Market Assessment Toolkit for Vocational Training Providers and Youth

Linking Vocational Training Programs to Market Opportunities

OCTOBER 2008

COLUMBIA | SIPA
School of International and Public Affairs

WOMEN'S COMMISSION FOR REFUGEE WOMEN AND CHILDREN

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PREPARED FOR
Women's Commission for Refugee Women and Children

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WOMEN'S COMMISSION
for refugee women & children

The Women's Commission for Refugee Women and Children works to improve the lives and defend the rights of refugee and internally displaced women and children.

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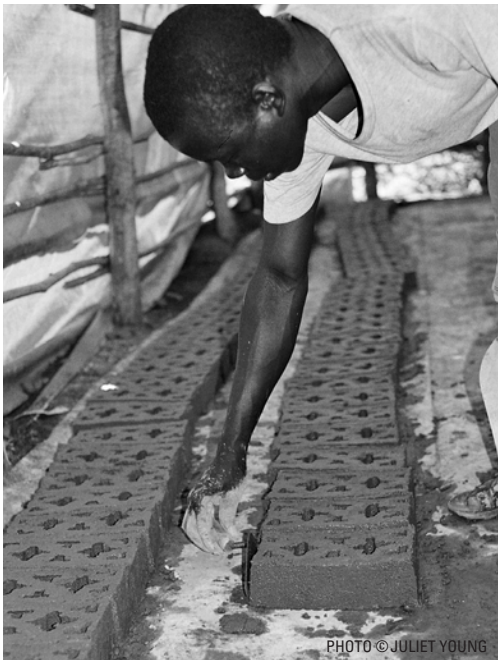
VOCATIONAL TRAINING IS AT THE INTERSECTION OF ECONOMIC RECOVERY, EDUCATION AND REHABILITATION AND REINTEGRATION. IT IS UNIQUELY POSITIONED TO MEET THE DEMANDS OF YOUTH AND BROADER GOALS OF ECONOMIC RECONSTRUCTION IN POST-CONFLICT AREAS.

Executive Summary

Vocational Training (VT) is at the intersection of economic recovery, education and rehabilitation and reintegration. It is uniquely positioned to meet the demands of youth and broader goals of economic reconstruction in post-conflict areas. VT can be a key component of development, a method for upgrading the work force and a factor in the holistic development of youth. Effective VT can provide skills for both agricultural and nonagricultural livelihoods, and sustainable employment and self-employment opportunities.

Youth consistently expect that participation in VT will increase their capacity to find employment or self-employment opportunities and achieve greater self-reliance. However, field research in northern Uganda conducted by a team from the School of International and Public Affairs at Columbia University, in partnership with the Women's Commission for Refugee Women and Children, demonstrated that VT programs often have a variety of objectives, ranging from training youth to a master level of skill competency to psychosocial rehabilitation and protection. Programs differ in length and comprehensiveness of training, the complementary skill courses offered, funding sources and the populations they target. The disconnect between participant expectations and program objectives, compounded by differing levels of comprehensiveness, frequently leads to disappointment and frustration on the part of youth participants.

VT student making wood chair, Step Up Vocational Training Center, Kitgum, Uganda.



Young women and men participate in a brick making course run by the International Rescue Committee in Ogili camp in northern Uganda.

All across the spectrum of VT, programs will benefit from accurate information on market realities. Market analysis should be incorporated into each stage of VT programming to improve decisions and, ultimately, increase employment and self-employment opportunities for youth graduates. VT programs and participants have requested current information on market realities and concrete recommendations on how to better connect program graduates to sustainable livelihoods.

Youth, program managers and donors agree that continuing to teach the same few skills across the region is leading to labor supply saturation in some industries, causing the prices for goods and services to decrease. VT tends not to be innovative in its core skills offering and fails to respond to dynamic markets and, as a result, youth are often unable to find jobs.

For VT practitioners, accurate market information will inform curriculum development and determine course offerings, shape the complementary services offered during training and provide information on post-training linkages necessary to improve youths' prospects for a sustainable livelihood. For youth participants in VT programs, information about current and emerging market needs is essential to making more informed decisions and selecting an appropriate and marketable vocation.

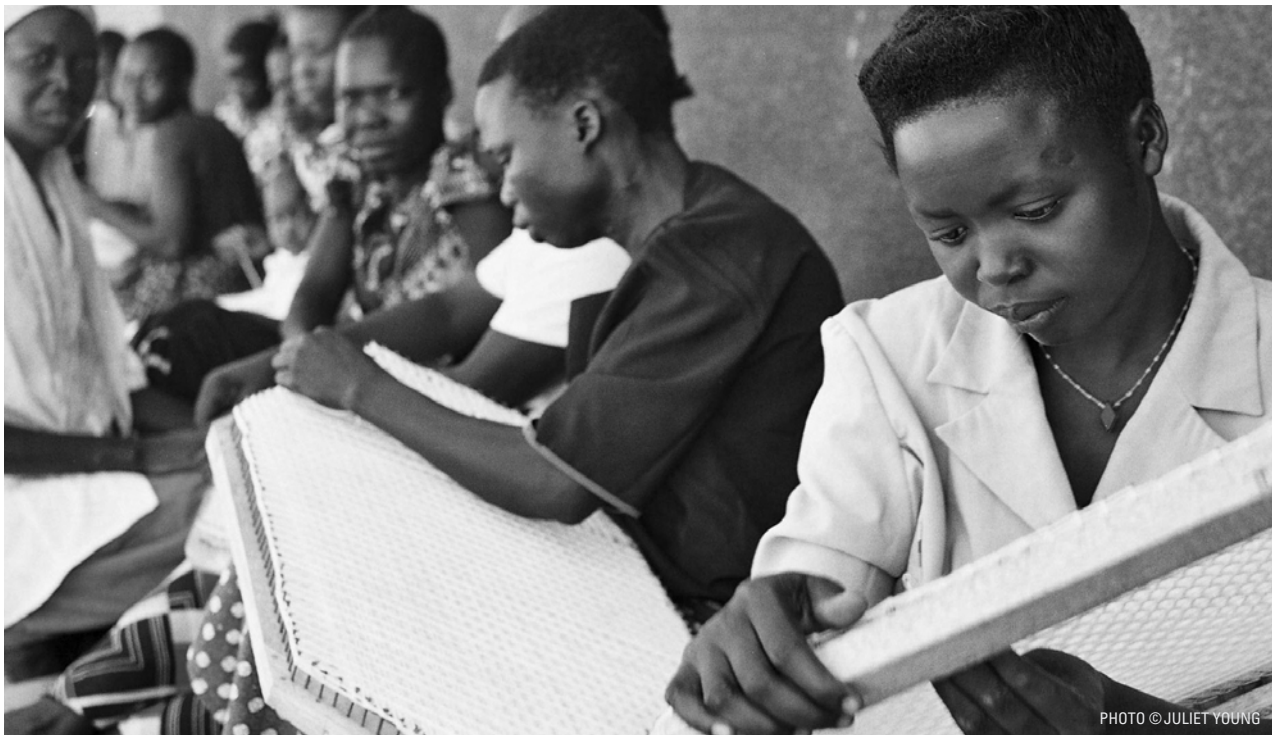
The three-part ***Market Assessment Toolkit for VT Providers and Youth*** is a combination of resources, questionnaires and activities to assist VT programs and youth to gather information on market demand and translate it into programming that responds to a dynamic business environment and youth needs. The toolkit offers a roadmap to VT providers, youth participants and other local and international actors. Increased access to information will guide service providers in a demand-driven approach, matching youths' interests, skills and available resources to market opportunities for employment and self-employment. Many of the tools have multiple purposes and all rely on using a combination of desk research and interviews with key actors. The toolkit ultimately aims to help youth in VT programs to find employment/self-employment.

The first part, the **Market Assessment Toolkit for VT Providers,** provides an understanding of dynamic market conditions and the sources of potential employment growth within the community and surrounding areas. It also aims to create immediate apprenticeship and employment linkages between VT programs and local employers.

The second part, the **Analysis Guide,** facilitates the translation of information gathered during the market analysis into more effective programming.

The third part, the **Market Interaction Toolkit for Youth,** helps youth become active participants in determining which vocation best matches their skills and needs. It guides youth through a self-assessment and encourages them to evaluate local market realities in order to make a skill and livelihood selection.

Youth need help understanding what vocation best matches their skills, aspirations and resources; instead, they are often asked to make decisions or placed into a vocation without sufficient information about how training will translate into a post-training livelihood. While allowing youth to decide appears to be consistent with a rights-based approach, youth must also be given the resources and support they need to make an informed decision. Especially for youth with little exposure outside of camps, making a choice about which vocation to pursue without attention to market realities can



Young women practice weaving outside Kitgum, Uganda.

PHOTO ©ZAKI RAHEEM

Step Up Vocational Training Center, Kitgum, Uganda.

lead many to select skills they see others doing, hear are profitable or think are easy to master. The result is that many youth enter the most saturated markets and often cannot find work upon program completion.

There is also gender self-selection into certain skills, which leads most male learners to select skills such as carpentry and joinery, brick-laying or motor vehicle mechanics, and female learners to select tailoring or catering. This is often the result of gender stereotypes in the community and serves to further entrench differential access to social status and income across gender lines. Males often receive training in professions that earn higher wages in the market while females select skills leading to lower-paying employment. Program implementers and donors need to actively conduct career guidance and develop programs that avoid reinforcing gender bias by focusing on the capabilities of each trainee as an individual.

Structured, market-based guidance for youth when they enter into a VT program will help them to make informed decisions about which core skill to learn, and ensure they are aware of the complementary skills needed to enter their chosen industry. A solid understanding of the demand for goods and services will allow VT programs to guide youth in choosing a vocation.

The toolkit was developed for the northern Uganda context; however, it can be adapted for use in many areas. The photos and examples throughout the toolkit are from northern Uganda. It builds upon a report by the Women's Commission for Refugee Women and Children, *Listening to Youth: The Experiences of Youth in Northern Uganda* (http://www.womenscommission.org/pdf/ug_machel_short.pdf) and is based on a combination of desk research in New York and Washington, D.C., and field research in Uganda, in Kampala, Gulu and Kitgum districts, between October 2007 and May 2008. Interviews, focus groups and other discussions were conducted with more than 200 VT stakeholders, including youth, NGOs (international and local) and UN agencies, VT programs, places of employment, government officials, donor organizations, financial service providers, international VT experts and others.

The full report *Youth and Sustainable Livelihoods: Linking VT Programs to Market Opportunities in Northern Uganda* can be found at (www.womenscommission.org/pdf/ug_ysl_rep.pdf). The report documents the northern Uganda experience, presenting an analysis of VT programming and the actors involved in northern Uganda and offering VT providers concrete recommendations for programming at each stage in the VT cycle, including best practices, case studies and lessons learned. The report identifies how VT programs can best meet youths' needs for education and sustainable livelihoods while also supporting a broader strategy of economic reconstruction and social restoration in northern Uganda.

Market Assessment Toolkit for Practitioners: Summary

Motivation

Increased access to market information guides VT providers in a demand-driven approach, matching youths' interests, resources and skills to existing opportunities for employment and self-employment. Market information should be incorporated into each stage of VT programming to improve programming design and, ultimately, increase employment and self-employment opportunities for youth graduates.

The Market Assessment Toolkit can be adapted to fit an organization's needs, resources and existing knowledge. It is a multi-part, dynamic instrument and can be used at any point in the programming cycle to assess or re-assess market conditions.

Step 1: Cross Reference Chart

The Cross Reference Chart is the first step in the Market Assessment. It matches the five overarching VT planning questions listed below with the corresponding Market Assessment tools. The Cross Reference Chart helps practitioners choose which tools to use to achieve a particular programming goal.

Step 2: Market Assessment Toolkit and Summary Charts

The Market Assessment Toolkit comprises 10 tools (questionnaires) aimed at providing a dynamic and holistic understanding of current and future market conditions. At the end of each tool is a Summary Chart to help practitioners review key points from information gathered.

Step 3: Decision Charts

The five Decision Charts found throughout the tools and at the end of the toolkit refer back to the questions in the Cross Reference Chart. The Decision Charts provide guidance and a structured framework to make concrete programming decisions based on information gathered from the toolkit.

Instructions

Use of the Cross Reference Chart, the Market Assessment Toolkit and Summary Charts, and the Decision Charts will allow practitioners to gather accurate information about market realities, develop stronger curriculums and course offerings, determine which complementary services are most appropriate to offer and provide information on the post-training linkages necessary to improve youths' prospects for a sustainable livelihood.

The Cross Reference Chart lays out five overarching VT program planning questions:

1. In what vocations should the program train youth?
2. What complementary courses should the program offer youth?

3. What businesses can the program link with to provide industrial training, career guidance and potential employment opportunities for graduates?
4. What national producer and business associations can the program link with to provide industrial training, career guidance and potential employment opportunities for graduates?
5. What financial service providers can the program link with to help VT graduates engage in employment or self-employment?

By using different components of the Market Assessment Toolkit and the associated Summary and Decision Charts, VT practitioners will be able to answer these questions and many others.

This Toolkit helps practitioners understand general economic trends and engage with actors in the following sectors:

MARKET ASSESSMENT TOOL	INFORMATION GATHERED
Market Observation	Overview of Local Economic Activity
Consumers	Consumer Preferences and Needs
Government	National and Regional Development Priorities
Local Business	Labor Market Demand, Qualifications and Constraints; Employment Linkages
National Producer and Business Associations	Labor Market Demand, Qualifications and Constraints; Market Information, Product Information and Linkages
Youth Focus Group	Youth Preferences and Demands
VT Providers	Share Best Practices, Coordinate and Share Data Collection
Microfinance Institutions	Market Information, Financing Options and Linkages
Donors	Future Priorities and Funding Trends
National and Multinational Companies	Present and Future Investment, Future Demand for Products, Services and Support

Information Gathering: The questions in each tool can be answered through a combination of research methods. Much of each tool can be completed with secondary research, including reading existing documents, looking at Web sites and talking with colleagues and others in the community. Key sources of information may include: local cluster and coordination meetings, the local UN Office for the Coordination of Humanitarian Affairs (OCHA) office, NGO forum, the radio, organizational and donor publications, the Internet and program staff. It is recommended that information be collected from a variety of sources and verified in order to ensure accuracy. After the practitioner has completed a tool as much as possible through desk research, it is time to begin conducting interviews with key actors in the given sector.

Many of the tools have multiple purposes: They aim to help VT providers understand the current market and potential growth sectors, foster more communication and collaboration among VT stakeholders and create immediate employment linkages. For example, information gathered through interviews with local businesses will inform the VT program on what skills are needed and provide an opportunity for VT providers to initiate linkages to apprenticeships and employment and promote the quality of their students.

Key Components of Each Tool: Each of the 10 tools has its own cover page, which includes the specific purpose, research question, timeframe, instructions and, in some cases, resources that will assist the practitioner to gather the relevant information. The purpose sketches out the main objective and key uses for the tool. The research question sums up the central question that each question

in the tool seeks to answer. The research question can be modified or adapted for program-specific needs. Most tools can be used continuously throughout the program cycle. Instructions specific to each tool are included to give additional guidance to the practitioner or facilitator.

Reflection Boxes: Key questions have been included at the end of many subsections of the tools to facilitate analysis of market realities immediately after collecting information. These questions have been put in highlighted boxes, titled Reflection Boxes, and should be considered while completing the tool and more fully when the tool has been completed. If information is gathered using an interview, the practitioner is not meant to read the content of the Reflection Boxes aloud. Rather, the boxes are meant to help the practitioner reflect on the information collected in real time and aid in the decision-making process.

Summary Charts: At the conclusion of each tool, individual Summary Charts help practitioners to process information from all interviews within that tool. The Summary Charts contain key themes and tool-specific questions. Practitioners should complete each tool's Summary Chart once they have gathered enough evidence to make informed assessments and reflect on key themes.

After using all necessary tools, practitioners will make a decision with regard to one of the five VT Planning Questions, taking into account all the information gathered by the relevant tools.
The Decision Charts ask practitioners to consider the program's particular capacities and constraints while providing a framework for making key programming decisions.

To make a decision about linking with an individual business, business association or financial service provider, practitioners need to gather information from the relevant actor and then complete the Decision Charts at the end of the related tool. When possible, even when considering a specific linkage, the practitioner should gather information from multiple potential partners and reflect on the strengths of each. To answer larger questions related to core skill selection and complementary course offerings, practitioners must utilize and cross-reference information from a number of tools and then complete the separate Decision Chart.

Market Assessment Toolkit for Youth: Summary

Market Interaction Toolkit for Youth

Summary Description: This toolkit contains three tools to educate and engage youth in the process of selecting a vocational track. Used properly, the toolkit can provide useful data and information and serve as a basis for vocational decision-making. It will also give programs important information about youths' backgrounds and experience when considering complementary courses. The toolkit begins with a *Youth Self-Assessment* followed by a *Youth Market Assessment.* The final step for the youth is the *Sector-Specific Interview* with a working craftsman in the vocation of his/her choice.

The Youth Self-Assessment and Youth Market Assessment encourage VT program participants to think about their own abilities and interests as well as the realities of the local economy prior to selecting the core vocational skill they will study as part of a VT program. Structured, market-based guidance for youth when they enter into a VT program will help them to make informed decisions about which core skill to learn, and ensure they are aware of the complementary skills needed to enter their chosen industry. A solid understanding of demand for goods and services will allow VT programs to guide youth in choosing a vocation. These tools will likely be used by the VT program participants *after* they have enrolled in the program. Thus, the participants will likely select their core vocational skill from among those offered in the particular VT program. After selecting a skill, the youth will use the Sector-Specific Interview Guide to better understand the realities of the vocation they have chosen to study.

Each tool is followed by an analysis guide, which helps youth to reflect on what they learned and thought during each assessment exercise. The analysis guides should be conducted one-on-one between assessment facilitators and program participants. Some youth will find the assessments difficult; careful guidance will help ensure that all youth who complete the toolkit increase their market knowledge and sense of their own skills and capabilities.

Step 1: Youth Self-Assessment Tool and Analysis Guide

This tool helps youth take an active role in determining which vocation they will pursue. It is designed for VT program participants. By using this tool, participants will think about and articulate information regarding their educational level, natural abilities, work history, background, health and plans for the short-term future. After completing this tool and talking with instructors, mentors and/or career counselors, participants should be able to select a vocation that fits with their interests, skills, abilities and needs.

Step 2: Youth Market Assessment Tool and Analysis Guide

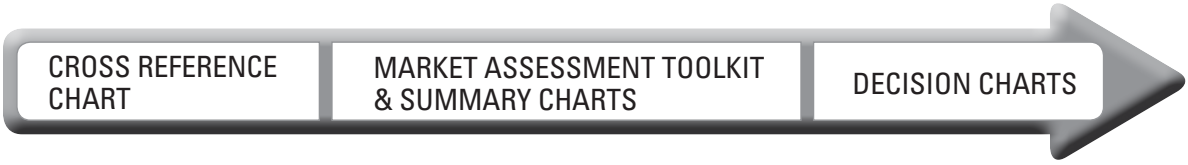
The Youth Market Assessment tool allows youth to observe the market firsthand and record information about local business and employment trends through a series of guided, small-group activities.

Step 3: Sector-Specific Interview Tool and Analysis Guide

After using Tool 1 and Tool 2 to aid youth with skill selection, the *Sector-Specific Interview* gives youth an opportunity to talk with people employed in their vocation of interest. Youth will talk directly with those people about their proposed vocation to gain a better understanding of the requirements, expectations, challenges and benefits of the sector.

Market Assessment Toolkit for Vocational Training Providers and the Analysis Guide: User Guide

Market Assessment Toolkit for Vocational Training Providers and the Analysis Guide: User Guide



Motivation

Market analysis should be incorporated into each stage of VT programming to improve programming decisions and, ultimately, increase employment and self-employment opportunities for youth graduates. Increased access to information guides service providers in a demand-driven approach, matching youths' interests, resources and skills to existing market opportunities for employment and self-employment.

Step 1: Cross Reference Chart

Use the Reference Chart to identify which Market Assessment Tools will be most helpful in answering one or more of the five overarching VT planning questions listed below.

Step 2: Market Assessment Toolkit and Summary Charts

Use the 10 questionnaires contained in the Market Assessment Toolkit to develop a more dynamic and holistic understanding of current and future market conditions. Use the included Summary Charts to help review key points and aid in the decision-making process.

Step 3: Decision Charts

Use the five Decision Charts to make concrete programming decisions based on up-to-date market data.

Step 1: Cross Reference Chart

The Cross Reference Chart matches the five overarching VT planning questions listed below with the corresponding Market Assessment tools.

Instructions:

Select the VT Planning Question(s) that best matches a specific programming need.

Use the tools checked below the chosen question(s) to gather information and move toward making an informed programming decision.

The tools are listed in the recommended order. This represents one possible method of approaching the toolkit. However, the tools can be used in other orders depending on the availability of information, key informants and the preference of practitioners.

	IN WHAT VOCATIONS SHOULD MY PROGRAM TRAIN YOUTH?	WHAT COMPLEMENTARY COURSES SHOULD MY PROGRAM OFFER YOUTH?	**LINKAGES:** WHAT BUSINESSES CAN MY PROGRAM LINK WITH TO PROVIDE INDUSTRIAL TRAINING OR CAREER GUIDANCE AND POTENTIAL EMPLOYMENT FOR GRADUATES?	**LINKAGES:** WHAT ASSOCIATIONS CAN MY PROGRAM LINK WITH TO PROVIDE INDUSTRIAL TRAINING OR CAREER GUIDANCE AND POTENTIAL EMPLOYMENT FOR GRADUATES?	**LINKAGES:** WHAT FINANCIAL SERVICE PROVIDERS CAN MY PROGRAM LINK WITH?
Market Observation	✓	✓	✓	✓	✓
Consumer	✓	✓			
Government	✓		✓		
Local Business	✓	✓	✓	✓	
Associations	✓	✓		✓	
Youth Focus Group	✓	✓			
VT Providers	✓	✓			
Financial Service Providers	✓		✓		✓
Donor/INGO	✓		✓		✓
Company	✓	✓	✓		

Step 2: Market Assessment Toolkit and Summary Charts

Instructions:

The Market Assessment Toolkit can be adapted to fit an organization's needs, resources and existing knowledge. It is a multi-part, dynamic instrument and can be used at any point to re-assess market conditions. There are 10 tools in this Toolkit.

The questions in each tool can be answered through a combination of secondary and primary research.

Secondary research:

- Read existing documents and publications
- Visit organizations' Web sites
- Talk with colleagues or others in the community
- Participate in local cluster and coordination meetings
- Listen to radio programs
- Conduct market observations

Information should be collected from **multiple** sources in order to ensure accuracy.

Primary research:

Interviews should be conducted **after** the practitioner has completed a tool as much as possible using secondary research and existing knowledge.

- Conduct interviews with key actors in the given sector

MARKET ASSESSMENT TOOL	INFORMATION GATHERED
Market observation	Overview of local economic activity
Consumers	Consumer preferences and needs
Government	National and regional development priorities and upcoming contracts
Local business	Labor market demand, qualifications and constraints; employment linkages
National producer and business associations	Labor market demand, qualifications and constraints; market information, product information and linkages
Youth focus group	Youth preferences and demands
VT providers	Share best practices, coordinate data collection and share
Microfinance institutions	Market information, financing options and linkage
Donors	Future priorities,funding trends and upcoming contracts
National and multinational companies	Present and future investment, future demand for products, services, support and upcoming contracts

Each of the 10 tools has its own cover page including:

- **Purpose**—sketching out the main objective and key uses for the tool.
- **Research Question**—summing up the central question that each question in the tool seeks to answer. The research question can be modified or adapted for program-specific needs.
- **Timeframe**—stating when gathering information with the tool will be most useful in the program planning process. However, most tools can be used continuously throughout the program cycle.
- **Instructions**—to give additional guidance to the practitioner or facilitator.
- **Resources**—to assist the practitioner to gather the relevant information.

Interview Tips

When conducting an interview the practitioner administers the questionnaire verbally. Although some questions include "probes" to elicit more information, it is preferable that the practitioner not read answers aloud to the interviewee. Only read the probes if the interviewee is confused or unsure of the meaning of the question.

The practitioner may begin each interview with an adapted version of the suggested introductory script below. Generally, be sure to explain:

- Who you are and who you are working with
- Purpose of gathering information
- How it will be used (underscore that there will be no financial or personal gain from participating)
- The expected length of the interview
- That participation is voluntary
- That the information can remain confidential if preferred

Also, remember to ask for permission to take notes before starting the interview.

> **Opening script for interviews:**
> *Hello, my name is [Name] and I am working with [Organization]. I am currently gathering information about [issue/sector]. The information I collect will be used to help develop VT programs which prepare youth to meet the needs of the changing market in [name of area]. I am eager to hear about your perspective on market trends and realities. Would you mind taking a few minutes to answer some questions?*

Reflection Boxes

Many subsections of the tools include key questions to facilitate analysis of market realities immediately after collecting information. These questions are in highlighted boxes, titled Reflection Boxes, and are for consideration while completing the tool and more fully when the tool has been completed. If information is gathered using an interview, the practitioner should not read the content of the Reflection Boxes aloud. Rather, they are meant to help the practitioner reflect personally on the information collected in real time and support the decision-making process.

Summary Charts

Summary Charts at the end of each tool help practitioners to analyze and process information from all interviews within that sector. Practitioners should complete each tool's Summary Chart once they have gathered enough evidence to make informed assessments and reflect on key themes.

Step 3: Decision Charts

After using all necessary tools, practitioners will take into account all the information gathered by the relevant tools and make a decision with regard to one of the five VT Planning Questions. When making a decision, the practitioner should consider the program's particular capacities and constraints.

In addition to the comprehensive Decision Charts, the business, business association and microfinance tools have intermediary decision charts to help make decisions about specific linkages in that sector. When possible, even when considering a specific linkage, the practitioner should gather information from multiple potential partners and reflect on the strengths of each.

Market Assessment Toolkit for Vocational Training Programs

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

1. Market Observation Tool

Purpose: Market observation is the first step in understanding what goods and services are supplied and demanded in the community. This tool guides a careful observation of local economic activity through visits to town centers, central business districts, local markets and key transport/trading hubs, and interactions with local sellers and producers. It helps practitioners understand which goods and services are in greatest and least demand, which businesses in town are most successful and which sectors have the most competition. Additionally, this tool allows practitioners to look at which goods are being imported to the district and which local goods are being exported to other districts, regions and countries. By repeating the various observations at different points throughout the day—morning, midday and evening—quality information is collected. The market observation can be done simultaneously with the Consumer Tool 1.

With knowledge gained from this tool, VT programs will:

1. Consider in which sectors/vocations VT graduates might find employment or self-employment opportunities;
2. Be able to think more critically about which sectors or industries have demand that is not being met by existing sellers/producers and which sectors have enough or too many sellers;
3. Be able to guide youth through the Youth Market Interaction Toolkit;
4. Have a foundation from which to work through the rest of the Market Assessment Toolkit.

RESEARCH QUESTION:

What does local supply and demand for goods and services show about opportunities for employment or self-employment for VT program graduates?

Instructions:

- Visit the local market, central business district and/or the center of town where the majority of businesses are located.
- With the help of this tool, observe the activities going on in the market and talk to sellers and producers. Take note of the purchase and sale of goods and services, and the types of shops that are most and least successful by answering all the questions below.
- Visit the major trading and/or transport hub of the town, such as the local bus and taxi park or main intersection. Use this tool to record your observations about which goods are being traded.
- Return to these sites at various points in the day to observe differences in consumer activity in the morning, afternoon and evening. The tool can be completed over a number of days.

I. Local Supply

1. Which five items have the most vendors?

2. Which five items have the fewest vendors?

3. In which five sectors/vocations do the most people work?

4. In which five sectors/vocations do the fewest people work?

5. Which stores/stalls have the most customers?

6. What goods or services are they selling or providing?

7. What are some characteristics about these stores that contribute to them having many customers? *PLEASE CHECK ALL AND BRIEFLY DESCRIBE*

- ☐ Location
- ☐ Local supply
- ☐ Quality of goods/service(s)
- ☐ Store appearance
- ☐ Staff
- ☐ Time of day
- ☐ Prices
- ☐ Other

REFLECTION BOX: Local Supply 1
Judging from the number of customers, what goods/services are most in demand locally?

8. What stores/stalls have the fewest customers?

9. What goods or services are they selling or providing?

10. What are some characteristics about these stores that contribute to them having few or no customers? *PLEASE CHECK ALL AND BRIEFLY DESCRIBE*

- ☐ Location
- ☐ Local supply
- ☐ Quality of goods/service(s)
- ☐ Store appearance
- ☐ Staff
- ☐ Time of day
- ☐ Prices
- ☐ Other
- ☐ Other

REFLECTION BOX: Local Supply 2

What similarities can you draw about the stores with few customers or little demand?

Take another walk through the market at the end of the day, paying particular attention to the areas you visited during the morning tour.

11. Which stalls have the most items remaining?

12. What are the goods or services you observe being offered mainly by women?

13. What are the goods or services you observe being offered mainly by men?

14. What are the goods or services you observe being offered by both men and women?

REFLECTION BOX: Local Supply 3

Are there any other sectors where you think women could be successful? Which ones?

Are there any other sectors where you think men could be successful? Which ones?

II. Regional Market

Go to the bus or taxi park or main intersection of town to observe what types of goods are being brought into or taken out of the town.

15. What types of goods are being brought into or taken out of town:

In the morning
Brought in:
Taken out:

At midday
Brought in:
Taken out:

In the evening
Brought in:
Taken out:

16. Where are these items coming from?

17. Are any of the items being brought into town also produced locally?

18. Which ones?

19. How are these items different from those produced locally?

20. What items appear to be in greatest demand in town that are *not* produced locally?

REFLECTION BOX: Regional Market 1

What items are being imported that could be produced locally?

Why are these items not being produced locally?

Is it because of a lack of materials, a lack of skilled producers or another reason?

21. What items are being taken out of town to be sold or traded?

22. Where are they going?

23. What locally produced items appear to be in greatest demand outside of town?

REFLECTION BOX: Regional Market 2

What items are being exported in the greatest quantity?

Where is there highest demand?

Are there opportunities to expand the export market in these sectors?

Market Observation Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Based on information gathered in this tool, mark the appropriate answer to each question with respect to the vocation listed in the left-hand column.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION *TO BE INSERTED BY PRACTITIONER*	**A. LOCAL SUPPLY 1:** WHAT IS THE LOCAL LEVEL OF SUPPLY?	**B. LOCAL SUPPLY 2:** WHAT IS THE LOCAL LEVEL OF DEMAND?	**C. LOCAL SUPPLY 3:** IS THERE OPPORTUNITY FOR EXPANSION BEYOND TRADITIONAL GENDER ROLES?	**D. REGIONAL MARKET 1:** DOES LOCAL DEMAND EXCEED LOCAL SUPPLY?	**E. REGIONAL MARKET 2:** DO EXPORT OPPORTUNITIES EXIST?
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ High ☐ Med ☐ Low	☐ High ☐ Med ☐ Low	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

2. Consumer Tool

Purpose: To better understand local routines, record community needs and identify the goods and services that community members rely on in their work life and home life. Understanding the products and services used locally on a daily, weekly and monthly basis provides a picture of what sectors are most important in the local economy. Understanding what people need but cannot buy locally may give an idea of what is missing from the local economy.

RESEARCH QUESTIONS:

What does local demand for goods and services show about VT graduates' opportunities for employment or self-employment?

What "complementary skills" that VT programs can provide do youth need to meet consumer preferences?

Instructions:

- Stop a person who is shopping in the market, at the bus or taxi park or in another area in town.
- Introduce yourself and ask if you can take five minutes to ask a few questions to help you understand more about the local market.
- Explain that you will not write down their name, that they should feel comfortable speaking freely and that they do not have to answer questions they feel uncomfortable about.
- While you introduce yourself take note of their gender, estimated age, dress and anything else that you think is important.
- Ask all of the questions in the next section; adapt them as necessary to make sure they are easily understood and specific to the context.
- Record the shopper's answers, writing down all relevant details.
- Repeat this process with as many people as possible. Try to speak with all different types of people, including men and women, older people and younger people, and others you choose.

LOCATION OF INTERVIEW:	**DATE:**

Opening script:
Hello, my name is [Name] and I am working with [Organization]. I am trying to learn more about consumer demands and preferences in [Location]. The information I collect will be used to help to develop VT programs to match market demands. Would you mind taking a few minutes to answer a few questions? I won't be writing down your name so please feel free to speak freely.

Background: Consumer Traits

Gender: ☐ FEMALE ☐ MALE	Estimated Age:	Dress:

Market Demand 1: Consumer Needs

1. Think about your daily routine. What goods and services do you use every day:

   For the home:

   For the fields:

   For your work:

   For your children:

2. Where do you get these items?

Now I would like to ask about your weekly or monthly routine. For example, some people need bike repair services every month, or may buy cooking oil once a week.

3. What goods and services do you use on a weekly or monthly basis?

4. What goods and services do you purchase for special occasions?
   (Probe: Weddings, funerals)

REFLECTION BOX: Market Demand 1

In what sectors is there high demand for goods and services on a daily basis?

And on a weekly basis?

Market Demand 2: Consumer Preferences

5. Do you prefer one vendor or service provider to others? *If yes, why do you prefer this vendor or service provider? (Probe: Quality? Personality? Proximity? Friend or family? Price?)*

6. In general, what makes people choose certain vendors or service providers over others? *(Probe: Quality? Personality? Proximity? Friend or family? Price?)*

7. Are there any stores where you choose not to shop? If yes, why do you avoid these stores? *(Probe: Quality? Personality? Proximity? Friend or family? Price?)*

REFLECTION BOX: Market Demand 2

Are there traits that separate profitable vendors or service providers from less profitable ones?

If so, can your VT program teach these non-technical skills?

Market Demand 3: Unmet Consumer Needs

8. Think about a relative or friend in another village, town or city. Are there other items that are accessible to them that you need or want but cannot get here?

9. What are they?

10. Why can't you get them?

11. Where do you go to get these services?

12. Will your community need any new products or services as more people leave the camps and resettle? *If yes, what products or services?*

REFLECTION BOX: Market Demand 3

What are the goods and services that are in high demand and not fully served by the market currently?

Does your VT program currently offer training that could lead to employment in these areas?

Consumer Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION *TO BE INSERTED BY PRACTITIONER*	**A. MARKET DEMAND 1:** IS THERE A STRONG CUSTOMER DEMAND FOR GOODS OR SERVICES IN THIS SECTOR ON A DAILY BASIS?	**B. MARKET DEMAND 1:** IS THERE STRONG CUSTOMER DEMAND FOR GOODS OR SERVICES IN THIS SECTOR ON A WEEKLY BASIS?	**C. MARKET DEMAND 1:** IS THERE STRONG CUSTOMER DEMAND FOR GOODS OR SERVICES IN THIS SECTOR FOR SPECIAL OCCASIONS?	**D. MARKET DEMAND 3:** IS THERE A HIGH DEMAND FOR GOODS AND SERVICES IN THIS SECTOR THAT IS NOT BEING FULLY SERVED BY THE LOCAL MARKET?
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low

3. Government Tool

Purpose: This tool will help practitioners to understand the government's economic recovery and development plans for the district and the region. It will also enable VT programs to learn about government contracts for new projects and construction that may provide short- or long-term employment opportunities for program graduates.

RESEARCH QUESTION:

How can VT programs best engage with the government's current and upcoming contracts for economic recovery and development?

Instructions:

- Seek out information related to government **policies and plans** through a review of public documents. This will ensure that the interviewer has a basic understanding of government policies and plans *prior* to interviews with government officials.
- Different sections of this tool may require reviewing government documents from different departments and ministries and talking with different government officials; meet with as many government officials as is feasible to ensure information in relevant sectors has been collected.
- Schedule interviews in advance and conduct one-on-one interviews with the specific government official who can provide information about policy and economic development in the district and on current and upcoming contracts.
- Gather information on upcoming government **contracts**, including the addresses and contacts of businesses that have been awarded government contacts. Information about contracts should be public, except that which might give other applicants an unfair advantage, such as another bidder's offers. By legal requirement, contracts are advertised and details of all available contracts are put in a paper for national circulation each quarter as funds for public procurement become available. VT providers can request contract information from the Secretary to the Contracts Committee. Details of the companies that have been awarded contracts can be obtained from the Office of the Secretary of the Contracts Committee. Additionally, public notice boards often display lists specifying company and the award information for new contracts.
- Using the Business Tool *and* Contract Company Hiring Chart, practitioners can contact businesses who have been awarded government contracts to learn about skills required for this work and possible employment opportunities for youth graduates.

Note: This tool is tailored for northern Uganda, but can be adapted to other settings.

Table of key local governmental offices that may be of help when using this tool, in particular when responding to Section II: Labor Demand – Employment Opportunities.

GOVERNMENT OFFICES	RESPONSIBILITY
Office of the Prime Minister	Peace Reconciliation and Development Plan (PRDP) implementation
District planner, chief administrative officer or district community development officer	Policy and general economic development
Chief administrative officer and head of procuring and disposing unity	General contract information
The district engineer and the relevant departmental head	Infrastructure projects
The district education officer	Education sector
The district director of health and district community development officer	Health sector
The district production and coordinator, chief administrative officer, district agricultural officer, district veterinary officer or the district fisheries officer and district entomology officer	Agriculture sector
The district commercial officer	Business and commerce sector
Procurement and disposal unit/secretary to the contracts committee, head officer	Coordinating procurements disposal activities in his/her respective local government

Contact Information

NAME OF DEPARTMENT

NAME OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

I. Big Picture

1. Broadly speaking, what sectors is the government currently focusing on developing or restoring as part of the recovery plan for this district?

2. Are these plans mainly directed by the Peace Reconciliation and Development Plan (PRDP)?

3. Are there other documents, policies or frameworks guiding reconstruction in the country? If yes, what are they?

4. Who in the local government is responsible for implementing the PRDP goals? *[Probe: Does this office implement policy? Does this office run the project directly? Will this office contract project managers?]*

5. When there are government projects, where are most of the laborers and contractors hired from?

II. Labor Demand — Employment Opportunities

6. Answer the following questions for all selected sectors *on a separate piece of paper:*

SECTOR	A. LIST SPECIFIC PROJECTS BEING PLANNED.	B. IN WHAT DISTRICT/ TOWN WILL THE PROJECT TAKE PLACE?	C. WHAT TYPES OF LABOR WILL THE PROJECT REQUIRE?	D. WHAT IS THE DURATION OF THE CONTRACT?	E. WHICH BUSINESSES HAVE BEEN SELECTED TO DO THIS WORK?*	F. LIST THE ADDRESSES AND CONTACT INFORMATION OF THE BUSINESSES SELECTED TO DO THIS WORK.	*QUESTION FOR PRACTITIONER:* FOR EACH TYPE OF LABOR NEEDED, DOES YOUR VT PROGRAM OFFER TRAINING IN THIS SKILL? (REFER TO COLUMN C)
Health							☐ Yes ☐ No
Education							☐ Yes ☐ No
Roads							☐ Yes ☐ No
Water							☐ Yes ☐ No
Sanitation							☐ Yes ☐ No
Agriculture							☐ Yes ☐ No
Other							☐ Yes ☐ No

***** Using the **Business Tool and the Contract Company Hiring Chart**, visit or contact all businesses that have won government contracts to learn about potential employment opportunities for youth graduates.

REFLECTION BOX: Labor Demand – Employment Opportunities

Have your graduates been trained in a vocational skill that is demanded by this contract?

If no, think whether offering the skills demanded by this contract would be useful and beneficial to your participants.

III. Linkages: Potential Contracts

7. How are upcoming government contracts advertised? If yes, specify which ones.

- ☐ Radio:
- ☐ Newspaper:
- ☐ Web site:
- ☐ Posted at government office:
- ☐ Word of mouth:
- ☐ Other:

8. How do businesses and individuals apply for government contracts?

9. Has the government ever given a contract to a VT program?
If yes, what types of projects/contracts? If no, would the government be interested in creating a partnership with a VT program for labor or goods?

REFLECTION BOX: Linkages

How can VT programs anticipate and take advantage of new government projects, policies or initiatives?

IV. General: Information on Other Employment Opportunities

10. Are there other large national or multinational companies that are planning to move to the district or region? *If so, which ones?*

11. Are there any other specific upcoming projects planned by a company, NGO or international donor that might require a substantial amount of labor? If so, please list contact information below.

- ☐ Company
- ☐ NGO
- ☐ International donor
- ☐ Do not know

For each project:

A. What type of employees will the project require?

B. In what geographic area will the project take place?

C. Will the company work with local contractors?

D. From where will materials for this contract be supplied?

REFLECTION BOX: General Information

How can VT programs anticipate and take advantage of other projects or contracts in the district?

Government Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. LABOR DEMAND:** WILL UPCOMING GOVERNMENT CONTRACTS DEMAND LABORERS TRAINED IN THIS VOCATION?	**B. LINKAGES:** CAN THE VT PROGRAM DIRECTLY TAKE ADVANTAGE OF AN UPCOMING GOVERNMENT CONTRACT THAT DEMANDS LABORERS TRAINED IN THIS TYPE OF VOCATION?	**C. GENERAL:** ARE THERE UPCOMING CONTRACTS BY ORGANIZATIONS OR COMPANIES THAT ARE POTENTIAL EMPLOYMENT OPPORTUNITIES FOR YOUTH GRADUATES? *IF SO, USE APPROPRIATE TOOL TO GATHER FURTHER INFORMATION.*
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

4. Local Business Tool

Purpose: The objective of this section is to determine key characteristics of the operating environment for local businesses. Interviews with local businesses in different sectors give practitioners an understanding of labor market demands, the qualifications expected of employees and the competition or saturation of various sectors. This helps VT programs to better understand challenges youth may find when trying to compete in these sectors. Secondly, these interviews with local businesses help VT programs identify potential placements for apprenticeships and employment.

The Contracted Company Hiring Chart found at the end of this tool guides practitioners to find specific information from *businesses that have won government, donor/NGO or national/multinational contracts.* This set of questions enables VT programs to learn about skills required for the work to be performed under current and upcoming contracts and possible employment opportunities for youth graduates.

? RESEARCH QUESTIONS:

How can VT programs prepare youth with the skills necessary to be competitive in a particular sector?

How can links between VT programs and businesses be created to assist graduates in finding employment?

Instructions:

- Interview businesses from each sector in which the VT program is currently training students.
- Interview businesses in sectors in which the VT program is currently *not* training students.
- Whenever possible, it is highly suggested that the practitioner seek to interview both female and male business owners and managers.
- After collecting information with the Government tool, Donor/INGO tool and National/Multinational Company tool, the practitioner may have a list of businesses that have been awarded various contracts.
- Using the Local Business Tool *in combination with* the Contracted Company Hiring Chart (attached at the end of this tool), visit or contact the businesses to learn about skills demanded by the new contracts and possible employment opportunities for youth graduates.
- As the practitioner learns about new contracts, she/he can continue to use the Local Business Tool and Contracted Company Hiring Chart throughout the market assessment.

I. General

NAME OF BUSINESS

NAME OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

Gender: ☐ FEMALE ☐ MALE	Estimated Age *(years)*	Business Sector:

II. Big Picture

1. In what year did the business begin?

2. In this town, about how many [insert sector] businesses are there?

3. What are the different types of employment positions at this business?

4. How many employees does this business have in each type of position?

5. Are there many female employees? *Why? Or why not?*

6. What difficulties do female employees face?

7. Are there many male employees? *Why? Or why not?*

8. What are the difficulties do male employees face?

REFLECTION BOX: Big Picture

Are there many different employment opportunities within this business?

How can your program help to overcome employment difficulties faced by males and females in certain sectors?

III: Labor Demand 1: Qualifications

11. How do people get jobs at this place of business?

12. What kind of traits do you look for when hiring employees?

13. Does this business look for *(mark Yes or No):*

A particular level of VT	☐ Yes	☐ No
A government certificate	☐ Yes	☐ No
Personal or family connections	☐ Yes	☐ No
Training in marketing	☐ Yes	☐ No
Training in bookkeeping	☐ Yes	☐ No
Training in entrepreneurial skills	☐ Yes	☐ No
Particular personality traits	☐ Yes	☐ No
Some English	☐ Yes	☐ No
Advanced English	☐ Yes	☐ No

14. Has the management noticed a difference in the work done by employees who have graduated from a VT program versus those employees who have not graduated from a VT program?

15. Briefly describe the core skills that an employee working in this business is expected to have.

16. Are there specific types of equipment or methods that employees are expected to have been trained in?

17. Are there specific pieces of equipment that employees are expected to possess?

REFLECTION BOX: Labor Demand 1 — Qualifications

What courses would be required to prepare this manager's ideal employee?

Which courses does your VT program offer that contain competencies this businesses demands?

Note to Practitioner: Refer to Uganda Vocational Qualification Framework requirements for this particular industry to ensure that your curriculum for this vocation meet established standards.

IV. Sector Growth

18. Can you list some of the challenges you face running this business?
    [Probe: Competition/market saturation, employee training/human resources, access to limited market for inputs, purchasing power of community members]

19. What are the plans for the future of this business?
    [Probe: expanding, hiring employees, downsizing/letting go of employees, diversifying/adding different products or services, entering new sector, beginning new type of service]

20. As people move from camps to their home villages will the products or services of this business be needed more or less?

REFLECTION BOX: Sector Growth

Is this business in a sector that is growing and likely to need new employees in the immediate future? What about in the long term?

V. Linkages: Apprenticeships with Local Businesses

21. Does this business provide on-the-job training for its employees?
    A. When does on-the-job training occur?
    [Probe: does on-site training occur when one starts to work, during money-making activities, when a weakness is noted or at another time?]

    B. What types of skills does the on-the-job training provide?
    [Probe: Does the training provide technical skills, business skills, customer service or work ethics?]

22. Has the business contacted any VT program directly to hire participants or graduates?
    A. If Yes, which program did the business contact? If No, skip to next question.

    B. How did the business learn about the VT program?

23. Would the business be willing to partner with VT programs to offer industrial training/ apprenticeship opportunities for interested youth?

    If Yes, consider setting up another appointment to ask more detailed questions about establishing a formal business/industrial training partnership.

REFLECTION BOX: Linkages – Apprenticeships

Is on-the-job training necessary for youth to obtain employment in this sector?

If the business is willing to offer apprenticeships, what are the next steps in starting a partnership with this business?

If the business is not willing to offer apprenticeships, are there other businesses in the same sector that could offer opportunities for on-the-job training?

Business Linkage Decision Chart

Is there a possibility for a VT provider to establish apprenticeships with a business?

Within each box in the chart the practitioner should:

- Make a decision based on the answers gathered in each interview with a particular institution.
- Mark the corresponding "Yes," "Maybe" or "No."
- Use the answers in a given row to determine whether or not to link with a particular institution.

There is no formula for making the overall assessment, but many No's indicate that the practitioner or youth will face obstacles working with that business.

NAME OF BUSINESS	A. WILL YOUR PROGRAM OFFERS TRAINING IN THIS SECTOR?	B. IS THE BUSINESS IN A SUITABLE LOCATION?	C. WILL THE BUSINESS COVER ACCOMMO-DATIONS, TRAVEL, FOOD OR EQUIPMENT EXPENSES?	D. WILL THE BUSINESS PAY A WAGE TO THE STUDENT?	E. WILL THE BUSINESS PROVIDE A SAFE WORK ENVIRON-MENT FOR THE STUDENT?	F. ARE THERE OPPORTU-NITIES FOR EMPLOY-MENT AFTER THE TRAINING?	G. OTHER (SPECIFY):	OVERALL ASSESSMENT
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form linkage

VI. Labor Demand 2: Hiring by a Contracted Company

Use the following questions and chart for a business that has been awarded a contract from a government department, Donor/INGO or National/Multinational Company. All information about contracts are expected to be public, except what would be viewed as giving an unfair advantage to any potential applicant, like knowing information on what other bidders offer.

By legal requirement, contracts are advertised and details of all available contracts are put in a paper of national circulation every quarter as funds for public procurement become available. Companies and NGOs also put advertisements in newspapers, but are not bound to do so by government procurement rules. Each NGO may have its own guidelines. Some contractors also source contracts by visits to NGO offices themselves.

A VT provider or any contractor can walk into the office of the Secretary to the Contracts Committee and get information. Details of companies that have won contracts are published on a public notice board specifying the company and the award. Details of the company may be obtained from the Office of the Secretary of the Contracts Committee.

24. Which organization awarded the contract?

25. What is the start date for the contract?

26. What is the duration of the contract?

27. From where are most of the laborers for this contract hired?

28. From where will materials for this contract be supplied?

29. In which district/town will the work for this contract be done?

30. Is the company currently hiring laborers to fill positions as part of this contract?

Add-on script for businesses that have won government, donor/INGO or national/multinational contracts: During my research I learned that your business has been awarded a contract from *[government agency/organization/company]*. I would like to ask some specific questions about the contract to learn about skills required for the work to be done under this contract and possible employment opportunities for youth graduates.

Contract Company Hiring Chart

A. WHAT TYPES OF LABOR DOES THE CONTRACT REQUIRE?	B. HOW MANY YEARS OF TRAINING/EXPERIENCE ARE EXPECTED OF A LABORER TO WORK ON THIS CONTRACT?	C. IS A GOVERNMENT-CERTIFIED VT CERTIFICATE REQUIRED TO WORK ON THIS CONTRACT?	D. WHAT LEVEL OF ENGLISH IS REQUIRED TO WORK ON THIS CONTRACT?	E. WHAT LEVEL OF LITERACY AND NUMERACY IS REQUIRED TO WORK ON THIS CONTRACT?	F. HOW MANY WORKERS ARE NEEDED?
		☐ Yes ☐ No	☐ Advanced English ☐ Some English ☐ No English		
		☐ Yes ☐ No	☐ Advanced English ☐ Some English ☐ No English		
		☐ Yes ☐ No	☐ Advanced English ☐ Some English ☐ No English		
		☐ Yes ☐ No	☐ Advanced English ☐ Some English ☐ No English		
		☐ Yes ☐ No	☐ Advanced English ☐ Some English ☐ No English		

QUESTION FOR PRACTITIONER (REFER TO COLUMN A): DOES YOUR VT PROGRAM OFFER TRAINING IN THIS TYPE OF LABOR?	**QUESTION FOR PRACTITIONER (REFER TO COLUMN B AND C):** DOES YOUR VT PROGRAM GIVE PARTICIPANTS THE SKILLS TO COMPETE FOR EMPLOYMENT WITH THIS CONTRACT?	**QUESTION FOR PRACTITIONER (REFER TO COLUMN D):** DOES YOUR VT PROGRAM TEACH PARTICIPANTS THE APPROPRIATE LEVEL OF ENGLISH?	**QUESTION FOR PRACTITIONER (REFER TO COLUMN E):** DOES YOUR VT PROGRAM TEACH PARTICIPANTS THE APPROPRIATE LEVEL OF LITERACY AND NUMERACY? (SPECIFY FOR EACH)
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

REFLECTION BOX: Labor Demand 2 – Contract Company Hiring Section

Have your graduates been trained in a vocational skill that is demanded by this contract?

If no, think whether offering the skills demanded by this contract would be useful and beneficial to your participants.

Local Business Summary Chart

Instructions

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. GENERAL:** HOW MANY BUSINESSES IN EACH TYPE OF SECTOR WERE INTERVIEWED? WRITE THE NUMBER BELOW.	**B. BIG PICTURE:** DOES THIS SECTOR APPEAR ABLE TO OFFER NEW GRADUATES EMPLOYMENT OPPORTUNITIES?	**C. LABOR DEMAND:** WOULD THE CURRENT COURSES OFFERED AT THE VT PROGRAM PREPARE THE PARTICIPANTS FOR EMPLOYMENT IN THIS SECTOR?	**D. SECTOR GROWTH:** IS THIS A SECTOR THAT IS GROWING AND LIKELY TO NEED NEW EMPLOYEES OR ENTREPRENEURS IN THE FUTURE?	**E. LINKAGES — INDUSTRIAL TRAINING:** WHICH BUSINESSES YOU TALKED WITH COULD PROVIDE INDUSTRIAL TRAINING/APPRENTICESHIP OPPORTUNITIES? LIST BELOW.	**F. LABOR DEMAND 2:** WILL YOUTH GRADUATES BE ABLE TO FIND EMPLOYMENT OPPORTUNITIES BEING OFFERED UNDER A GOVERNMENT/DONOR/NGO/OR COMPANY CONTRACT?
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No		☐ Yes ☐ No

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

5. National Producer and Business Associations Tool

Purpose: Discussions with producer and business associations help VT programs to collect information about general supply and demand of various goods and services, product specifications and quality standards, as well as identify end market buyers. Additionally, these discussions help VT programs understand the risks and opportunities of training youth to produce products for a particular market and may open the door for association members to provide technical assistance or establish apprenticeship and employment opportunities.

RESEARCH QUESTIONS:

What skills and product information do VT program participants need to be competitive in a particular sector?

How can links with producer and business associations help VT programs expand learning opportunities for program participants?

Instructions:

- Find the names and contact details of producer and business associations in the local area or those operating nationally. This information can be obtained through conversations with other VT program mangers, local entrepreneurs, local business councils or local government officials. If the association is located some distance from the location of the VT program, the interview may be conducted via telephone.
- Begin by interviewing associations representing a product or service in which the VT program is already training youth. Then interview associations representing producers in goods or services that the program is considering expanding to.
- When contacting the association to set up an interview, ask to speak with the person responsible for member relations. If there is no such person, ask to talk with a coordinator or director.
- After learning more about various associations and the products they promote with Sections I and II of the tool, VT programs can gather more in-depth information about becoming a producer of a particular product or member of an association with Sections III and IV.

Resources:

Local and national associations and the following Web sites are examples.

Gulu District Farmers Association *(GDFA)*

Kitgum District Farmers Association: *Tel: 00 226 (0)775319086; Email, Kidfakitgum@yahoo.com*

Kitgum Women Beekeepers: *tunadobee@yahoo.co.uk*

NUSPA—the Northern Uganda Shea Producers Association: *http://www.thesheaproject.org/covol.html*

The Common Market for Eastern and Southern Africa (COMESA): *http://www.comesa.int*

District Information Portal: *http://www.dip.go.ug/english/index.php*

Uganda Export Promotion Board: *http://www.ugandaexportsonline.com/business.htm*

Association Contact Details:

NAME OF ASSOCIATION

NAME OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

TYPE OF ASSOCIATION/MAIN PRODUCT

I. Market Supply

1. How many members does the Association have?

2. Where do the members work?

3. Roughly what percentage of the members participated in a VT program?

   ☐ Less than 25% ☐ 25%–50% ☐ 51–75% ☐ More than 75%

4. Roughly what percentage of the members completed a VT program?

   ☐ Less than 25% ☐ 25%–50% ☐ 51–75% ☐ More than 75%

5. For those who participated in a VT program, what is the average length of training members have completed?

6. How many months or years of experience do your most successful members have?

7. What would you say would be the minimum number of months of training required to make money in this sector?

REFLECTION BOX: Market Supply

How does your program model relate to the average level of training in this field?

What level of training or experience does the average supplier have?

What is the level of supply in this sector?

II. Market Demand

8. Where are the major markets for this product in the country?

9. Where are the major markets for this product outside of the country?

10. Would you say that demand has gone up, down or stayed the same in the past three years?

11. Is a change in demand anticipated in the coming years?

REFLECTION BOX: Market Demand

How would you describe demand for this product/service?

III. Big Picture

12. Would you say that the price of this product has gone up, down or stayed the same in the past three years?

13. Is a change in price anticipated in the coming years?

14. What other changes do you foresee in the future?

15. How will this sector be affected by resettlement/return?

IV. Specifications/Standards

16. What are the quality standards for these goods or services produced by the Association?

17. Do these differ from other producers/providers of the same goods or services in other parts of the country?

18. How is the quality monitored?

REFLECTION BOX: Specifications/Standards

Can your program graduates produce this level of quality?

V. Requirements

19. Please describe the requirements and estimated monthly costs to operate in this sector.
Fill out answers about costs for each section in the chart below.

	DESCRIPTION OF ITEM	COST/MONTH
Fixed costs (e.g., machinery, tools)		
Inputs/materials		
Electricity		
Water		
Fuel		
Rent		
Transport		
Salaries		
Taxes		
Product certification		
Packaging		
Other		
Other		
Other		

REFLECTION BOX: Requirements

Which of these requirements will your program graduates be able to provide or meet?

Which of these requirements will provide the greatest challenge for your graduates?

VI. Linkages

20. Has any member of the Association ever offered an industrial training to a VT participant?
    If YES answer A & B

    A. Would you say this relationship was successful? *Why/why not?*

    B. What were the challenges of this relationship?

21. Has the Association ever worked with a VT program to produce a product and find a market for it?
    If not, then this is the end of the interview. *If YES answer A-E below.*

    In the next few questions please think about the last VT program that the Association worked with.

    A. What was the cost to the Association?

    B. Who initiated the relationship?
    [Probe: the Association, the VT program or a third party?]

    C. Did the Association provide any technical assistance?

    D. Would you say this relationship was successful? *Why/why not?*

    E. What were some challenges of working with a VT program?

REFLECTION BOX: Linkages

Is there potential to link your program with this Association for apprenticeships, career guidance, technical training or in other ways? If so, see Decision Chart below.

Assocations Decision Chart

Is the Association a good place for the VT provider to establish a partnership?

Within each box in the chart the practitioner should:

- Make a decision based on the answers gathered in each interview with a particular association.
- Mark the corresponding "Yes," "Maybe" or "No."
- Use the answers in a given row to determine whether or not to link with a particular association.

There is no formula for making the overall assessment, but many No's indicate that the practitioner or youth may face obstacles working with that association.

NAME OF ASSOCIATION	HIGH QUALITY STANDARDS	OFFER TRAINING	OFFER INPUTS	OFFER INDUS-TRIAL TRAINING	OVERALL ASSESSMENT
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage

Associations Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers from all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**MARKET SUPPLY:** WHAT IS THE LEVEL OF LOCAL SUPPLY?	**MARKET DEMAND:** WHAT IS THE LEVEL OF LOCAL DEMAND?	**STANDARDS:** HOW STRICT ARE THE STANDARDS IN THIS VOCATION?	**REQUIREMENTS:** ARE THERE MANY REQUIREMENTS TO WORK IN THIS VOCATION?
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None
	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ High ☐ Medium ☐ Low	☐ Some ☐ Many ☐ None

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

6. Youth Focus Group Tool

Purpose

The Participant Focus Group Instrument assists in the analysis of which courses, services and other features of a VT program most effectively prepare participants for employment or self-employment. It helps program managers to understand the challenges youth face as they move from VT programs into the job market and consider ways in which the program curriculum can best support this transition.

RESEARCH QUESTION:

What program components and specific skills have VT program participants found most useful and marketable?

The Non-Participant Focus Group Instrument helps program managers understand the broader youth population's demand for training and identify what factors cause and prevent youth from attending VT programs.

RESEARCH QUESTIONS:

What is market demand for VT among the broader youth market?

What courses or trainings are youth most interested in as a means to achieving sustainable livelihoods?

General Instructions:

- Invite 10-15 youth to attend a focus group discussion at a mutually agreed upon location.
- Have each VT participant fill out an intake form before joining the focus group discussion. If needed, have a facilitator or older, literate youth help the participant fill out the form.
- For suggestions on running the focus group discussion see focus group facilitator tips in the appendix.
- Upon completing the focus group, the facilitator can reflect on the questions within each reflection box and complete the Individual assessments.

Instructions for Selecting Participants:

- Participant focus group: Identify youth who have attended a VT program in the last three years. Youth may have graduated from a training program or may have only completed a portion of the program.
- Non-participant focus group: Identify youth who have never attended a VT program from the same general demographic as program participants.

Resources Needed:

- Space for a focus group discussion. Focus group facilitator and note taker. Translator if necessary.

I. VT Participant/Graduate Focus Group

Ia. VT Participant Intake Form

Instructions: Please answer the following questions before participating in the focus group discussion. If you need help understanding the questions or filling in the form, just ask.

Focus Group Intake Form

How old are you?	
What is the name of the most recent VT program you attended?	
What core skill did you study during this program?	
What were the reasons you chose this skill?	
How long did you spend learning this skill?	
Since leaving the program, what have you been doing to make money?	
What has been the greatest challenge in making money since ending the program?	
Do you use the core skill you learned in the VT program to make money?	
In addition to the skill you studied, what other courses did you take? CHECK ALL THAT APPLY	☐ Agriculture ☐ Reading and writing ☐ English ☐ Mathematics ☐ Business skills/Entrepreneurship training ☐ Ethics ☐ Health and hygiene ☐ Life skills ☐ Marketing skills ☐ Customer service/Interpersonal skills ☐ Leadership skills ☐ Conflict resolution ☐ Career counseling ☐ Apprenticeship/Other on-site training ☐ Psychosocial support service ☐ _____ ☐ _____
Of all the courses you just checked, which one has been the most useful for making money?	
When you completed the program did you receive any of the listed items or services? CHECK ALL THAT APPLY	☐ Government certificate ☐ Certificate from training program ☐ Toolkit ☐ Start-up capital ☐ Instructions on forming a group to work with other graduates ☐ An assigned group of other graduates to work with ☐ Information on microfinance ☐ Career advice ☐ Industrial training placement ☐ Employment placement ☐ An opportunity to give feedback on your satisfaction with the program ☐ Suggestions about further training or education opportunities ☐ _____ ☐ _____
Of all the items and services you just checked which one has been the most useful for making money?	

Ib. VT Participant Focus Group Guide

RESEARCH QUESTION:

What program components and specific skills have VT program graduates found most useful and marketable?

Opening Script

Hello, my name is [NAME] and I am working with [ORGANIZATION]. We are asking youth about their experiences with VT programs to get a sense of what parts of the program have been helpful and which courses and skills specifically helped them to make money. We also want to hear about the key challenges youth face when you started looking for employment. Your answers will help us to develop better programs in the future. All of your answers will be confidential so please speak as freely as you feel comfortable.

Opening	Tell us your name and your favorite song.
Transition	In this district, what are the main challenges youth face in making money?
Key Question	When you participated in the VT program, why did you choose to learn the core skill you were trained in?
Key Question	Do you use the skill you were trained in to make money now?
Key Question	What other services or classes would have made making money easier?
Ending	So far I have heard you say X. Is there anything that I have missed or that you would like to add?

REFLECTION BOX: General

Think about your program's objective. Does this match with the expectations of the participant that you have just heard? Why or why not?

If not, how can this disconnect be improved?

REFLECTION BOX: Labor Supply – Core Skill

Did the core skill acquired by the participant seem useful toward helping the participant make money? Why or why not?

Does your program offer this skill?

REFLECTION BOX: Labor Supply – Complementary Courses

What complementary courses seemed most useful or necessary toward helping this program participant make money?

Does your program offer these complementary courses? If no, why not?

Ic. VT Participant Focus Group Assessment

- In the left-hand column, list all vocations in which youth participants have been trained.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. LABOR SUPPLY:** DOES THIS CORE SKILL SEEM TO HELP PARTICIPANTS MAKE MONEY?	**B. LABOR SUPPLY:** ARE COMPLEMENTARY COURSES NECESSARY TO HELP PARTICIPANTS MAKE MONEY?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

II a. Non-VT Participant Focus Group Guide

RESEARCH QUESTIONS:

What is market demand for VT among the broader youth market?

What courses or trainings are youth most interested in as a means to achieving sustainable livelihoods?

Opening Script:
Hello, my name is [NAME] and I am working with [ORGANIZATION]. We are asking youth about how youth are making money and what additional training or help they need. We want to hear about the key challenges you face when trying to make money. Your answers will help us to develop better programs in the future. All of your answers will be confidential so please speak as freely as you feel comfortable.

Opening	Tell us your name and your favorite song.
Transition	In this district, what are the main challenges youth face in making money?
Key Question	What has stopped you from participating in a VT program?
Key Question	If you were to participate in a VT program, what skill would you choose to be trained in? Why?
Key Question	What other services or classes would have made making money easier?
Ending	So far I have heard you say X. Is there anything that I have missed or that you would like to add?

REFLECTION BOX: Core Skill

Are youth interested in pursuing the vocations your program offers? If no, why not?

REFLECTION BOX: Complementary Courses

What complementary courses seemed most useful or necessary for helping this young person make money?

Does your program offer these courses? If no, why not?

II b. Non-VT Participant Focus Group Assessment

- In the left-hand column, list all vocations in which youth participants express interest.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. CORE SKILL:** ARE YOUTH INTERESTED IN PURSUING THIS VOCATION?	**B. CORE SKILL:** DOES THIS CORE SKILL SEEM TO HELP PARTICIPANTS MAKE MONEY?	**C. COMPLEMENTARY COURSES:** ARE COMPLEMENTARY COURSES NECESSARY TO HELP PARTICIPANTS MAKE MONEY IN THIS VOCATION?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

7. Vocational Training Program Provider Tool

Purpose: This tool will guide organizations in analyzing the strengths and weaknesses of their VT program. Organizations will better understand what makes their program unique and what makes it attractive to youth through comparison with similar programs. The tool also intends to facilitate increased information sharing — including best practices and market data — among VT providers. The goal of this tool is to decrease redundancy among programs' core skill offerings.

RESEARCH QUESTIONS:

What characteristics of your program are unique and which are similar to other programs in the district?

What are some of the gaps that your program offerings could fill?

Instructions:

- Sections I-III of this tool asks questions about **your own program.** *Practitioners can review their organization's program or project documents, talk with other staff and meet with supervisors when necessary. Most of Section I can be completed through conversations, reflection and desk research.*
- Section IV of this tool asks questions **about other programs** and can be completed at coordination meetings or other meetings/events attended by groups of VT program managers. *Practitioners can talk in a group with other VT programs at coordination meetings or other highly attended events. Alternatively, data can be collected during interviews and meetings with relevant organizations.*

I. Big Picture

1. What is the main objective of your VT program?

   Is the purpose of the program:

   - the psychosocial rehabilitation and/or protection of participants?
   - to promote the basic education of participants?
   - to prepare participants for employment/self-employment?

2. Describe your average participant (sex, age, location of origin, etc.).

3. How does the organization advertise and select participants?

4. What level of education have most of your participants completed before starting your program? If there is a range, please describe.

5. What does your organization tell participants they will gain from participating in the program?

REFLECTION BOX: Big Picture

Think about your average participant's expectations of the training (gathered from the VT graduate tool). Does this match with the objective of your VT program? Why or why not? If not, how can this disconnect be improved?

II. Labor Supply 1: Core Skills and Complementary Courses

6. What (core) VT skills does your program currently offer? (Please list all that you currently offer.)

   a) d)

   b) e)

   c) f)

7. Is there a standardized curriculum for each course offered?

8. In the table below, please check the other activities, services or courses that are included in the program in addition to the core skill. Of the courses that the program does not offer, please select the ones you think would best complement the organization's stated objective.

ACTIVITY/SERVICE/COURSE	COURSE CURRENTLY OFFERED	POTENTIAL COMPLEMENT TO PROGRAM OBJECTIVE	ACTIVITY/SERVICE/COURSE	COURSE CURRENTLY OFFERED	POTENTIAL COMPLEMENT TO PROGRAM OBJECTIVE
Literacy	☐	☐	Career guidance	☐	☐
English	☐	☐	Post-program tracing	☐	☐
Numeracy	☐	☐	Leadership training	☐	☐
Financial literacy	☐	☐	Psychosocial support	☐	☐
Agricultural training	☐	☐	Mentorship	☐	☐
Entrepreneurial skills	☐	☐	School feeding	☐	☐
Marketing	☐	☐	Transport	☐	☐
Apprenticeships	☐	☐	Child care	☐	☐
Life skills training	☐	☐	Medical care	☐	☐
Conflict resolution	☐	☐	Job placement	☐	☐

REFLECTION BOX: Labor Supply 1 – Core Skills and Complementary Courses

Based on the skills your program offers, would you consider your program to have a holistic approach to preparing youth for sustainable livelihoods?

If not, which of the skills you identified as potential complements to program objectives would best help your program offer youth a more comprehensive package of skills?

III. Labor Supply 2: Programming Decisions

9. If you ran out of funding, which of the above activities, services or courses that you currently offer would you cut first (please rank)?
   1ST
   2ND
   3RD
   4TH
   5TH

10. If you had additional funding, which of the above activities, services or courses that you consider a complement to your program objective would you add or expand (please rank)?
    1ST
    2ND
    3RD
    4TH
    5TH

11. Describe an average teacher in the program and his/her background.

12. What qualifications do teachers need to be eligible to work at your program?

13. Are there any professional development opportunities for teachers?

14. What type of certification is provided to graduates?

15. Does the government recognize the certification?

16. Do youth receive a toolkit or start-up capital when they graduate?

REFLECTION BOX: Labor Supply 2 – Programming Decisions

What are some of the strengths of your program?

What are some challenges your program faces?

IV. Labor Supply 3: Cross VT Provider Comparison

Please answer the following questions in the chart below. Note the name and contact information for the appropriate staff member from each organization.

	PROGRAM #1	PROGRAM #2	PROGRAM #3
Name of VT program			
Contact information			
Target population			
Core skills offered *Please list all that are offered*			
Complementary skills taught			
Length of training			
Toolkits given to youth?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Government certificates earned?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Similarities			
Differences			

*[**Consider:** length of training(s); number of skills offered; types of skills offered; agricultural skills training offered; inclusion of income-generation activities; industrial training component; career advising component; psychosocial component; childcare offered; school feeding; flexible class schedule; program fees; quality of school facilities; number of students; number of sponsored students; last level of student education; gender of students; vulnerability status of students; number of instructors; instructor quality; sources of funding; government-run; government certification for graduates.]*

REFLECTION BOX: Labor Supply 3 – Cross VT Provider Comparison

If you wanted to be known as the best VT program, what steps would you take to improve your programs?

What constraints would you face in trying to implement these changes?

VT Provider Summary Chart

Instructions

- In the left-hand column, list all vocations in which the VT provider currently trains students. For Labor Supply 1 and 2, enter information about **your own program**. For Labor Supply 3, enter information about **other programs** gathered from the Cross VT Provider Comparison above.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. LABOR SUPPLY 1:** ARE YOU OFFERING APPROPRIATE COMPLEMENTARY COURSES FOR YOUTH TO BE COMPETITIVE IN THIS VOCATION?	**B. LABOR SUPPLY 2:** DO YOU HAVE THE RESOURCES TO PROVIDE THE APPROPRIATE TRAINING AND COMPLEMENTARY COURSES FOR THIS?	**C. LABOR SUPPLY 3:** ARE THERE MANY PROVIDERS OF THAT SKILL?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

MARKET ASSESSMENT TOOL FOR VT PROGRAMS

8. Microfinance Tool

Purpose: Through interviews with financial service providers, such as microfinance institutions (MFIs) and banks, VT programs can understand the local market for financial services and consider the possibility of a financial service provider offering services to VT graduates. These conversations also provide insight into what types of enterprises are viewed as creditworthy by the financial sector and potential areas of future economic growth. Practitioners can also use this tool to explore potential areas for cooperation with MFIs, including financial literacy training, entrepreneurship training or provision of savings and credit services to graduates.

RESEARCH QUESTIONS:

How can youth access financial services when graduating from a VT program?

What economic activities are considered to be profitable by financial service professionals?

What are potential areas of cooperation between VT programs and MFIs?

Instructions:

- Identify the names and contact details of as many MFIs as possible within the community through personal contacts, local newspapers, radio or signposts. If the community has regular banks that have been known to provide microfinance services, the practitioner may want to adapt this tool for a conversation with a manager at the local bank.
- Before approaching the financial service provider directly, the practitioner can try to obtain answers to some of the questions below through MFI or bank promotional materials such as flyers around town, radio advertisements or advertisements in the local newspaper.
- The interview will take place at the MFI or bank offices. Ask to speak to a branch manager. If the branch manager is unavailable or would like a loan officer to sit in on the conversation, loan officers can also be a valuable source of information on individual clients.

Resources: To identify further financial sector resources you will have to contact the Association of Microfinance Institutions of Uganda (AMFIU), an umbrella organization of microfinance institutions across Uganda:

Association of Microfinance Institutions of Uganda
Plot 960/961, Entebbe Rd
Millennium Chambers, 1st floor. Najjanankumbi
P.O Box 26056
Kampala, Uganda

E-mail: amfiu@amfiu.org.ug
Telephone: (256-41)259176
Fax: (256-41)254420

MFI Contact Details

NAME OF MFI

NAME OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

I. Big Picture

1. How many microfinance providers exist in the community? How many banks?

II. MFI Profile

2. What financial services does this MFI offer to clients? *(Check answers in chart)*

	OFFERED	NOT OFFERED
Loans	☐	☐
Savings account	☐	☐
Remittance services	☐	☐
Money transfer service	☐	☐
Payment service	☐	☐
Individual loans	☐	☐
Group loans	☐	☐
Other:	☐	☐
Other:	☐	☐

3. Does this MFI offer any training services? *If Yes answer A.*
   A. What types of training services does it offer?

4. What types of populations does this MFI serve?

CLIENT	NUMBER OF CLIENTS	TYPICAL ECONOMIC ACTIVITIES
Women		
Men		
Youth (18-25)		
Youth (26-35)		

5. What is the average loan size at this MFI?

6. What is the average size of a client's **first** loan?

7. Does the MFI have collateral or guarantee requirements for getting a loan? *If Yes answer A.*
   A. What are they?

8. What types of savings products does the MFI offer?

9. What documentation do clients need to bring to accompany a loan request? *(Check answers in chart)*

	REQUIRED	NOT REQUIRED
Business records	☐	☐
Business plan	☐	☐
Guarantor document	☐	☐
Letter of reference	☐	☐
Land title deed	☐	☐
Proof of other asset ownership	☐	☐
Training certificate	☐	☐
Other:	☐	☐
Other:	☐	☐

REFLECTION BOX: MFI Profile

Would program participants or graduates be eligible for loans through this MFI?

What could the program do to help make students more eligible for loans?

Think through assets your learners have, including reputation, relationships in the community, Village Savings and Loan Association (VSLA) training and experience, physical assets such as land or livestock, education and any financial capital. Could any of these help to overcome risks associated with lending to youth?

III. Success

10. Does the MFI evaluate potential clients' businesses? *If Yes answer A.*
    A. What qualities does the MFI look for in a client's business?

11. In what type of economic activities do the MFI's most successful clients engage?

12. Describe the character traits of one of the most successful clients.

13. In what type of economic activities do the MFI's least successful clients engage?

REFLECTION BOX: Success

Do program participants or graduates generally have the qualities the MFI looks for?

Does your VT program currently offer training in the sectors that the MFI lists as most successful? If not, could you adapt your programming to teach any of these skills?

Does your VT program currently offer training in the sectors that the MFI lists as least successful? Could this programming be adapted to better prepare program participants for market realities?

IV. The Future of this Sector

14. Based on interactions with clients and potential clients, which sectors are expected to grow in this district over the next one to two years?

15. Why are these sectors expected to grow?

16. What effect, if any, will resettlement have on the economy in this community?

REFLECTION BOX: The Future of This Sector

Does your VT program currently offer training in the sectors that the MFI lists as having growth potential? If not, could you adapt your programming to teach any of these skills?

17. What effect, if any, will resettlement have on the MFI?

V. Linkages

18. Has any local MFI worked with VT programs before?
    If Yes ask A. If No ask B.
    A. Has this MFI done so?

    B. Would the MFI consider doing so in the future?

19. Would this MFI consider working with youth graduates of this type of program? *If No ask A.*
    A. Why not?

REFLECTION BOX: Linkages

Would your program benefit from partnering with an MFI? With this MFI in particular?

Microfinance Institutions Decision Chart

Is the MFI a good place for VT graduates and/or current participants to access loans or other financial services or training?

Within each box in the chart the practitioner should:

- Make a decision based on the answers gathered in each interview with a particular institution.
- Mark the corresponding "Yes," "Maybe" or "No."
- Use the answers in a given row to determine whether or not to link with a particular institution.

There is no formula for making the overall assessment, but many No's indicate that the practitioner or youth will face obstacles working with that institution.

NAME OF MFI	TYPES OF LOANS OFFERED ARE USEFUL/ NECESSARY FOR PARTICIPANTS?	OFFER TRAINING ON FINANCIAL LITERACY?	WILLING TO EXTEND LOANS TO YOUTH AS CLIENTS?	INTERESTED IN PARTNER-SHIP WITH VT PROGRAM?	OVERALL ASSESSMENT
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Form Linkage ☐ Do not form Linkage

Microfinance Institutions Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION: TO BE INSERTED BY PRACTITIONER	**A. MFI PROFILE:** ARE PARTICIPANTS OR GRADUATES GENERALLY ELIGIBLE FOR LOANS?	**B. SUCCESS:** HAVE MFI CLIENTS BEEN SUCCESSFUL IN THIS SECTOR?	**C. FUTURE:** IS THIS SECTOR EXPECTED TO GROW IN THE FUTURE?	**D. LINKAGES:** IS THERE THE POTENTIAL TO PARTNER WITH A SPECIFIC MFI?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

9. Donors and International NGOs Tool

Purpose: This tool helps VT programs to better understand the role of donors and international NGOs in a country's economic recovery and development strategy. To do this, practitioners will gather information about future programming priorities, anticipated funding trends and target areas for development interventions. Many of these projects include construction, infrastructure development, social services (education, health, etc.), administration and transport — positions that many VT graduates are qualified to fill. Contracts issued by donors and international NGOs to businesses now and in the future may provide short- or long-term employment opportunities for youth graduates. This tool will help users learn about upcoming donor contracts and related labor needs, and identify possible openings for VT graduates.

RESEARCH QUESTION:

What donor or INGO activities in the coming months and years can directly or indirectly provide employment opportunities for VT graduates?

Instructions:

- Choose a donor or INGO working in the district or funding upcoming projects in the district.
- Gather information for this tool by reading donor and government Web sites, visiting business information centers, talking with friends and colleagues and checking local, national, regional and international media sources.
- For information that cannot be obtained from secondary resources, practitioners should try to schedule an interview or phone call with a representative of the organization in question. This representative may be based in the district, in the capital or even in another country.
- The practitioner should be clear that she or he is requesting information about priorities and plans for the district, and identify that she or he will use this information to strengthen her or his VT program.
- Meet with at least 1-3 donors and 3-5 INGOs to ensure relevant information has been collected.
- Gather information on upcoming donor/INGO contracts, including the addresses and contact information of businesses that have been awarded these contacts. Then, using the Business Tool and Contract Company Hiring Chart, visit or contact these businesses to learn about skills required for this work and possible employment opportunities for youth graduates.

Resources:

- Access to a computer to review Web site of donors and NGOs working in the district
- Gulu District and Kitgum District NGO Forum: http://www.ngoforum.or.ug/index.php
- Examples of donors, government-sponsored development agencies and international NGOs you might talk with include:
    - Government-sponsored development agencies like USAID, DFID, JICA, CIDA, DANIDA, DFID, GTZ, SIDA, EC/ECHO/EU, NORAD
    - UN and multilateral donors such as OCHA, UNICEF, UNDP, ILO, UNIDO, WHO, UNAIDS, UNIFEM, WFP, World Bank – NUSAF, African Development Bank, the EU
    - International NGOs such as World Vision, NRC, ARC, Save the Children, IRC and many others

Contact Information

NAME OF AGENCY

NAME OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

I. Big Picture

1. Broadly speaking, what types of programs and projects is the agency implementing or supporting? *Note answers in chart below.*

FOCUS AREA	PROJECT/PROGRAM	IMPLEMENTING/PARTNER AGENCIES
Youth (define age)		
Gender		
Humanitarian aid		
Justice and reconciliation		
Livelihoods		
Economic development		
Microenterprise development		
Microfinance		
Education: Primary		
Education: Secondary		
Education: Post-secondary		
Education: Non-formal		
Education: Adult literacy		
Vocational training		
Psychosocial support		
Persons with disabilities		
Infrastructure		
Energy		
Food security		
Environment		
Agriculture		
Water and sanitation		
Other:		
Other:		

2. Does the agency anticipate any changes in its priority areas in the near future? *If Yes ask a.*
   A. In which areas do they expect a change?

3. What is the average length of program funding cycles?
   [Probe: As in 6 months, 3 years, etc.]

4. When there are donor or NGO projects, where are most of the laborers and contractors hired from?

II. Labor Demand 1 – Donor and NGO Contracts

5. Answer the following questions about the agency's upcoming contracts *on a separate piece of paper.*

WHAT TYPES OF PROJECTS ARE BEING PLANNED IN THE NEAR FUTURE — THREE MONTHS TO ONE YEAR?	IN WHAT DISTRICT/ TOWN WILL THE PROJECT TAKE PLACE?	WHAT TYPES OF LABOR WILL THE PROJECTS REQUIRE?	WHAT IS THE DURATION OF THE CONTRACT?	WHICH BUSI-NESSES HAVE BEEN SELECTED TO DO THIS WORK?*	WHAT ARE THE ADDRESSES AND CONTACT INFORMATION OF THE BUSI-NESSES THAT HAVE BEEN SELECTED TO DO THIS WORK?	QUESTION FOR PRACTITIONER: FOR EACH TYPE OF LABOR NEEDED, DOES YOUR VT PRO-GRAM OFFER TRAINING IN THIS SKILL?
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No

* Using the **Business Tool and the Contract Company Hiring Chart**, visit or contact all businesses that have won contracts to learn about potential employment opportunities for youth graduates.

REFLECTION BOX: Labor Demand 1

Have your graduates been trained in a vocation or skill that is demanded by this contract?

If no, would offering the skills demanded by this contract be useful or beneficial to your participants?

III. Linkages: Potential Contracts

6. How are upcoming donor or INGO contracts advertised?

☐ Radio:	
☐ Newspaper:	
☐ Web site:	
☐ Posted at donor or NGO office:	
☐ Word of mouth:	
☐ Other:	

7. How do businesses and individuals apply for donor or INGO contracts?

8. Where will materials for this contract be supplied from?

9. Has the organization ever given a contract to a VT program?
   If yes, what types of projects/contracts? If no, would the organization be interested in creating a partnership with a VT program for labor or goods?

REFLECTION BOX: Linkages

How can VT programs anticipate and take advantage of new donor or INGO projects and programs?

IV: Labor Demand 2: Employment Opportunities

10. What types of positions will the organization hire in upcoming projects or programs? Answer the following questions about the organization's open positions *on a separate piece of paper.*

TYPE OF LABOR (SOME EXAMPLES ARE LISTED BELOW)	NUMBER OF WORKERS BEING HIRED FOR THIS POSITION	DURATION OF CONTRACT/ DATE TO BEGIN HIRING	GOVERNMENT CERTIFICATION REQUIRED FOR THIS TYPE OF LABOR?	LEVEL OF ENGLISH REQUIRED	LEVEL OF LITERACY AND NUMERACY REQUIRED	QUESTION FOR PRACTITIONER: FOR EACH TYPE OF LABOR NEEDED, DOES YOUR VT PROGRAM OFFER TRAINING IN THIS SKILL?
Drivers and vehicle repairs			☐ Yes ☐ No			☐ Yes ☐ No
Restaurant service/ food preparation for staff			☐ Yes ☐ No			☐ Yes ☐ No
Security			☐ Yes ☐ No			☐ Yes ☐ No
Administrative			☐ Yes ☐ No			☐ Yes ☐ No
Janitors			☐ Yes ☐ No			☐ Yes ☐ No
Gardeners			☐ Yes ☐ No			☐ Yes ☐ No
Other:			☐ Yes ☐ No			☐ Yes ☐ No

REFLECTION BOX: Labor Demand 2

Have your graduates been trained in a vocation skill that is demanded by this contract?

If no, think of offering the skills demanded by this contract that would be useful and beneficial to your participants.

If yes, will your graduates be able to compete for jobs with this organization? What non-core skills, like literacy and numeracy, are required? Are there requirements for certification?

Donor and INGO Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. LABOR DEMAND 1:** WILL UPCOMING DONOR OR INGO PROJECTS/CONTRACTS DEMAND LABORERS TRAINED IN THIS TYPE OF VOCATION?	**B. LINKAGES:** CAN THE VT PROGRAM DIRECTLY TAKE ADVANTAGE OF AN UPCOMING GOVERNMENT PROJECT/CONTRACT FOCUSED ON THIS TYPE OF VOCATION?	**C. LABOR DEMAND 2:** ARE THERE EMPLOYMENT OPPORTUNITIES WITH THE ORGANIZATION?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

MARKET ASSESSMENT TOOLKIT FOR VT PROGRAMS

10. National and Multinational Company Tool

Purpose: This tool helps VT programs to engage with national and multinational companies and to take advantage of employment opportunities for VT graduates. Part I documents present and future inflows of investment and operations to the area. Part II provides valuable insight into future employment opportunities during the construction phase of new companies' arrival or existing companies' expansion. Part III provides valuable insight into labor needs during the new or existing companies' operations. The information will also include the necessary products, skills and services that companies will utilize from potential suppliers and contractors.

RESEARCH QUESTION:

What upcoming contracts issued by major companies can directly or indirectly provide employment opportunities for VT graduates?

Instructions:

- Start by identifying the names and contact details of any national and multinational companies that are in the district or that are planning to move to the district. This can be done through the local newspaper, the company's corporate Web site, government Web sites, donor Web sites, business information centers, local/national/regional/international newspapers and industry associations (a list of possible sites is provided below).
- Information on major businesses can also be obtained at industry meetings, NGO forum/cluster meetings, government offices and the Ministry of Finance, Planning & Economic Development.
- To make contact with the company, first check if there is a local branch office operating in the district. If so, make an appointment to talk with an officer there. In many cases, companies may not yet have an office in the local area. Instead these offices may be in the capital, a regional center such as Nairobi or another international city. Initial contact with the company can be made through mail, email or phone call. Explain the purpose of the research and ask to set up a phone interview or face-to-face meeting.
- Gather information on upcoming major company contracts, including the addresses and contact information of businesses that have been awarded these contracts. Then using the Business Tool and Contract Company Hiring Chart, visit or contact these businesses to learn about skills required for this work and possible employment opportunities for youth graduates.
- Local government officials, international NGOs or a nationally recognized organization may be able to assist you in initiating a discussion with the company's representatives.

Resources:

- **Uganda District Information Portal (DIP)**
  http://www.dip.go.ug/english/index.php
  http://www.dip.go.ug/english/agriculture
  http://www.dip.go.ug/english/investment
- **Market Uganda**
  http://www.marketuganda.com
  http://www.marketuganda.com/Agriculture
  http://www.marketuganda.com/Manufacturing

Contact Information

NAME OF COMPANY

NAME OF CONTACT PERSON

TITLE OF CONTACT PERSON

ADDRESS

PHONE

EMAIL

I. Big Picture: Inflow of Private Investment:

1. What is the company's main product or service?

2. Are there government ministries, business associations, NGOs or donor agencies supporting this company's investment in the region? *If yes, list the names, addresses and contact information of all agencies involved with supporting the investment:*

	GOVERNMENT AGENCY	**BUSINESS ASSOCIATION** (E.G., COTTON GROWERS ASSOCIATION)	**NGO**	**DONOR**
Name of agency				
Name of contact person				
Job title and department				
Address				
Phone				
Email				

3. Where are most of the laborers and contractors hired from for projects in this region?

II. Labor Demand 1 – Donor and NGO Contracts

4. Answer the following questions about the company's upcoming contracts *on a separate piece of paper:*

WHAT TYPES OF PROJECTS ARE BEING PLANNED?	IN WHAT DISTRICT/ TOWN WILL THE PROJECT TAKE PLACE?	WHAT TYPES OF LABOR WILL THE PROJECTS REQUIRE?	WHAT IS THE DURATION OF THE CONTRACT?	WHICH BUSINESSES HAVE BEEN SELECTED TO DO THIS WORK?*	WHAT ARE THE ADDRESSES AND CONTACT INFORMATION OF THE BUSINESSES THAT HAVE BEEN SELECTED TO DO THIS WORK?	QUESTION FOR PRACTITIONER: FOR EACH TYPE OF LABOR NEEDED, DOES YOUR VT PROGRAM OFFER TRAINING IN THIS SKILL?
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No

* Using the **Business Tool and the Contract Company Hiring Chart**, visit or contact all businesses that have won company contracts to learn about potential employment opportunities for youth graduates.

REFLECTION BOX: Labor Demand

Have your graduates been trained in a vocational skill that is demanded by this contract?

If no, think whether offering the skills demanded by this contract would be useful and beneficial to your participants.

III. Linkages: Potential Contracts

5. How are upcoming company contracts advertised?

☐ Radio:	
☐ Newspaper:	
☐ Web site:	
☐ Posted at company office:	
☐ Word of mouth:	
☐ Other:	

6. How do businesses and individuals apply for company contracts?

7. From where will materials for this contract be supplied?

8. Has the organization ever given a contract to a VT program?
   If Yes, what types of projects/contracts?
   If No, would the organization be interested in creating a partnership with a VT program for labor or goods?

REFLECTION BOX: Linkages

How can VT programs anticipate and take advantage of new company projects and programs?

National/Multinational Company Summary Chart

Instructions:

- In the left-hand column, list all vocations in which the VT provider currently trains students.
- Also, list any other vocations mentioned when gathering information using this tool that your program would consider offering.
- Do *not* fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Mark the appropriate answer to each question with respect to the vocation listed in the left-hand column after all interviews are completed.
- Each column corresponds to the section of the tool with the same title and reflection box.

VOCATION TO BE INSERTED BY PRACTITIONER	**A. LABOR DEMAND:** WILL UPCOMING COMPANY CONTRACTS DEMAND LABORERS TRAINED IN THIS TYPE OF VOCATION?	**B. LINKAGES:** CAN THE VT PROGRAM DIRECTLY TAKE ADVANTAGE OF AN UPCOMING COMPANY PROJECTS/CONTRACTS FOCUSED ON THIS TYPE OF VOCATION?
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No
	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No

Decision Charts

Use the following **Decisions Charts** to answer the primary VT Planning Questions identified in the Reference Chart at the beginning of the Toolkit.

To answer these overarching questions practitioners must compile and compare information from a number of tools and also consider the program's particular capacities and constraints.

Decision Chart: Core Skill

RESEARCH QUESTION:

In what vocations should my VT program train youth?

Instructions:

- Use this Decision Chart to determine whether your program should continue or discontinue training in existing vocations or add a new vocation to the curriculum.
- Enter the relevant vocation in the left-hand column.
- For each vocation listed, answer the questions in each column using information compiled in each tool's Summary Chart.
- Mark the corresponding "Yes," "Maybe" or "No."
- Use the information in each row to decide whether to continue or discontinue a current vocation or add a new vocation to the curriculum.
- Develop an action plan for implementing the decisions that you have made.

Note: *The Decision Chart distinguishes between vocations in which your program currently offers training called Existing VT Courses and vocations in which your program does not currently offer training but may have been researched using the Market Assessment Toolkit called Potential VT Courses.*

Each column in the chart requires the practitioner to assess *Existing VT Courses* and *Potential VT Courses* based on the following key questions:

A. **Labor Demand—Immediate Employment:** Are there current employment opportunities in this vocation for your youth graduates?

B. **Labor Demand—Future Employment:** Are there future employment opportunities in this vocation for your youth graduates?

C. **Market Demand—Need Complementary Courses:** Are complementary courses needed or beneficial for youth to find sustainable employment and self-employment opportunities in this vocation?

D. **Financing Opportunities:** Are there financing opportunities for your youth participants upon graduation?

E. **Industrial Training Opportunities:** Are there possibilities for a VT provider to establish industrial training linkages with a business?

F. **Feasibility:** Program Capacity*

   a) For an existing VT course: Is it within the VT program's managerial capacity to continue training youth in this vocation? Managerial capacity depends on whether there are enough:
      - qualified teachers or trainers
      - administrative support staff
      - tools, equipment, classrooms, dormitories and other items

b) For a potential VT course: Is it within the VT program's managerial capacity to add this course? Managerial capacity depends on whether there will be enough:
   - qualified teachers or trainers in this vocation
   - administrative support staff

G. **Feasibility:** Budget Capacity*

a) For an existing VT course: Is it within the VT program's budget capacity to continue training youth in this vocation? Budget capacity depends on whether there are sufficient funds to:
   - continue to employ all teachers or trainers
   - maintain the upkeep of tools, equipment and classrooms

b) For a potential VT course: Is it within the VT program's budget capacity to add this course? Budget capacity depends on whether there are sufficient funds to:
   - hire new teachers or trainers specialized in this vocation
   - purchase new tools and equipment
   - add new classrooms

**For questions F. and G. on feasibility, use previous knowledge about your program and information collected using the Market Assessment Toolkit to think through any capacities or constraints for either continuing to train in existing vocation or adding new vocations to the curriculum.*

H. **Decision:** Continue/Discontinue or Add

a) For an existing VT course: Which existing VT courses should the program continue?

b) For a potential VT course: Which potential VT courses should be added to the curriculum?

Note: *There is no formula for making the final decision, but many low marks in one row may indicate that the practitioner will face obstacles in achieving a successful program in that vocation. The final decision of whether to continue an existing course or add a new course will be a management decision that should be guided by the market assessment as well as by the programmatic and budgetary feasibility.*

Decision Chart: Core Skill

RESEARCH QUESTION: In what vocations should my VT program train youth?

		THEME							DECISION
		A.	B.	C.	D.	E.	F.	G.	H.
	VOCATION TO BE INSERTED BY PRACTITIONER	**LABOR DEMAND** IMMEDIATE EMPLOY-MENT	**LABOR DEMAND** FUTURE EMPLOY-MENT	**MARKET DEMAND** NEED COMPLE-MENTARY COURSES	**FINANCING OPPORTU-NITIES**	**INDUSTRIAL TRAINING OPPORTU-NITIES**	**FEASIBILITY:** PROGRAM CAPACITY	**FEASIBILITY:** BUDGET CAPACITY	CONTINUE/ DISCONTINUE OR ADD/ DO NOT ADD
EXISTING VT COURSES		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
POTENTIAL VT COURSES		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
		☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Yes ☐ Maybe ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add

Decision Chart: Complementary Courses

RESEARCH QUESTION:

What complementary courses should my program offer youth?

Instructions

- Use this Decision Chart after having already selected the vocations in which your program will prepare participants.
- For each vocation, note which complementary courses might improve the effectiveness of your program.
- Answer the questions below by reviewing appropriate sections of the tool Summary Charts. For each column ask yourself: *Does this tool contain information leading you to believe that the following complementary course is necessary for effective programming in your chosen vocations?* Then mark the appropriate answer.

A. **Feasibility: Program Capacity***

a) For an existing complementary course: Is it within the VT program's managerial capacity to continue training youth in this area? Managerial capacity depends on whether there are enough:
- qualified teachers
- administrative support staff
- interest among the students and demand from employers/donors
- classroom spaces and materials

b) For a potential complementary course: Is it within the VT program's managerial capacity to add this course? Managerial capacity depends on whether there will be enough:
- qualified teachers or trainers in this area
- administrative support staff

B. **Feasibility: Budget Capacity***

a) For an existing complementary course: Is it within the VT program's budget capacity to continue training youth in this vocation? Budget capacity depends on whether there are sufficient funds to:
- continue to employ all teachers or trainers
- provide proper classroom space and materials

b) For a potential complementary course: Is it within the VT program's budget capacity to add this course? Budget capacity depends on whether there are sufficient funds to:
- hire new teachers specialized in this area
- purchase new tools and equipment
- add new classrooms for this course

** For questions A. and B. on feasibility, use previous knowledge about your program and information collected using the Market Assessment Toolkit to think through any capacities or constraints for either continuing to train in existing vocation or adding new vocations to the curriculum.*

C. **Decision: Continue/Discontinue or Add**

a) For an existing VT course: Which existing VT courses should the program continue?

b) For a potential VT course: Which potential VT courses should be added to the curriculum?

Note: *There is no formula for making the final decision, but many low marks in one row may indicate that the practitioner will face obstacles in achieving a successful program in that vocation. The final decision of whether to continue an existing course or add a new course will be a management decision that should be guided by the market assessment and as well as by the programmatic and budgetary feasibility.*

Decision Chart: Complementary Courses

RESEARCH QUESTION: What complementary courses should my program offer youth?

	TOOL								DECISION		
	A.	B.	C.	D.	E.	F.	G.	H.	I.	J.	K.
COMPLEMENTARY SKILL	APPROPRIATE FOR PROGRAM'S VOCATIONS	MARKET OBSERVATION	CONSUMER	LOCAL BUSINESS	NATIONAL PRODUCER AND BUSINESS ASSOCIATIONS	YOUTH	VT PROVIDERS	NATIONAL AND MULTINATIONAL COMPANIES	**FEASIBILITY:** PROGRAM CAPACITY	**FEASIBILITY:** BUDGET CAPACITY	OFFER COURSE/ DO NOT OFFER COURSE
Agriculture	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Reading and writing	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
English	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Mathematics	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Business skills/Entrepreneurship	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Ethics	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
Health and hygiene	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Life skills	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
Marketing skills	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Customer service/Interpersonal skills	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
Leadership skills	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Add ☐ Do not add
Psychosocial support skills	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue
Other	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Feasible ☐ Unfeasible	☐ Feasible ☐ Unfeasible	☐ Continue ☐ Discontinue

Market Interaction Toolkit for Youth User Guide

Using the Market Interaction Toolkit for Youth

Summary Description

This toolkit contains three tools to educate and engage youth in the process of selecting a vocational track. Used properly the toolkit can provide useful data and information and serve a basis for youth decision-making. It will also give programs important information about youths' backgrounds and experience. The Toolkit begins with a **Youth Self-Assessment** followed by a **Youth Market Assessment**. The final step for the youth is the **Sector-Specific Interview** with a working craftsman in the vocation of his/her choice.

The Youth Self-Assessment and Youth Market Assessment will encourage VT program participants to think about their own abilities and interests as well as the realities of the local economy prior to selecting the core vocational skill they will study as part of a VT program. These tools will likely be used by the VT program participants *after* they have enrolled in the program. Thus, the participants will likely select their core vocational skill from among those offered in the particular VT program. After selecting a skill, the youth will use the Sector-Specific Interview Guide to better understand the realities of the vocation they have chosen.

General Instructions

This tool is designed for youth program participants and strives to be accessible for literate and illiterate youth. Several activities included in the tools require a facilitator. These sections are clearly indicated. An older literate youth or staff member can be trained to ask the questions below. Partnering with local, trained facilitators may also improve effective use and outcomes of this toolkit.

For each question, facilitators need to give sufficient time for youth to carefully think through their response. If participants do not know an answer, move on to the next question. Instructions and questions to be read aloud are indicated by **READ ALOUD**. Questions that do not need to be read aloud are *CAPITALIZED AND ITALICIZED* – those directions are for the interviewer's instruction only.

Each tool is followed by an analysis guide, which helps guide youth to reflect on what they learned and thought about during the preceding tool. The analysis guides should be conducted one-on-one between assessment facilitators and program participants. Some youth will find the assessments difficult; careful guidance will help ensure that all youth who complete the toolkit increase their market knowledge and sense of their own skills and capabilities.

Step 1: Youth Self-Assessment Tool and Analysis Guide

This tool helps youth take an active role in determining which vocation they will pursue. It is designed for youth program participants. By using this tool, youth will think about and articulate information regarding their educational level, natural abilities, work history, background, health and plans for the short-term future. After completing this tool and talking with instructors, mentors and/or career counselors, youth should be able to select a vocation that fits with his/her interests, skills, abilities and needs.

Step 2: Youth Market Assessment Tool and Analysis Guide

The Youth Market Assessment tool allows youth to observe the market first hand and record data about local business and employment trends through a series of guided, small-group activities.

Step 3: Sector-Specific Interview Tool and Analysis Guide

After using Tool 1 and Tool 2 to aid youth with skill selection, the Sector-Specific Interview gives youth an opportunity to talk with people employed in their vocation of interest. Youth will talk directly with those active in their proposed vocation to gain a better understanding of the requirements, expectations, challenges and benefits of the sector.

MARKET INTERACTION TOOLKIT FOR YOUTH

1. Youth Self-Assessment Tool

Purpose: This tool helps youth take an active role in determining which vocation they will pursue. It is designed for youth program participants. By using this tool, youth will think about and articulate information regarding their educational level, natural abilities, work history, background, health and plans for the short-term future. After completing this tool and talking with instructors, mentors and/or career counselors, youth should be able to select a vocation that fits with their interests, skills, abilities and needs.

RESEARCH QUESTION: What aptitudes and interests does each individual youth have that should be taken into account when choosing a vocation to pursue in the VT program?

Instructions: An older, literate youth or staff member will ask the questions below to each participant/potential participant individually. Instructions and questions to be read aloud to the group are indicated by **READ ALOUD**. When reading the questions, do not read aloud anything that is *CAPITALIZED AND ITALICIZED – those directions are for the interviewer's instruction only.*

- Use a new questionnaire for each youth; mark or fill in the answer in the space provided as you go through the questionnaire.
- Read all questions marked with **READ ALOUD.**
- Give sufficient time to the potential participant/current participant for in-depth thought with each answer.
- Repeat sections if a participant is unclear or confused. If participants do not know an answer, move on to the next question.

Please fill out the chart below, listing the vocational skills your program offers before beginning conversations with youth.

Vocations Offered By Program

(To be filled out by interviewer prior to beginning conversation with youth.)

1	
2	
3	
4	
5	
6	
7	
8	
9	

Reflection Exercise 1: Skills, Interests and Capabilities

READ ALOUD: *The following self-assessment will help you to choose which vocational skill is most appropriate for you to study during your time in this program. I will now read out the possible vocations offered here at this program.*

(REFER TO TABLE ABOVE).

READ ALOUD: *I will now ask you a series of questions. The more honest and in-depth your answers are, the more helpful this exercise will be in helping you to choose a skill.*

CIRCLE THE INTERVIEWEE'S ANSWER IN THE CHART BELOW

	A.	B.	C.	D.	E.	F.	G.	H.	I.
1. Please list all the activities that you do on a daily/weekly basis. *Probe: Any more?*									
2. Do you *(INSERT ACTIVITY FROM COLUMNS A-I)* alone or with others?	alone with others	alone with others	alone with others	alone with others	alone with others	alone with others	alone with others	alone with others	alone with others
3. Do you like *(INSERT ACTIVITY FROM COLUMNS A-I)* very much, somewhat, somewhat dislike or very much dislike?	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike	very much like somewhat like somewhat dislike very much dislike
4. Do you consider this *(INSERT ACTIVITY FROM COLUMNS A-I)* very easy, somewhat easy, somewhat hard or very hard?	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard	very easy somewhat easy somewhat hard very hard
5. Of the activities described above, please tell me your favorite 3.	Favorite	Favorite	Favorite	Favorite	Favorite	Favorite	Favorite	Favorite	Favorite

6. In normal daily activities, would you say that you… *MARK RESPONSE*

- ☐ Ask lots of questions
- ☐ Ask some questions
- ☐ Prefer not to ask questions of other people?

7. Some people have trouble working on one task for a whole morning, whereas others do not. Can you work on a task, for example washing your clothes or repairing the home, straight through the morning or do you prefer to work on activities for a shorter amount of time? *MARK RESPONSE*

   ☐ Straight through the morning
   ☐ Shorter amount of time

8. When was the last time that you *(INSERT ACTIVITY FROM COLUMN A-I BELOW)*? Was it in the past five years, last year, last month, last week, past few days, today or have you never done this? *MARK RESPONSE*

Chart: Pastimes and Activities

	PAST FIVE YEARS	LAST YEAR	LAST MONTH	LAST WEEK	PAST FEW DAYS	TODAY	NEVER
A. Played a sport	☐	☐	☐	☐	☐	☐	☐
B. Read part of a book or a newspaper	☐	☐	☐	☐	☐	☐	☐
C. Had a verbal argument	☐	☐	☐	☐	☐	☐	☐
D. Did basic math	☐	☐	☐	☐	☐	☐	☐
E. Read a sign or a poster	☐	☐	☐	☐	☐	☐	☐
F. Wrote your name	☐	☐	☐	☐	☐	☐	☐
G. Cooked food	☐	☐	☐	☐	☐	☐	☐
H. Attended school	☐	☐	☐	☐	☐	☐	☐
I. Got in a physical fight	☐	☐	☐	☐	☐	☐	☐

Reflection Exercise 2: Education, Training and Resources Background

9. Have you ever attended a VT program, a technical school, skills training program or done an apprenticeship? *(IF YES, ASK QUESTIONS A THROUGH C. IF NO, SKIP TO RESOURCES SECTION.)*

   A. In what skills were you trained?

1.	
2.	
3.	

B. For how long were you trained in *(REFER TO RESPONSES ABOVE)?*

SKILL	TIME TRAINED (IN MONTHS OR YEARS)
1.	
2.	
3.	

C. Have you used courses and skills you learned in the VT program or apprenticeship to earn money?

☐ Yes ☐ No *(IF YES, ASK QUESTION 1)*

1. How have you used these skills or courses to earn money?

10. Did you ever attend formal schooling?

☐ Yes ☐ No *(IF YES, ASK QUESTIONS A AND B)*

A. Who paid/pays your school fees?

B. Which level of level of schooling have you completed?

11. Where do you get the food you eat each day?

12. Do you have access to land you can use for growing crops?

☐ Yes ☐ No *(IF YES, ASK QUESTION A)*

A. How much land do you have access to?

B. Do you own or rent this land?

☐ Own ☐ Rent

Does your household have any *(READ 16 – 23)? MARK YES OR NO. IF YES, FILL IN THE NUMBER.*

		YES OR NO	NUMBER
13.	Cows	☐ Yes ☐ No	
14.	Oxen	☐ Yes ☐ No	
15.	Pigs	☐ Yes ☐ No	
16.	Chickens	☐ Yes ☐ No	
17.	Goats	☐ Yes ☐ No	
18.	Sheep	☐ Yes ☐ No	
19.	Bicycles	☐ Yes ☐ No	
20.	Mobile phones	☐ Yes ☐ No	

21. Do you know anyone who owns or runs a business?

☐ Yes ☐ No *(IF YES, ASK QUESTION A)*

A. What types of businesses do they run?

READ ALOUD: *Some money-making activities require a lot of physical labor and some require very little physical labor. Would you say it is very easy, somewhat easy, somewhat difficult or very difficult for you to … (ASK QUESTIONS 22 - 27) MARK ANSWER.*

		VERY EASY	SOMEWHAT EASY	SOMEWHAT HARD	VERY HARD
22.	Bow?	☐	☐	☐	☐
23.	Squat or kneel?	☐	☐	☐	☐
24.	Stand up from a sitting position (chair) without help?	☐	☐	☐	☐
25.	Walk for 5 km?	☐	☐	☐	☐
26.	Carry a 20L jerry can for 2 hours?	☐	☐	☐	☐
27.	Dig in a garden or field for a morning?	☐	☐	☐	☐

Reflection Exercise 3: Community

28. What are three main activities that people in your community do to earn money?

1.	
2.	
3.	

29. Are you interested in doing *(READ RESPONSES FROM 28.1 - 28.3)? MARK RESPONSE.*

1.	☐ Interested	☐ Uninterested
2.	☐ Interested	☐ Uninterested
3.	☐ Interested	☐ Uninterested

IF PARTICIPANT SELECTED 'UNINTERESTED' FOR 1 THROUGH 3, PLEASE READ D.

D. What types of money-making activities are you are interested in?

1.	
2.	
3.	

30. What is one activity that people in your community do to make money where you have to know how to read and write?

31. What is one activity that people in your community do to make money where you have to know how to do basic math?

32. What is one activity that people in your community do to make money where you have to know how to read, write *and* do basic math?

33. What is one activity to make money that people in your community do where you do not have to read or write?

34. What is one activity to make money that people in your community do where you do not have to do basic math?

35. With whom do you currently live?

36. In what town/village/camp do you currently live?

37. How far is the nearest town or marketplace from your home?

	☐ Km	☐ Minutes

38. Do you expect to live in the same location next year?

☐ Yes ☐ No

39. Why might you move?

Youth Self-Assessment Analysis Guide

Facilitator Instructions: Encourage youth to reflect on what they learned and thought about during the self-assessment. Upon completion of the above self-assessment activities, one-on-one with each program participant, review the list of vocations offered by your program and ask them to think about what they learned about their community and resources, as well as personal skills, interests and capabilities during this exercise that might make it easier or harder for him/her to pursue each vocation.

Ask the following questions and write responses below:

- What are your strengths?
- What are your interests?
- Where do you already have some capacity?

MARKET INTERACTION TOOLKIT FOR YOUTH

2. Youth Market Assessment Tool

Purpose: The Youth Market Assessment tool allows youth to observe the market firsthand and record data about local business and employment trends.

RESEARCH QUESTIONS:

What sectors appear most economically viable for youth VT participants?

What skills, knowledge, character traits and resources are important to succeed in this sector?

Instructions

An older, literate youth or staff member will ask the questions below to each participant/potential participant individually. Instructions and questions to be read aloud to the group are indicated by **READ ALOUD.** When reading the questions, do not read aloud anything that is *ITALICIZED AND CAPITALIZED* – those directions are for the interviewer's instruction only.

- Use this tool with small groups of program participants.
- Read through the tool and determine if you will complete the tool all at one time or do the four activities at different times.
- Familiarize yourself with the vocations your program offers before using the tool.

Activity 1: Interactive Market Assessment 1

The Interactive Market Assessment 1 helps youth examine what vocations people are doing and what goods and services consumers are purchasing from these industries.

Facilitator Instructions:

- Determine a central area, such as the central business district, that you will explore with a small group of youth.
- Decide how much time you would like youth to explore the market or town, assessing local supply and demand.
- Give each youth a copy of the chart below and a pen or pencil.
- At the end of the activity, help youth add up how many sellers they observed in each sector.

READ ALOUD: *Walking around the central business district for [TIME] minutes we will look at how people use particular products or provide services related to vocations that our program offers. Each of you should have a chart now that we will use to help keep track of everything we see.*

First, let's all fill in column 1 together with each of the vocations taught by the program. This program currently offers training in [LIST VOCATIONS]. Draw an image or write the name of a vocation offered in each box in column 1. While we walk around our area observing what people are doing, make a mark in column 2 for each shop or stall you see in each vocation. In column 3, make a mark for each person you see working in each of the vocations on our list. Make a mark in column 4 for each person you see purchasing a product or service related to each of the vocations on our list.

Activity 1: Interactive Market Assessment 1

Chart For Program Participants

Instructions

Talk with the facilitator to learn what vocations this program offers. Draw a picture or write the name of each vocation in the left column. As you walk around the market, make a mark in column 2 for each shop or stall you see in this sector for the vocations you listed. Make a mark in column 3 for each person you see working in this sector. Make a mark in column 4 for each person you see purchasing a product or service from this sector.

	1. VOCATIONS TAUGHT BY PROGRAM **LIST OR DRAW A PICTURE FOR EACH.**	2. MAKE A MARK FOR EACH SHOP OR STALL YOU SEE IN THIS SECTOR.	3. MAKE A MARK FOR EACH PERSON YOU SEE WORKING IN EACH SECTOR.	4. MAKE A MARK FOR EACH PERSON YOU SEE PURCHASING A PRODUCT OR SERVICE FROM SOMEONE IN EACH SECTOR.
A.				
B.				
C.				
D.				
E.				
F.				
G.				

1. Which sectors have the most shops or stalls?

2. Which sectors have the most people working in them?

3. Which sectors seemed to have the most customers?

Activity 2: Market Reflection 1

Facilitator Instructions: Read the questions below one at a time to the group, allowing for discussion after each question. Take notes on the common answers and themes, and other important points below each question.

4. **READ ALOUD:** *Think about a relative or friend in another town, village or urban area. Name goods or services that are accessible to them but you cannot get here.*

5. **READ ALOUD:** *In general, why do you think these items are unavailable to you?*

6. **READ ALOUD:** *What training would you need to provide this good or service locally?*

Activity 3: Interactive Market Assessment 2

This activity allows youth to look more closely at local businesses and economic activity. Youth will complete the following interactive market assessment in smaller groups.

Facilitator Instructions:

- Break up the youth into smaller groups of between two and five people.
- Decide ahead of time how much time you want to spend on this activity and make that time limit clear to participating youth.
- When needed, repeat the questions and task more than once to be sure it is clear.
- Once youth have completed the interactive market assessment record their answers in the chart below.

READ ALOUD: We are going to walk down one of the main streets in small groups. Please look for the businesses with **the most** customers and for the businesses with **the fewest** customers. Try to take note of the name of each business and the type of goods or service(s) it provides. You can make notes or drawings as you go to help you remember what you saw. At the end we will get together as a larger group and compare our observations.

As we walk, think about the following questions for each business:

- What goods are they selling or what services do they provide?
- Who buys these goods or services?
- What are the prices for the goods or services?
- Is there anything notable about the appearance of the shop, location, quality of the good(s), the time of day, week, month or year, the character of the owner or anything else?
- Are these goods used in daily life? Or are they used for recreation, to make money or for a special occasion?

Activity 3: Interactive Market Assessment 2

A. Chart for Looking at *Successful* Businesses

Facilitator Notes: Write the name of each business and the type of business in column A on the left. Write the answers compiled by the youth for each business in the chart below (Columns B – F).

A. TYPE OF BUSINESS AND NAME OF BUSINESS	**B.** WHAT GOODS OR SERVICES IS THIS BUSINESS SELLING?	**C.** WHO BUYS THESE GOODS OR SERVICES?	**D.** ARE THESE GOODS OR SERVICES USED IN DAILY LIFE? FOR RECREATION? TO MAKE MONEY? FOR A SPECIAL OCCASION?	**E.** WHAT DO YOU NOTICE MOST ABOUT THE APPEARANCE OF THIS BUSINESS?	**F.** WHAT ARE THE PRICES FOR THE GOODS OR SERVICES?

Activity 3: Interactive Market Assessment 2

B. Chart for Looking at *Less Successful* Businesses

Facilitator Notes: Write the name of each business and the type of business in column A on the left. Write the answers compiled by the youth for each business in the chart below (Columns B – F).

A. TYPE OF BUSINESS AND NAME OF BUSINESS WITH THE FEWEST CUSTOMERS?	**B.** WHAT GOODS OR SERVICES IS THIS BUSINESS SELLING?	**C.** WHO BUYS THESE GOODS OR SERVICES?	**D.** ARE THESE GOODS OR SERVICES USED IN DAILY LIFE? FOR RECREATION? TO MAKE MONEY? FOR A SPECIAL OCCASION?	**E.** WHAT DO YOU NOTICE MOST ABOUT THE APPEARANCE OF THIS BUSINESS?	**F.** WHAT ARE THE PRICES FOR THE GOODS OR SERVICES?

Activity 4: Market Reflection 2

Facilitator Instructions: The following questions are aimed at encouraging youth to think more critically about the different roles they observed during their interactive market assessments. Read all of the following questions aloud to the group and take notes on the common answers and themes, and other important points below.

1. **READ ALOUD:** *What types of money-making activities do youth do?*
   [Probes: Do they sell goods? Do they apprentice with any of the shop/stall owners? Do they transport goods for the vendors or buyers?]

2. **READ ALOUD:** *What do youth do in local businesses?*
   [Probes: Do they sell goods? Do they apprentice with any of the shop/stall owners? Do they transport goods for the vendors or buyers?]

3. **READ ALOUD:** *Can you name any specific businesses run by women?*

4. **READ ALOUD:** *Can you name any specific businesses run by men?*

5. **READ ALOUD:** *Think of the work you noted done by females: could a male do this? Why, or why not?*

6. **READ ALOUD:** *Think of the work you noted done by males: could a female do this? Why, or why not?*

Youth Market Assessment Analysis Guide

Facilitator Instructions: Now it is time to encourage youth to reflect on what they learned, saw and thought about during the Market Assessment. Upon completion of the above market assessment activities, review one-on-one with each program participant the vocations offered by your program and ask them to think about what they learned about each of those vocations locally during this exercise.

Ask the following questions and *reword as needed:*

- What did you learn about the local demand for goods and services generally?
- What did you learn about demand cycles in relation to times of day and different seasons?
- What did you learn about local competition and supply?
- What differences did you notice between successful businesses and unsuccessful businesses?
- Do you think any of these broader sectors related to the vocations offered will be growing in coming years?
- Did you see or think of any areas where there is room for innovation?

Now, based on the information youth gathered and analyzed in both the Self-Assessment and Market Assessment, ask the youth to choose **which vocation they are most interested in.** This selection will inform who they will interview in the next activity, the Sector-Specific Interview.

MARKET INTERACTION TOOLKIT FOR YOUTH

3. Sector-Specific Interview

Purpose: After using Tool 1 and Tool 2 to aid youth with skill selection, the **Sector-Specific Interview** gives youth an opportunity to talk with people employed in their vocation of interest. Youth will talk directly with those active in their proposed vocation to gain a better understanding of the requirements, expectations, challenges and benefits of the sector.

RESEARCH QUESTION:

What are the requirements and benefits of this particular vocation?

Facilitator Instructions:

- Select a group of business people who work in each vocation your program offers. These may be businesses that are currently offering industrial training for your students, businesses that you plan on partnering with in the future or businesses with which you have a generally positive relationship.
- Consider the personality and character of the business person and recruit those individuals who you think would offer helpful guidance and work well with your students.
- Depending on their availability, set up a certain number of interview time slots with each willing business person.
- Explain to the business people that they will be asked a number of questions directly by youth. The purpose of these conversations is for youth to get a better sense of the specific sector they are interested in and understand the challenges, requirements and local realities related to their vocation of interest before making their final selection.
- Group youth according to their vocational preference and set up interviews with selected business people for between one and three youth at a time.
- If none of the youth are literate, a literate youth or program staff member should accompany the youth to assist with reading the questions and noting down answers.

Opening interview script for youth: *Hello, my name is [NAME] and I am attending [PROGRAM]. I am currently deciding which vocation to pursue and I am interested in this work. Talking with you will help me to gain a better understanding of the requirements, expectations, challenges and benefits of this vocation. All of your answers will be confidential so please speak as freely as you feel comfortable doing. Thank you very much for your help and time.*

1. What type of business do you work in?

2. How did you start working in this field?

   Did you receive any training? If yes, where? And for how long?

3. What are the most important personal qualities in this business?

4. How many months/years of training (vocation or on-site training) are needed to work and earn money in this field?

5. What materials or tools are necessary to start working in this industry?

6. How many businesses like yours are there in town?

7. What other services do you rely on to support your business?
   [For example, electricians, plumbers, movers, drivers, tailors, accountants, porters, etc.]

8. Who are your main customers?

9. What are the greatest challenges in starting to work in this industry?

10. How has this industry changed in the last year?

11. How do you think it will change in the next few years?
    [Probe: increase/decrease in customers, prices up/down, more/less competition]

12. What advice do you have for someone who would like to start working in this industry?

Sector-Specific Interview Analysis Guide

Facilitator Instructions: After the interview youth should think about whether their selected vocation is in fact appropriate. Encourage youth to think back to the Self-Assessment and what they learned about their specific strengths and weaknesses. Meet with each participant individually to review their selected vocations and discuss what they learned in the Sector-Specific Interview.

Ask the following questions and *reword as needed:*

- What qualities are required to be successful in this vocation?
- What level of training do you think is needed to work in this vocation?
- Will the program provide you with the training you think is needed?
- What challenges do you think you will face working in this sector?
- What changes are expected in this vocational sector?
- Do you still want to be trained in this vocation? Why or why not?

Youth who decide to continue with their selected vocation are now finished with the Market Interaction Toolkit for Youth.

Youth who have decided to consider another vocation should reflect on which other vocations they are interested in and which other vocations make sense given all they have learned. Once they have selected a new vocation, set up a meeting with a business person in that sector. They should conduct another interview to ensure that their new choice is appropriate. Once they are confident about their decision they will be finished with the tool.

Appendices

Appendix 1: Tips for Focus Group Facilitator

Have you ever conducted a focus group before? Here is a brief guide on how to do it.

A. To prepare yourself to conduct the focus group you need to:

1. Familiarize yourself with and read through the Focus Group Questions for both Participants and Non-Participants. Feel comfortable with the contents and the questions asked. Try to respond to the questions yourself. Think of the characteristics of the group you will do the focus group with.
2. If you find that any of the questions need more explanation than what is available in the text, organize that information in advance to help you explain the questions.
3. Define the criteria for the selection of the participants in your focus group. Do they all have the same background, same age?

   If you are able to divide the groups by gender, you may be able to collect more detailed information about youths' preferences and experiences. If the group is conducted with girls it is recommended that the facilitator be female, and for a focus group with only boys it is recommended that the facilitator be male.

   If the focus group includes very vulnerable girls, you may consider holding one-on-one discussions instead of bringing them together in a group. You may also want to invite another person who can provide additional support to the vulnerable girl before, during and after the consultation (e.g., program or project officers who already are working with the girls).
4. Who will take notes? Select a note taker who will be sensitive and helpful in conducting the focus group.
5. You should prepare to conduct the focus group with between 10 and 15 youth; smaller groups are more manageable than bigger groups. Part of your job will be to make sure that all focus group participants get an opportunity to express their views.
6. Things to remember:
   - Your job is to give confidence to the participants so that they express their views. You should try to remain as "neutral" as possible.
   - Try not to be judgmental or let your differences in points of views come through. At the same time, you should try to make sure that all participants respect each other and feel safe to speak openly.
   - Think through how you will explain and say things before you speak to avoid using emotionally loaded or judgmental words and expressions that may offend other participants.
   - Remember, you will have to plan in detail how you will spend your time with the focus group. *You need to define:*
     - How long an introduction you will make
     - How to ensure that all participants get a chance to express their views
     - How to wrap up
     - What will the participants get in return from you

B. To carry out a focus group you need:

1. To make sure that the local authorities (community leaders, parents, guardians, teachers, religious leaders, program or project managers) are informed and agree to let youth from their community or group participate as this is crucial for the safety and integrity of the participants.
2. A quiet and undisturbed place to meet with the focus group participants, for example, a room where all can sit in a circle, under a tree with shade, away from noise or curious public.
3. You must explain at the beginning and at the end what the purpose of the focus group is, assure all participants that personal data will be kept confidential and set the ground rules for the group with the participants. For example, one ground rule could be that participants have to raise their hands and get a signal from you before they can talk.

   Key components of the introduction include:

   - *Explain the purpose of gathering information and how it will be used:* Inform participants of limitations and potential benefits from assessment — underscore that they won't receive any financial or personal gain from participating.
   - *Process:* What is expected of participants, including length of discussion.
   - *Participation is voluntary:* Participants can leave or not answer any questions at any point.
   - *Explain and maintain confidentiality:* Names will not be used and nothing shared during the focus group should be mentioned outside of the focus group.
   - *Share your name and contact information* for questions or problems related to research.
   - *Discuss how they will be informed of how the information was used* (see #9 below).
   - *Obtain written or oral consent:* Ask "Do you agree to participate". If yes, the moderator can sign consent form on behalf of all participants.
   - *Ask for permission to take notes.*
   - *Establish ground rules:* Respect for different views, privacy of information, no wrong answers, one person speak at a time, everyone has the right to speak without being interrupted.
   - *Individual introductions and ice breaker:* Allow each youth to introduce himself or herself and state their favorite song.
4. Remember your job is to explain and ask questions, not to have an opinion. You want to find different ways of explaining the same question to ensure that all participants will understand clearly.
5. Keep eye contact with the participants, make sure you shift your attention among all participants and make sure you include everyone.
7. Prepare some ice breakers to use to make participants feel comfortable and feel that this is fun and interesting.
8. The focus group should last anywhere between 45 minutes and 1 hour — *NEVER* more than one and a half hours, no exceptions!

9. Make sure at the end you restate the intention and for what the information that the participants have provided will be used. Let them know if you will come back and share with them the outcomes to which this focus group contributed. If you are not sure of how or what you will bring back, do NOT promise what you cannot deliver.

C. To collect data from focus group:

1. Record the first name, age and sex of each participant in your focus group.
2. As soon as possible after conducting the focus group the facilitator should write down his or her impressions (was it a good tone in the group, were there many contradictory opinions, did everyone agree, did all participate or did some of the people participate much more than others, was it an interesting or lively discussion or was it rather dull and hard to get going?).
3. The note taker should complete notes from the focus group discussion. The facilitator's notes should then be compared and crosschecked with the note taker's notes.
4. Write out any major findings and results in your conclusions.

Source: *A Facilitator's Guide to Conducting Focus Groups with Children in "Stop Discrimination and Violence Against Girls," Working Group on Girls/Voices of Youth, UNICEF.*

Appendix 2: Guidelines for Ethical Field Research

Practitioners have a responsibility to conform with widely agreed upon guidelines for ethical research. Listed below are some important practices to keep in mind.

- **First, do no harm.** Ensure that the person interviewed will not be endangered physically, psychologically, culturally, economically or in any other way by participating. You can easily/unknowingly inflict traumatization of the subject by the types of questions you ask, how you ask them and the answers you seek to elicit. Avoid questions, attitudes or comments that place a person in danger or reactivate a person's pain or grief from traumatic events. Have referral services in place in cases where youth have suffered severe psychosocial trauma.
- State the purpose of your work. Is there any way you can find out the information you need without having to conduct interviews? Practitioners should not give false hope and be clear about the purpose of the project, particularly with non-participant youth.
- Inform the subject of his or her rights, such as the right to say no and the right to confidentiality.
- For children under 18, obtain permission from the child's parent or guardian if possible.

Appendix 3: Feedback Form

Market Assessment Toolkit for Vocational Training Providers and Youth

We would like your feedback on the Market Assessment Toolkit for Vocational Training Provider and Youth in order to strengthen the quality and effectiveness of this tool. **We would be grateful if you could take the time to respond to the questions below and return the questionnaire to jennyp@womenscommission.org.**

DATE:	
NAME:	
ORGANIZATION:	JOB TITLE:
ADDRESS:	
PHONE:	FAX:
EMAIL:	

1. List ways in which you or your organisation has been or will be using the market assessment toolkit, including the youth tools. If it will not, why not? Please be as specific and detailed as possible.

2. Is the market assessment toolkit relevant to your work? If yes, in what way? If no, why not?

3. Which sections of the toolkit did you find most useful? Were the youth tools useful in helping participants to select their vocation? Why or why not?

4. Were the decision charts useful in translating market research into programming? If yes, in what ways? If no, why not?

5. What challenges have you encountered while using the market assessment tools and how did you work around them?

6. Can you share any lessons learned and/or examples of good practice from your experience using the market assessment toolkit? What has been the impact of using the toolkit on your programs?

7. What additional information and/or tools would make the market assessment toolkit more relevant and easily applicable to your work?

8. Is the layout of the tool user-friendly? If not, what do you suggest could be improved?

9. Is the language of the tool appropriate or too complicated? If there are specific areas in which the language could be changed, please indicate the page number(s) and section(s).

10. What general comments or feedback do you have on any part of the market assessment toolkit? Are there other people with whom we should also share this tool?

Please return this questionnaire to **jennyp@womenscommission.org**

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