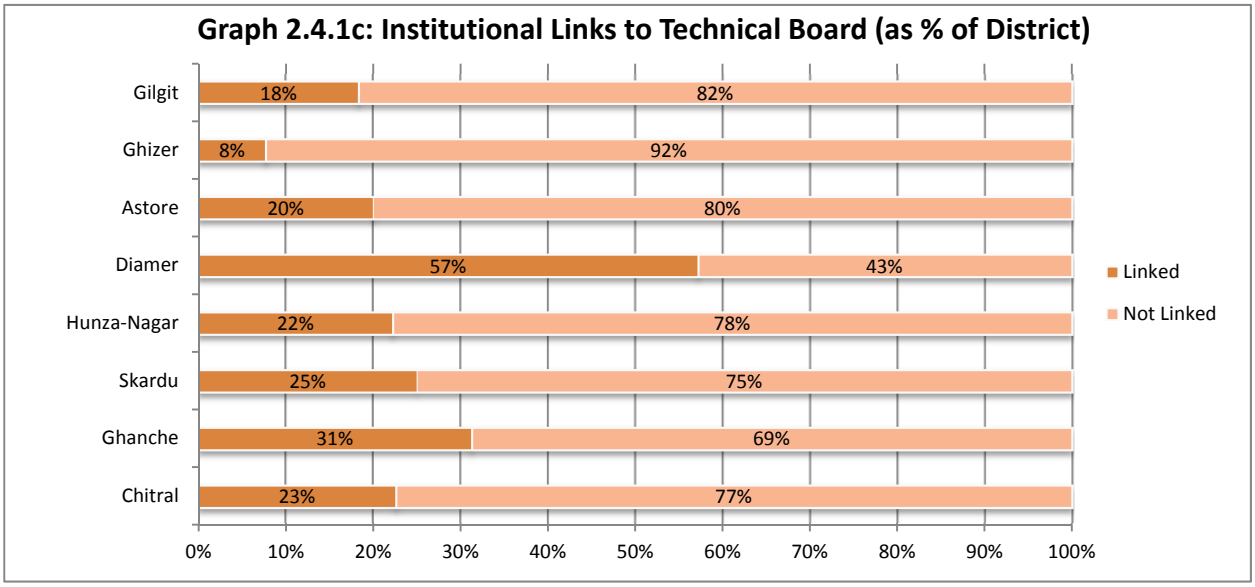
Number and registration status of institutions: The following graph shows the number of institutions per district by their registration status. Approximately 50% of institutions in Gilgit, Ghizer, Hunza-Nagar, and Ghanche were unregistered at the time of data collection. Only Diamer and Astore districts had no unregistered service providers, however they also had the fewest institutions in GBC.



Types of service providers: There was significant diversity represented in the types of service providers operating in GBC, as is depicted in the graph below. The most prevalent - private training institutions - were operative in all districts of study. Although private sector providers accounted for a larger share overall, the public sector institutions made up the majority of providers in Astore and Diamer, due to their low number of providers overall. Interestingly, Hunza-Nagar did not report any governmental service providers, but reported 44% non-profits, the highest percentage of non-profits among all the districts. In contrast, Gilgit, Astore and Ghanche did not report any non-profits. Skardu and Ghizer had the highest incidence of enterprise-based training with 44% and 27%, respectively.



Technical boards: It appears to be common practice for training institutions in GBC to function without a technical board. In fact, there was only one district, Diamer, in which the number of service providers with links to a technical advisory board outnumbered those without such oversight. Elsewhere, less than 30% of all service providers in each district were supported by an advisory board, and in some districts (Astore, Gilgit, and Ghizer) 20% or less have a board. It is notable that only two service providers in Ghizer had links to technical boards.



Course offerings: As the table on the following page demonstrates, training courses offered in each district reflected a wide variety of disciplines. Due to the diversity of employment options in the region, there was no single district in which all activities or subsectors were represented. However, there were also trends. For example, tailoring, carpet-weaving and handicrafts were very important in the majority of districts. Ghanche, Astore, and Ghizer had the highest number of service providers offering these courses with 88%, 80% and 77%, respectively.

Courses on information and communication technologies were offered in all districts by 12%-32% of service providers. Education and early childhood education training accounted for a somewhat smaller,

but still significant percentage of course offerings across districts with the exception of Ghizer, where it was absent. In Diamer, teacher training was offered by 29% of service providers. Courses on agriculture and agricultural goods processing were also offered in nearly all districts with the exceptions of Astore and Hunza-Nagar. Electricity, gas and air conditioning systems trainings were also present most districts with the exception of Ghizer and Hunza-Nagar, offered by 3% to 43% of providers.

There were also many districts where a few specialized activities made up a small but significant portion of course participation. For example, tourism was unique to Gilgit, where it was offered by 5% of providers. In Chitral, courses on wholesale, retail trade and border trade were offered by 3% of service providers, a finding which was not observed in any other district. In Diamer, courses on water supply, plumbing, pipe-fitting and sewage treatment were more common than in any other district and accounted for more than 57% of providers. Courses in carpentry, and health and social work accounted for a significant amount of the activity in Hunza-Nagar, Diamer and Astore.

Table 2.4.1a: Training Courses Offered per District (as % of service providers per district)

Training Subjects	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Agriculture, horticulture, livestock, forestry and fishing	4%	3%	0%	0%	14%	0%	6%	6%	3%
Agricultural goods processing (e.g. Fruit and food processing)	5%	2%	4%	0%	14%	0%	13%	6%	6%
Mining, quarrying, processing (precious and semi-precious stones)	3%	0%	0%	0%	14%	11%	13%	0%	3%
Manufacturing	3%	0%	0%	20%	29%	0%	13%	0%	0%
Electricity, gas and air conditioning	8%	7%	0%	40%	43%	0%	13%	6%	3%
Water supply; plumbing, pipe-fitting, sewage treatment, waste management	4%	3%	0%	0%	57%	0%	6%	0%	0%
Construction, masonry, tile making, brick making	4%	5%	4%	0%	14%	11%	6%	0%	0%
Wholesale and retail trade, border trade	1%	0%	0%	0%	0%	0%	0%	0%	3%
Mechanics and repairs (including automotive)	7%	7%	12%	0%	14%	11%	6%	0%	6%
Carpentry	6%	2%	4%	20%	43%	22%	6%	0%	6%
Tailoring, carpet-weaving and handicrafts	60%	68%	77%	80%	14%	33%	31%	88%	45%
Business Management	4%	5%	0%	0%	0%	0%	13%	0%	3%
Tourism, Hotels and restaurants	2%	5%	0%	0%	0%	0%	0%	0%	0%
Transport and storage	1%	0%	0%	0%	0%	0%	0%	0%	3%
Information and communications technology (including computers)	21%	20%	12%	40%	29%	22%	19%	13%	32%
Finance/insurance	2%	2%	0%	0%	0%	11%	6%	0%	0%
Scientific and technical activities	3%	2%	0%	20%	0%	0%	13%	0%	3%
Real estate and property management	1%	0%	0%	0%	0%	0%	6%	0%	0%
Public administration and defense	0%	0%	0%	0%	0%	0%	0%	0%	0%
Education and Early Childhood Education (including teacher's training)	9%	5%	0%	20%	29%	22%	6%	6%	19%
Health and social work	2%	0%	0%	20%	14%	11%	0%	0%	3%
Other community, social and personal services	6%	5%	0%	0%	14%	11%	38%	0%	0%
Other	8%	12%	12%	0%	0%	22%	6%	0%	3%

From the table above, it is helpful to boil down the most popular training offerings in each district of GBC. These are presented in the following table, by the percentage of service providers offering the course (as above), and the actual numbers of males and females that participated in the course per district.

Table 2.4.1b: Most Popular Course Offerings Per District (by % of Service Providers)

Ranking	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Most Offered (%)	Tailoring, Carpet Weaving and Handicrafts (60%)	Tailoring, Carpet Weaving and Handicrafts (68%)	Tailoring, Carpet Weaving and Handicrafts (77%)	Tailoring, Carpet Weaving and Handicrafts (80%)	Water Supply (57%)	Tailoring, Carpet Weaving and Handicrafts (33%)	Other Community and Social (38%)	Tailoring, Carpet Weaving and Handicrafts (88%)	Tailoring, Carpet Weaving and Handicrafts (45%)
Second Most Offered (%)	Information and Communications Technology (21%)	Information and Communications Technology (20%)	ICT + Mechanics + Other (12%)	ICT + Electrical (40%)	Electrical + Carpentry (29%)	ICT+ Carpentry + Education + Other (22%)	Tailoring, Carpet Weaving and Handicrafts (31%)	Information and Communications Technology (13%)	Information and Communications Technology (32%)

There was a positive correlation between the courses that were offered by the highest percentage of training institutions in a district and the volume of participants outlined in actual numbers who attended a subject.

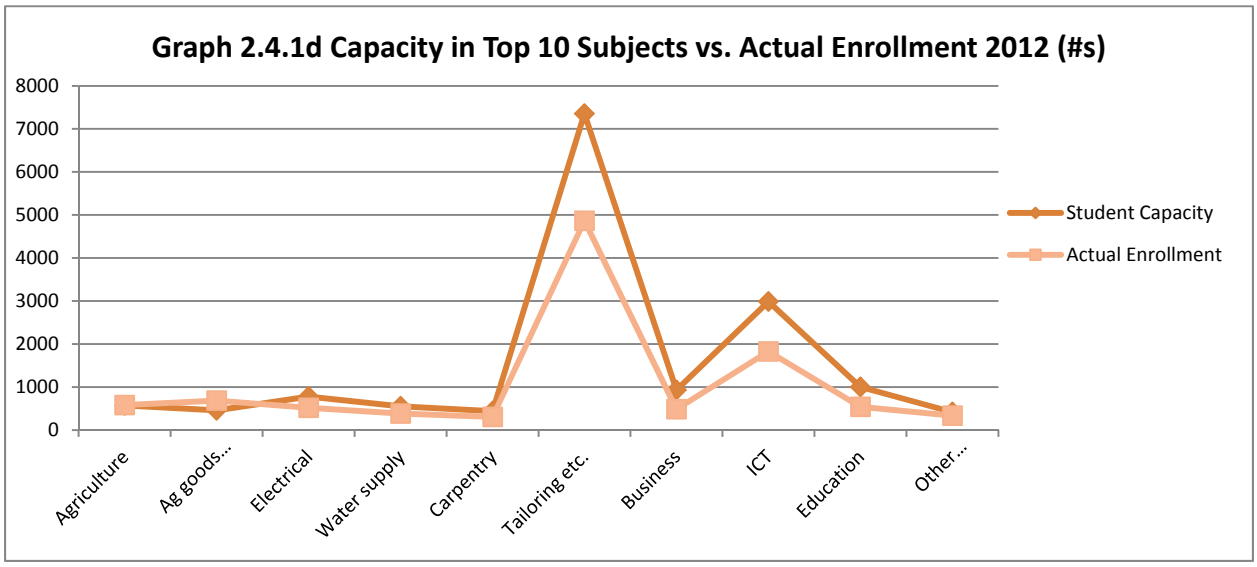
This table also highlights the gender dimensions of trainings attended, showing that in all districts except Skardu, tailoring, carpet weaving and handicrafts were the most attended trainings by females, just as ICT was the most attended training for males in all districts except Diamer, Skardu and Ghanche. This speaks to broader gendered patterns in the region, where certain fields such as masonry, brick making and related construction were completely male dominated (except in Hunza-Nagar). In mechanics and repairs, there was again some female participation in Hunza-Nagar, as well as modest participation in Gilgit and Chitral; but overall, 76% of attendees were men. On the other side, health and social work courses were primarily attended by women, in sharp contrast to courses on 'other community, social and personal services' which were male dominated in all districts except Astore. Agriculture and education courses were also predominantly attended by women (with the exception of agriculture in Diamer). See Annex 9 for details.

Students and student capacity: The following table shows a more detailed breakdown of estimated male and female enrollment last year for the top ten enrolled training course subjects and industries. This demonstrates the diversity of trainings attended by men, in contrast with a much narrower range of courses attended by women (particularly tailoring, carpet weaving and handicrafts and ICT). This table also highlights limitations in offerings for both men and women within particular districts such as Astore, Ghizer and Ghanche. It is also interesting to note the concentration in agricultural trainings in only Skardu, Diamer, Chitral, and to a lesser degree, Gilgit.

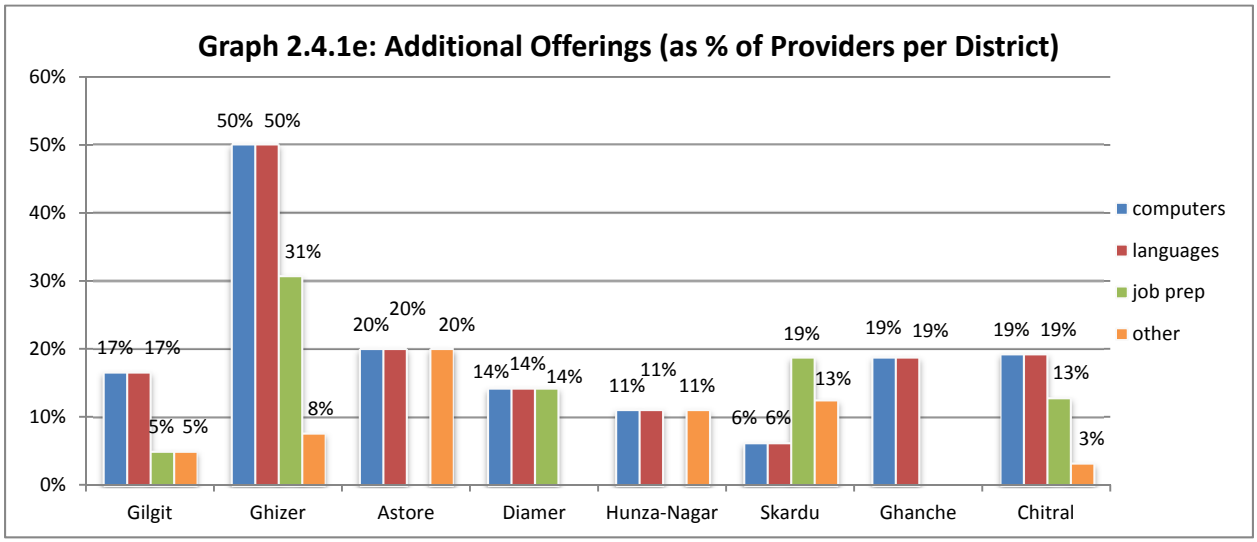
Table 2.4.1c: Top 10 Student Participation Rates per District by Gender (actual #s)

	Top 10 Industry Courses	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Males	Agriculture	243	11	0	0	29	0	150	3	50
	Ag goods processing	277	0	0	0	30	0	210	0	37
	Electrical	502	119	0	126	92	0	80	20	65
	Water supply	385	42	0	0	343	0	0	0	0
	Carpentry	269	20	3	60	94	12	60	0	20
	Tailoring etc.	386	10	16	0	300	2	20	27	11
	Business	317	186	0	0	0	0	121	0	10
	ICT	1148	233	88	130	80	153	22	7	435
	Education	219	0	0	0	51	61	12	1	93
	Other Community…	250	0	0	0	100	150	0	0	0
Females	Agriculture	339	49	0	0	2	0	200	68	20
	Ag goods processing	407	0	25	0	0	0	310	20	52
	Electrical	17	10	0	7	0	0	0	0	0
	Water supply	0	0	0	0	0	0	0	0	0
	Carpentry	38	0	0	0	0	38	0	0	0
	Tailoring etc.	4481	1178	775	257	180	47	285	361	1398
	Business	166	41	0	0	0	0	75	0	50
	ICT	681	336	55	90	0	10	18	43	129
	Education	320	81	0	2	67	4	34	1	131
	Other Community…	86	32	0	0	30	0	24	0	0

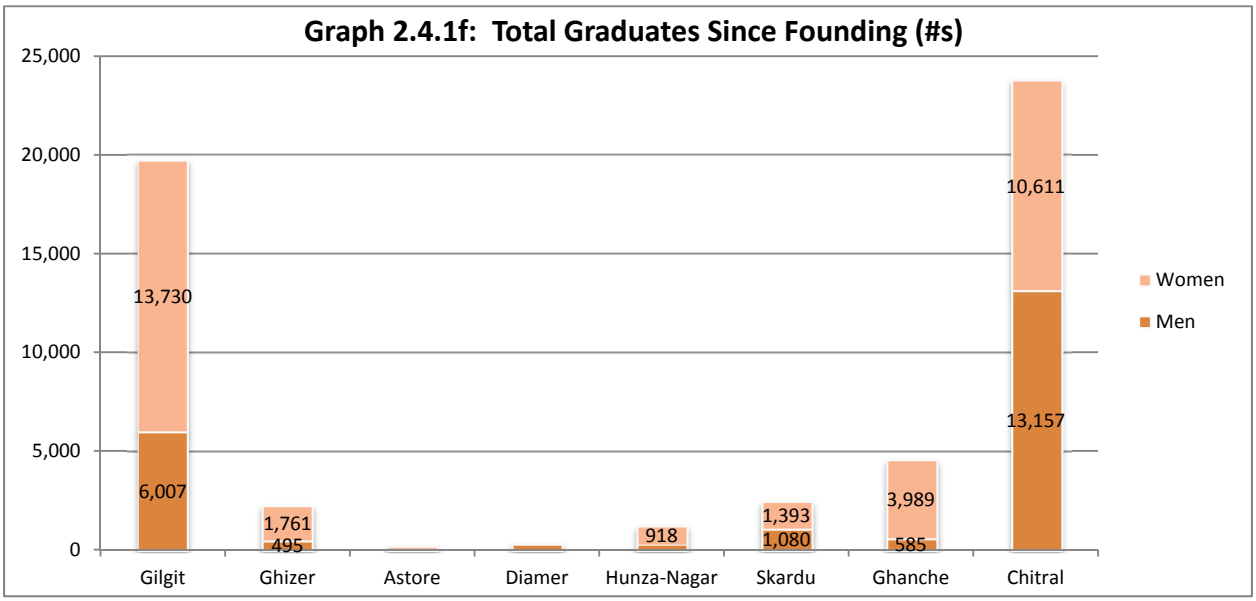
Capacity versus enrollment: The following graph contrasts the reported capacity of service providers to offer space in courses last year with actual enrollment in GBC, focusing on the top 10 industries. On the whole, it appears that 80% of these industries were not reaching their maximum student enrollment/capacity last year, with the exception of agriculture and other community/personal services trainings, which were close to their capacity, and agricultural goods processing, which exceeded it. Further district level analysis is provided in Annex 9.



Additional training courses: Training on computers, languages, job preparations and/or other skills were offered in addition to the main trade areas listed above in most districts. The data for these courses was not gender disaggregated. Note that there were no job preparation classes available in Astore, Hunza-Nagar or Ghanche. The graph below gives an indication of the percentage of the total number of courses taught in each district:



Graduation and dropout: Since the training institutions surveyed were founded, directors and managers indicated that collectively, more than 32,000 women have graduated from training courses, alongside more than 22,000 men. However, this figure of almost 60% women to 40% men among graduating students was not consistent across districts. As is outlined in the graph below, Diamer, Skardu and Chitral had approximately 50% or more male graduates.



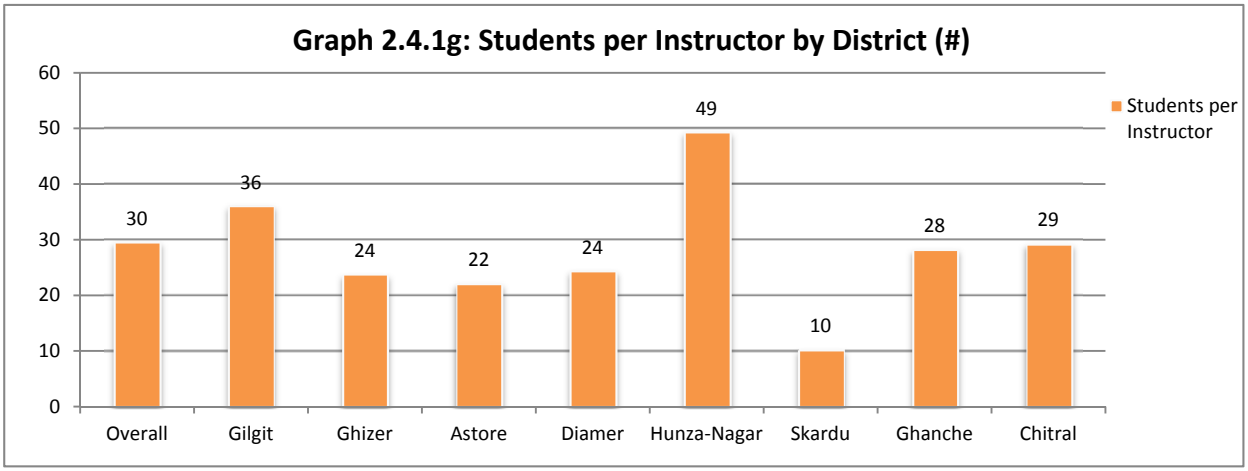
Assessing enrollment, failures, drop-outs and graduates through a gender lens, reveals challenges for women, as shown in the table below. Overall, while women represented 60% of those enrolled at the time of the survey, there was a greater number of female drop outs and failures than men (14% vs. 6%). In Ghizer, and Ghanche, these rates were particularly high at 27% and 24%, in contrast with men's rates of 15% and 3%. This may indicate that young women had greater trouble with the courses than young men, or that their education was stopped or put on hold in times of economic hardship or when women had family responsibilities to take on.

However, this data must also be weighed against the findings on male and female graduation rates by district, also outlined in the table below. On the whole, 62% of young women graduated from their courses, while only 48% of young men successfully completed theirs during the same time period. This suggests that either women fared better, or there is still a larger cohort of men in the process of completing their training. It is also noteworthy that Astore and Diamer graduation figures were very low, just as their total graduation figures were low above. This suggests that the institutions in these districts were likely quite new given that their enrollment was high at the time of the survey, particularly in Diamer.

Table 2.4.1d: Total Students Last Year, Dropouts/Failures and Graduates (as #s and %)

Students	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Male Students	5,340	1,865	152	110	580	123	840	189	1,481
Female Students	8,095	3,067	837	150	860	401	654	929	1,197
All Students	13,435	4,932	989	260	1,440	524	1,494	1,118	2,678
% Men of Total Students	40%	38%	15%	42%	40%	23%	56%	17%	55%
% Women of Total Students	60%	62%	85%	58%	60%	77%	44%	83%	45%
Male Drop-out/failures - as % of male students	6%	7%	15%	11%	4%	6%	7%	3%	3%
Female Drop-out/failures - as % female students	14%	16%	27%	17%	1%	4%	12%	24%	2%
Male Graduates as % of male students	48%	51%	80%	4%	1%	25%	1%	84%	86%
Female Graduates as % of female students	62%	73%	68%	7%	2%	50%	27%	91%	82%

Trainer-to-student ratio: Because there was always one trainer per class, the ratio of students to trainers/instructors may be interpreted simply as the average number of students per class. The comparisons across districts were found to be statistically significant in all instances. Hunza-Nagar, Gilgit, and Chitral had the highest ratio of students per trainer while Skardu had a very low number of students per trainer. Because of the high number of students per trainer in Gilgit and Hunza-Nagar especially, it follows logically that the quality of the courses may be negatively impacted.



Linkages to employment: The linkages between service providers and potential employers was important to graduating trainees because it connected them to more stable job opportunities. Overall, 14% of training institutions provided these linkages. However, there were several districts in which the service providers had a very low degree of linkages with potential employers, such as Ghizer (0%), Ghanche (6%), and Skardu (6%). By contrast, 60% in Astore and 45% in Hunza-Nagar provided linkages, while the other districts hovered around 15%.

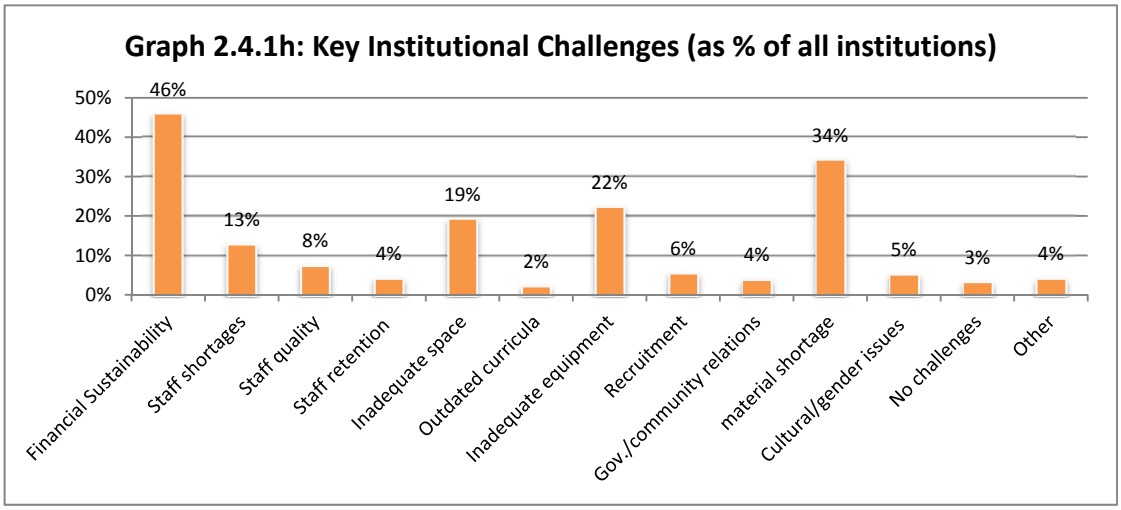
Of the 14% that did provide employment linkages, the following table disaggregates the types of linkages provided. As a result of low overall numbers, the percentages given in the table below must be interpreted with caution, and actual numbers of institutions providing linkages have been listed below. For example, since Ghanche had only one service provider that offered linkages to apprenticeships and placements, the fact that 100% of the service providers provided linkages must be tempered. The same is true for Skardu where both professional networks and internships were provided by a single service provider.

Table 2.4.1e: Service Provider Linkage Types (as # and % by District)

Type of Linkages	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Potential employers	42%	56%	0%	0%	0%	50%	0%	0%	60%
Professional networks	46%	67%	0%	67%	100%	25%	100%	0%	0%
Apprenticeships	29%	22%	0%	33%	0%	50%	0%	100%	20%
Placements	38%	22%	0%	0%	0%	75%	100%	100%	40%
Other	8%	11%	0%	0%	0%	0%	0%	0%	20%
# of Institutions Providing Links	24	9	0	3	1	4	1	1	5

Note that 29% of these 24 institutions provided linkages through placements, 33% through trade fairs, 44% through ad hoc connections, and 4% through 'other' means.

Institutional challenges: Service providers in GBC reported a range of institutional challenges, as documented in the graph below. Respondents could select multiple answers, and most did. In fact, many went on to list additional factors such as electricity, transportation challenges, as well as the security situation in their area. The majority of the challenges were reported in Gilgit and Chitral. Gilgit reported a particular problem with inadequate space for students. Chitral reported outdated curricula. Because shortage of staff was a crosscutting issue for all districts, poor performance in this area was also common. Financial sustainability, which was the largest problem overall, was reported to be more severe in Gilgit and Ghizer than elsewhere. See Annex 9 for district-level analysis.



Staff Profiles

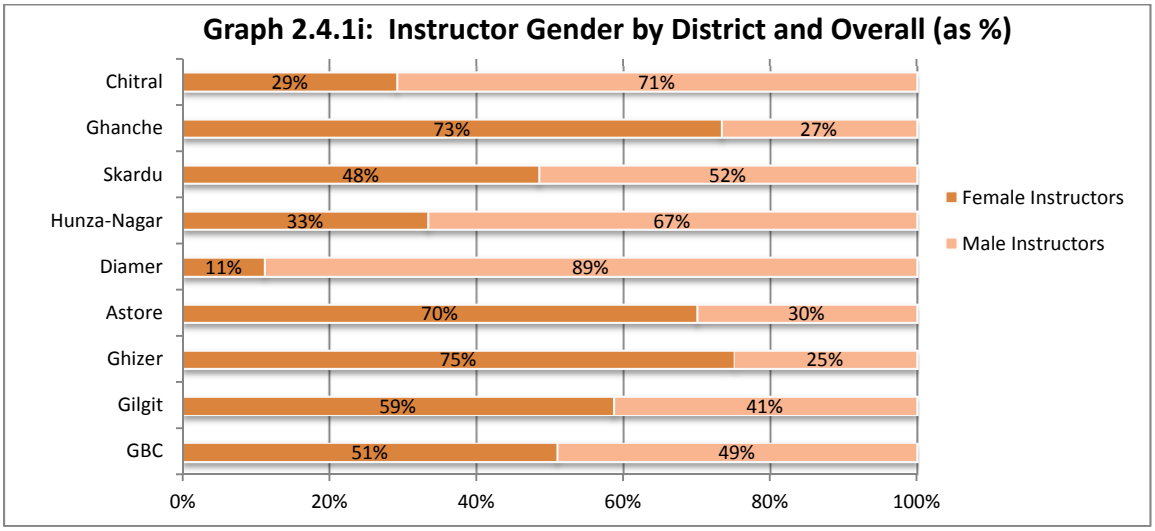
Staffing rates: Detailed data on the staff employed by each service provider was gathered in the questionnaire relating to two points in time: at the time of survey and one year ago. Disaggregated data for males and females was not collected for the earlier period. The comparison between the total staff over the two periods, outlined in the table below, however, reveals that the number of staff per service provider increased in all districts. Not a single district showed a decline in staff over this period. It is possible to conclude, therefore, that service providers were expanding operations.

Table 2.4.1f: Comparison of Staff Employment Levels (#s)

Staff Employment Levels	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Staff employment # one year ago	763	247	96	35	44	41	112	16	172
Staff employment at time of survey	1,064	333	88	63	61	65	121	44	279

Staff Gender: While there was diversity in the percentages of male and female staff in different roles within each district, overall, there were more male staff in administrative (79%), technical (66%) and other (77%) roles than women. Staffing in the training industry is therefore quite male dominant, despite the fact that more directors interviewed were women. In terms of instructional staff, there was almost gender parity overall with 51% female instructors; however most districts were skewed heavily in one direction or another, with Diamer

showing the highest percentage of male instructors (89%) and Ghizer the highest percentage of female instructors (75%). This is captured in the graph below.



Staff qualifications: The following table shows that female instructors had stronger credentials than their male counterparts overall, with considerable variation at the district level. In Diamer, both male and female instructors showed poor education qualifications, with women's formal education qualifications being non-existent. In contrast, women in Ghizer outstripped their male counterparts in every category, particularly with certificates in the field in which they taught.

Table 2.4.1g: Staff Qualification Levels by Gender (as % of male/female staff)

Staff Qualifications	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Male instructors w. certificate	33%	39%	26%	11%	7%	20%	9%	38%	24%
Male instructors w. diploma in subject	18%	21%	28%	11%	7%	7%	11%	25%	22%
Male instructors w. degree in subject	10%	13%	18%	3%	2%	5%	0%	25%	14%
Female instructors w. certificate	50%	42%	80%	23%	0%	29%	30%	43%	24%
Female instructors w. diploma	28%	38%	45%	8%	0%	10%	0%	36%	24%
Female instructors w. degree	10%	13%	22%	4%	0%	0%	0%	14%	5%

Student Profiles

Prior education levels: The following table shows the amount of prior schooling obtained by male and female students currently enrolled in training in each district. The diverging trends show that male representation increased with higher levels of education, and female representation decreased at the highest level of education. At a district level, however, there were anomalies in attainment, with 35% of females in Hunza Nagar receiving eleven or more years of education (in contrast with women from other districts) and 100% of male trainees reporting eleven or more years of education in Skardu. Note that Astore was excluded from this

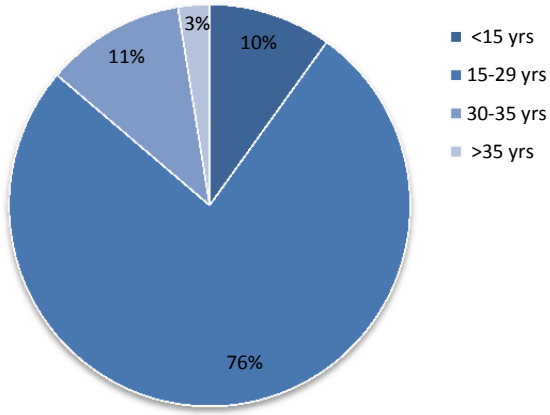
table as a result of missing data. There is likely also some missing data in Ghanche and Hunza-Nagar, and thus caution is advised in considering this table.

Table 2.4.1h: Student Prior Education Attainment Per District (as % of Gender Enrolled)

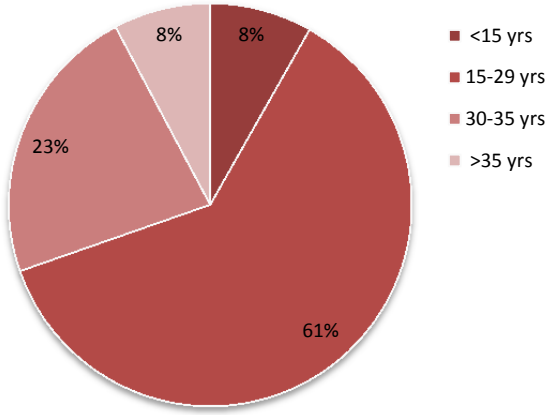
Length of Time in Education	GBC	Gilgit	Ghizer	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Male - 0-5 years	13%	18%	15%	50%	25%	0%	56%	6%
Male - 6-10 years	41%	52%	48%	25%	38%	0%	11%	47%
Male 11+ years	46%	30%	38%	25%	38%	100%	33%	47%
Female - 0-5 years	46%	29%	48%	64%	19%	65%	86%	40%
Female - 6-10 years	48%	66%	48%	34%	46%	21%	8%	47%
Female 11+ years	6%	5%	4%	1%	35%	14%	7%	13%

Age profiles: As is evident from the graphs below, most students fell between 15 and 29 years of age, with slightly higher percentages for men (76% vs. 61% for women). Young people between 30 and 35 years of age made up the second largest groupings, particularly for women (23%); followed by those under age 15, and finally, those above age 35. In other words, the vast majority of students taking training courses qualify as youth under the EELY project (87% of men and 84% of women, respectively). In terms of general trends, women began training at a slightly older age, and participated in trainings when they were older to a larger degree than their male counterparts.[54]

Graph 2.4.1j: Age Profiles of Male Students (% males)

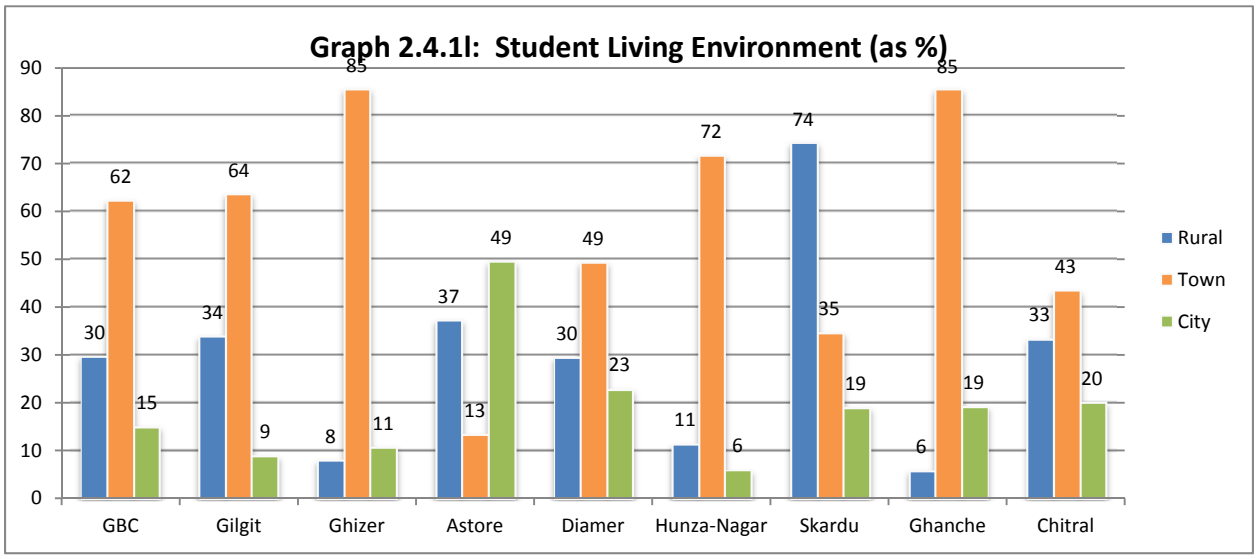


Graph 2.4.1k: Age Profiles of Female Students (% females)

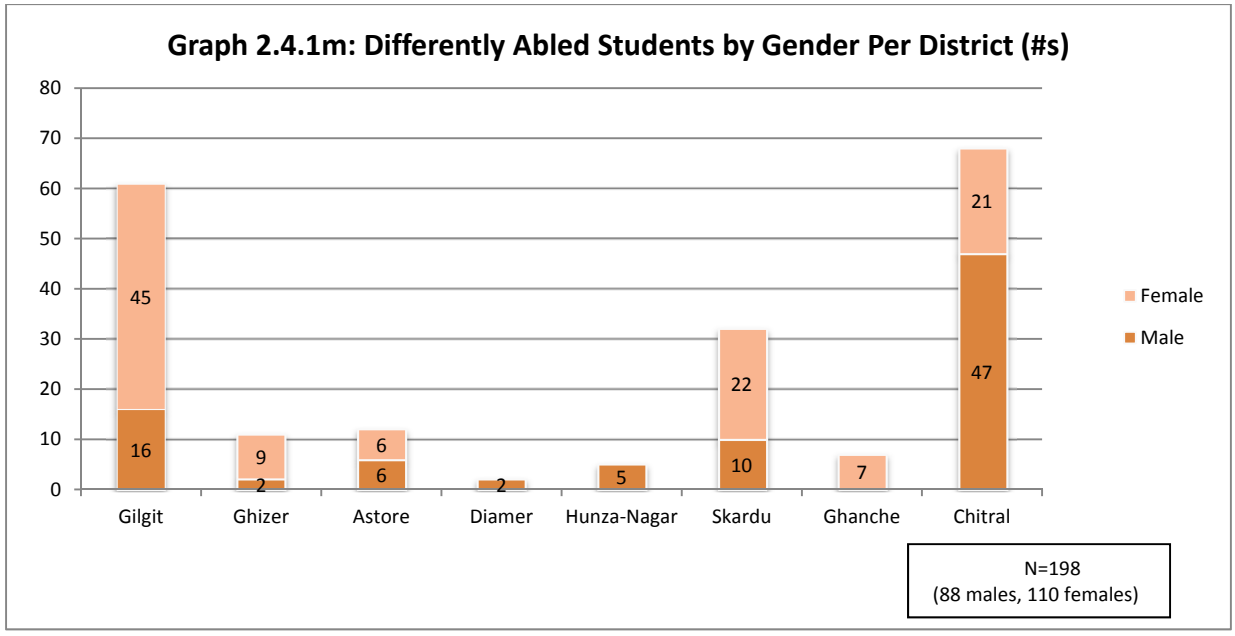


Rural and urban settings: Students were more likely to come from rural towns than from any other setting, as is shown in the graph below. It was only in Astore that a very large percentage of students (49%) were from the district capital, and Skardu, where there was a large rural population (74%).

[54] As there were some problems with data integrity in the responses to this question, analysis is not advised or reliable at the district level. This general profiling is intended to give only a rough impression of age categories as participants were meant to answer in percentages but the majority answered in actual numbers. Instead of averaging the percentages, answers were summed first and then converted into percentages of the total. While the findings are not reliable, even for GBC, they were thought to be better than a complete absence of comment on age profiles and thus included.



Ability: The following graph shows the numbers of differently abled students by gender – 44% males to 66% females. These 198 individuals attended 31 different institutions. Note the variations by gender at the district level – while males were dominant in Diamer, Hunza-Nagar and Chitral, the opposite was true in Gilgit, Ghizer, Skardu and Ghanche.



Post-graduation employment: Few employers (4%) had a tracking system, which means little was known about how students fared after graduating from a training course. According to some service providers, a small percentage of students were employed immediately in the first six months after graduation from a training course. A larger percentage of students were employed six months to a year afterwards. However, further evidence would be required to draw conclusions from these findings given the lack of reliable data gathered by service providers.

2.4.2 Training and Courses

This section focuses on how training courses are selected and designed, what methodologies they utilize and whether they draw upon standardized materials. This is essential context for the provision of technical capacity-building to these service providers.

Course selection tools: Service providers chose program offerings on the basis of many factors, primarily: 1) instructor initiative, 2) whether training materials had already been developed for a course, 3) findings of student needs assessments, and 4) market research results, as shown in the following table. Some districts, such as Ghizer, placed a high priority on identifying course offerings based on student needs, compared to Chitral, Hunza-Nagar and Diamer where courses were identified based on available training materials.

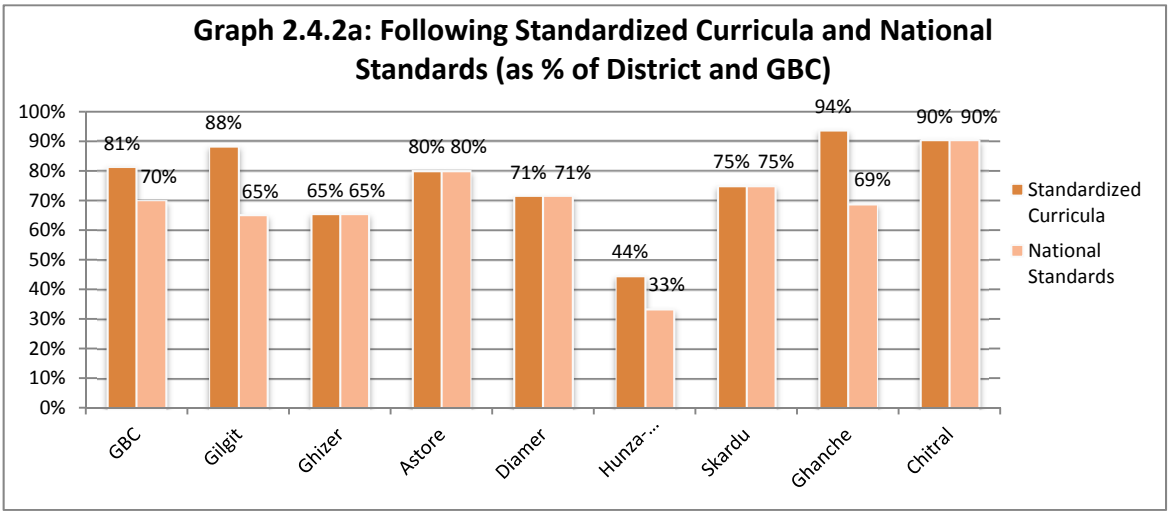
Table 2.4.2a: Institutional Course Selection Tools (as % of Service Providers)

Decision-making Tools	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Survey of Employers	9%	12%	0%	0%	14%	22%	19%	6%	6%
Conducting market research	25%	28%	23%	0%	14%	56%	25%	50%	6%
Tracking graduate employment rates	3%	0%	0%	0%	14%	0%	13%	0%	0%
Surveying/responding to student needs	30%	38%	58%	20%	29%	22%	13%	31%	3%
Instructor requests/initiative	38%	42%	46%	40%	29%	33%	19%	31%	39%
Training already developed/available	36%	32%	15%	20%	43%	44%	25%	25%	74%
Total Service Providers	170	26	5	7	9	16	16	31	60

Note: service providers could select multiple answers; hence statistics do not add up to 100%

Standardized curricula and national standards: The majority of courses offered in most districts conformed to standard curricula. Where most of the courses in Astore, Chitral, Ghanche, Skardu and Gilgit met these standards, the numbers were lower in Hunza-Nagar. A similar trend was observed with national standards, as no single district had 100% of courses that met national standards, but in all districts except Hunza-Nagar the majority of institutions did meet standards.

Graph 2.4.2a: Following Standardized Curricula and National Standards (as % of District and GBC)



Hands-on instruction: As is evident in the table below, most courses had a hands-on component to instruction; however, there was still room to improve in this area. Ghanche, Diamer and Gilgit had the lowest percentage of hands-on components.

Table 2.4.2b: Hands on Instruction per District (as % and #)

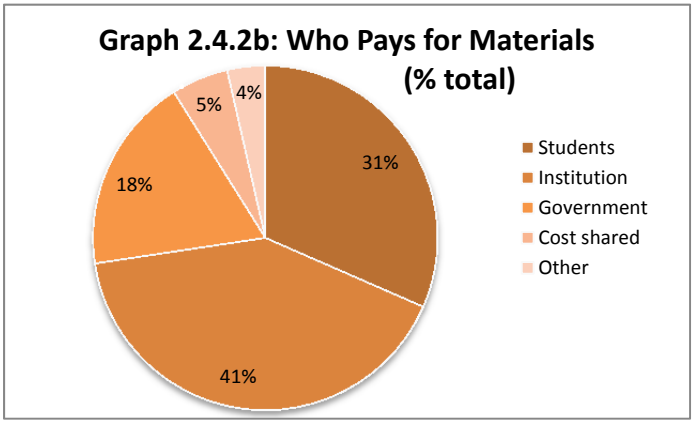
Hands-on Learning	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
% of institutions	74%	62%	88%	80%	57%	89%	69%	63%	90%
# of institutions	125	37	23	4	4	8	11	10	28

In terms of the type of hands-on learning, the component that most often occurred was 'using tools and machines in the classroom.' This was common for both men and women. It was less common to have student demonstrations or student-led sessions in the classroom, but this also did occur for both male and female students. Training institutes in Hunza-Nagar reported a high incidence of student demonstrations. This was an activity that occurred in almost 50% of all classes (both male and female). Female apprenticeship or placement in an enterprise was more common in Ghanche and Chitral, suggesting that women had a closer connection to the workplace in those districts.

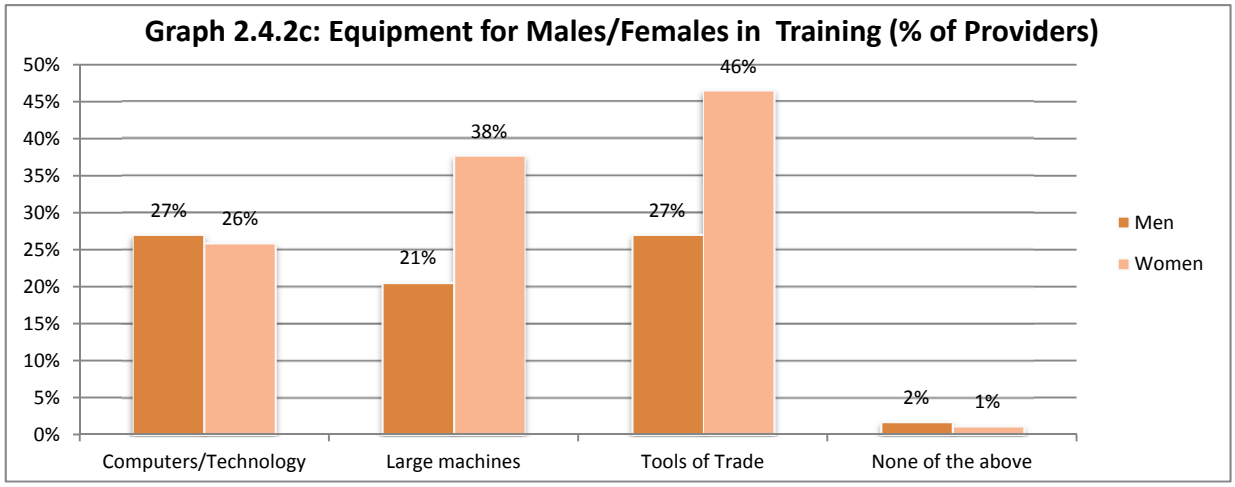
Table 2.4.2c: Hands-on Components (as % of District per Category)

Hands-On Learning	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Male students use tools and machines in classroom	38%	28%	38%	60%	57%	78%	25%	19%	55%
Male students apprentice/ join placement	11%	5%	12%	20%	57%	11%	6%	13%	26%
Male students lead demonstrations/sessions	16%	17%	4%	0%	29%	44%	19%	6%	19%
Male students go on field Trips	8%	8%	0%	0%	29%	22%	13%	0%	10%
Male students - Other	1%	2%	0%	0%	0%	0%	0%	0%	0%
Female students use tools and machines in classroom	59%	50%	77%	60%	29%	78%	69%	56%	58%
Female students apprentice/ join placement	12%	3%	4%	0%	0%	11%	13%	31%	29%
Female students lead demonstrations/sessions	22%	23%	19%	20%	14%	44%	31%	6%	23%
Female students go on field Trips	8%	8%	4%	0%	14%	33%	13%	0%	6%
Female students - Other	1%	2%	0%	0%	0%	0%	0%	0%	0%

Course materials: Course materials (consumables) and equipment were most often provided by the service provider themselves, followed by the student. In some instances the government provided support, as was the case in Astore district, but this was less common elsewhere.



Equipment: Despite the high levels of purported 'hands-on' learning, the type of equipment actually available in courses was quite limited. There were three types of equipment that students were readily able to use in training: specific trade tools, large machines, computers and other electronic devices. Of these, tools of the trade were the most frequently used, particularly by women as outlined in the graph below. Figures for women may be higher than men as there was a high non-response rate among service providers training men on this question. It may also be related to the fact that the equipment required for women's training courses was less substantive than men's – sewing machines, cooking appliances etc., whereas some male-dominated training courses like carpentry or mechanics would require large expensive machinery. Further district-specific analysis is available in Annex 9.



Finally, most districts had formal or informal testing requirements[55] for students to complete a course. Because the number of courses that required formal testing was above 80% in nearly all districts, it appears that students were more likely to have undergone a formal test to graduate rather than an informal one. Students often gave feedback on courses once they were completed. This was largely done informally except in Hunza-Nagar, Diamer and Skardu where students provided written feedback.

2.4.3 Course Accessibility and Accommodations

This section highlights the kinds of support provided by training service providers to make their offerings accessible to prospective students as well as the costs of accessing services. It looks closely at accommodations for female students to enable participation.

Available support: There were several differences between the types of support available for male and female students. Female students were supported more frequently by stipends, toolkits, meals, job placements and other goods from the service provider. These differences, however, were not very large since the type of supports given to men and women was otherwise consistent across districts.

[55] Formal assessments were defined as tests/examinations/assignments to assess a student's understanding or mastery of a subject or skill in relation to other students or standard learning benchmarks. As such they are often graded. Informal assessments consisted of ways for instructors to assess student learning without a formal test – whether through worksheets, homework, group activities, or even through informal questions and discussion.

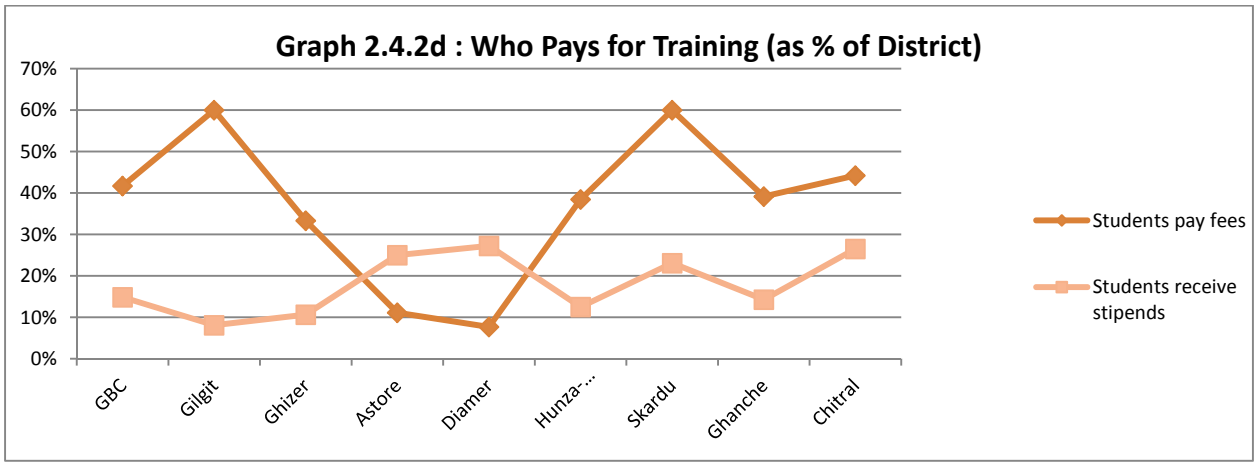
Table 2.4.3a: Support for male students (as % of item)

Institutional Supports Provided	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Uniforms	4%	2%	4%	0%	0%	11%	13%	0%	3%
Stipends	14%	12%	8%	20%	43%	22%	0%	13%	19%
Toolkits / materials	16%	17%	8%	20%	57%	22%	19%	0%	19%
Meals	11%	8%	15%	0%	14%	44%	0%	0%	16%
Accommodation	7%	2%	8%	0%	43%	0%	0%	0%	19%
Transportation	6%	3%	4%	0%	14%	22%	0%	0%	16%
Job placements	3%	0%	0%	20%	14%	22%	0%	6%	0%
Other	4%	0%	0%	20%	0%	0%	6%	0%	13%

Table 2.4.3b: Support for female students (as % of item)

Institutional Supports Provided	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Uniforms	2%	0%	4%	0%	0%	22%	0%	0%	3%
Stipends	16%	13%	12%	20%	14%	11%	19%	25%	19%
Toolkits / materials	29%	30%	35%	40%	29%	22%	38%	19%	26%
Meals	14%	18%	4%	0%	14%	33%	0%	0%	23%
Accommodation	7%	3%	0%	0%	29%	11%	6%	0%	19%
Transportation	6%	3%	4%	0%	14%	22%	0%	0%	13%
Job placements	4%	0%	0%	20%	14%	33%	0%	0%	3%
Other	1%	2%	0%	0%	0%	0%	0%	0%	3%

Financing training courses: The following graph shows both the extent to which students were required to pay for trainings in each district, and the extent to which stipends were available to assist students with training costs (whether funded by the government, or directly by the training institution). It demonstrates that in Gilgit and Skardu, the majority of participants were required to pay for their training, whereas in all other districts less than 50% of participants paid fees. It is also interesting to note that in all districts only a minority of training providers offered stipends to students. In Astore and Diamer, this number was higher than other districts as 25% and 27% of participants could access stipends. Unsurprisingly, there was a positive correlation between the level of stipends available and the percentage of young people required to pay for training.



Facilities for women: The majority of institutions in most districts reported the provision some form of special accommodation for female students. The types and numbers of institutions providing facilities for women were

lower in Ghanche, and Hunza-Nagar, and consisted only of separate training facilities in Diamer. In contrast, Gilgit, Skardu and Astore were much more accommodating for women.

Table 2.4.3c: Types of Facilities for Women (as % of Institutions per District)

Facilities for Women	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Separate training facilities	59%	65%	54%	100%	57%	44%	81%	38%	48%
Separate accommodation	13%	15%	4%	40%	0%	0%	6%	13%	23%
Separate washrooms	40%	42%	31%	80%	0%	44%	56%	38%	39%
Funding/scholarships	5%	8%	0%	20%	0%	0%	6%	6%	3%
Other	3%	2%	0%	0%	0%	0%	0%	0%	10%
Total Institutions	170	60	26	5	7	9	16	16	31

2.5 Combined Analysis

This section seeks to integrate key areas of analysis that are cross-cutting throughout the four surveys by contrasting data from the various stakeholder perspectives in order to make informed decisions about potential market opportunities, current skills and skill development needs vis-a-vis education and work, and how those needs can best be fulfilled. It is therefore divided into three sections: 1) identifying market opportunities via industries with high growth potential, 2) comparing existing youth education and skills by industry with those required by employers and 3) determining how education and skill gaps can be filled by employers and service providers. This preliminary analysis needs to be triangulated with further research (e.g. value chain assessments in particular industries) as well as secondary economic research available on the region of GBC in order to come to comprehensive conclusions.

2.5.1: Identifying Market Opportunities

Comparing Industries: In order to understand the market opportunities, it is important to begin by capturing the industry dimensions (overall size, level of youth engagement and desired youth engagement). The following table shows the supply of labour in the data from the LFS (for both overall labour and youth labour), the contrasting supply of labour evident in the YSPS, the desired supply of labour in the industries young people would like to work in, and the existing opportunities with employers (based on the breakdown of industries surveyed – not their actual incidence in the labour market).[56] Analysis below will focus on the first four columns.

Table 2.5.1a: Industries of Employment per LFS, YSPS and Employer Surveys (% Total and Youth)

Industry Divisions	LFS	LFS Youth	Working Youth (YSPS)	Desired Work for Youth (YSPS)	Employers
Agriculture/forestry/hunting & fishing	23.2%	25.9%	22.1%	6.2%	5.8%
Agricultural goods processing	12.4%	17.7%	1.8%	2.1%	4.6%
Mining, quarrying, and processing	0.6%	0.7%	1.3%	0.7%	0.9%
Manufacturing	0.5%	0.5%	0.1%	0.4%	1.3%
Electrical, gas, and air conditioning	2.2%	1.9%	1.1%	3.8%	0.6%
Water supply: plumbing, sewage treatment, etc.	1.5%	1.2%	0.7%	0.6%	0.2%
Construction, masonry, tile- or brick-making	7.5%	5.1%	8.0%	1.8%	9.4%
Wholesale and retail trade, border trade	4.8%	3.3%	4.3%	3.0%	13.9%
Mechanics and repairs (including automotive)	0.7%	0.8%	0.5%	0.9%	3.9%

[56] Due to the urban bias of the ES, employers were not selected in proportion to their representation within GBC: a lower percentage of agricultural employers and goods processors were interviewed and the survey largely excluded public sector employers as this information was already available to the public. Thus, data from employers does not show actual demand for labour – the LFS is the best source of information on industry dimensions.

Carpentry	1.3%	1.1%	0.0%	0.7%	9.1%
Tailoring, carpet-weaving, and handicrafts	1.7%	2.6%	2.3%	16.6%	5.8%
Business management	0.4%	0.4%	0.3%	5.5%	0.3%
Tourism, hotels, and restaurants	1.5%	1.5%	2.6%	1.9%	7.6%
Transport and storage	3.5%	2.7%	7.4%	2.3%	9.5%
Information and communications technology	0.5%	0.5%	1.5%	2.8%	3.8%
Finance/insurance	1.0%	0.7%	0.8%	2.1%	1.4%
Scientific and technical activities	0.2%	0.3%	0.3%	2.7%	0.1%
Real estate and property management	0.4%	0.4%	0.0%	0.2%	0.3%
Government, public administration, and defense	11.5%	12.9%	11.9%	9.0%	0.3%
Education and early childhood development	10.0%	11.7%	25.1%	27.6%	15.7%
Health and social work	4.3%	7.1%	3.0%	5.2%	2.0%
Other community, social, and personal services	1.3%	1.1%	2.1%	3.1%	3.2%
Other	Excl.	Excl.	2.6%	0.6%	0.5%

The above table shows the predominance of the agriculture, agricultural goods processing, government, education and construction industries – both as industries overall, and in current youth work. However, according to the YSPS, young people were working in smaller numbers within the agricultural industry (particularly goods processing), and had even less desire to continue working in agriculture related jobs in the future. In contrast, 17% of young people were interested in tailoring, carpet weaving and handicrafts, and 28% were interested in education and early childhood development - much higher rates than what the market was offering in each industry based on LFS data. To a lesser degree, young people were also interested in technical areas such as electrical work, scientific and technical activities, ICT and health, as well as entrepreneurial areas such as business management – again to a higher degree than jobs were available in the labour market at the time of the survey. Thus, there is a clear mismatch between current industries where people (particularly young people) work in GBC, and youth aspirations for work in specific industries. There may be opportunities for further youth work in agriculture (especially in goods processing), government, trade, construction, and carpentry if young people are informed about potential jobs and they feel there are long-term career opportunities in these industries.

Opportunities by gender: Within the labour market, it is important to disaggregate youth participation and desired participation in the various industries by gender. This is documented in the table below, again comparing data from the LFS (overall and youth) with data from the YSPS (in young men and women's first jobs for those who have worked – 'past', their present work for those working at the time of the survey – 'present', and desired work for all young people – 'desired').

Table 2.5.1b: Youth Industry Engagement: Past, Present, and Desired by Gender (% of Column)

Industry Divisions	Men					Women				
	LFS	LFS Youth	Youth Past	Youth Present	Youth Desired	LFS	LFS Youth	Youth Past	Youth Present	Youth Desired
Agriculture/forestry/hunting & fishing	19.1%	15.9%	23.3%	27.5%	11.0%	41.4%	36.6%	2.0%	2.5%	1.1%
Agricultural goods processing	7.3%	8.8%	1.9%	2.3%	2.6%	27.1%	27.2%	0.0%	0.0%	1.5%
Mining, quarrying, and processing	0.9%	0.9%	2.4%	1.7%	1.3%	0.3%	0.5%	0.0%	0.0%	0.1%
Manufacturing	0.8%	0.7%	4.4%	0.1%	0.4%	0.2%	0.3%	0.0%	0.0%	0.2%
Electrical, gas, and air conditioning	3.3%	3.5%	1.2%	1.4%	7.3%	0.1%	0.1%	0.0%	0.0%	0.0%
Water supply: plumbing, pipe-fitting, sewage treatment	2.3%	2.2%	1.2%	0.9%	1.3%	0.1%	0.1%	0.0%	0.0%	0.0%
Construction, masonry, tile- or brick-making	11.6%	9.8%	8.6%	10.2%	3.4%	0.3%	0.1%	0.0%	0.0%	0.1%
Wholesale and retail trade, border trade	7.5%	6.1%	4.7%	5.5%	5.2%	0.3%	0.2%	0.4%	0.0%	0.8%
Mechanics and repairs (including automotive)	1.1%	1.3%	0.4%	0.5%	1.7%	0.1%	0.1%	0.6%	0.7%	0.0%
Carpentry	1.9%	1.9%	0.0%	0.0%	1.2%	0.1%	0.2%	0.0%	0.0%	0.2%
Tailoring, carpet-weaving, and handicrafts	1.6%	1.6%	0.6%	0.7%	1.2%	2.6%	3.5%	12.9%	8.0%	33.0%
Business management	0.6%	0.7%	0.3%	0.4%	7.6%	0.0%	0.1%	0.0%	0.0%	3.3%
Tourism, hotels, and restaurants	2.4%	2.7%	2.8%	3.3%	3.1%	0.1%	0.2%	0.0%	0.0%	0.6%
Transport and storage	5.3%	5.3%	8.0%	9.5%	4.2%	0.1%	0.0%	0.0%	0.0%	0.3%
Information and communications technology	0.8%	0.9%	1.6%	1.9%	3.4%	0.0%	0.0%	0.0%	0.0%	2.2%
Finance/insurance	1.4%	0.9%	0.9%	1.1%	2.6%	0.3%	0.4%	0.0%	0.0%	1.5%
Scientific and technical activities	0.3%	0.4%	0.0%	0.0%	2.8%	0.1%	0.2%	1.1%	1.3%	2.5%
Real estate and property management	0.7%	0.8%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%
Government, public administration, and defense	17.3%	23.9%	11.9%	14.0%	14.3%	1.2%	1.2%	3.4%	4.3%	3.6%
Education and early childhood development	10.7%	8.4%	18.8%	10.7%	17.9%	12.1%	15.3%	72.8%	77.3%	37.7%
Health and social work	1.4%	1.5%	1.9%	3.0%	3.9%	12.6%	13.2%	4.5%	2.9%	6.7%
Other community, social, and personal services	1.8%	1.6%	2.5%	2.3%	2.6%	0.6%	0.6%	1.0%	1.3%	3.6%
Other	Excl.	Excl.	2.5%	3.0%	0.8%	Excl.	Excl.	1.2%	1.5%	0.3%

In terms of male participation and desired participation in industries, the above table shows that young men may be participating in agriculture-related activities to a higher degree than is reflected in the LFS, though they may not consider themselves to be involved in processing agricultural goods. In contrast, it shows lower levels of participation in government, though higher interest in participating in government work. There may be room for further male engagement in agricultural goods processing, water supply, construction, trade, carpentry, transportation and storage and government work; while young men may struggle to find work in education, health, community services, electrical work, and business management if those industries do not grow in the near future.

In terms of female participation and desired participation in industries, it is clear that young women were active in a much smaller range of industries but were interested (though often in very small numbers) in a broad range of industries. There were considerable differences between the LFS and YSPS in regards to agriculture and education – with almost negligible participation in agriculture and very heavy concentration in education/early childhood development in the YSPS. This discrepancy may be attributable to the fact that a lot of women's agricultural work is unremunerated, and so young women may not have thought of themselves as 'employed', or see a future in agricultural activities. They may also have seen their role in parenting as early childhood development although this may also have been unpaid. It is noteworthy that tailoring/carpet-weaving and handicrafts was very common among women in the youth survey – particularly as a desired industry of employment. Again, this does not indicate that the market can absorb this amount of interest in industry, unless EELY value-chain programming will seek to connect women with viable markets for their products and grow the demand for products. Rather, it indicates that women in GBC need culturally-appropriate ways to be economically active, whether in home-based enterprises or beyond, as women are clearly interested in economic participation. They may also need support in entering industries that have been male-dominated in GBC from government institutions to business management and finance to science and technical activities to 'other' community work.

In summary of the table above, the following table highlights the top five industries young people are currently participating in by gender vis-a-vis the broader working population, along with youth desired industry participation. Among young men it is again striking that while agriculture, government and education were included in the top 5 in all cases, young men exhibited less interest in working in agriculture in the future and much stronger interest in education. Further – their interest in business management and electrical work was higher than the prevalence of these industries in the labour market, which did not make the top five in the LFS. Among young women, agriculture was included in the top five in all categories except women's desired industries. Education again was the most sought after industry (though much less than young women's current involvement), followed closely by tailoring/handicrafts. Government work, health and social work, and other community work may be promising industries for women, as some women are already engaged in these industries and there is further interest.

Table 2.5.1c: Top Five Industries by Sex (as per LFS and YSPS)

Ranking	Men				Women			
	LFS	LFS Youth	Youth Present (YSPS)	Youth Desired (YSPS)	LFS	LFS Youth	Youth Present (YSPS)	Youth Desired (YSPS)
1	Agriculture	Government	Agriculture	Education	Agriculture	Agriculture	Education	Education
2	Government	Agriculture	Government	Government	Ag. Goods Processing	Ag. Goods Processing	Tailoring/ Handicrafts	Tailoring/ Handicrafts
3	Construction	Construction	Education	Agriculture	Health and Social Work	Education	Agriculture	Health and Social Work
4	Education	Ag. Goods Processing	Construction	Business Management	Education	Health and Social Work	Government	Other community
5	Trade	Education	Transport and Storage	Electrical	Tailoring/ Handicrafts	Tailoring/ Handicrafts	Health and Social Work	Government (tied for 4th)

Overall, while both men and women shared top industries of agriculture, agricultural goods processing and education; health/social work and tailoring/handicrafts were more popular for women, while government work, construction, trade and transport were common among men. Within the LFS it was also fascinating to see the differences between young people and adults for each gender. A slightly different configuration of industries emerged with trade vs. agricultural goods processing among men and young men respectively, and young women found a stronger role in education and early childhood development than women overall.

Opportunities by District: A comparison between the following two tables enables AKRSP/AKF to unpack the differences between labour supply based on the LFS and desired youth participation on a district level. Ultimately, creating awareness about the industries operating in each community (particularly industries that may be growing) may help support young people to find appropriate employment in their community – or to move to a community where they may find more suitable work if they have the skills and determination to work in a particular industry. At the same time, understanding youth aspirations for certain industries can help AKRSP/AKF to either a) support the development/maturation of industries with high growth potential that match youth desires for work in these areas or b) educate young people about the challenges in finding employment in particular industries in their community and advise them of other alternatives or the education/training requirements to work in that field.

Table 2.5.1d: Industry Sizes by District (as per LFS – as % of District)

Industry Divisions	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Agriculture/forestry/hunting & fishing	23.2%	9.3%	3.0%	7.0%	41.4%	25.4%	38.8%	6.3%	6.7%
Agricultural goods processing	12.4%	1.7%	0.0%	1.1%	28.9%	22.9%	3.1%	1.4%	0.3%
Mining, quarrying, and processing	0.6%	1.6%	0.3%	0.1%	0.4%	0.5%	1.0%	0.2%	0.3%
Manufacturing	0.5%	0.8%	0.0%	0.3%	0.8%	0.3%	0.0%	0.7%	0.7%
Electricity, gas, and air conditioning	2.2%	4.2%	2.4%	3.5%	1.4%	1.4%	1.6%	5.4%	2.4%
Water supply: plumbing, sewage treatment, etc.	1.5%	2.3%	0.7%	2.8%	0.8%	0.9%	3.5%	5.4%	0.7%
Construction, masonry, tile- or brick-making	7.5%	9.1%	18.1%	23.4%	0.9%	3.6%	15.9%	10.0%	4.9%
Wholesale and retail trade, border trade	4.8%	4.4%	7.4%	7.6%	0.6%	4.0%	2.6%	2.6%	13.0%
Mechanics and repairs (including automotive)	0.7%	1.9%	0.5%	1.0%	0.2%	0.9%	0.7%	0.5%	0.8%
Carpentry	1.3%	0.8%	2.6%	0.3%	0.3%	1.6%	1.7%	0.5%	2.0%
Tailoring, carpet-weaving, and handicrafts	1.7%	2.9%	2.9%	2.5%	0.6%	0.8%	2.2%	1.7%	2.3%
Business management	0.4%	1.1%	0.5%	0.6%	0.3%	0.2%	0.2%	0.9%	0.5%
Tourism, hotels, and restaurants	1.5%	1.8%	0.8%	0.6%	0.3%	1.4%	2.9%	5.6%	2.1%
Transport and storage	3.5%	6.9%	5.5%	2.1%	1.1%	2.3%	2.5%	2.6%	6.6%
Information and communications technology	0.5%	2.1%	0.8%	0.6%	0.0%	0.3%	0.6%	1.0%	0.2%
Finance/insurance	1.0%	1.9%	1.0%	1.6%	0.1%	1.2%	0.4%	0.2%	1.8%
Scientific and technical activities	0.2%	1.0%	0.0%	0.3%	0.0%	0.1%	0.0%	0.0%	0.3%

Real estate and property management	0.4%	0.9%	0.1%	2.7%	0.1%	0.0%	0.0%	1.4%	0.9%
Government, public administration, and defense	11.5%	16.8%	27.2%	16.9%	3.8%	5.7%	3.8%	18.6%	22.0%
Education and early childhood development	10.0%	14.8%	16.2%	12.5%	5.8%	4.1%	9.5%	11.6%	16.7%
Health and social work	4.3%	0.2%	0.1%	0.2%	5.1%	12.3%	0.2%	2.3%	3.1%
Other community, social, and personal services	1.3%	0.5%	1.4%	0.7%	0.7%	0.5%	0.6%	1.9%	4.4%
Other	8.5%	12.6%	8.4%	11.1%	5.4%	9.7%	8.2%	19.0%	6.6%

In summary, the five largest industries within each district were as follows:

Table 2.5.1e: Top Five Industries per District (as per LFS)

Rankings	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
1	Government	Government	Construction	Agriculture	Agriculture	Agriculture	Other	Government
2	Education	Construction	Government	Ag. Goods Processing	Ag. Goods Processing	Construction	Government	Education
3	Other	Education	Education	Education	Health and Social	Education	Education	Trade
4	Agriculture	Other	Other	Other	Other	Ag. Goods Processing	Construction	Agriculture
5	Construction	Trade	Agriculture	Health and Social	Government	Other	Agriculture	Other

Note the dominance of agriculture and agricultural goods processing in Diamer, Hunza-Nagar and Skardu; of government in Gilgit, Ghizer and Chitral; of construction in Astore, Skardu and Ghizer; and the consistency with which education was among the top three (all districts except Hunza-Nagar). In contrast, more district-specific industries included trade in Ghizer and Chitral, as well as Health and Social work in Hunza-Nagar and Diamer. Beyond the top five industries there were concentrations of industries in particular districts, like tourism, electrical work and water supply in Ghanche; finance and transport in Gilgit and Chitral; as well as ICT and scientific and technical work in Gilgit, among others.

In comparison, the following table shows the desired industry participation for young people at the district level:

Table 2.5.1f: Youth Desired Industry Participation by District (as per YSPS – as % of District)

Industry Divisions	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Agriculture/forestry/hunting & fishing	6.2%	8.4%	1.9%	3.4%	20.7%	1.1%	3.1%	12.1%	1.4%
Agricultural goods processing	2.1%	0.7%	0.0%	1.0%	4.8%	0.9%	4.5%	6.2%	0.0%
Mining, quarrying, and processing	0.7%	1.3%	0.0%	1.0%	0.0%	2.5%	0.8%	1.7%	0.1%
Manufacturing	0.4%	0.0%	0.0%	0.0%	1.6%	0.6%	0.4%	0.0%	0.2%
Electrical, gas, and air conditioning	3.8%	2.2%	1.6%	3.1%	11.3%	2.9%	2.6%	2.2%	3.3%
Water supply: plumbing, sewage treatment, etc.	0.6%	0.0%	0.0%	1.0%	0.0%	0.0%	2.4%	1.4%	0.3%
Construction, masonry, tile- or brick-making	1.8%	2.4%	2.4%	0.9%	2.4%	0.0%	2.9%	0.8%	1.3%
Wholesale and retail trade, border trade	3.0%	4.6%	2.3%	1.9%	3.2%	4.5%	2.2%	2.1%	2.9%

Mechanics and repairs (including automotive)	0.9%	0.0%	0.8%	0.0%	0.0%	0.5%	2.6%	1.3%	0.9%
Carpentry	0.7%	0.0%	0.0%	1.6%	1.8%	0.0%	0.7%	0.0%	1.0%
Tailoring, carpet-weaving, and handicrafts	16.6%	13.6%	8.9%	20.3%	1.9%	5.6%	33.4%	17.5%	20.2%
Business management	5.5%	8.8%	9.2%	9.2%	6.3%	2.1%	4.0%	3.2%	3.5%
Tourism, hotels, and restaurants	1.9%	0.0%	2.5%	0.0%	3.0%	1.3%	4.0%	2.9%	1.1%
Transport and storage	2.3%	2.0%	0.0%	0.0%	6.3%	0.7%	1.9%	0.5%	3.1%
Information and communications technology	2.8%	4.0%	1.7%	3.4%	0.0%	3.0%	3.5%	4.4%	2.9%
Finance/insurance	2.1%	1.7%	1.2%	2.3%	2.3%	8.1%	1.4%	1.4%	1.3%
Scientific and technical activities	2.7%	2.0%	7.2%	0.0%	0.0%	1.6%	5.0%	0.3%	2.7%
Real estate and property management	0.2%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.4%
Government, public administration, and defense	9.0%	7.6%	7.0%	11.8%	10.9%	15.5%	5.2%	7.3%	9.9%
Education and early childhood development	27.6%	30.8%	40.6%	34.4%	18.3%	43.0%	13.2%	24.1%	30.0%
Health and social work	5.2%	2.9%	8.6%	4.7%	1.3%	3.2%	2.2%	8.8%	9.2%
Other community, social, and personal services	3.1%	5.7%	1.8%	0.0%	3.9%	1.8%	3.9%	1.2%	2.8%
Other	0.6%	1.2%	0.3%	0.0%	0.0%	0.0%	0.2%	0.0%	1.3%

In summary – the top five most desired industries for youth employment are summarized below:

Table 2.5.1g: Top 5 Industries Sought by Young People per District (as per YSPS)

Rankings	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
1	Education	Education	Education	Agriculture	Education	Tailoring	Education	Education
2	Tailoring	Business Management	Tailoring	Education	Government	Education	Tailoring	Tailoring
3	Business Management	Tailoring	Government	Electrical work	Finance	Government	Agriculture	Government
4	Agriculture	Health and Social work	Business Management	Government	Tailoring	Science and Tech.	Health and Social Work	Health and Social Work
5	Government	Science and Tech.	Health and Social Work	Business and Transport	Trade	Ag. Goods Processing	Government	Business Management

However, there are significant differences between young men and women – therefore these are further disaggregated with percentages below:

Table 2.5.1h: Top Five Industries Sought by Young Men by District (As % of Young Men)

Rankings	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
1	Education (18%)	Education (16%)	Education (23%)	Agriculture (21%)	Education (27%)	Education (14%)	Agriculture (22%)	Government (20%
2	Government (17%)	Business (12%)	Government (18%)	Education (18%)	Government (17%)	Government (10%)	Education (18%)	Education (18%)
3	Agriculture (16%)	Government (11%)	Business Management (18%)	Electrical work (11%)	Finance/ Insurance (12%)	Tourism (8%)	Government (13%)	Electrical work (7%)
4	Business (13%)	Science and Tech (11%)	ICT (8%)	Government (11%)	Trade (9%)	Business management (8%)	Tourism (6%)	Transport and Storage (7%)
5	Trade (10%)	Health and Social (10%)	Electrical work (7%)	Business, Transport (6%)	Electrical work (8%)	Science and Tech (7%)	Business Management (6%)	Health and Social work (7%)

Table 2.5.1i: Top Five Industries Sought by Young Women by District (as % of Young Women)

Rankings	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
1	Education (42%)	Education (51%)	Education (43%)	n/a	Education (51%)	Tailoring/ Handicrafts (64%)	Tailoring/ Handicrafts (36%)	Education (40%)
2	Mechanics and repairs (25%)	Tailoring/ Handicrafts (12%)	Tailoring/ Handicrafts (35%)	n/a	Government (15%)	Education (12%)	Education (31%)	Tailoring/ Handicrafts (36%)
3	Other community (11%)	Health and Social (8%)	Government (7%)	n/a	Tailoring/ Handicrafts (9%)	Other community services (7%)	Health and Social Work (15%)	Health and Social Work (11%)
4	ICT (7%)	Business (8%)	Health and Social (6%)	n/a	Finance (6%)	Ag. goods processing (5%)	Ag goods processing (8%)	Science and Tech. (3%)
5	Business (5%)	Scientific and Tech. (6%)	ICT	n/a	Health and Social (3%)	Science and tech. (3%)	ICT (4%)	Business Management (2%)

A comparison of these supply and demand graphs shows yet again the clear mismatch between youth desired industries of work and the actual industry opportunities within the labour market. In comparing only the top five per district, it is clear that young people have a strong preference for work in the education sector, however, it cannot be matched within the local economies of any district. As the two gender-specific tables further show – this interest in education is strong for both young men and women, though particularly pronounced for young women. A second area of interest for young women that clearly cannot be matched in any district economy is work in the tailoring/handicrafts industry – unless women are able to start their own businesses and have a market for their products.

Despite the clear opportunities in construction work, electrical work, agriculture and agricultural goods processing these industries are not palatable for young people – perhaps due to the wages, the hard physical labour, or occupational safety and health issues. In districts like Ghizer and Astore, it may be worth conducting further research about the construction industry to determine whether and how young people may become engaged in this work, and if there are any health and safety issues that would require intervention in order for this to become decent work for youth.

One anomaly in the district analysis was interest among young women in Gilgit to participate in the mechanics and repairs industry – despite no clear indication that there are job prospects in this area. This would also merit further research to determine what kind of repair work women were interested in, and whether this matches real potential economic activity.

Top five industries per survey: Finally, bringing the supply and demand sides of the economy back together for all of GBC, it is important to look at the top five industries for each survey. The following table presents the supply of labour in the LFS (overall and youth), the supply and desired supply of youth labour in the YSPS, the demand for labour in the ES and the supply of training in these industries by the service providers.

Table 2.5.1j: Top Five Industries per Survey

Rankings	LFS	LFS Youth	Working Youth (YSPS)	Youth Work Desired (YSPS)	Employers	Trainings Offered (SPS)
1	Agriculture	Agriculture	Education	Education	Education	Tailoring/Handicrafts
2	Ag. Goods Processing	Ag Goods Processing	Agriculture	Tailoring/ Handicrafts	Trade	ICT
3	Government	Government	Government	Government	Transport	Education
4	Education	Education	Construction	Agriculture	Construction	Electricity
5	Construction	Health and Social work	Transport	Health and Social Work	Carpentry	Other

Agriculture and agricultural goods processing lead on the supply side of the work force, but do not rank among the top five in trainings offered or employment in demand (perhaps again partly due to the bias towards urban communities in the ES). Additionally, while there is a strong labour force in the government sector, it is not one of the top five trainings offered. In contrast, tailoring and handicrafts are the number one training offered – perhaps shaping youth desire to work in the tailoring/handicrafts trades as they have acquired or could readily acquire skills in this area. Other missing trainings in the top five include health and social work (an area where young people were already engaged and desired to work in according to the LFS and YSPS), and construction (found in the top five in the LFS, YSPS and employers). Thankfully one strong area of overlap is education – on both supply and demand sides education factored into the top five in all six categories.

Industries with Projected Growth and Challenges

In addition to understanding what industries are currently the most prolific and which industries young people are most interested in, it is important to understand which industries are perceived to be growing, which are hiring, and what industry challenges were reported to enable AKRSP/AKF to support these industries to grow.

Youth and Employer perceptions of growth industries: As seen in the table below, for young people the top five growth industries included: 1) education, 2) agriculture, 3) government/public administration, 4) mining and 5) other community/social and personal services. In contrast, employers felt that 1) education, 2) other, 3) tourism, 4) other community services and 5) agriculture were the top five growing industries. Thus both groups shared ideas that education and agriculture, and community services were growing industries. In fact similar percentages also felt that tourism was growing, though far fewer employers felt that the mining industry was on the rise. Notice that very few from both groups felt that electrical, water supply, construction, trade, real estate, health and social work, transport, and carpentry were growing.

Table 2.5.1k: Youth and Employer Perceptions – which Industries are Growing

Industries	Youth	Employer
Agriculture: Horticulture, Livestock, Forestry, and fishing	17.3%	6.6%
Ag. Goods Processing	1.4%	2.4%
Mining, quarrying and processing	8.8%	4.9%
Manufacturing	1.0%	0.6%
Electricity, gas and air conditioning	0.6%	1.7%
Water supply: plumbing, pipe-fitting, sewage treatment	0.8%	1.5%
Construction, masonry, tile-making, brick-making	0.2%	1.3%
Wholesale and retail trade, border trade	0.6%	1.2%
Mechanics and Repairs (including automotive)	0.1%	1.3%
Carpentry	0.1%	0.9%
Tailoring, carpet-weaving and handicrafts	0.6%	0.4%
Business Management	2.0%	5.7%
Tourism, Hotels and restaurants	7.4%	9.6%
Transport and storage	0.5%	1.3%
Information and communications technology	1.3%	2.7%
Finance/insurance	0.5%	1.7%
Scientific and technical activities	1.1%	0.0%
Real estate and property management	0.1%	0.3%
Government, Public administration and defence	14.1%	4.3%
Education and Early Childhood Education	23.1%	18.5%
Health and social work	2.9%	2.2%
Other community, social and personal services	8.5%	8.2%
Other	6.9%	9.8%

It must be noted however that these are simply the perspectives of the population at large – they are not based on in-depth economic research. Thus they should be viewed with caution and triangulated with further secondary studies.

The following table (earlier presented in the Employer survey) outlines the largest ten industries from the ES, deconstructing their hiring trends over the last year and the percentage that anticipate hiring in the coming year. It has been repeated here to triangulate with the perceptions of growing industries above.

Table 2.5.1l: Ten Largest Industries – hiring (#s) and anticipated hiring (% of institutions)

Industry	New hires in the last year (#s)			% of businesses that anticipate hiring next year
	Male	Female	Total	
Agriculture	153	144	297	21%
Ag. Goods Processing	54	69	124	21%
Electrical	51	21	72	23%
Construction, etc.	432	13	445	52%
Trade	10	0	11	22%
Carpentry	-1211	-6	-1216	36%
Tourism	449	33	482	33%
Transport/Storage	193	-3	190	17%
Education	270	12	282	53%
Health/social work	85	-40	45	20%

According to this table, the industries with the highest rates of anticipated hires in the next year are education, construction, carpentry and tourism. Apart from carpentry (which exhibited contradictory information even in this table), these industries align with those perceived to be growing by young people and/or employers as well as top industries in the labour market overall.

In order for the AKRSP/AKF team to meaningfully support these industries to grow, therefore it is worth recalling key challenges employers articulated in their enterprises: access to financial services and financial management issues; transportation challenges, and in more specific questions – challenges with the quality of the labour force. The former were discussed in the employer survey analysis and complete industry-segmented research is also available to AKRSP/AKF in analysis files. The latter will be explored in the next part of the synthesis.

While it is likely beyond the scope of EELY to address the transportation challenges in GBC – and over the life of the project there should be tremendous progress due to the road construction projects now underway; it may be within the EELY implementation team's capacity to work to support employer access to appropriate financing, as well as providing training in business and financial management skills to support employers to effectively and efficiently run their enterprises/institutions. AKRSP/AKF could partner with local institutions to develop tailored products to meet the needs of agriculturalists for example by looking at the timing of loan disbursement, grace periods, collateral requirements and length of loans to ensure they fit with agricultural cycles – while at the same time looking at risk mitigation frameworks for the financial institutions. It is hoped that access to appropriate financial services may in turn support employers to sustainably grow their businesses and thus provide jobs to the growing youth population.

Challenges for Young People in Entering Desired Industries: Finally, it is important to look at the youth side of the equation – at their challenges in entering the workforce. Despite some regional variation, young people consistently identified four factors that limited their ability to enter desired industries: lack of work experience, lack of relevant skills, lack of education and insufficient numbers of jobs available. In Ghanche, a small but significant number of young people also stated that low wages in available jobs presented a challenge and in Hunza-Nagar, discriminatory prejudices were identified as fifth challenge.

Table 2.5.1m: Challenges for young people in entering desired industries

Challenges Entering Sector	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
Lack of education/inappropriate education background	46.7%	34.0%	29.4%	51.2%	34.7%	54.7%	56.4%	40.6%	58.6%
Lack of relevant skills	46.3%	42.0%	41.9%	17.6%	23.6%	48.3%	73.1%	30.3%	55.4%
No work experience	61.3%	44.8%	48.0%	46.2%	59.1%	65.4%	84.5%	43.1%	68.6%
Not enough jobs available	44.0%	43.9%	36.3%	19.1%	41.4%	61.4%	49.2%	59.1%	41.4%
Considered too young	6.8%	7.5%	4.9%	2.7%	3.6%	15.4%	7.1%	4.5%	7.7%
Discriminatory prejudices	7.8%	6.7%	7.7%	5.1%	3.9%	19.2%	8.4%	11.4%	6.5%
Low wages in available jobs	8.6%	7.9%	8.3%	0.0%	0.0%	15.3%	4.0%	25.2%	12.6%
Poor working conditions	4.5%	9.3%	2.2%	2.2%	1.0%	9.7%	2.1%	6.3%	4.6%
Others' perceptions of appropriateness of sector	6.6%	2.8%	4.6%	0.0%	0.0%	13.4%	7.1%	7.6%	11.9%
Mobility / travel restrictions	4.2%	3.0%	3.1%	1.0%	0.0%	11.7%	7.0%	9.4%	2.7%
Other	3.4%	4.4%	9.5%	0.9%	0.0%	9.5%	1.4%	1.9%	2.9%

Conclusion: This section has sought to compare the breakdown of existing industries from the LFS with those that young people were working in at the time of the survey and those they would be interested to join in the future; and then focus in on sectors of potential growth and challenges in these sectors. The analysis has showed a significant mismatch between many of the industries young people would like to work in and the industries in which work is available – by district, gender and overall. While there seems to be strong potential in education, agriculture and agricultural goods processing, construction, and government work, higher numbers of young people are interested in education than there may be jobs for, and there is very limited interest in agriculture-related work.

Young women in particular seem to be struggling to find appropriate work and have therefore been drawn to tailoring and handicrafts – perhaps because this is a traditional occupation that can be undertaken from a household enterprise alongside raising children, perhaps because there many trainings were offered in these subject in their communities, and/or because they have not been able to enter the same range of industries as their male counterparts in GBC. It will be particularly important for EELY staff to support young women in their transition to the workforce in culturally-appropriate jobs and to work with employers to expand the range of opportunities available to young women.

2.5.2: Education and Skills: Existing and Required for the Workplace

This section seeks to compare education and skills required by and taught in each industry from the perspectives of young people and employers. In this way it will seek to analyse the education/skills mismatch between the requirements for different industries of work and skills young people have/think they have/need, and to support the EELY team to advise young people on the education/training they might obtain to support them in their career aspirations.

Youth Perspective:

To understand the context in which young people make decisions about their economic engagement, it is important to see how this population understands the opportunities available to them. The following tables show youth perception of which skills are learned through education, in the workplace, and the level of education that is required to enter different industries.

Skills acquired through education: Across all educational levels, young people stated that they learned interpersonal communication, teamwork and language skills in school. IT, problem solving and finance, were identified to a lesser extent as skills learned at vocational, technical, secondary school and college/university.

Table 2.5.2a: Skills Acquired through Education (by type of Education Attained)

Current Education Status	IT skills	Language	Communication	Finances	Problem Solving	Leadership	Time management	Teamwork	Vocational or Tech	Creative/ Artistic	Other
No formal schooling	8.3%	8.3%	8.3%	0.0%	8.3%	8.3%	8.3%	0.0%	50.0%	0.0%	0.0%
Madrassa	0.0%	5.9%	23.5%	5.9%	29.4%	11.8%	5.9%	5.9%	5.9%	0.0%	5.9%
Elementary education	10.3%	20.5%	24.5%	6.0%	7.3%	6.0%	10.6%	8.6%	2.6%	3.3%	0.3%
Vocational education	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Technical education	12.5%	25.0%	29.2%	8.3%	12.5%	0.0%	4.2%	0.0%	4.2%	4.2%	0.0%
Secondary school	13.1%	19.0%	21.2%	6.1%	7.7%	7.8%	12.9%	8.3%	0.9%	2.8%	0.3%
Higher Secondary	14.2%	17.9%	21.2%	4.7%	9.5%	8.4%	11.9%	7.4%	0.9%	3.3%	0.6%
Graduation	14.5%	17.2%	18.7%	5.2%	9.1%	9.9%	12.1%	7.6%	0.9%	4.3%	0.5%
Master's Degree	13.2%	15.3%	20.0%	5.5%	8.5%	8.9%	10.6%	10.2%	1.7%	5.5%	0.4%
Doctoral and Post-Doctoral studies	9.1%	18.2%	22.7%	9.1%	4.5%	4.5%	18.2%	4.5%	0.0%	9.1%	0.0%

Skills learned through work by industry: Young people identified three key skill areas that were learned in the workplace, regardless of the industry: communication, time management and teamwork. Somewhat surprisingly, young people also perceived that IT skills could be learned

at a variety of workplaces, including in finance, insurance, scientific and technical professions. In addition, water supply and mechanics were seen as industries where IT skills could be acquired. Interestingly, water supply was identified as an industry in which a range of skills could be learned, including communication, time management, teamwork, finances/math and problem solving.

Table 2.5.2b: Skills learned through work by Industry (Youth perspective)

Industries Where Skills were Learned	IT Skills	Languages	Communication	Finances/ Math	Problem-Solving	Leadership/ management	Time management	Teamwork	Vocational and Tech.	Artistic/ Creative
Agriculture Horticulture, Livestock, Forestry, and fishing	9.4%	3.1%	9.4%	9.4%	9.4%	0.0%	18.8%	28.1%	6.3%	6.3%
Agricultural Goods Processing	0.0%	0.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%	0.0%	25.0%
Mining and quarrying, processing	0.0%	0.0%	14.3%	28.6%	28.6%	0.0%	14.3%	0.0%	14.3%	0.0%
Manufacturing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Electricity, gas and air conditioning	0.0%	0.0%	0.0%	0.0%	28.6%	14.3%	28.6%	14.3%	14.3%	0.0%
Water supply: plumbing, sewage treatment, waste management	20.0%	6.7%	13.3%	13.3%	13.3%	6.7%	13.3%	13.3%	0.0%	0.0%
Construction, masonry, tile-making, brick-making	5.0%	0.0%	10.0%	0.0%	5.0%	0.0%	10.0%	45.0%	15.0%	10.0%
Trade (wholesale, retail, border)	11.1%	3.7%	33.3%	14.8%	7.4%	0.0%	18.5%	11.1%	0.0%	0.0%
Mechanics and Repairs	33.3%	0.0%	16.7%	16.7%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%
Carpentry	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Tailoring, carpet-weaving and handicrafts	5.3%	0.0%	21.1%	5.3%	0.0%	0.0%	15.8%	10.5%	26.3%	15.8%
Business Management	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Tourism, Hotels and restaurants	12.5%	12.5%	12.5%	12.5%	0.0%	0.0%	12.5%	37.5%	0.0%	0.0%
Transport and storage	0.0%	0.0%	12.5%	12.5%	0.0%	0.0%	25.0%	12.5%	37.5%	0.0%
Information and communications technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Finance/insurance	23.1%	15.4%	15.4%	15.4%	7.7%	7.7%	7.7%	7.7%	0.0%	0.0%
Scientific and technical activities	16.7%	0.0%	16.7%	0.0%	0.0%	16.7%	16.7%	16.7%	16.7%	0.0%
Real estate and property management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Government, Public administration and defense	17.3%	11.5%	3.8%	1.9%	9.6%	5.8%	26.9%	19.2%	3.8%	0.0%
Education and ECD	9.8%	6.0%	19.2%	4.3%	9.8%	12.4%	16.2%	13.7%	1.7%	6.0%
Health and social work	13.6%	0.0%	22.7%	0.0%	9.1%	13.6%	22.7%	9.1%	9.1%	0.0%
Other community, social and personal services	13.3%	6.7%	20.0%	3.3%	6.7%	10.0%	16.7%	16.7%	3.3%	3.3%
Other	9.4%	3.1%	9.4%	9.4%	9.4%	0.0%	18.8%	28.1%	6.3%	6.3%

Youth perceptions of education required: Young people clearly identified four industries in which master's degrees are perceived as necessary: business management, information and communications technology, finance/insurance and scientific and technical activities. Real estate and

property management was seen as the most likely profession to require a doctorate. On the opposite end of the spectrum, young people stated that no education was likely needed to work in tailoring/handicrafts; some agriculture would require no education, though others stated that at least vocational training or secondary schooling would be necessary.

Table 2.5.2c: Youth Perceptions: Education Required for Work in Desired Industry (as % interested in each industry)

Industries	No education	madrassa	Elementary	vocational	tech	secondary	higher secondary	graduation	Master's	PhD +
Agriculture Horticulture, Livestock, Forestry, and fishing	4.8%	0.0%	3.7%	0.0%	8.1%	10.3%	8.0%	6.7%	2.3%	18.0%
Agricultural Goods Processing	3.5%	1.4%	1.1%	0.0%	7.6%	5.0%	1.6%	1.7%	0.8%	4.5%
Mining and quarrying, processing	3.3%	0.0%	0.0%	0.0%	0.6%	2.7%	0.3%	0.5%	0.6%	0.0%
Manufacturing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.5%	0.6%
Electricity, gas and air conditioning	5.7%	0.0%	1.4%	0.0%	5.3%	3.5%	4.8%	7.2%	3.9%	0.0%
Water supply: plumbing, sewage treatment, waste management	3.2%	0.0%	0.0%	0.4%	0.0%	1.2%	2.0%	0.7%	0.3%	0.0%
Construction, masonry, tile-making, brick-making	5.9%	0.0%	0.0%	1.8%	6.0%	0.0%	0.6%	2.8%	0.6%	4.5%
Trade (wholesale, retail, border)	6.3%	0.0%	4.5%	0.8%	1.4%	10.5%	3.0%	3.5%	1.4%	6.0%
Mechanics and Repairs	0.7%	0.0%	0.0%	2.8%	5.4%	0.0%	1.0%	0.1%	0.5%	0.0%
Carpentry	0.7%	0.0%	0.0%	0.6%	1.8%	0.0%	3.0%	0.8%	0.4%	0.0%
Tailoring, carpet-weaving and handicrafts	45.7%	5.3%	82.9%	82.7%	34.0%	6.1%	13.2%	5.4%	3.4%	3.5%
Business Management	0.5%	0.0%	0.0%	0.0%	5.2%	3.8%	0.0%	2.9%	10.0%	7.2%
Tourism, Hotels and restaurants	0.0%	0.0%	3.0%	1.2%	1.5%	1.2%	3.4%	4.3%	1.5%	1.7%
Transport and storage	7.3%	0.0%	1.6%	4.7%	8.1%	5.3%	2.2%	1.4%	0.8%	0.0%
Information and communications technology	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	1.6%	0.4%	6.2%	1.6%
Finance/insurance	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	3.2%	3.8%	1.1%
Scientific and technical activities	0.7%	0.0%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	4.8%	6.2%
Real estate and property management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	1.7%
Government, Public administration and defense	3.7%	0.0%	0.0%	0.0%	3.4%	19.4%	23.8%	12.1%	8.8%	4.6%
Education and ECD	0.0%	71.5%	1.0%	1.7%	2.5%	9.7%	18.7%	35.2%	41.7%	29.3%
Health and social work	0.5%	0.9%	0.9%	2.6%	2.6%	11.0%	9.6%	5.6%	5.0%	8.2%
Other community, social and personal services	6.6%	21.0%	0.0%	0.7%	0.5%	8.5%	1.1%	3.7%	1.9%	0.9%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.2%	0.4%

Employer Perspective:

It is also important to understand employers' perception of the potential workforce available to them. As was seen in the previous section, Industries with Projected Growth and Challenges (2.5.1i), many employers anticipated hiring additional workers in the coming year. However, employers identified many skill gaps in the pool of potential recruits.

Missing skills by industry: Skills most frequently identified as missing by employers across all industries were: time management, teamwork, vocational and technical skills and communication. By industry, the following identified the most significant skill gaps: agriculture (time management and teamwork), mining (vocational skills), construction (time management and teamwork), carpentry (vocational skills), business management (leadership and time management), ICT (IT skills and communication), finance / insurance (communication and finances/math), education (communication) and community, social and personal services (vocational skills).

Table 2.5.2d: Skills Missing per Industry as Identified by Employers

	IT Skills	Languages	Communication	Finances/ Math	Problem-Solving	Leadership/ management	Time management	Teamwork	Vocational and Tech.	Artistic/ Creative	Other
Agriculture Horticulture, Livestock, Forestry, and fishing	0.0%	2.0%	2.0%	2.0%	4.0%	2.0%	40.0%	36.0%	10.0%	0.0%	2.0%
Agricultural Goods Processing	0.0%	4.3%	4.3%	8.7%	8.7%	4.3%	21.7%	26.1%	8.7%	8.7%	4.3%
Mining and quarrying, processing	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	16.7%	16.7%	50.0%	0.0%	0.0%
Manufacturing	0.0%	4.2%	4.2%	4.2%	12.5%	0.0%	25.0%	12.5%	12.5%	25.0%	0.0%
Electricity, gas and air conditioning	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%	0.0%
Water supply: plumbing, sewage treatment, waste management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Construction, masonry, tile-making, brick-making	4.3%	4.3%	7.1%	5.7%	4.3%	4.3%	24.3%	24.3%	12.9%	5.7%	2.9%
Trade (wholesale, retail, border)	6.6%	13.2%	17.6%	14.7%	4.4%	5.9%	14.7%	9.6%	9.6%	1.5%	2.2%
Mechanics and Repairs	2.6%	3.9%	16.9%	7.8%	5.2%	3.9%	16.9%	13.0%	28.6%	0.0%	1.3%
Carpentry	7.6%	1.3%	17.7%	6.3%	1.3%	1.3%	12.7%	11.4%	35.4%	5.1%	0.0%
Tailoring, carpet-weaving and handicrafts	7.7%	7.7%	19.2%	3.8%	5.8%	0.0%	9.6%	17.3%	19.2%	9.6%	0.0%
Business Management	14.3%	0.0%	14.3%	0.0%	0.0%	28.6%	28.6%	0.0%	14.3%	0.0%	0.0%
Tourism, Hotels and restaurants	6.9%	10.8%	18.5%	6.2%	3.1%	5.4%	16.9%	10.0%	11.5%	8.5%	2.3%
Transport and storage	3.3%	8.2%	6.6%	8.2%	3.3%	8.2%	27.9%	13.1%	16.4%	1.6%	3.3%
Information and communications technology	25.5%	6.4%	19.1%	8.5%	12.8%	2.1%	10.6%	4.3%	8.5%	0.0%	2.1%
Finance/insurance	15.2%	6.5%	28.3%	19.6%	10.9%	8.7%	4.3%	2.2%	0.0%	2.2%	2.2%
Scientific and technical activities	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Real estate and property management	14.3%	14.3%	14.3%	0.0%	0.0%	14.3%	14.3%	14.3%	14.3%	0.0%	0.0%
Government, Public administration and defense	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Education and ECD	13.0%	11.8%	19.9%	3.1%	4.0%	12.1%	13.4%	10.2%	6.2%	4.7%	1.6%
Health and social work	20.6%	5.9%	17.6%	5.9%	11.8%	2.9%	14.7%	2.9%	11.8%	2.9%	2.9%
Other community, social and personal services	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	4.5%	18.2%	50.0%	4.5%	13.6%
Other	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%

Skills needed among existing staff: Though there was considerable diversity across the industries, employers consistently identified the same skills as missing from current employees: communication and interpersonal, time management, teamwork and vocational/technical skills.

Table 2.5.2e: Skills Needed Among Existing Employees (as % of Industry)

Industry	IT Skills	Languages	Communication	Finances/ Math	Problem-Solving	Leadership/ management	Time management	Teamwork	Vocational and Tech.	Artistic/ Creative	Other
Agriculture Horticulture, Livestock, Forestry, and fishing	6.9%	8.3%	16.7%	9.3%	4.3%	4.4%	14.7%	12.1%	17.2%	5.0%	1.1%
Agricultural Goods Processing	8.2%	4.1%	11.0%	5.5%	6.8%	2.7%	12.3%	19.2%	23.3%	2.7%	4.1%
Mining and quarrying, processing	5.0%	5.9%	9.9%	6.9%	4.0%	0.0%	20.8%	21.8%	18.8%	5.9%	1.0%
Manufacturing	0.0%	0.0%	7.1%	0.0%	7.1%	0.0%	14.3%	21.4%	35.7%	7.1%	7.1%
Electricity, gas and air conditioning	7.0%	7.0%	11.6%	4.7%	7.0%	2.3%	4.7%	4.7%	27.9%	23.3%	0.0%
Water supply: plumbing, sewage treatment, waste management	11.1%	3.7%	18.5%	3.7%	0.0%	0.0%	18.5%	11.1%	33.3%	0.0%	0.0%
Construction, masonry, tile-making, brick-making	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Trade (wholesale, retail, border)	4.9%	4.9%	5.6%	12.6%	4.2%	1.4%	16.8%	19.6%	23.1%	6.3%	0.7%
Mechanics and Repairs	5.2%	8.3%	22.0%	15.3%	4.7%	3.5%	15.4%	10.9%	10.1%	4.0%	0.6%
Carpentry	1.9%	3.8%	13.9%	8.1%	0.5%	1.4%	14.8%	14.4%	34.9%	6.2%	0.0%
Tailoring, carpet-weaving and handicrafts	3.8%	4.9%	12.2%	5.9%	3.5%	1.7%	14.3%	14.3%	32.9%	6.3%	0.0%
Business Management	3.8%	5.3%	15.4%	7.2%	2.4%	1.0%	13.9%	8.2%	30.3%	12.0%	0.5%
Tourism, Hotels and restaurants	0.0%	10.0%	20.0%	10.0%	0.0%	10.0%	20.0%	10.0%	20.0%	0.0%	0.0%
Transport and storage	5.3%	8.8%	20.1%	11.0%	3.2%	4.8%	16.3%	13.6%	10.2%	4.5%	2.1%
Information and communications technology	4.6%	7.4%	12.7%	13.0%	5.3%	2.8%	17.6%	10.6%	23.2%	1.4%	1.4%
Finance/insurance	14.4%	6.2%	19.6%	6.2%	5.2%	5.2%	10.3%	11.3%	19.6%	2.1%	0.0%
Scientific and technical activities	17.4%	9.8%	16.3%	18.5%	6.5%	8.7%	9.8%	5.4%	4.3%	2.2%	1.1%
Real estate and property management	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%
Government, Public administration and defense	13.3%	13.3%	13.3%	6.7%	0.0%	6.7%	13.3%	20.0%	13.3%	0.0%	0.0%
Education and ECD	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%
Health and social work	11.8%	14.7%	19.3%	4.4%	5.7%	10.1%	12.3%	9.5%	5.7%	4.7%	1.7%
Other community, social and personal services	12.5%	9.4%	12.5%	3.1%	7.8%	7.8%	14.1%	10.9%	12.5%	6.3%	3.1%
Other	7.1%	8.7%	17.3%	3.1%	4.7%	5.5%	15.7%	15.0%	18.1%	2.4%	2.4%

Skills difficult to find among potential recruits: When looking for new staff, employers again reported challenges in finding people with appropriate communication and interpersonal skills, time management and vocational / technical skills. There were, of course some anomalies: the construction industry reported difficulties in finding new staff with strong problem-solving skills, the manufacturing industry reported difficulties finding staff with creative and artistic skills, and real estate reported challenges with IT skills and leadership. Note, however that these were also particularly small industries where each respondent had a larger effect on percentages.

2.5.2f: Skills Difficult to Find When Recruiting New Staff (Employers' Perspective)

	IT Skills	Languages	Communication	Finances/ Math	Problem-Solving	Leadership/ management	Time management	Teamwork	Vocational and Tech.	Artistic/ Creative	Other
Agriculture Horticulture, Livestock, Forestry, and fishing	7.8%	7.5%	16.5%	8.5%	6.1%	6.3%	13.4%	11.6%	15.6%	5.2%	1.4%
Agricultural Goods Processing	10.3%	5.9%	19.1%	4.4%	5.9%	8.8%	7.4%	13.2%	17.6%	5.9%	1.5%
Mining and quarrying, processing	5.6%	5.6%	13.1%	7.5%	5.6%	14.0%	10.3%	14.0%	16.8%	3.7%	3.7%
Manufacturing	0.0%	8.3%	0.0%	0.0%	8.3%	0.0%	8.3%	8.3%	33.3%	25.0%	8.3%
Electricity, gas and air conditioning	4.3%	5.8%	8.7%	7.2%	8.7%	7.2%	13.0%	11.6%	14.5%	18.8%	0.0%
Water supply: plumbing, sewage treatment, waste management	0.0%	0.0%	13.6%	4.5%	4.5%	0.0%	18.2%	13.6%	40.9%	0.0%	4.5%
Construction, masonry, tile-making, brick-making	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Trade (wholesale, retail, border)	6.0%	3.6%	12.0%	11.4%	9.6%	7.2%	12.7%	13.3%	16.3%	7.2%	0.6%
Mechanics and Repairs	7.0%	9.8%	17.9%	12.9%	6.2%	5.5%	15.7%	10.7%	9.5%	4.1%	0.8%
Carpentry	1.0%	2.9%	13.4%	7.2%	6.2%	4.3%	13.9%	16.7%	29.2%	5.3%	0.0%
Tailoring, carpet-weaving and handicrafts	4.0%	4.9%	15.0%	6.1%	6.7%	3.4%	14.4%	13.8%	26.1%	5.2%	0.3%
Business Management	6.2%	6.2%	14.7%	8.1%	4.3%	2.8%	11.8%	11.4%	23.7%	9.5%	1.4%
Tourism, Hotels and restaurants	0.0%	0.0%	0.0%	7.7%	0.0%	7.7%	38.5%	7.7%	23.1%	7.7%	7.7%
Transport and storage	6.6%	7.7%	18.8%	8.3%	5.0%	4.7%	16.3%	12.7%	12.7%	4.7%	2.5%
Information and communications technology	4.5%	7.9%	14.7%	10.9%	6.0%	3.4%	15.4%	10.5%	21.8%	2.6%	2.3%
Finance/insurance	15.5%	6.0%	19.0%	9.5%	7.1%	4.8%	9.5%	9.5%	15.5%	3.6%	0.0%
Scientific and technical activities	16.7%	8.9%	16.7%	13.3%	6.7%	13.3%	7.8%	5.6%	7.8%	1.1%	2.2%
Real estate and property management	33.3%	0.0%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Government, Public administration and defense	15.4%	7.7%	7.7%	7.7%	0.0%	7.7%	15.4%	23.1%	15.4%	0.0%	0.0%
Education and ECD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%
Health and social work	14.0%	12.2%	19.5%	4.1%	6.5%	10.6%	9.3%	8.3%	7.9%	6.1%	1.6%
Other community, social and personal services	15.0%	1.7%	18.3%	1.7%	8.3%	10.0%	13.3%	15.0%	8.3%	5.0%	3.3%
Other	11.5%	5.3%	19.1%	5.3%	3.1%	5.3%	15.3%	14.5%	15.3%	3.1%	2.3%

Synthesis: In comparing the youth perspectives with employer perspectives across all of the above tables, a number of things become evident. Young people believe that they learned interpersonal communication, teamwork and language skills in school; communication, time management and teamwork through work, and that they required different types of education for work in each industry (minimal for those like agriculture and tailoring; masters level education for technical ones such as finance, scientific and tech, business management or ICT). In comparison, employers felt that their new recruits lacked time management, teamwork, vocational and technical skills, and communication as did their current employees, and that these skills were missing in the labour force more broadly. Thus, while young people felt they learned a

number of these things through formal education, these were also the key things they learned through work and which employers felt needed further cultivation.

Conclusion: It will be important for the EELY team to work with employers and young people to address the skills gap particularly in soft skills like communication, teamwork and time-management. It may also be important to work with young people in identifying the kinds of technical or vocational skills that would be beneficial for them to acquire in order to work in the industry they would like to build a career in. While it seems that employers have trained young people in some of these soft skills on the job, it will enhance youth employability and help them to get that first job if they do strengthen these skills.

The EELY team may benefit from working closely with formal education institutions as well as training institutions to build more soft skills into curricula and technical trainings. It may also be beneficial to work with young people on their perceptions of their skills and the value of both hard and soft skill acquisition in their career development. It is hoped that all of the specific industry information will be helpful to the EELY team as they select final industries and value chains to focus some of their employability work.

2.5.3: Filling Education and Skill Gaps

The previous two sections (Identifying Market Opportunities, and Education and Skills: Existing and Required) examined industries with high growth potential and compared existing youth education / skills with those required by employers. This section will outline ways in which the education / skill gaps are being and can be filled, either by service providers or employers.

Employers offering training: Having already identified significant skill gaps in the labour force, many employers in GBC are providing training for their employees. One-fifth of surveyed enterprises stated that they offered some form of training for employees, either in-house or via an external provider. With the exception of Ghizer, more males received training than females – a trend that is hardly surprising given the composition of the labour force. The following table outlines the breakdown of enterprises offering training.

Table 2.5.3a: Employers Providing Training to Employees per District (as % of Enterprises)

Training offered	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Ghanche	Skardu	Chitral
Enterprises where females received training	6.8%	14.6%	10.4%	1.0%	2.0%	18.1%	8.1%	4.0%	5.3%
Enterprises where males received training	13.5%	18.8%	8.7%	4.0%	10.0%	26.7%	10.1%	9.6%	16.9%
Total employers where employees received training:	**20.4%**	**33.3%**	**19.1%**	**5.0%**	**12.0%**	**44.8%**	**18.1%**	**13.6%**	**22.2%**

Training Content: As is evident from the table below, employers who offered training to their employees focused overwhelmingly on vocational/technical skills. The exceptions were in Ghanche and Gilgit, where the most commonly offered training was communication and interpersonal skills, and Diamer, where creative/artistic training was most common.

Table 2.5.3b: Skills Training by Topic – Employer Survey

Topic	GBC	Gilgit	Ghizer	Astore	Diamer	Hunza-Nagar	Skardu	Ghanche	Chitral
ICT	4.8%	2.8%	3.8%	0.0%	0.0%	0.0%	11.1%	5.3%	8.0%
Language	1.1%	2.8%	3.8%	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%
Communication	12.6%	30.6%	7.7%	20.0%	0.0%	12.5%	5.6%	26.3%	9.0%
Financial Management	3.3%	0.0%	19.2%	0.0%	0.0%	5.0%	5.6%	5.3%	0.0%
Problem-solving	3.7%	11.1%	3.8%	0.0%	11.5%	0.0%	0.0%	5.3%	1.0%
Leadership	1.9%	2.8%	3.8%	0.0%	0.0%	2.5%	0.0%	0.0%	2.0%
Time Management	2.2%	0.0%	7.7%	0.0%	0.0%	0.0%	5.6%	10.5%	1.0%
Teamwork	3.7%	2.8%	3.8%	0.0%	23.1%	0.0%	0.0%	5.3%	1.0%
Vocational / Technical	43.7%	25.0%	38.5%	40.0%	7.7%	62.5%	22.2%	10.5%	64.0%
Creative / Artistic	7.0%	5.6%	3.8%	0.0%	30.8%	5.0%	11.1%	0.0%	4.0%
Other	7.4%	2.8%	3.8%	0.0%	7.7%	7.5%	16.7%	10.5%	8.0%
No Answer	8.1%	13.9%	0.0%	40.0%	19.2%	2.5%	22.2%	21.1%	1.0%

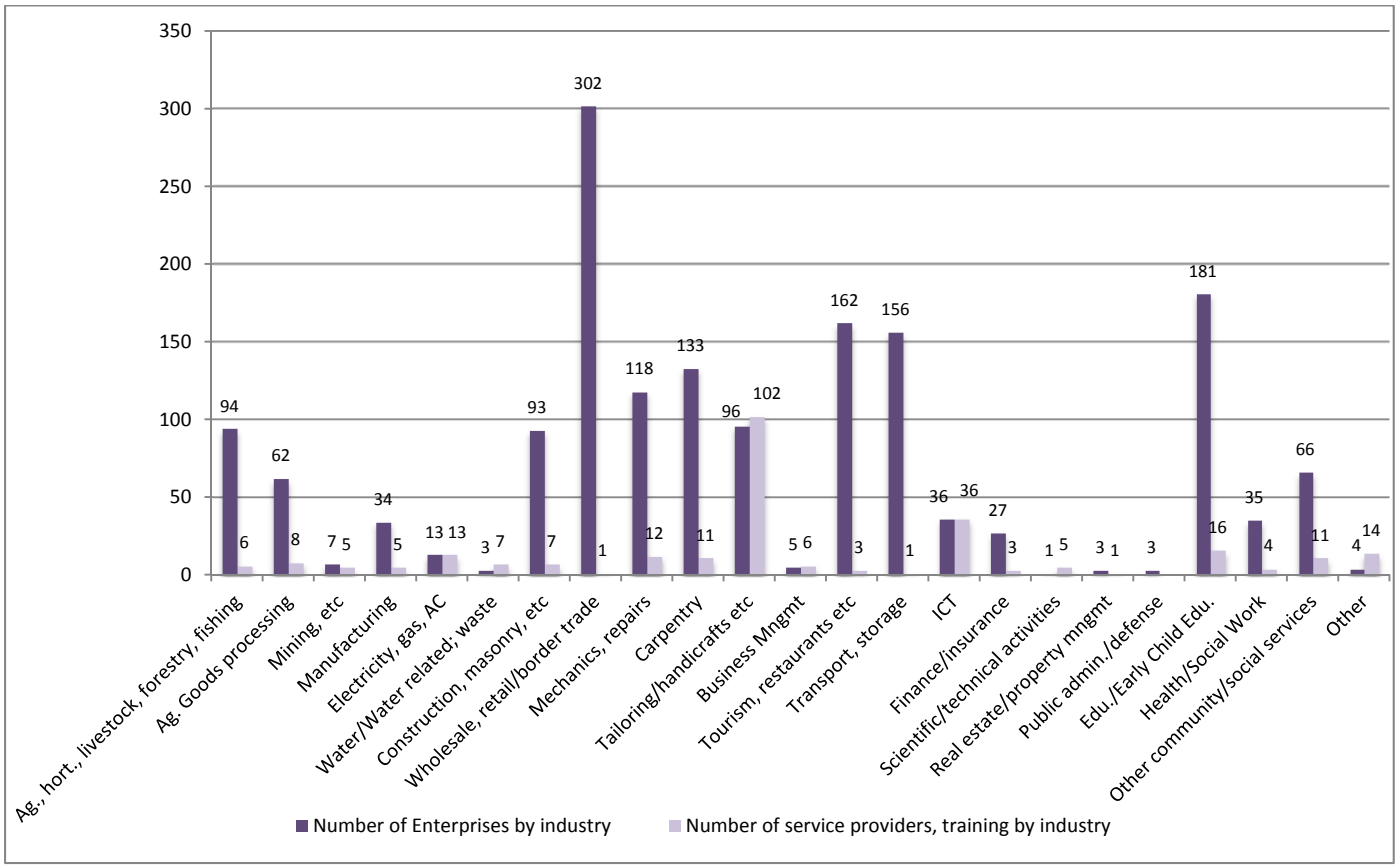
Service Providers: To understand the supply and demand for training, it is important to consider service provider offerings in light of employer needs. As the table below shows, over one-third of service providers surveyed gave training on tailoring, carpet-weaving and handicrafts. As was noted earlier (see section 2.4.1), these areas tend to be dominated by women, who have a much narrower range of courses available to them. After tailoring, the most frequently offered courses were in ICT, education and early childhood development, and electricity, gas and air conditioning. These are totally out of line with industry dimensions and needs.

Table 2.5.3c: Trainings Offered Per Industry (as % of Service Providers)

Industry Divisions	Trainings Offered
Agriculture/forestry/hunting & fishing	2.1%
Agricultural goods processing	3.2%
Mining, quarrying, and processing	1.4%
Manufacturing	1.1%
Electricity, gas, and air conditioning	4.2%
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	2.5%
Construction, masonry, tile- or brick-making	2.5%
Wholesale and retail trade, border trade	0.4%
Mechanics and repairs (including automotive)	3.9%
Carpentry	3.9%
Tailoring, carpet-weaving, and handicrafts	35.6%
Business management	2.1%
Tourism, hotels, and restaurants	1.1%
Transport and storage	0.4%
Information and communications technology	12.3%
Finance/insurance	1.1%
Scientific and technical activities	1.8%
Real estate and property management	0.4%
Government, public administration, and defense	0.0%
Education and early childhood development	4.9%
Health and social work	1.4%
Other community, social, and personal services	0.7%
Other	13.4%

Enterprises and training provided by industry: The following chart contrasts industries by the number of enterprises and the prevalence of training in each subject area. Although no precise numerical correlation can be made between numbers of training providers and numbers of enterprises, this comparison does offer valuable insight into the disparity that exists between available training and businesses in some industries. The most striking disparity is visible in wholesale, retail and border trade, an industry in which no training courses currently exist. In addition, significant disparity between training and active enterprises exists in agriculture, construction, tourism, transport and storage and education / early childhood education.

Graph 2.5.3a: Enterprises by Industry Compared to Training Offered by Service Providers



Conclusion: Education and skill gaps are being filled in GBC by both employers and service providers, but significant gaps remain. One-fifth of surveyed enterprises offer some form of training for their employees, either in-house or through a service provider. Not surprisingly, training focused strongly on technical and vocational skills, though enterprises in Ghanche and Gilgit offered communication and interpersonal skills training. Males received more training than females, except in Ghizer. Hunza-Nagar was the district with the highest percentage of employers offering training, predominantly in vocational and technical skills.

A major mismatch exists between current and growing industries and those in which training is provided. According to the LFS, the top five industries in which young people work are agriculture, agricultural goods processing, government, education and early childhood development and health and social work. By contrast, the training courses most frequently offered are tailoring, carpet-weaving and

handicrafts, followed by ICT, education, electricity, gas and air conditioning, carpentry and mechanics. There is also a significant mismatch between active enterprises and training available. The most striking disparity is visible in wholesale, retail and border trade, an industry in which no training courses currently exist. In addition, significant disparity between training and active enterprises exists in agriculture, construction, tourism, transport and storage and education / early childhood education.

3.0 RECOMMENDATIONS AND CONCLUSIONS

This Labour Market Assessment has sought to present both supply and demand side data, describing the overall size of the labour market and breaking data down to show the level of youth engagement by gender, district and industry. Four large-scale quantitative surveys were included in the assessment: the Labour Force Survey, the Youth Skills and Perception Survey, the Employer Survey and the Service Provider Survey. Findings from each individual survey were detailed in this report, followed by a synthesis across the surveys.

3.1 Implications and Recommendations for EELY

This section seeks to highlight key recommendations for EELY based on the data gathered and presented in this report.

General Recommendations

- **Leverage existing influence in order to identify, strengthen or develop key linkages across industries, partners and populations**. EELY and the Aga Khan Agencies are powerful, multifaceted presences in the GBC, with an almost unique ability to bring together diverse stakeholders. Undoubtedly the teams in Pakistan are aware of this. It is recommended to continue leveraging this powerful influence as a deliberate strategy for ongoing success of the EELY project.

- **Identify 'best practices' among enterprises, service providers, local organizations and other key partners across GBC and develop and strengthen mechanisms for sharing good practices.** Individual organizations or clusters of organizations that have developed good practices can be used to model these practices for organizations in other villages or districts. EELY could consider organizing exchange visits, knowledge sharing events or other collaborative undertakings. Examples of outstanding practice could be publicized through awards or public recognition (such as, "Enterprise of the Month" or "Innovative Young Entrepreneur").

  Such knowledge exchange would also benefit training providers. The Service Provider Survey shows, for example, that in Ghizer, training providers placed a high priority on offering courses based on student needs, whereas in Chitral, Hunza-Nagar and Daimer, providers based their offerings on available training materials. EELY could add significant value by identifying the 'best practices' in the student need assessments conducted in Ghizer and sharing this across GBC.

- **Strive to use market-driven approaches for project interventions.** The EELY team is well-versed in planning and implementing market-oriented programming aimed at long term sustainability and limited distortion of markets. Recommendations for employers, training providers and young people, below, take a market oriented approach.

- **Assess market needs for employers, including access to finance such as savings and loans.** In the employer survey, the top ten industries overwhelmingly identified lack of access to financial services as a key challenge. (Transportation was identified as another key challenge.) Almost half of training providers surveyed also identified lack of access to financial services as a barrier. Not surprisingly, access to credit was specifically cited as a challenge; however it is important to

note that employers identified financial services more generally as difficult to access and important to their operations.

In cases where institutions seek access to loans, further analysis will be required for the EELY team to determine whether financing is actually the key barrier, or whether enterprises would benefit more from improved capacity in product development, marketing or costing.

Aga Khan Agencies have extensive experience in providing access to appropriately structured financial services for a range of micro, small and medium enterprises. Where this is not possible for financial, geographic or regulatory reasons, EELY should consider the financial options available to key project stakeholders.

Supporting Training Providers and Training Delivery through EELY

- **Improve market orientation of training providers through systematic communication between employers and training providers:** The discrepancy between skills that the labour market demands and what young people learn is significant. Systematic communication between employers and training providers is critical. Soft skills were emphasized as necessary for successful labour market entry, yet communication, time management and other essential areas are not adequately covered in service provider curricula.

  Considerations for EELY:
  - Identify, strengthen and create mechanisms for facilitating communication between training providers and employers. Mechanisms may include more frequent and effective use of technical boards for training institutions. Currently, there is only one district – Daimer – in which more than half of the service providers have technical boards; in all others, less than a third of providers function with technical boards.
  - Employers have a vested interest in improving the quality of job-oriented training. A significant number of employers (20% of those surveyed) currently provide training for their employees, demonstrating that they are willing to make investments to improve the quality of their workforce. EELY could consider ways to involve employers directly in providing into training content, ensuring that technical material is relevant and up to date.
  - Soft skills, such as communication, time management and problem solving, were prioritized by employers across almost all industries. EELY may add value by demonstrating the importance of such training to educational institutions and training providers.

- **Creating bridges between training and labour market entry:** Young people identified linkages between training providers and employers as key for successful entry into the labour market; however, only 14% of service providers gave linkages to employers. Linkages were provided through placements, trade fairs and ad hoc connections.

  Considerations for EELY:
  - Maximize opportunities to generate and strengthen linkages, building on existing events and mobilizing existing bodies, such as business bureaus and professional associations.

- **Sustainability is a key challenge for training service providers.** Financial sustainability is a key challenge for 46% of training service providers.

  Considerations for EELY:
  - Creative financing solutions may include cost sharing mechanisms with businesses, many of which already provide training for their staff. Businesses may be willing to pay more – or more regularly – for training when they have input into the curriculum.
  - Students may also be willing to pay more for services that are more likely to lead to stable jobs, such as training that includes placements, job fairs and introductions to potential employers.
  - Financial support could be sourced from local government and other sources.

- **Consider ways to increase accessibility of training.** Though accessibility varies considerably across districts, 31% of young people stated that there was no training available in their community. Geographic access is a challenge, particularly for young women.

  Considerations for EELY:
  - Build on existing services wherever possible, rather than beginning new organizations. Though EELY may have the resources to start organizations in some cases, the team should carefully assess options, conditions and the likelihood of sustainability before taking that step.
  - Determine whether access or awareness is the barrier. In some cases, there may genuinely be no training available or accessible to young people in a community. In other cases, however, young people may not be aware of the existence or value of training services. Also see the Awareness Raising for Young People section above.
  - Young women may benefit from alternative delivery channels for education, such as mobile or e-learning platforms. Such technological solutions may also open a wider variety of training for women, as electronic content may reduce social stigma around having female students study some traditionally male subjects.
  - Differently abled students are currently accessing training in small but significant numbers. EELY could conduct more detailed research on factors that have made these students successful in accessing training, to extrapolate to regions with less accessibility.

Improve delivery methods and content of training providers to increase quality. The quality of content and skills taught will be significantly improved as training providers draw on the expertise of employers, as stated earlier in this section. Systematic linkages between employers and training providers are vital to ensuring the skills and content of courses prepare young people adequately for the labour market.

Improved delivery channels, such as mobile and e-learning, could supplement traditional classroom-based methodologies. In regions with access challenges, remote learning options such as video modules or portable classrooms would increase availability of training. At the same time, electronic and mobile learning platforms reduce reliance on the expertise of individual teachers. In a region where class sizes are already large, such technology may increase access without putting additional strain on human resources. While there is considerable variation across regions, the overall ratio of students to teachers in GBC is 30:1. This large class size has an impact on the quality of instruction that the teacher is able to provide.

Considerations for EELY:

- All training institutions reported higher staff numbers than one year previous to the survey, indicating growth in the training industry. Growth creates opportunity for training as an industry. Growth also creates an opportunity for EELY to provide guidance, leading to planned, market oriented, student-centred expansion of the training industry.
- Large class sizes lead to challenges for instructors, reducing the amount of individual time students receive and often leading to lecture-style lessons with little interaction. EELY's multifaceted team could consider providing pedagogical support to instructors on how to lead student-centred classrooms, encouraging small group work, class projects and other techniques to increase interactivity. Technology can supplement in-person instruction effectively.
- Bringing training providers together under a 'branded' training program can increase quality by increasing systematization of modules, qualifications and methodologies. The industry would develop its ability to regulate itself and to be more transparent to both students availing themselves of training services and employers seeking to hire graduates.

Supporting Young People Through EELY

- **Mobilize and raise awareness of young people around employment opportunities that lack the 'cool factor.'** The majority of young people surveyed expressed interest in being economically active or contributing to their families and communities. However, the industries in which young people are most interested in working are not necessarily those with the greatest growth opportunities. Agriculture, agricultural processing and other manual labour jobs may provide excellent work opportunities for young people; however there is a strong preference for work in government and other white colour jobs.

  Considerations for EELY:

  - EELY could consider a combination of awareness raising and incentivizing in industries that show growth but lack of youth interest. Less popular industries may be 'sold' to young people on different merits: jobs lacking the 'cool factor' may bring greater flexibility, the opportunity to make their own decisions, the ability to contribute to their families, or other benefits.
  - EELY could create opportunities for young people to experience a career path they had not considered through short placements or other exposure opportunities. Agricultural processing is unlikely to ever have the immediate 'cool factor' that ICT or other technological careers may offer, but may provide young people with other benefits such as a stable job or a culturally appropriate position.
  - Industries such as agriculture can be made more attractive with the addition of ICT. Projects in other regions have created cadres of successful youth extension workers who access up-to-date information on tablets or hand-held devices.[57]

[57] See, for example, Grameen Foundation's "AppLab in Action" at http://www.grameenfoundation.applab.org/organizations.html

- **Raise awareness of good 'job seeking' practices.** The majority of unemployed youth surveyed (84%) indicated that they had been unemployed for at least six months prior to the time of the survey, yet only 34% had taken steps to find employment within the last month. For men, the main reason for not seeking work opportunities was the belief that no suitable work was available, while women did not know where, or how to look for work.

  Considerations for EELY:
  - While there are no 'magic bullets' for finding a job, providing young people with realistic expectations, strategies and planning tools can be extremely beneficial. Training providers may be appropriate delivery platforms for job seeking skills; if not, EELY could consider identifying alternatives.
  - The vast majority of unemployed youth (91%) had not sought assistance from employment services. EELY could consider mapping the employment services that are available – both formally and informally, through networks – and guide young people towards effective services that are currently offered.
  - Based on a mapping of services, EELY could consider which gaps can be filled by informal or alternative services, such as employer networks, business associations or government service providers, and raise young people's awareness of what services do exist.

- **Leverage local organizations as opportunities to build youth capacity and strengthen community networks.** Local organizations could function as a powerful platform for providing a range of services to young people, including informal mentoring, skill transfer and formal or informal training.

  Considerations for EELY:
  - Only 16% of young people were involved in any local institutions and the median duration of involvement was 2 months. This is largely due to access, however: 59% of young people stated that there was no local organization in their community. If EELY considers local organizations as a potential platform for capacity building and service delivery to young people, group formation may be a priority.
  - Groups led and /or composed of young people may provide an additional scope for programming. Ninety percent of young people surveyed stated that they felt they could lead a community organization.
  - Young people stated that leadership would require a number of support mechanisms, including family support, motivation and financial support. If youth-led groups are an area of priority, these factors should be considered.

<u>Supporting Employers Through EELY</u>

Many recommendations in previous sections advocate for greater involvement of employers in the training process, and these will not be duplicated here.

- **Explore incentives to support and encourage pathways for young people to enter the labour market.** Apprenticeships and placements are key mechanisms by which young people enter the labour force and learn key skills for their long-term professional growth. Apprenticeships are advantageous to both young people and employers, but they require significant resource investments on both sides.

Considerations for EELY:

- Incentivizing apprenticeships for employers in particular will benefit young people and the wider labour market. Employers benefit from the inexpensive labour an apprentice provides, but must also invest significant time and energy into training the apprentice.
- EELY could consider exploring ways to incentivize apprenticeships for employers, though should also be careful not to distort the market significantly. Incentives could include linking employers to training providers who are producing quality graduates and supporting events such as trade fairs where employers can easily source potential apprentices.

- **Explore ways to bring together groups of employers in and across industries to share learning experiences and resources.** Though employers may be competitors in many cases, opportunities to share knowledge and resources could be leveraged for their benefit. Industries that require significant infrastructure or equipment investments may benefit from exploring investment and financing as a group.

- **Explore ways to bring together young people and employers.** The surveys identified mismatches in both skills and expectations of young people and employers. Over one third of employers (39%) stated that they faced challenges in recruiting the right kinds of workers. Lack of appropriate skills was the most common challenge. A mismatch in salary expectation was the second most common challenge

  Considerations for EELY:

  - Creating more frequent opportunities for young people and employers to interact may begin to bridge these gaps. Events at educational institutions, community centres and other places where young people gather would give young people exposure to potential employers, their expectations and the professional opportunities that they may not have considered.