



RESEARCH PAPER

Impact of Digital Training on Earnings: Evidence from Vulnerable Youth in Punjab's IT Ecosystem

¹Fizza Malik, ²Khadija Ikram and ³Anum Tawha

1. Lecturer, Lahore School of Economics (LSE), Address: Intersection Main Boulevard Phase VI DHA, Burki Road Lahore, Pakistan.
2. Assistant Manager Grants and Proposals, Punjab Skills Development Fund (PSDF), Address: 21-A, H Block, Dr. Mateen Fatima Road, Gulberg II, Lahore, , Punjab, Pakistan
3. Lead-Research Program, Punjab Skills Development Fund (PSDF), Address: 21-A, H Block, Dr. Mateen Fatima Road, Gulberg II, Lahore, Punjab, Pakistan

Corresponding Author: fizza.malik89@gmail.com

ABSTRACT

This research examines the impact of digital trainings on the extent to which incomes of Punjab Youth gets affected by undertaking such trainings. The background of the study is stemming from a sub theme of PIDE's 38th Annual general Meeting and Conference, which embraced the effectiveness of digital trainings which are extended form the platform of PSDF (Punjab Skills Development Fund). The vulnerable youth are taken as sample participants to validate that whether enduring through such trainings, are they actually able to enhance their incomes and earnings or not? A Quantitative approach is used where the sample is divided into two groups; Digitally trained (Treatment group) and digitally untrained group (Control Group). The results derived do substantiate that digitally trained youth are exposed to better incomes. However, barriers to employment and accessing the trainings modules do impact incomes in a negative way. The study is crucial for policy makers who are designing such training programs to actually calculate and evaluate that which industry needs attention in tapping vulnerable youth who can equip and benefit themselves from such trainings and workshops. However, it is important to note that the story does not end here, but post training alignment in the form of job placements, entrepreneurial assistance and unequal job opportunities for women can pose a serious problem to this hypothesis testing.

KEYWORDS Impact Evaluation, Vocational Training, Income, Youth, Digital Skills, Punjab Skills Development Fund (PSDF)

Introduction

Pakistan is also undergoing a rapid digital transformation reshaping its economic and labor market landscape. In Pakistan, the much evident youth population ranging in the 15-29 years of age clearly provides a youth bulge in the population of 240 million people (Pakistan Bureau of Statistics, 2023; United Nations Population Fund, 2022). While this presents an opportunity for economic growth, it also poses challenges due to high youth unemployment rates. The need for rapid improvements in Digital Education (DE) to enhance economic growth and employment and reduce income disparities has gained widespread popularity among academicians, policymakers, and government in recent times (Dobson and Muhammad,2022). Millions of jobs are now replaced by technology; hence it is crucial to secure professional employment by learning digital skills (Pirzada and Khan.,2013). In the changing framework of globalization, digital training is required to facilitate youth to acquire good employment opportunities as it enhances confidence, helps them overcome isolation, and allows them to fully participate in seeking employment (Bunker,2010)

Providing young people with skills consistent with the requirements of a modern economy can lead to significant economic gains. Targeted skills development not only enhances employment opportunities but also promotes long-term learning, enabling individuals to improve their income level and overall quality of life. The government has recognized that it has emphasized Technical and Vocational Education and Training (TVET) as a key policy focus. The technological and digital growth of Pakistan has been envisioned in 2019, where this policy created is only facilitating pathways in gaining digital education and technological advancement through these ub boots in various digital training platforms.

However, the other side of the story explains the inadequate capacities and other lack of structural mechanism that makes TVET rather ineffective. Women and young individuals of the economy still need attention and are under served also. These people must be fairly given access to such platforms so that in coming future they start contributing in the economy. In today's digital age, digital literacy is a critical driver of development, communication, and economic success. For a country like Pakistan, adopting digital skills has the potential to empower its citizens, enhance education, and expand employment prospects. It could catalyze social modification, tumbling income disparities, and boost civic participation. It has been noticed that individuals with better digital knowledge and acquaintance tend to prosper more as compared to individuals who lack in it (Robinson,2015)

Numerous studies shed light on the impact of digital-related elements on income outcomes through digital infrastructure, digital technology, and internet applications, with varying conclusions drawn accordingly. Digital training, digital education, and digital literacy are the terminologies that have together been used alternatively to emphasize the need to procure this life skill (Europea, 2008). Internet, information, and communication technologies are the conditions through which digital training takes place (Le.Dinh,2018). However, there is little material to further assess the influence of digital literacy on income. Hence, it is of immense significance to explore the impact of teaching digital tools to youth to help them explore employment opportunities and shape them into worthy employees in the long run. Therefore, the study adds not only to academic knowledge but also to practical policymaking. From a theoretical perspective, it contributes to the current discourse on income inequality by including the equalizing effect of digital education.

Uraan Pakistan, the government's recent initiative and its ambition for Pakistan to become a trillion-dollar economy by 2035 hinges on how effectively it embraces digital transformation. One of the important aspects of this policy is to provide digital= skills to young individuals who are willing to work and contribute in this economy. The aim of the study is to test this by drafting a hypothesis that digital trainings undoubtedly enhance employment opportunities and income figures. The study therefor is more inclined towards policy implications to help the policymakers to not only design mindful models of training modules but must focus closely the post training period of such individuals.

Literature Review

The skill-based theory is relevant to the discussion of digital training and literacy. This theory was proposed by Berman [8]. According to this, technological advancement is likely to favor a highly skilled workforce, potentially magnifying income inequality. Card and DiNardo (2002) and Violante (2008) further deepened the discussion by

emphasizing that according to the skill-based theory, technological enhancement tends to build income inequality rather than play a role in bridging this gap. In the framework of the digital economy, there is a need for a skilled workforce to step forward to adapt and utilize new and novel technologies to enhance productivity and income within an economy. Conversely, low-skilled workers face a backlash as a result of this technology and digitalization. Hence, to hold the skill-based theory true, the economies must work rigorously to update the skilled and low-skilled workforce of the economy (Litvinenko,2020). In brief, the skill-based argument emphasizes the effect of technological progress on income inequality, particularly in the digital economy. It emphasizes how there is a difference in the impact of technology on skilled and unskilled workers, resulting in a focus on introducing targeted policies and initiatives to alleviate skill inequalities and reduce income inequality in the digital era.

Digital literacy primarily refers to the capacity to use digital skills, amalgamate, and re-furbish information (Pangrazio, Godhe, and Ledesma, 2020). Alternatively, it has also been explained as steering some fragmented piece of complex information (Eshet,2004). UNESCO (2018) explains digital training as digital technologies providing safe and suitable access, management, integration, communication, evaluation, and creation of information for work and entrepreneurship. It encompasses competencies which are ICT tools literacy, information literacy, and media literacy.

Reddy and other scholars measured the level of personal digital literacy in six aspects: media literacy, information literacy, communication literacy, technological literacy, visual literacy, and computer literacy (Reddy, 2023) and calculated the literacy scores of each component and the overall level of digital literacy. Lack of digital literacy or even digital training is the main factor for the confined results of digitalization in developing economies. The youth of developing economies is eager to learn amidst economic challenges. Developing economies have greater absorptive capacities to diffuse the benefits of digital training programs (Bashir and Miyamoto, 2020). Digital transformation is only going to benefit developing economies if it has a digitally literate workforce and a critical mass of digitally advanced individuals, otherwise, the global digital transformation is only going to widen the digital divide between the developed and developing economies (World Bank, 2022).

The digital divide that is overcome by digital training is explained in three tiers in various studies: (1) inequalities in access to ICT such as computers and laptops, (2) lack of access by an individual's ability to use ICT capabilities (Riggins and Dewan, 2005) and (3) related to output or outcome-based. The outcome is subject to augmenting the productivity of the individual by using ICT (Song, Wang, & Bergmann,2020). This leads to the discussion of digital inclusion that ensures that individuals have equal access and usage of ICTs, where it does not merely mean only access to the internet and broadband but accessibility to software, hardware, and e-services for ICT use as well (Reder,2015). Digital training and inclusion need to be moderated through technical infrastructure that allows sufficient digital awareness and digital empowerment (Bertot, 2016).

Numerous researchers have touched on digital training and literacy. But this has been primarily exposed in the context of education, age, usage access, and other related factors (Van Deursen and Van, 2011). Digital literacy has a different impact on digital diffusion due to demographics, social and economic outcomes (Reder,2015). The researchers have advocated the need to design digital training programs keeping in mind these socio-economic differences that exist within the different regions of the same

country. The results and design effectiveness must be procured to intersect with the relevant demographics with which digital skill is taught.

Regarding this, Pakistan faces many hurdles and tough challenges when it comes to reinforcing digital learning amongst the young individuals of the country. These ICT infrastructure challenges are mainly due to the largely uneducated population of the country, limited access to ICTs (Zafar and Aftab, 2007), and social inequalities (Jamil, 2021). The income generation impact of Digital Training is also explored via Digital Entrepreneurship (DE). DE is defined as a state that occurs due to technological assets being used to convert a business component into something digital [7]. Since digital skills are transforming the global work environment (Chan, Denford and Wang, 2019). DE is shaping the income-generating channels for individuals around the globe. Digital training is a tool for ensuring the delivery of critical services and livelihood possibilities (Portillo, 2020). This debate has been profoundly channeled towards income inequality due to an inclination of every developed and developing economy towards a journey of becoming a digital economy (Berisha and Shaqiri, 2010).

Henceforth, extensive literature is available that presses the dire need to inculcate digital literacy amongst young people, given that they determine the upcoming labor market, but little has been talked about the relevance in which this training needs to be extended. For instance, IFC/LEK, 2019, discusses different digital proficiencies for various purposes. They should range from basic, intermediate, and advanced levels of digital skills. The developers of digital training must be aware of the needs of the individuals with whom they work or tend to work to make the activity more fruitful. However, measuring digital skills before and after training is a challenging endeavor, especially in a developing economy (Sharp, 2022). The demand and supply mechanism of digital skills is complicated to assess in a developing economy where the informal sectors outperform the formal sectors of the economy (Bashir and Miyamoto, 2020). Another dimension to digital training is amalgamated in the form of technological innovation, raises the proportion of revenue for labor, and divides it evenly among workers, ultimately reducing wage and INE. However, this innovation is posing a threat to new entrants in the market. Hence, there is a constant need to keep the individuals, workforce, firms, and entrepreneurs digitally updated to compete in the markets internally and globally as well (Antonelli and Tubiana, 2023).

The existing literature unquestionably sheds light on the core significance of training (vocational, digital and other forms) but there is a need to understand the dynamics of Post Training Outcomes. This study does substantiate the income training link, but is more inclined towards projecting a need to monitor the post training impacts in the economy. Is it generating satisfying outcomes? Is the investment done on providing these are inculcating into positive impacts in the economy or not? Is it reflected somewhere in the Labor Market or Not? The employment indicators are suggesting anything related to these changes and policy implications?

Hence, all these question marks are important and fundamental in explaining the simple link between digital training and Incomes.

Material and Methods

This section identifies the theoretical background required to guide the hypotheses of the study, which we aim to explore. Human Capital Theory serves as the foundation of this research, emphasizing the role of education and training in enhancing

skills as well as employability. The theory emphasizes that investing in human capital boosts productivity and economic growth (Asadullah and Zafar, 2018). It states explicitly that human capital is advanced through education, on-the-job training, and vocational training and can significantly impact a society's ability to increase earnings and lead to economic development (Becker, 1962).

Technical and Vocational Education and Training (TVET) is a practical application of Human Capital Theory, providing youth with market-relevant skills. Based on the theoretical framework, research confirms that people who receive skill development training are more likely to improve their employment prospects and wages in the long run, as compared to those who do not receive the training (Nilsson, 2010). It will help in structuring our hypothesis and empirical discussion as follows:

H₁. Digital training has a positive significant impact on income

This study hypothesized that digital skills training affects the earnings of youth, which will be tested in the upcoming sections through a rigorous regression model.

The undertaken study follows a quantitative research approach that is built upon the idea that Digital training leads to better income generation as the main finding of the study. Both primary and secondary sources of data sources have been utilized in this study. Primary data was collected through a questionnaire, while secondary data was obtained from journal articles accessed via platforms such as *ScienceDirect* and *Google Scholar*. The questionnaire was created using Google Docs and distributed online among the male and female youths who were exposed to the ICT-focused training programs conducted by the Punjab Skills Development Fund (PSDF) for the year 2024-25 across five districts of Punjab, i.e., Lahore, Faisalabad, Multan, Rawalpindi, and Sargodha. These districts have a high unemployment rate, as reported in Labor Force Statistics (Bureau of Statistics, 2021)

This research design is built on two models, (1) the Control group model and (2) the Treatment group model, in order to validate the predicted results that after obtaining DT, the income is bound to change. However, the magnitude can be different. Data was gathered from a sample of 200 graduates who have taken non-digital and digital training from PSDF. The reason for this purposive sampling is that the control group required a group of participants that do not receive the experimental treatment. The collected data was analyzed using SPSS software. The questionnaire was divided into two main sections: The first section focused on collecting demographic details of the participants, which are of utmost importance for this topic because they cater to other factors that might impact the effectiveness of Digital Training (DT) in generating better incomes. These demographics can help us build our training policies accordingly in the future. The second section featured questions related to both independent and dependent variables, measured using a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Various statistical methods were applied to evaluate the reliability of the data and to test the hypotheses, indicating whether they were supported or rejected.

Despite its contributions, this study has certain limitations. As a working document, the sample size of 200 provides initial insights into the impact of digital training on youth employment and income. However, future research will aim to expand the sample size to improve the generalizability of findings across Punjab and strengthen the reliability of conclusions.

Results and Discussion

This section reports the main findings of the study. Before employing the regression model, the table below provides a demographic breakdown of the 50 participants in the treatment group, categorized by age, gender, education level, and geographical location. Most participants are between 24-28 years (i.e., 38%), followed by 30% in the 29-33 age group, 26% in the 19-23 range, and only 6% aged 34-38. The gender distribution is 88% male and 12% female participants, indicating a male-dominated sample. Regarding education, 46% hold a bachelor's degree, 38% have a master's, 14% completed intermediate education, and only 2% have matriculation. Geographically, participants are distributed across five cities, with Rawalpindi having the highest representation (i.e., 28%), followed by Lahore (i.e., 26%), Multan (i.e., 24%), Sargodha (i.e., 12%), and Faisalabad (i.e., 10%). This demographic composition may influence findings related to digital skills training, employment, and income outcomes.

Table 1.
Summary of the Data for Treatment Group.

	Categories	Count	Percentage
Age	19-23	26	26%
	24-28	38	38%
	29-33	30	30%
	34-38	6	6%
	Total	100	100%
Gender	Female	12	12%
	Male	88	88%
	Total	100	100%
Education	Bachelors	46	46%
	Intermediate	14	14%
	Masters	38	38%
	Matric	2	2%
	Total	100	100%
Geographical Location	Faisalabad	10	10%
	Lahore	26	26%
	Multan	24	24%
	Rawalpindi	28	28%
	Sargodha	12	12%
	Total	100	100%

Consequently, the second table below provides a demographic breakdown of the participants in the control group. The majority of the participants are aged between 20-24 years (i.e. 62%), followed by 28% in the 25-29 age group, 6% in the 35-39 range, and only 2% aged 50-55. The gender distribution is 74% male and 26% female participants, indicating a male-dominated sample. In terms of education, 22% hold a bachelor's degree, 8% have a master's, 32% completed intermediate education, 13% have matriculation, 2% have primary education and 4% have no formal education. Geographically, participants are distributed across five cities, with Rawalpindi and Multan having the highest representation (i.e., 26%), followed by Lahore (i.e., 22%), Sargodha (i.e., 18%), and Faisalabad (i.e., 8%). This demographic composition may influence findings related to digital skills training, employment, and income outcomes.

Table 2
Summary of the Data for Control Group.

	Categories	Count	Percentage
Age	20-24	62	62%
	25-29	28	28%
	30-34	2	2%
	35-39	6	6%

	50-55	2	2%
	Total	100	100%
Gender	Female	26	26%
	Male	74	74%
	Total	100	100%
Education	Bachelors	22	22%
	Intermediate	32	32%
	Masters	8	8%
	Matric	26	26%
	No formal education	8	8%
	Primary	4	4%
	Total	100	100%
Geographical Location	Faisalabad	8	8%
	Lahore	22	22%
	Multan	26	26%
	Rawalpindi	26	26%
	Sargodha	18	18%
	Total	100	100%

Investigating the impact of digital training on youth income was explored by employing regression techniques. The following model was identified for the control group:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 \quad (1)$$

$$IncrInc = a + b_1RoleDT + b_2Bene + b_3Barrem + b_4Challenge \quad (2)$$

where Y is the increase in income; RoleDT is the role of DT in income generation; Bene is the benefits of obtaining DT; Barrem is the barriers to employment; Challenge is the challenges of DT.

Incorporating reliability analysis is essential in any research, as it serves to confirm the validity of the research questionnaire. It enhances the study's overall credibility by assessing the accuracy and consistency of the data collected for the research. One of the most commonly used reliability measures is Cronbach's alpha, where a value of 0.6 or above is generally considered acceptable. Any score meeting or exceeding this threshold indicates that the data is reliable and trustworthy. In this study, Cronbach's alpha values for all variables exceeded 0.6, as shown in Table 1. This demonstrates that the instruments used for each variable were reliable and consistent, meeting the required standards for internal consistency.

Table 3
Control Group Questionnaire Cronbach Alpha.

	Cronbach Alpha
Income generation	0.55
DT role in Income generation	0.56
Benefits of DT	0.67
Barriers to employment despite DT	0.71
Challenges for acquiring DT	0.67

The p-value of the F statistics is going to identify the overall significance of the model. A value of 0.05 or less is required to indicate a significant relationship with the dependent variable, i.e. income generation. In contrast, any factor with a value above 0.05 is considered to have no significant association with income generation. The results of the hypotheses, along with the corresponding p-values and t-values, are presented in

Tables 4 and 5, highlighting the model summary and test statistics, and the corresponding p-values. SPSS is used to run the simple regression to hold this theory true for the people who think DT in the future will reap a positive significant impact on their income directly and employment rather than indirectly.

Table 4
Model Summary

Model Summary	R	R square	Adjusted R Square
	0.233	0.482	0.562

The coefficient of determination in the table above (R-square) tells the percentage by which the dependent variable is explained by the independent variables. Here, 48.2% of the variation in Income comes from the factors that hold true in the case of Control group.

Table 5
ANOVA

ANOVA	F-stat	P-value
	20.449	0.001

The p-value is coming out to be significant, which is less than 0.05 for all the independent variables, inculcating that a positive role of DT in generating employment resulted in higher income generation. One unit increase in employment status/opportunity, is going to bring 0.130-unit positive change in income, ceteris paribus. The p-value of the t-test is < 0.05; the relationship holds true.

Table 6
Coefficients (dependent: Income Increase)

Role of DT in Income Generation	Coefficient	P-value
Benefits of DT	0.115	0.00
Barriers to employment	-0.130	0.023
Challenges in DT	-0.005	0.028

$$IncrInc = a + b_1RoleDT + b_2Bene + b_3Barrem + b_4Challenge$$

$$IncrInc = a + 0.130RoleDT + 0.115Bene - 0.130Barrem - 0.005Challenge$$

The recurring benefits of DT will generate higher income. These benefits are measured through (1) Better job opportunities, (2) Improved daily life efficiency, (3) Increased income potential, and (4) increased Self-employment opportunities. One unit change in either of these will bring a 0.115-unit increase in income, ceteris paribus. The p-value of the t-stat of this variable is < 0.05, hence the relationship is significant. Barriers to employment is a question that is asked to capture the non-digital impact on income. Three items of this variable are non-digital factors, while one of them is capturing the lack of DT. The results show that higher barriers to employment arising from either reason (captured by the items in the questionnaire) will result in a negative but significant impact on an increase in income, ceteris paribus. The p-value is again < 0.05, the link holds true.

Lastly, the challenges asked by the control group that limit the increase in income generation through DT is negative but significant for income generation. It generates that a unit increase in the challenges captured will cause a negative impact on income generation prospects. The coefficient of 0.005, suggests that a unit change in challenges of acquiring Dt will increase, it will suppress the income generating prospects by 0.005

units, *ceteris paribus*. The p-values is less than 0.005, suggesting a significant relationship. Hence, for the Control group we establish that DT is bound to increase income. Therefore, H1 is accepted.

The following model was identified for the treatment group:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 \quad (3)$$

$$IncrInc = a + b_1RoleDT + b_2Bene + b_3Barrem + b_4Challenge \quad (4)$$

where Y is theIncrInc in the increase in income PKR; DT is the reason for acquiring DT; BeneDt is the benefits after DT received; RoleDT is the positive role of DT in income.

The table below shows the Cronbach Alpha results for the treatment group questionnaire. The Cronbach alpha values are presumably near to 0.7, hence we can consider the questions as part of the questionnaire.

Table 7.
Treatment Group Questionnaire Cronback Alpha.

DT	Cronbach Alpha
	0.69
Role of DT in Income	0.59
Income generation	0.63
Benefits of DT	0.73

The hypothesis that is established in this study is based on the data generated through the database of the PSDF skills program, where the treatment group are the people which were previously engaged in digital training of various sorts. This part of the research design aims to capture the post effect of DT on income generation. For the hypothesis to remain validated as tested in the case of control group, p-values must sustain t lower than 5% significance level. Table 8 and 9 provides the model summary, justifying the overall model for treatment group to be significant. Table 8, on the other hand, is providing insights for all the independent variables in the model that might explain the increase in income arising due to DT taken.

Table 8
Model Summary

Model Summary	R	R square	Adjusted R Square
	0.450	0.593	0.591

The coefficient of determination in the table above (R-square) tells the percentage by which the dependent variable is explained by the independent variables. Here, 45% of the variation in income is coming from the factors that hold true in the case of Treatment group. Hence, the positive role identified by the respondents after receiving DT, and benefits they actually experienced after acquiring DT for multiple reasons (taken by DT variable) together explain why income is bound to change afterwards.

Table 9
ANOVA

ANOVA	F-stat	P-value
	13.088	0.001

The F-stat of the model is 13.088, and the p-value of this stat is < 0.05, which means the model is significant at a 5% confidence interval.

Table 10
Coefficients (dependent: Income Increase).

	Cronbach Alpha	p-Value
DT Skills	4.583	0.025
Role of DT in Income Generation	14.831	0.014
Benefits of DT	6.101	0.052

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$IncrInc = a + 4.583DT + 14.831BeneDT + 6.101RoleDT$$

The above equation corroborates the theory that human skills increase earning capacity. The p-value is coming out to be significant, which is less than 0.05 for all the independent variables, inculcating that a positive role of DT has resulted in higher income. One unit increase in the digital training undertaken is going to bring 4.583 units increase in the income, ceteris paribus. The p-value is 0.025, which is less than 0.05, hence the relationship is substantiated.

The role of DT in generating employment is indirectly capturing the income status of the respondents post DT. One unit change in the employment status is going to bring 14.583-unit change in income, ceteris paribus. The p-value is coming out to be significant at 5% confidence interval. The recurring benefits of DT will generate higher income. These benefits are measured through; 1. Better job opportunities, (2) Improved daily life efficiency, (3) Increased income potential, and (4) increase Self-employment opportunities. One unit change in either of these is going to bring 6.101 unit increase in income, ceteris paribus. The p-value of the t-stat of this variable is < 0.05, hence the relationship is significant. Hence, for the treatment group we establish that DT is bound to increase income. Therefore, H1 is accepted.

Conclusion

The study concludes that the digital skills training program plays a fundamental role in improving the earning outcomes of the vulnerable youth of Punjab. The findings supported by literature, regression analysis, and robustness check confirm the hypothesis that digital skills training has a significant positive impact on income. The Cronbach's Alpha Test ensured that the research questionnaire and the value of our indicators are reliable and consistent, meeting the required standards for internal consistency. The first regression model was tested for the control group to identify that those who think digital training in the future will reap a positive significant impact on their income directly and employment rather than indirectly. Similarly, the second regression model highlights that youth previously engaged in digital training demonstrated a significant positive effect of training on income generation.

To ensure that Pakistan successfully undergoes a digital transformation, there is an increasing need to equip the youth with modern vocational and digital skills for sustainable economic growth, job creation, and poverty reduction. Some of the key policy areas identified through the study are as follows:

- Increasing investment in digital skills training is the need of the hour, as it enhances employment opportunities and promotes long-term learning, thus enabling individuals to improve their income level and overall quality of life.

- Strengthening existing digital training programs to incorporate the growing needs of labor markets can enhance and modernize the TVET ecosystem and lead to efficient utilization of government resources.
- Integrating industry-driven curriculum can address the mismatch between TVET training and market needs, such as PSDF training program frameworks, which ensures that the youth are equipped with industry-relevant skills to enhance their employability and entrepreneurship opportunities.
- Providing support for vulnerable groups, including women and unemployed youth, through targeted interventions, which can result in a high Return on Investment (ROI), as every trained individual becomes a productive member of society, breaking cycles of poverty and driving sustainable development.
- Strengthening post-training support such as strong market linkages, entrepreneurial training, and access to financial schemes to ensure long-term employment benefits, as demonstrated by the skills development program conducted by PSDF.

Recommendations

To truly maximize the prospective benefits, it is essential not to focus on just providing digital skills but placing these skilled people post trainings into employment also. Hence, the trainings must be closely linked with the needs and requirements of industry needs so that a practical match is made with market relevant skills. This will allow a quicker translation of digital training skills into money making jobs and activities. Also post training support is also crucial in maintaining income sustainability. Strong mentorships, guidance on commencing new startups can bring positive results from these trainings. Sustainable livelihoods can be maintained by making sure that the government not just leave them unrendered, in fact provide operative post training services to making the entire process fair, transparent, inclusive and highly relevant.

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