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# MICROLINKS SEMINAR SERIES

## Exploring Frontiers in Inclusive Market Development

### **LEVERAGING LABOR MARKET ASSESSMENT TOOLS TO ADDRESS THE YOUTH UNEMPLOYMENT CHALLENGE**

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**AUDIO TRANSCRIPT**

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## PRESENTERS

Eleanor (Nora) Sohnen, FHI 360

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Tadzoka (Taka) Pswarayi, Consultant with Workforce Connections

## PRESENTATION

*Lara Goldmark:*

I'm Lara and I am just going to briefly tell you a little bit about what we did, why we did it. And I'm going to sort of preview our findings because you're going to find that the presentation really spends most of the time looking at the analytical tools and kind of diving into the pieces and how we understood them. If there's a desire in the discussion to come back to the findings and the recommendations we're happy to do that. But in a sense this presentation is really focused on the tools.

And we have Nora with us who's leading for Workforce Connections this work stream on Labor Market Assessments. She led an assessment in Lebanon and has been accompanying all of the assessments that we've done. And we're lucky also to have Taka. We have Kiera with us who was also on the team and she is moderating the questions from the field in the webinar. And we have the team leader and our economist missing. They're both out in the field working on projects: Roberto and Alec.

Now they sang a duet and we're trying to remember what the song was. But it was in Spanish, at a restaurant, several times while in Zimbabwe. And we have a video. So for excellent questions there will be a prize and you get to see this video. And I'm not sure whether Alec and Roberto would be too happy about this but we have it.

So what were we doing? This was an assignment that came out of actually a training that we gave with Workforce Connections for USAID staff in Bangkok about a year – almost two years ago now – in February. And there was an officer there, Josh Smith, who's an economic growth officer from Zimbabwe. And he came up to us after the session on Labor Market Assessments and said, "You know we have a program that is coming up for its second stage of funding and we'd like to make sure it's a little more demand driven."

When the program was designed it was more during a time of upheaval. It was really more focused on kind of occupying youth that were in difficult situations. It's providing soft skills training. But I think we need to do some more to really make sure we're aligning with the labor market. And in Zimbabwe I mean we're not even sure are there jobs? Should everybody just be thinking about being an entrepreneur? And could you come and give them some of these tools that you guys have been developing and adapting? Could you come work with us? We agreed to do that and the team went out this past October. So now I'm going to preview for you what we found in a really global way just because you're going to be looking at the pieces. We've talked about this and some of our tools as taking a systems approach. And we try to do that and a number of

our tools do that. Our recommendations here were actually not to take a full-fledged systems approach partly because it's not possible in the context in Zimbabwe.

Given a number of donors can't work with the government, given some of the sort of serious economic challenges, the major policy constraints it didn't seem to make sense to have a big picture systemic type of intervention. But we almost felt that it was possible to work with sort of subsets of the economy. And in most countries we will do kind of a sector selection exercise and look at sectors that are growing and then dive into those sectors.

We tried to do that and we did find that there were some jobs and that there was some growth. But we called them pockets of growth. And I'm sure many of you have seen this in countries where you've worked where there are difficult circumstances. But what does a pocket of growth need to have? Or what did it in Zimbabwe? You've got to have a clear market demand and kind of a growth opportunity. You've got to have low policy constraints. This can't be a whole sector that's kind of blocked from growing because of policy issues.

It's got to have strong leadership, and in addition to leadership and champions kind of a manageable group of actors that can collaborate in the value chain. And low investment requirements; and this was key for Zimbabwe because of the cash-constrained economy. So within those we identified some: poultry, timber, and you'll hear about a couple more bananas from Taka. And within those we said to USAID and to the IYF Project which is called Zimbabwe Works.

We said we don't think it's a choice between jobs or entrepreneurship. What we think it's about is understanding these pockets of growth, these value chains, working to kind of knit together these networks and looking at both jobs and entrepreneurship within those. And we'll get into more detail about that later. With that I wanted to give Nora the chance to just outline the set of tools that we use when we go do these assessments.

*Nora Sohnen:*

Yeah so my role today is to sort of step back and give you a sense of the bigger picture of what we do when we do a Labor Market Assessment. And the point here is really to break down what seems like a very complex process into manageable buckets, manageable issues, areas of inquiry, and questions. So this is sort of how we've conceptualized the process – again broken down into steps – and see how those steps fit together.

At the top and the middle I think what we generally start with – and this is sort of beginning with the desk research portion – is looking at what are the countries – broader economic and human capital trends? And then

going both into what is the supply of skills in an economy or in a region depending on the area of focus? And then importantly what is the demand? What is the economic context? What's really going on? Where are those pockets of growth that Lara was discussing?

And then what – following that down a little bit more in depth – does that imply for the demand for skills within those sectors? We're also – If we look at the left side of the framework here, and at the right side, we're also very interested at looking at what the system looks like. What's the structure of the system? What are the relationships between the actors? And what do those relationships or lack of relationships mean for potential for change?

Understanding how things function, how things often don't function, and then on the right-hand side what are those policy levers – not just labor market policies, but all of the policies that impact the labor market in some way. And how do we understand them? How do we understand how they're impacting the labor market and what does that mean for what we can suggest and recommend? And then where all this comes together at the bottom is really where the rubber meets the road right?

This is where we pull all of these pieces of analysis together, understand what our target population actually looks like, what employers are looking for in terms of skills, how that population may or may not align with that demand, and then again what are those sort of levers within the system or within the policy framework that we can look at to improve the alignment between the supply and demand within the labor market? That's sort of the bigger picture.

I don't want to dwell too much on that but hopefully that makes sense that all those pieces fit together. And then again this is just sort of how we've conceptualized this so far. This is up for debate and we would love to hear your feedback on whether these pieces are fitting together in the way that we think they should be. So if we look at the next slide these are some of the tools that we've been –

So this is sort of an open source tool kit right? Some of these we've gathered from other sources. Some of them we've been developing ourselves. This is being populated as we speak. So this is a work in progress. And we're going to talk about some of these today. And you'll hear more in depth about some of them from Taka. We're going to be looking at – As I said, some of these buckets, I think starting with this systems and stakeholder mapping we're going to be looking at – and Lara gave you a little bit of a preview – of the economic structure of Zimbabwe and how it's changed.

And what are some of those sorts of areas of opportunity? We're going to be looking at – if you look under supply of skill – we're going to be looking at how people are moving through the educational system into the labor market in Zimbabwe. And then again how does that youth labor force actually look? How can we break down the youth labor force and understand their levels of education, et cetera? Under demand for skills you'll see there is a tool we're calling value chain analysis with workforce overlay.

So there we've mapped a specific value chain in Zimbabwe. It's the horticulture value chain. And with that we're trying to understand various functions along the value chain. What are the potential entry points for youth with varying levels of education? In the future – and we're trying to get there; we're not exactly there yet and we'll talk a little bit about that at the end about where these tools are going. Getting beyond just education requirements and looking more in depth at skills requirements.

And then there's another piece that we're going to be looking at which is what we're calling the entrepreneurship landscape. And it's funny. We haven't really talked about how this fits in here. I think it might be a little bit of a systems tool, a little bit of a demand tool, a little bit of a lot of things. I don't know if you agree with that. But that's up for discussion and we'd love to hear what you have to say about that. As I mentioned we're going to be talking more later about where we're taking some of these tools.

And we do, under the Workforce Connections project we have a number of working groups where we are focusing on specific tool areas, on systems, on demands, and so as the work of those groups progresses we're going to be further developing and testing and refining some of these tools. We'll have more to say in the future about that. I'm going to turn it over to Taka now and she's going to tell you a little bit more in depth about what we've done.

*Taka Pswarayi:*

Zimbabwe used to be known as the bread basket of Africa. And we see this in the 1970s, the '80s and the '90s. We had these large integrated firms and commercial farms. And the system was structured around those. So as the economic crisis hit Zimbabwe, the land reform hyperinflation we see the system begin to fragment into informal players. Now you have your smallholder farmers and informal workforce. What we're starting to see now is the knitting together of this system which is the opportunities for growth in the pockets of growth that Lara spoke about in the beginning.

And different lead firms are beginning to encourage this. So some of the firms we interviewed – one was Mantanuska Bananas and FAVCO. And

they are working with smallholder farmers to improve their quality so that it can be export quality. There was another firm – Higrow Chickens – they sell day old chickens. But they actually work with different communities and social groups to help them with implements for the chickens. They even help them with their bookkeeping and walk them through the process until the chickens come to market. So we're seeing different firms and communities starting to create these linkages that were broken apart when the system started to disintegrate.

These are the stocks and flows. The top row in the blue are the educational flows. And this is a snapshot as of 2013 of the education enrollment – right from primary school up to tertiary education level. The next row – the buckets that are in the bottom – are showing the different groups of the youth workforce by educational attainment.

And as you can see we have the biggest group in the secondary education bucket. The arrows coming from the top blue are showing the different groups of youth leaving the system at each level which then make up the bottom bucket. And then the dotted arrows right at the bottom are showing the youth that graduate out of that group because we're looking at the age group 15 to 34. So once you turn 35 you're no longer counted as youth in that.

This is a very useful tool in terms of being able to target the population that we want to work with or being able to target the different groups with appropriate interventions. It is, however, difficult to get some of this data. We spend a lot of time going to the Ministry. Some of the data isn't computerized but it's very useful data to have in order to be able to see how donors can appropriately answer each group's needs.

Then the next one – This is the value chain with the workforce overlay. So it's showing – This is for horticulture. And it's showing the different stages from the raw inputs to the end markets. And the overlay with the different arrows is showing different entry points for different youth groups. In the diagram before we looked at the stocks and flows of youth in the different groups. And this is showing where the different groups can actually enter into this value chain.

We also looked at gender when we looked at this. The dotted arrows are showing areas where there are lower barriers of entry for women to enter into those different sections. And as we move to the right of the value chain it becomes a more formal system. But the areas where the most intervention will have the biggest bang for your buck is right in the center in this small to medium enterprises where things such as bookkeeping, quality control can help these multi-medium enterprises transition into export or into supplying larger markets.

And then this is our entrepreneurship landscape to show the broad spectrum of employment. So there's a lot of entrepreneurship training and there's a temptation to just lay it out of the binary of employed youth and then everyone else has to be an entrepreneur. Well not everyone is an entrepreneur and there need to be different interventions and targeting the different levels. So as you can see on the vertical axis we have entrepreneurship capacity. There are different elements that an entrepreneur requires like risk-taking, proactiveness, and management skills.

This spectrum is showing right from the bottom from the unemployed to potential entrepreneurs at the top. On the horizontal axis we have levels of security. So you can see right at the bottom we have unemployed. And in red there are the different suggestions, depending on which level one falls on the spectrum. For the unemployed it would be better to target livelihood strengthening. And then as we go up the spectrum we have captive contractors.

One of the key informants that we interviewed actually outsourced some of his employees and helped them to set up their own businesses. He's a meat processor. The employees that he helped to set up their own businesses are actually in a relationship of economic dependency on him because he is their primary buyer, which is why we've called them captive contractors. They have one main buyer for their goods. Ideally those would have more growth-oriented interventions where they can learn their own bookkeeping.

He also does their accounting. Where they can learn their own bookkeeping and how to access other markets so that they could move to the next block and become independent contractors. Right at the bottom right we have the deadweight employees who are secure. And this is because labor laws are really pro-employee. So even though they're right here at the bottom and are deadweight employees they are on the security side because they're protected by the law.

And then as you go up the spectrum you go all the way up to entrepreneurs and successful entrepreneurs. Now on the top left we have potential entrepreneurs who may have all the skills to be entrepreneurs but what they need is more tangible support such as funding in order to obtain this. This is just to show the different types of entrepreneurs and employees that are there and really zone in on what the different groups need.

*Lara Goldmark:*

*[inaudible comment]*. This picture represents what we found in Zimbabwe. You could probably draw it for a number of other countries.

Some of the slides that you've seen them have data behind them like the stocks and flows. This doesn't have quantitative data. It's a picture drawn from qualitative information and interviews. We are working in Jordan and we're going to try to work with that data and see if in Jordan we can also construct this kind of a picture and have it be a little bit more empirically based.

This is sort of where we think we'd like to go with this. There are sort of two angles to it. One is how much it actually represents the different segments of enterprises. As we've all known for years – those of who've worked in enterprise development – when somebody says we're going to work with small enterprises – and that's 80 percent of the firms in the country – that's not a segment. That's not a slice. That doesn't allow you to really target right? So what are the ways that we can do that?

This was an attempt here. We very much welcome feedback because I think the area of entrepreneurship is an area that wherever we go we have people ask us questions about. And we've gotten quite a good reaction to this picture. But at the moment it's only a picture so we need to kind of move beyond that. One thing I also didn't mention when I gave the preview of our findings – and it's important to be clear.

If you look at the biggest sort of disruptive piece of what we left behind after we left Zimbabwe it was a clear recommendation to think beyond skills in terms of the interventions that this project – Zimbabwe Works – was looking at. Now we left it in USAID's hands to think about whether it's about coordinating with value chain projects that were doing other types of activities or whether it belonged within the Zimbabwe Works project.

But I think there's often an assumption that skills are the issue or are the problem. And in some of the cases – what we found – is there was a need for skills. We identified what those skills were that were needed. But training may be necessary but not sufficient. Or it may not even be the biggest constraint. So that's kind of an important message that come out clearly in Zimbabwe and that in different contexts may also come out. That has been taken to heart.

And as Kristin mentioned, in addition to DFID – so the second phase of this program was going to be co-funded by USAID and DFID, but there's now another donor that has seen the results and the recommendations and is convinced and is also going to be adding funding. Maybe our recommendations were maybe disruptive but we hope that overall they could bring more resources to the table and you know we'll be interested to follow along and see this next round of programming.

In terms of targeting Taka presented the stocks and flows. And I wanted to just mention Zimbabwe and then compare it to say Kenya where we also did that same diagram. In Kenya what you found when you drew the stocks and flows and you put the data about the workforce all on one page it was surprising how large the bucket was of primary school dropouts – those who had not finished primary school – and that it was growing.

One of the things that this does is it's a good tool for national policy makers or for donors who are at the early stages of program design to be thinking, "Who should we be worried about?" In the case of Zimbabwe Works there had already been some decisions made about the target group which is a little bit where the Zimbabwe Works program had said we can get the biggest bang for our buck in terms of the types of training that we're offering.

And it did seem to match up more or less. We didn't have any quibbles about who they were targeting versus the overall picture of the workforce. But that's sort of what this tool can do. And the other comment I'll make about this tool – as Taka said – this information exists in every country. It's not that hard to get with a little persistence. It is hard to get it all in one place, all together. And even in Kenya where we got it all in one file and a Ministry actually had it – even their file they were not displaying it in a way that was understandable to everybody.

There was some weird way in which you had sort of two years of education. So it was two years by two years and then you had the Koranic schools and the private schools and the separate page. The idea of just merging it all together and saying we want to understand how the workforce was distributed. Recently we did this in Kenya for doctors and nurses. We did a deep dive of the healthcare workforce at the request of Johnson & Johnson and in partnership with the Workforce Connections project.

You can also do this for a specific occupation although that also is going to depend on if you have data. So I think I'm going to stop there because I would really love to give the opportunity to all of you to ask questions and challenge us to – You are going to say a few words still. But in terms of the use of this – Oh the caveat I already mentioned which is this idea that when we show you cool pictures you always want to be asking which of them have actual data behind them and which of them are just cool pictures? *[laughter]* There you go.

*Nora Sohnen:*

Yeah so in terms of where we're taking these tools next Lara mentioned the stocks and flows. We did just carry out this health sector labor market assessment in Kenya. And what's interesting is – and it is hard to get the data. We got the data on the doctors quite easily but the nurses are not

there yet. Any day now – hopefully but in terms of further refining these tools that is one way we can do that. There's a lot more that we can look at in a stocks and flows diagram.

We can look at gender. We can look at the regions. It gets a lot more complicated when you try and do it that way but that would potentially be a goal or an aim with this tool. How else are we taking these tools forward? Lara mentioned we're putting data – We're very excited to be putting data behind the entrepreneurship landscape in Jordan. And that's still ongoing. But this tool I think gets a lot of interest. People engage around this lot.

And I think that means we want people's feedback on this and we want to see how we can make it better. So one of those ways we know we can make it better is by making those boxes more representational, more proportional. We look forward to hearing your comments on that. So the value chain analysis as well –

Here I think as I mentioned we're very interested in taking the analysis beyond just what are those educational requirements and looking at what are the specific skills, the functions, the processes that actually are underlying those assumptions that you make when you say this is the education requirement for this entry point. So that is somewhere we hope to be taking that.

*Lara Goldmark:*

I wanted to add a little bit about this tool and I wanted to recognize work that's been done by other organizations in this area. There are some excellent studies that many of you may know by RTI and Duke. That look at global value chains and where the market trends are going. And then map to each function levels of skills: high, medium, low, and sort of categorize skills. DAI back when I was there had also – and I think they've continued to do some work – where they have mapped I think agriculture value chains and also looked at skills needed and even potentially what are career pathways?

Both those organizations and probably others have looked at something called bottleneck occupation. So there's a lot that can be done with this whole kind of value chain framework and using it to understand skills demand. What we are trying to do is go a little beyond that and link to some of other work in the Workforce Connections project – some of our research on the soft skills. We're trying to look at a) how skills build on each other?

And certain skills will better equip you to then absorb information and develop other skills more quickly. And that's something that the current work that exists with the value chains doesn't sort of acknowledge. The

second thing we've done – and we did this in a desk study we recently did for Indonesia – is to divide types of skills not just by the actual skills and the functions but by who typically would be expected to deliver those.

So you have a whole level of what you want to call foundational skills that you're going to expect the public sector to provide. These are things that you're going to expect people to learn in school. Maybe they are or are not. But those are going to be actors that you might want to be working with for example if you're going to strengthen the vision of those skills. Then I'm going to skip over the middle. The middle is the fun part.

You have on the top –We sort of made this pyramid. You have on-the-job training that firms will pay for themselves. Now sometimes you often will find under-investments in the private sector on on-the-job training for various reasons. People think their employees are going to leave. They don't maybe have access to the tools they need to be doing sort of cutting edge on the job training. But there's a sweet spot of training that in principle the private sector should be prepared to pay for.

And sometimes it could be the job of the program to kind of catalyze that. Then there's what I call the middle. It's between what you're supposed to learn in school and what you would hope the private sector employers would pay for. And it's that kind of entry level. There are a lot of soft skills training out there. But there's also some technical training. There that your classic vocational training schools. So it's a mix right? It's a mix of public and private providers.

There are a lot of NGOs in that space. This is kind of the fertile ground for public/private partnerships. And we've seen those and they can take the form of kind of an industry led project. Or they can take the form of a regional project or initiatives. But that's where we feel like there's room for – how can I say – support to strengthen what's going on in the labor market and to increase that alignment. But you actually – When I say there's room it's sort of that's where maybe a donor would come in.

But you actually need to look at all three. And you need to be thinking about maybe as a donor project or as the government how are each of these three levels playing out? All of that is not on this map. And we have some other diagrams. But this is something that we're working on and that we're thinking about. And we really do invite – as Nora said – any organizations that have been working on this or thinking about it to come to our working group.

We regularly share whatever it is that we've come up with in our latest piece of work and ask you all to do the same. *[Applause]*

*[End of Audio]*

## QUESTIONS AND ANSWERS

*Moderator:* Well thank you again to Lara, Taka, and Nora for a wonderful presentation this morning. We have about 50 minutes for Q&A today. Just a quick note, there are about 30 people in the room. We also have 110 people joining us on webinar from around the world. We'll try to cover everyone's questions this morning. We'll take one question from in the room. Then we'll switch to webinar and then we'll go back and forth. Okay?

And I'll just ask when you introduce yourself just say your name and your organization. Before we take the first question really quickly I also wanted to remind for anyone who needs to leave early you should receive an e-mail in about a week with the post-event resources which is going to record a recording of this presentation and the PowerPoint presentation slides. That should be coming your way shortly.

We'll take a question from in the room.

*Lara Goldmark:* Can I just add one more thing – just that the Labor – the full Labor Market Assessment and the Executive Summary will be up on our website I believe later today. So it's at <https://www.wfconnections.org> and you should go look at it.

*Moderator:* Thank you, first question?

*Audience:* Hi Anastasia de Santos USAID. I have two questions. The first question is if you can – I'm very interested in the agriculture value chain example. As you may have expected I was wondering about where you got the data or how you got to that level of detail at this precise processing function and the level of skills that you think are needed. And is there any nuance for some of those details? Second question has to do with gender. I'm very glad to see that you noted that factor in the different specific occupations.

I just wonder was that sort of something that came from the USAID mission or how did you decide to approach it from a gender neutral angle because I do also think in a country like Zimbabwe this is a very interesting time to maybe change gender norms but whatever we facilitate now could sort of then be set in place for generations.

*Lara Goldmark:* The data for the value chain analysis came from interviews as they typically do. Unfortunately Alec, who did the majority of those interviews is not here. I don't think we're going to be able to give you a lot of nuance on this but there is a write up about this and we can definitely go back and forth. In terms of the gender lens we decided early on I think in the Kenya

assessment which you were a part of that we wanted to look at gender as an issue in terms of looking at where women either were working or could easily be hired, et cetera.

In terms of the gender analysis in general for this assessment I did want to turn it over to Taka because she helped us really understand the situation of women in Zimbabwe. You've got your own mic right?

*Taka Pswarayi:* Yeah. So for the gender analysis we did a lot of this research for the gender analysis that had been done in Zimbabwe. And then we held focus groups. And in the focus groups gender was a major part of our questions, as well as even in our interviews. We used a lot of that information that we got from the key informants and also those groups to inform which parts of the value chain that gender would have lower barriers of entry to and just to get people's perspectives on that.

*Moderator:* Thank you. We'll take a question from the webinar.

*Moderator 2:* This question comes from Jason Snider, a graduate student at MSU. He asks: does this tool account for the potential rapid value change transformation and modernization? Is there a danger of training youth skills that won't be relevant in ten years?

*Lara Goldmark:* I mentioned earlier the RTI and Duke work which was looking at where value chains are going and then mapping skills to that. We decided that we had to come down to the ground. And we had to say we need to talk about jobs today. The overall assessment absolutely looks at market trends and where things are going to be in ten years. And the overall sort of skill, supply, and demand analysis does do that. But for the value chain analysis we didn't feel it was helpful to have a future value chain.

We thought that you had to actually come to reality. What are the channels right now that the product is flowing through? Who were the actors? And when you look at an arrow here with an entry point there are jobs there and those can be quantified – like how many actual jobs to date, unfilled positions. So this is more like a – how can I say? Earlier in the presentation I was going to compare what we do and say that it's very different from a labor market survey.

You have the ILO and the World Bank and a number of actors that typically go out and survey establishments and say, "Who are you hiring now?" And in our assessments we don't really have the time to do a survey. But we usually look at those as secondary information. What we found though is that that information by itself as your question is alluding is not very useful because things change so fast. That said the analysis also and the narrative around this map does talk about the trends and

where there could be entry points tomorrow or where for example there could be pathways for an entry point today into the informal channel that could actually lead to a job tomorrow in the formal channel.

So what we mapped is today. But what we talk about and what we analyze and the data that we gathered definitely looks at the trends.

*Moderator:* Do we have another question in the room? Maybe – Oh wait.

*Zach:* Hi. This Zach from DAI. Thank you for the presentation. There was – on the slide two down from this slide – the qualitative one. Yeah this one right here there's mention of intrepeneurs. I just don't think I heard that in the presentation. I wonder if you could talk a little about the dynamics of what that is. I think I may have heard the term but I just wanted to hear a little bit more.

*Lara Goldmark:* So intrepeneurs as you know are people within organizations who are entrepreneurial. And we put that in here because as you can see this matrix really has two dimensions. And on the vertical access is this idea of the level of risk a person is willing to take or interested in taking. And then on the horizontal access it has to do with the – You know we originally called it – Yeah it's level of security but it's also sort of potential for economic growth or potential for income and potential for business growth right on that horizontal.

So intrepeneurs may be somebody in a large company or organization who has decided they don't want to take personal risk of – You know they want to have a salary and yet they see new business opportunities. They may be starting off like a spinoff or an offshoot of that company or doing business in a new way, developing new products. So at the end of the day in these boxes there are people. And so those are people that just like the deadweight employees you find inside for the larger companies.

*Moderator:* All right and another question from the webinar?

*Moderator 2:* Steve Morris at VSO asks: are these toolkits available? And he's interested in seeing this – or is it still being tested and refined? And so if you could talk a little bit about that.

*Nora Sohnen:* Sure, yeah. I mean the goal is to get all of these online. And some of them already are. At our website: <https://www.wfconnections.org> we are putting them up as we are developing them and refining them. So it's a work in progress but this will all be available online.

*Lara Goldmark:* There are about what – four or five that are up there now?

*Nora Sohnen:* Yeah I think about four at this point.

*Lara Goldmark:* But you should call us on it if there's one specific one you want to see and we'll accelerate it.

*Eileen Hoffman:* Hi, Eileen Hoffman from Chemonics. I have a follow up question on that entrepreneurship landscape. On the level of security on the far right side if people are employed it's fairly easy to determine whether they are the deadweight or the entrepreneurs and to work with them accordingly. But on the left side where we have entrepreneurship capacity and people are unemployed and potential entrepreneurs I'm wondering what kinds of assessment tools you might have or that you're working on there to understand especially with youth where they fall on that scale so that we can better determine then what types of interventions to do with them.

*Lara Goldmark:* Thank you. The best programs that I've seen, and what I think might make more sense than an assessment tool – I think there are some assessment tools out there and there are psychometric tools out there. But the best programs I've seen use a self-selection process where at the end of the day if you think about an entrepreneur and you think about one of their defining characteristics as persistence, and their ability to continually surmount obstacles and come back and try again.

Some programs that I've seen where you have a little bit of open-ended requirements or stages of activities where youth can choose to complete something or to come back again or to go out and get data on the market and come back. And they're not given a firm deadline and whoever comes back in a week with something good then gets the next assignment. So it's almost like a series of self-selection hoops. That would be my own recommendation. I've seen this done in different programs partially.

And sometimes at the very beginning before there's some kind of a selection process before a training. Sometimes it's after a training when there is: do you want to write a business plan? And not everybody wants to. So I think there are a number of ways to get at that and to use self-selections for people to assess their level of risk and to make sure that there are programming options for the most vulnerable and for those who don't want to become a growth entrepreneur.

I think the concern is that programs that try to push people to be a growth entrepreneur when that's not what they might be oriented towards is the thing to avoid.

*Moderator:* Okay and another question from the webinar?

*Moderator 2:* This – And I apologize if I mispronounce your name - Doudou - an agriculture specialist from USAID Senegal asks: what is the place of illiteracy and unqualified person in the market labor in the context of globalization and competition in business?

*Lara Goldmark:* Thank you for that question. And you know coming from Senegal where I've actually had some conversations with a colleague of ours at FHI who's based there, is Senegal having a large informal sector and Senegal having a private sector foundation that incorporates a voice of the informal sector. I think many youth who have not completed primary education or may not have literacy skills may have trouble finding, obtaining a formal sector job.

And so the question is can we do better in our programming at identifying pathways from informal employment too that are not dead ends, that lead to whether it's greater, lifelong incoming earning opportunities or whether it's second chance skills delivery programs or whether it's pathways into the formal sector and workplace learning programs. It's interesting because I see more in Asia than in Africa the workplace kind of functional literacy programs.

Large companies in Asia kind of figured this out and they do training for people who have come from villages and who can't read. And they do training so that those workers can learn what they need to read for their job. And we've spoken to people in Kenya and Zimbabwe and other places. And employers – it was as if they'd never heard of this modality. So that might be something interesting to explore in certain factors as well.

*Moderator:* We'll take another one here.

*Evan:* Evan, World Vision. So I had a couple of questions. To what extent did you find the definition of youth as being under 35 constraining or helpful? Were you able –? Did you feel that there was some need to differentiate the various situations of those people? And a second question was around to what extent did you attempt to factor in migration or is that still relevant in the rural to urban or international labors?

*Lara Goldmark:* On your migration question I'm going to say that it's something we've begun working on but I don't feel really ready to answer it yet. We didn't look at it in depth here. We tended to look either – at urban markets or at rural markets. We didn't get into that. On the age distinction I don't have a problem when you're looking at let's say 10 to 35 as long as you're able to slice it off. There's a 10 to 14 slice which is going to be very, very different in terms of services and approaches from let's say the 25 to 35 slice.

And then there's the 18 to 25 slice. I also don't like those three slices though because one of the most interesting data points I found was from solar – So there's a social enterprise called Day Life – I don't know if any of you have heard of – operating in Kenya. And they have data on their rural, young salespeople that they use to distribute their products. And they have come up with the ideal age. And if I remember correctly it's like the middle 20s. And why?

There's basically kind of a maturity level in terms of people feeling secure and confident enough to be approaching people to be showing the products. And yet they're I guess young enough to have the energy to be willing to go out and do this job as opposed to being in a different stage in their life. It's sort of like a sweet spot that they have. So I don't have a problem with somebody defining youth with some age group.

I think where work could be done is looking on the economic side and starting to say, "Well okay we know that about rural retailers. What do we know about some of the other occupations?" What age youth tend to perform best in those jobs? That's going to have them be more attractive to employers. There are going to be some programming implications that come with that information.

*Moderator:* One from the webinar?

*Moderator 2:* Jonathan Lashley from the University of West Indies at Barbados asks: Where would apprentices and interns fit in the entrepreneurship landscape? The level of security would depend on how employers in general utilize their skills. And he says, "I assume they would vary by country but just wanted to get your thoughts on it."

*Lara Goldmark:* So the way we thought about apprentices and interns – and actually in Zimbabwe there's quite an organized system called attachments for students after they finish or even before to spend some time working in an enterprise. We considered that under the formal job placement track as opposed to what we're calling here the entrepreneurship track. Somebody who's an apprentice or an intern is actually working in another company.

So they're not an entrepreneur. They're an employee. We didn't have them in this framework. As I mentioned there were sort of two tracks – two programming tracks – that should be not completely separate but sort of different how we were thinking about it. So for internships you want to be thinking about placement. You want to be thinking about does that experience then lead to either a long term job in that company or another company?

And that could be individual that learns about a value chain or a sector and then comes – And then it enters this framework and ends up deciding to take advantage of a business opportunity in the value chain. But while they're an apprentice or an intern we sort of considered them on the other side.

*Kathryn Cooney:* Hi. My name is Kathryn Cooney and I'm a consultant. I have two questions. My first question is you said that in Zimbabwe your recommendations were training plus but you never really described the plus.

*Lara Goldmark:* Kiera, if you could, be ready for this one.

*Audience:* If you could talk a little bit about the plus – that's the first question. And the second question has to do with linkages between levels on the ladder. We have noticed, at least in the way you've been talking about it, you're really talking about individuals. You're talking about individual characteristics, individual personalities, individual – where an individual happens to be in this and that but what about linkages?

You know individuals are embedded in organizations so have you looked at the kinds of organizations that are capable of growing in this kind of –? I'm not talking about public sector organizations or parastatals. I'm talking about private sector model and then who's looking at that?

*Lara Goldmark:* So I'm going to have Kiera answer your question about the recommendations. On the linkages it sounds to me like what you're describing has to do with enterprises. And I think there has been quite a bit of work done on linkages between enterprises and how that affects their ability to grow. It's a very good point that's not really incorporated into this analysis. I'm not sure how to do that at this point. But I'd love to discuss more. Kiera why don't you pick from your –

So Kiera has a long list of bullet points that include some of our concrete recommendations. And she's going to pick some that fall into your question 'cause I don't think you want to hear them all. But you would be free to look at the recording and get the full list.

*Kiera:* So I think in terms of training – the plus part of the training plus – our recommendations. We saw that there was a lot of opportunity to integrate youth into the value chain, in the businesses so that they can provide strategic services to those businesses to enhance growth. At the same time they're receiving technical training and experience through that process. So there's a win/win situation occurring.

Similarly there are opportunities to do human resource management within businesses to better enable businesses to make use of youth employees, to make use of interns, and so that there is some integrated relationship that has to happen between training youth and business growth.

*Lara Goldmark:*

Let me just add to that. There are sort of two formats of what we were actually proposing. [Audio cuts out] . . .to some sort of specialized consultant so that the youth isn't just – "Here hire this youth with some limited skills." But the youth is actually bringing something additional that is of value to the business owner, that's sort of more than SME formula. The second is for a larger company where the owners of the larger company, and specifically the timber company we interviewed were the case and point.

But there may have been others. I was not on the interview. Often your business owner is really concerned about their mid-level managers and their skills. And they will even pay for that. But they're not as interested in putting money into or even effort hiring entry-level youth. When you can negotiate a package deal which includes some piece of technical assistance that that business wants, whether it's partly paid for by them or however you think it's justified to do this.

You can get better buy in for them to commit to both hire and train those youth. And we've seen this work in other countries as well and have some examples that we shared at the USAID Mission to convince them that this wasn't sort of a crazy new idea but it was actually something that's typically done in economic growth programming. And that in this particular case in Zimbabwe it's going to be really important. There was kind of an extra push that was going to be needed if we were really going to see placements take off in the numbers that can make a difference in this context.

*Moderator:*

And one from the – None from the webinar at this time. Keep the questions coming so we'll take another one in the room.

*Raul Ratcliffe:*

My name is Raul Ratcliffe. I'm with Block by Block. And my question is more around the youth engagement pieces in the Labor Market Assessment data collection phase. If young people were engaged, obviously part of the buy in is from the very beginning getting young people to understand their part. And then the second part of that – So if you could speak to how either employees responded to or the conversations around youth or people with disabilities enter into the fold.

*Taka Pswarayi:*

Okay so for the youth engagement in the Labor Market Assessment we – I was the youth representative but we did do focus groups with unemployed

youth and employed youth. But that was as far as the engagement worked. We only had three weeks for the assessment but it was part of our recommendation that the youth are involved in their own success in the labor market, you know even through interventions that help them to map their own opportunities.

*Raul Ratcliffe:* So the second part of that was disabilities [*inaudible comment*]. I'm sorry, how different employers are hiring young people or people with disabilities factor into the questions that you had for employer engagement. Was it at a level where there was some sort of effort to train or have employers have people with disabilities be a part of the workforce?

*Taka Pswarayi:* Yeah we didn't really explore that area in the assessment.

*Lara Goldmark:* I did want to say that both in Kenya and in Zimbabwe we had such a fantastic experience with our youth consultants that we sort of saw a natural follow on to the assessment being a more structured kind of youth engagement process and youth data collection. We also think that that would contribute specifically in the entrepreneurship programming to youth understanding the value chains in which they may be working at the self-employed center.

You know understanding business opportunities: part of it comes from understanding how to connect the dots in the market you work. And so that's really valuable information. We think that that's a very, very promising area for programming. We would've loved to continue to do it but there wasn't necessarily a planned activity after our assessment. But everywhere that we did this we suggested this be worked into whatever interventions were being planned.

*Moderator 2:* Franz from Haiti asks – First he thanks you all for sharing this great presentation and asks: will the Labor Market Assessment tools help map promising trends in jobs and livelihood creation? And how do they help identify existing and future gaps in supporting youth employment and livelihood?

*Lara Goldmark:* So again in each country we orient – Although as Nora presented we have sort of broad range of tools. But in each country there's somebody with a question that we're focusing on. So in this country it was really this issue about jobs versus entrepreneurship are there really jobs in Zimbabwe, et cetera. In Kenya we did a little bit more what you're asking about. And we do do it with the background economic analysis in every country. So there is a series of data tools that we use to say where are there likely to be jobs?

What are the growth factors? And we do use data for this. We have found that in some cases donors may just select factors kind of based on finger in the air or you know apparent interest in factors or apparent high labor intensity. So we really tried to look at a series of filters. And it's sort of another presentation. We have a whole sector selection process that you can use. And we don't recommend that it's only we that do this.

This is something that I think either missions could do for themselves or local organizations could be doing because today there are so many open-sourced databases. So you can go on and get export data to understand the growing export sectors. You then need a little bit of qualitative information to map those to what are the informal sectors in the country and are they cyclical or counter-cyclical? Are they going to grow with those exports or are they going to be sort of counter-cyclical?

You can look at product-based data, and what we did with that. And that's open-source also from MIT. You can map for milk and dairy which is a growth sector in Kenya. We mapped adjacent sectors that were under the radar that are still quite small but that are going to grow in an associate way with milk. Cleaning products – certain types of cleaning products that you need in a pasteurized milk plant – glass bottles. There were three or four of these that come packaged.

There were some packaged pharmaceuticals that were actually related to milk production just because of where they came from or the way the packaging was. You can map these adjacent sectors. And the product space is also interesting because at the end of the day they are also mapping kind of the stock of skills in a country – the stock of capabilities. What are the sectors that are likely to grow together via a kind of a spread of skills?

And at the end of the day in the labor market that's what you want to see. You want to see skills flowing through the market. There are a number of ways in which we do this. The data in Zimbabwe was not that great so we didn't emphasize. We used those filters. We made those slides. And we did that analysis. But we kind of felt like "Hmm. How much do we trust this data?" Whereas in Kenya data was pretty good although they did adjust later their GDP by 20 percent, so maybe it wasn't as great as we thought.

But there was lot of data in Kenya and we were able to come to some serious conclusions based on a number of these open-sourced databases. So that would almost have to be like another session where we went through those tools. It's a good one data geeks.

*Nora Sohnen:* Right, but these tools are available for you or whoever to take on and do this analysis for yourself. That's kind of one of the larger goals of this work.

*Moderator:* Okay do we have any questions?

*Nancy Clap:* Hi. Nancy Clap from Save the Children. I have two questions. The first one is about job safety issues like would you take any steps to assess the labor market look for safety environments in the framework you just mentioned? And the second question is about we're helping our country staff to do the Labor Market Assessment themselves. So do you have any recommendation on the resources to put and also the time to take to do that by themselves? Thank you.

*Lara Goldmark:* I'm just going to answer the safety question. It is something that we notice because we visited work places and we saw where there were issues. At this point the way it figures in our reports is as a side note. I think the first order of business was just to identify where are there jobs, where is there growth? This side note is something that when a donor or a government or whomever is looking at programming and aligning labor market we'll need to start thinking about what are ways to address that.

We didn't go into depth though. But Nora's going to answer the second piece of your question.

*Maura:* Yeah our resources are open to you. We hope you will use them. Come to us and talk about how you might do that. In terms of how long a Labor Market Assessment takes I mean we can spend forever right? What we've done so far is generally about three weeks in country. A couple of weeks desk research in preparation beforehand, three weeks in country with a team of about four or five, and then you know several weeks to a month of follow up analysis and interviews, chasing down that all-important data that we didn't always get when we were in country.

But we'd love to talk to you about what resources we have. Check out our website and again we know that we don't have everything up there yet. So if there's particular demand for any of these tools let us know. And all of these tools are sort of being put together into a comprehensive guide. Right now we're filling in the pieces but we will have the whole picture soon.

*Lara Goldmark:* I also just wanted to add that that's the way these particular assessments have been structured, based on those maybe mission demands in the calendar. If they're looking at program design or reformulation there was a reason why they wanted something quickly. But in the longer term and certainly something that we recommend in every case interventions on the

ground want to be thinking about analysis as part of intervention, not just something that you do once.

And similarly I'm seeing a lot of people who have been around in private sector, programming, and agricultural programming. The way the value chain map and end market analysis and all of those pieces have come to be a part of intervention. And a lot of that information is useful to the private sector. And it's part of the private sector engagement strategy. So this is the same thing. We want to do an initial scan and start to understand what are the pieces of data that are going to continue to be interesting to the employers?

And you want to build that into your intervention so that eventually this won't just be – well we only did this 'cause it was three weeks. I mean I think for all of us the idea is to have this built in.

*Moderator:*

And we're getting close to time. Let's take one last question.

*Steve Sena:*

Thank you. My name is Steve Sena. I'm from the World Computer Exchange. So I have a question and also a comment on that slide here – the entrepreneurship landscape. The question is I'm just curious how all the sectors seems to be Ag – I guess – or Ag oriented. Or you only mentioned those. I don't know. So I'm just curious where that initiated.

Was it part of the research that showed that that was where the growth was going to be for say the secondary education in the stocks and flows – the biggest segment was secondary? Or if that was a programming matter for the project, or if it came from the government or what have you?

*Lara Goldmark:*

So it's a very interesting question. And Taka if you want to add anything to this – You know it was a function of what we found because we went in there open-minded and looking at a broad sort of potential list of factors. And we could've come out with two things. There were some things that certainly showed potential like ICT, like tourism. And we did name as a pocket of growth something that we called business services.

However at the end of the day there was also the issue of how many sectors could we look at in depth over the time period that we had? And the deal with the Ag sectors is that because this was typically historically Zimbabwe's strength that some of the largest business leaders and private sector leaders in Zimbabwe right now are excited about kind of rebuilding or moving forward these Ag value chains. And so there was energy around it. There were sort of actors that we could interview and get data.

And to go into – and it's worth doing – more detail on ICT or tourism in Zimbabwe would be worth it. But it was because those sectors are also

disbursed right? And there was some confusion as well. So people would say, "Well tourism is big." And then you looked at some of the data and they were counting everything that was retail. And not every coffee shop was actually serving tourists. And so there was just a whole – We were going to have to split those apart into a number of smaller sectors, whereas in the Ag there was some volume. There was some activity. There was some energy.

So we wanted to kind of make our point. Like I said we would hope that they would continue to then look at these other sectors and break them apart and look at the potential there.

*Steve Sena:* Thank you. So on the landscape here I'm just curious – I mean you could do a lot with this. It's a great illustration it's static which it has to be I guess. You can't really project or what have you. But I thought wouldn't the secure business owner be considered an entrepreneur? And wouldn't some of your independent contractors be considered entrepreneurs? So I thought maybe that last box you could –

*Lara Goldmark:* Well everybody in here is sort of a different type of entrepreneur.

*Steve Sena:* Oh okay.

*Lara Goldmark:* That's the idea.

*Steve Sena:* I see.

*Lara Goldmark:* I mean maybe it's a bad nomenclature to have the sort of high risk would be entrepreneurs up there in their special box and then it looks like the other ones aren't. That was not the idea.

*Steve Sena:* Got it, okay.

*Lara Goldmark:* We may need to work on what we're calling them.

*Steve Sena:* Yeah no then that makes sense. Well the title is entrepreneurs. Maybe it's entrepreneurial landscape. I don't know. Thank you.

*Lara Goldmark:* Thanks.

*Moderator:* And one final last comment before we wrap up.

*Kristin O'Planick:* So this is Kristin O'Planick from USAID. One thing to one of your points anyway – I think in the room and maybe because of who our normal audience is for these seminars there's obviously a lot of interest in the value chain analysis overlay which I wasn't surprised. But I just wanted to

make the point that in so many of the places we work there are existing value chain analyses that would be very easy to take up and you'd have a great starting point to then do this overlay with.

*Lara Goldmark:* We didn't so it's not like you would have to start from scratch to do those whole value chain mapping yourself.

*Kristin O'Planick:* Perfect. *[laughter]*

*Lara Goldmark:* And it's the first thing we do in any country. And the missions are so helpful with this because we just get all the value chain studies that exist and we look at them.

*Kristin O'Planick:* And to your point Maura that you made earlier in each of those you could even put another piece there with how many positions are currently open and what are kind of the trends looking at? And I've definitely seen them where they try to quantify how many companies are even at each point in there – So you can see how many different potential employers. There are so many things you could do that. I am particularly taken with that piece of analysis. And I would also just like to give you an opportunity to comment on –

I know that you have in the not too distant past formed some working groups around some of these issues. And if you could just please share with our audience a little bit about those working groups in case anybody would like to get involved that isn't already.

*Nora Sohnen:* Sure, yeah. Thanks for that opportunity. We have formed sort based on the priority of the members of this community of practitioners who are working on workforce development – working groups around systems thinking, understanding how to use the systems lens when looking at workforce development and that labor market. And so that group is active and meeting I believe every six weeks or so. And there's also a group meeting looking at demand.

And they're particularly interested in skills demand and employment demand, but particularly demand more in the informal sector. So that may be of interest to some of you. That next meeting is – The systems group is actually next Tuesday. You can attend in person at our offices in D.C. Or you can attend – We have a webinar. We'll have an interesting presentation by RTI about our workforce ecosystem assessment that they're doing. If that's of interest Tuesday February 24 at 9:00 AM.

And then the demand and informality working group next meets on March 5. So all of you are invited to attend. Please see me or e-mail us if you're interested. Or Jackie should be here somewhere. Jackie's in the back. Hi

Jackie. Let her know if you're interested and sign up. And then we have a recently formed group that's just now getting off the ground which is looking at measuring employment outcomes.

Some of you may have attended this event. I unfortunately could not attend. You weren't there either. Maybe some of you in the room were. But there's a working group starting up around that. Do you want to talk a little bit about what they're doing?

*Lara Goldmark:* Rachel do you want to talk about that? You were there – the outcomes? I mean I can say basically the idea is to kind of clarify what indicators are currently being used to track outcomes and workforce programs. Then to maybe move towards some better practices or some better clarity around indicators. There seem to be a lot of custom indicators. And yet there are some that should be common or might be common, so maybe identifying some common indicators.

Maybe clarifying what kinds of indicators do you need if you are taking a systems approach or that you want to have kind of at that systems level? There may be basic ones like number of people trained or job placement and how far out do you follow that in time? And they seem basic but the data collection around them might be complicated. So all of these issues are being looked at. We put out like a five page briefing paper and held an event I think a week or two ago while Nora and I were in Kenya.

And that briefing paper is online. And then there's a longer lit review that's coming which just reviews a variety – over 100 sources – on indicators currently being used. There's a lot of aspirational literature out there. A lot of people have written papers on how they think it should be tracked. But we put those in a separate chapter because nobody's actually doing it. So with this community perhaps we can actually get to a better place.

*Nora Sohnen:* And I should just summarize by saying that with these working groups they're defining their own deliverables which can be knowledge products or additional tools. And some of those are already coming out. We are in the process of awarding learning grants to some groups that are developing tools that we will put in our toolkit.

*Lara Goldmark:* Can I make a plug for the talent?

*Nora Sohnen:* Sure.

*Lara Goldmark:* I didn't want to cut you off.

*Nora Sohnen:*

No just that those will be coming out of these working groups. So if you would like to be involved we hope you will sign up. And if you would like to see the products of those they'll be emerging over the life of the project.

*Lara Goldmark:*

I want to thank Rachel for pushing us to try to really take what we're doing and not have it be a black box and have it be out there. And as Nora says we're trying to make it an open-source enterprise where others can contribute their tools and their approaches and refine our tools. On that note I just wanted to let you all know that Taka is here with us, in addition to us being lucky enough to have her today that wasn't the only reason she came.

She's helping us design and launch something – which we will put out a call for learning grants. And this is maybe more interesting to some of the webinar participants because we're hoping to have organizations in the field – maybe in Africa and Latin America and Asia apply to kind of manage a little bit of like a professional development platform for young people interested in working in what we do, in development and workforce development. And so the talent cloud is thinking about these types of activities such as a youth-led or youth-participatory market assessments.

Having some fellowships awarded or having youth be able to get guidance, maybe attend training conferences. Taka is designing it. This is youth-led. We're not in charge. She is. But talk to her if you're interested in that because we are interested in any organization that thinks – You know this could be – Who could be a fellow? Somebody in Kenya or in Zimbabwe could apply to be a fellow and could work with a partner institution in their country. Somebody also at an organization in Washington, like a junior professional, could also apply.

I mean the idea is to get these people forming a network. We're interested to know your thoughts on that and please talk to Taka.

*Moderator:*

Okay and with that we want to thank our presenters again for a wonderful presentation and to all the participants both here in the room and on webinar today. Thank you again. *[Applause]*

*[End of Audio]*