

# Investing in Young People



Part 2: A Start-up Toolkit for Youth Employability Projects



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The Toolkit shares relevant and real-time lessons learned by the EELY project team. As a living document, it will evolve over time to include new lessons and results. Your feedback and input is important.

We want to know how you found the toolkit helpful and your suggestions for making it more effective. Please contact us at [info@akfc.ca](mailto:info@akfc.ca).

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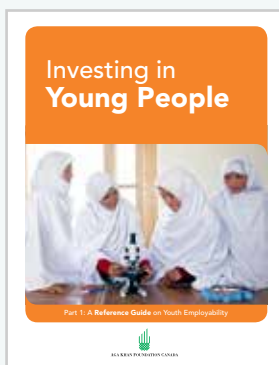
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# INTRODUCTION

The Start-up Toolkit for Youth Employability Projects: Part 2 is the latest in a series of Investing in Young People tools developed by Aga Khan Foundation Canada (AKFC). Each component provides valuable tools and lessons learned to teams working on youth employability projects. The tools were initially supported by AKF C to strengthen the implementation of the Enhancing Employability and Leadership for Youth (EELY) project – an initiative of the Aga Khan Rural Support Program (AKRSP) in northern Pakistan. The EELY project recognizes that young people have a critical role to play in determining the future of development. To harness this energy, the EELY project takes a two-pronged approach that focuses on youth employability and civic leadership – areas AKF anticipates that young people will improve their employment prospects for young people, as well as their sense of equality and ultimately their engagement and productivity as members of society in northern Pakistan.

The Toolkit is a “living” document that will be periodically updated with lessons learned as each part of the EELY project cycle is completed and results emerge. The Toolkit will be updated into its final form at the end of the project to incorporate final results.



## Part 1: A Reference Guide on Youth Employability

AKFC’s Reference Guide on Youth Employability helps to steer programme developers and practitioners through the daunting amounts of youth-focused literature and provides cases on existing youth employment literature and projects. The Reference Guide presents an annotated literature review that provides a menu of options for project decision-makers. The guide follows the International Labour Organization (ILO) Youth Employment Network’s four priority areas for intervention, referred to as the “4 Es”: 1) Employability; 2) Equal Opportunities; 3) Entrepreneurship, and 4) Employment creation.

This Dynamic Guide can be accessed at AKFC’s website by clicking on: [www.akfc.ca](http://www.akfc.ca)

The first section details how to research and plan for a youth-centred, Labour Market Assessment – a critical first step in designing youth employability projects. Once the research assessment is complete, the Toolkit then provides analytical frameworks and practical tools for translating this wealth of information into effective interventions that are relevant to young people. The final section provides tools to address a key capacity gap: partnership building with the private sector that is suitable for youth that can be relevant to others sectors (?) as well. The three sections are:

**Section 1: Designing and Carrying Out Youth-Centred Labour Market Assessments**

**Section 2: Assessing Youth Suitability and Selecting Interventions**

**Section 3: Building Youth Suitable Partnerships with the Private Sector**

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## Intended Audience and Use

This toolkit is intended for development practitioners, particularly field researchers and project implementers engaged in developing and/or facilitating employment and entrepreneurship projects for young people. The Toolkit documents each component of the EELY project process as it is completed so the lessons learned are shared in 'real time', helping to ensure that information is current and useful to other practitioners.

Responding successfully to local labour market conditions, and tailoring programs that address the specific aspirations and needs of local young people, requires a carefully designed and robust research methodology that explores the labour market from multiple stakeholder perspectives. This includes obtaining primary information from young people using tools specifically designed for young women. It is also critical to incorporate tools that reflect and react to the needs of employers and skills training providers.

EELY found that completing a successful assessment process was just the first step. One of the biggest challenges was translating this wealth of information into practical interventions. Unique analytical tools were needed to support teams as they worked through the information to make objective and successful programming decisions. Teams also needed to identify key technical gaps, and then develop a plan and relevant tools to respond while effectively utilizing outside technical expertise as needed.

This guide documents the EELY project experience and provides practitioners in the field with step-by-step lessons, sample documents, decision paths and analytical tools for starting employability projects. For teams conducting youth-centred Labour Market Assessments, the guide will help you determine whether potential market opportunities are suitable for young people, and whether identified barriers can be addressed. It will help you select effective and relevant intervention solutions, while strengthening project staff capacity and young people's engagement in the process. This is not intended to be a definitive document, but rather provides lessons learned and adaptable resources from the EELY project for practitioners to utilize in their unique contexts.

# OVERVIEW:

## THREE STAGES OF PROJECT START-UP

Each of these stages have correlating step-by-step lessons and tools incorporated into each section:

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*Figure 1: Three Stages of Project Start-Up*



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## Section 1: Designing and Carrying Out Youth-Centred Labour Market Assessments

This first section guides the reader through the major considerations required to successfully undertake a youth-centred labour market assessment process. It explores where, why, and how young people can be involved in the Labour Market Assessment process, and offers step-by-step lessons and tools for the research process. It also provides specific examples for practitioners from the EELY project.

This section covers the development and management of: 1) research objectives, 2) research methodology, 3) research tools, 4) training materials and researcher capacity building, and 5) data collection. Tools include:

- Research Objectives and Questions
- Youth Survey
- Youth Focus Group Guide
- Enumerator Training Outline
- Youth Researcher Job Description

## Section 2: Analyzing and Selecting Youth-Suitable Opportunities

This section assumes that readers are familiar with the labour market assessment findings from section 1 and the principles surrounding youth-centred, market-driven employment and entrepreneurship programming. Strategies are divided into three areas: 1) selecting youth suitability indicators, 2) identifying barriers and youth-friendly opportunities, and 3) designing youth-suitable market development interventions. This section covers:

- **Youth Suitability Indicators:** A discussion on how to adapt an established list of youth suitability indicators that fit local project contexts and emphasize project objectives; and
- **Youth-Suitable Decision Paths:** An introduction and ‘how to’ guide for using an excel-based decision path tool to identify suitable employment and entrepreneurial interventions for youth based on Labour Market Assessment data.

## Section 3: Building Youth-Suitable Partnerships with the Private Sector

Project teams learn the skills necessary to negotiate mutually beneficial partnerships with private sector firms. Tools include:

- Facilitator Guide
- Interview Assessment Tool
- Analyzing Interview Data Tool
- Planning Partnerships with Employers Tool

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## Introduction to Young People’s Engagement in the Start-Up Process

The beneficiaries of research (youth or adults) are often subjects or data sources in the research process, yet they are rarely engaged in the design or implementation of research or interventions. A project is more effective when young people are engaged in developing tools, conducting interviews/focus groups, analyzing data and selecting interventions. Depending on time, resources available, and the strategy and philosophy of the project, project teams may choose to involve young people to a greater or lesser extent.

As *figure 2* demonstrates, the EELY project team developed a continuum that can help practitioners decide when and at what level young people can be most effectively engaged.

*Figure 2: Continuum of Young People’s Engagement*



- **Consultative Level:** Young people act as research subjects or data sources.
- **Collaborative Level:** Young people are consulted in the development of research tools and/or assist in applying them.
- **Youth-Driven Level:** Young people control or share decision-making authority over the scope and strategy of the research.

## Factors to Consider for Managing Young People’s Engagement

The EELY project team engaged youth at different levels of intensity for different phases of the research process. For example, they consulted youth during the design phase while opting for a youth-driven approach for data collection. Among the factors considered when making these decisions:

- Young people’s meaningful involvement can instill a sense of ownership of the process and offer opportunities to develop skills, income and relationships;
- Youth participation may help project staff to: understand and effectively engage with young people; enhance young people’s trust in the project and its partners; and, strengthen the likelihood that young people will take advantage of services being offered and share information with peers;
- Young people often identify issues and questions that researchers may not have seen or prioritized. They can also ensure tools use language that is clear to peers;
- More intense participation can become a burden if young people feel they lack the skills, time or desire to contribute in a meaningful way;
- Involving youth may take more time and institutional resources, as well as a strong commitment to authentic partnership/processes (note: if you have higher expectations of accountability from youth, ensure it is not tokenistic or manipulative);
- Youth ideas/objectives may not align with realistic priorities for the institution and could steer the process and tools off course.



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Overall, it is important to strike a balance between engaging young people, empowering them to make decisions and assert their opinions, and, at the same time, engaging project staff or other experts in decision-making roles and as guides to facilitate the process.

### Some specific lessons include:

**Young Women:** Involving young women in the Labour Market Assessment process is critical. Young women have unique perspectives and particular employment needs, given their diverse access to opportunities, assets and constraints. That said, finding young women capable of engaging in the Labour Market Assessment activities was difficult in the EELY project areas due to prevailing cultural barriers throughout northern Pakistan. The biggest challenge was accessing or finding young women to recruit, given their significant mobility and cultural constraints. Finding qualified young women as researchers was also hindered by their limited education levels, particularly in rural areas. Parents of these young women can act as major barriers or as entry points.

#### \*\*EELY Project Actions:

- Used specific recruitment strategies to identify and select young women as surveyors/interviewers and as respondents, especially in more conservative and rural contexts;
- Engaged with parents to help them understand the project and the measures in place to ensure their children's safety. Adult community groups are sometimes a good place to access these parents.

**Compensation:** While young people may be willing to work as labour market research enumerators for little or no remuneration, offering appropriate compensation can attract more qualified people. It also demonstrates to the community and employers that young workers are valued for their skills.

#### \*\*EELY Project Actions:

- Offered compensation for their work as opposed to requesting volunteer support. In regions without an extensive international NGO presence, it was sufficient to offer market rates for entry level professional services;
- Communicated how these payments relate to the project's policies on paying (or not) for meeting attendance and other project-related functions to avoid mixed messages;
- Made the youth selection process transparent to avoid creating resentment or jealousy;
- Sought youth from a variety of socioeconomic backgrounds to improve the diversity of their contribution.

**Adequate Capacity and Attitudes:** Young people may have less professional experience than adults and therefore may need additional guidance and coaching in terms of technical capacity and professional conduct.

#### \*\*EELY Project Actions:

- Clearly communicated what is expected and why. For example, setting expectations, rules and norms are important during work hours, but also outside of work hours if youth were conducting research outside of their community. Information was provided on appropriate behaviour when youth are eating out or staying at a hotel or at a host family's house;
- Provided up-front training to ensure that youth drew on their own knowledge, skills and experience related to youth, the workplace and society in general;
- Instructed youth on the importance of humility and cultural sensitivity during the market research process, and helped them understand techniques and attitudes for exhibiting these characteristics.

**Employment Potential:** If full-time employment is seen as directly linked to the initial research, young people, their communities and families expected follow-on employment and were frustrated if it did not materialize.

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**\*\*EELY Project Actions:**

- Made it clear upfront that full-time employment was NOT tied to participation in the research;
- Helped participating young people connect to career guidance services or potential employers;
- Invited youth to apply separately through an open application process if there were relevant post-research positions available. This helped to reduce expectations and frustration.

**Timing of Research:** Many educated young people who have the skills needed to undertake the research are more available during summer or winter when school is not in session.

**\*\*EELY Project Actions:**

- To find more highly skilled candidates, research was planned during seasons when young people were available.

**Gaining Respect:** Young people may have ‘insider knowledge’ of their own community, but other youth or adults in those communities may not respect them or take them as seriously.

**\*\*EELY Project Actions:**

- Engaged young people to work outside their own communities, with translators hired if needed. This helped to build their confidence and encouraged the open and honest participation of young people involved as respondents.

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# SECTION 1: DESIGNING AND CARRYING OUT YOUTH-CENTRED LABOUR MARKET ASSESSMENTS

## 1.1 Rationale

### What is a labour market assessment?

- A Labour Market Assessment recommends practices and policies to ensure inclusive, labour-absorbing and efficient workforce development patterns. It provides a comparison between the demand and supply of labour in selected economic growth sectors.

### What is a youth-centred labour market assessment?

- Such research disaggregates labour market data based on age and/or life cycles and includes youth-specific research questions to better understand youth employment prospects and employability.

### Why are labour market assessment important?

- Getting delivery mechanisms, product features and/or employment opportunities right expands a project's outreach, and multiplies its impact or scale of results – all factors that increase the sustainability of project results;
- Understanding young people's key needs, preferences, constraints and priorities results in more responsive service delivery, whether related to job skills training, career guidance and placement, or, from the employers' perspective, recruitment and the organization of apprenticeship, internship and other on-the-job training formats;
- Identifying significant opportunities for employment enables the project, various partners, associated institutions and employers to increase the impact, scope and sustainability of project results.

### Why are youth-centred labour market assessment particularly important when working with young people?

- Young people – whether male/female, un/under/employed, in/out of school, un/under/educated, un/married, non/parents – often have different needs, preferences, constraints, priorities and ways of interacting than children or adults. This diversity requires that unique products and delivery mechanisms be designed in a way that prepares young people for the workplace. This might include tailored training programs that encompass basic as well as more advanced technical and 'soft' skills, career orientation and placement services, internships and apprenticeships. Offering civic or social enterprise activities can also help young people hone their employability skills.
- Young people typically have limited exposure to and experience with employment and business. Engaging in market-driven labour market research can help deepen their knowledge of specific sectors, build relationships and skills that support their access to employment and understand what they need to succeed in employment or in starting up a business.
- Employers often have a poor understanding of the relationship between youth and the workplace. As such, it is important to integrate a purposeful, clear youth perspective in a job market survey that provides vital information on how employers can recruit, train and support youth to best capitalize on their unique assets and potential.
- Youth-oriented labour market assessments enable young people to articulate their experiences and preferences, while also learning about market realities, innovative ideas, new institutions or networks and how best to engage in these.

## 1.2 Youth-Centred Labour Market Assessment: A Step-by-Step Process

Figure 3: 1.2 Youth-Centred Labour Market Assessment: Step-by-Step



The above diagram shows a standard process map for conducting any labour market assessment, from setting objectives through to data collection and analysis. The following section details how the EELY project worked through each of these steps and identifies key entry points within the process for engaging young people.

### Step 1: Identifying Research Questions



Research must have clear research objectives from the beginning. The EELY project team developed discussion questions that helped the team to identify more nuanced questions to include. These discussion questions include:

1. **What does the project want to learn from the research?** Drawing on the International Youth Foundation's list of considerations<sup>1</sup>, the EELY project decided to focus on:
  - (i) Identifying target sectors and subsectors that are growing and have potential for future growth and quality employment;
  - (ii) Identifying specific occupational labor shortages in target regions;
  - (iii) Identifying skills gaps, differences in young people's skills and the current or future needs of local employers;
  - (iv) Understanding the potential points of entry to employment for young people in specific industry sectors;
  - (v) Generating information about particular skills and competencies of in-demand occupations, as well as employer hiring practices, which will inform curricula and training processes;
  - (vi) Identifying gaps in young people's 'soft' skills and assessing opportunities to provide this training at qualified institutions;
  - (vii) Identifying job quality issues;
  - (viii) Understanding gender dynamics within industry sectors and identifying specific barriers to entry for young women;
  - (ix) Building closer ties to employers, engaging employers in programs and identifying employer-trainer linkages;

<sup>1</sup> Ensuring Demand Driven Youth Training Programs: How to Conduct an Effective Labour Market Assessment. Youth:Work. USAID and International Youth Foundation.

- (x) Identifying opportunities for career pathways, including career guidance and placement opportunities;
- (xi) Exploring the linkages between young peoples' employment prospects and their level of civic engagement (e.g. their involvement in civic institutions such as community institutions, sports associations and student groups);
- (xii) Identifying characteristics and technical knowledge of local businesses and training providers;
- (xiii) Developing a better understanding of young people's priorities and concerns related to their employment or involvement in entrepreneurial activities. These may include access to quality financial education, career support services, and/or the matching of skills providers/training institutions and opportunities.

2. **What information does the project need in terms of demographics or background information to uncover critical information about the target group?** The EELY project focused on:

- (i) Age, sex disaggregation of data;
- (ii) Backgrounds (family, education, economics);
- (iii) Literacy and financial literacy;
- (iv) Local cultural behaviors and attitudes towards working with formal institutions and businesses;
- (v) Education levels;
- (vi) Origin and migration;
- (vii) Marital status;
- (viii) Household demographics; and
- (ix) Rural and urban disaggregation of data.

## Step 2: Developing Research Methods



Once the research objectives are developed and agreed upon, the next step is to develop the research methods and tools for effective data collection. The EELY project found this step a complex and time-consuming process. It was important to set aside sufficient time to discuss and develop a nuanced research framework involving outside experts for certain aspects. How much time it took to develop tools depended on the type and depth of research chosen and on whether the EELY project developed the tool from scratch or adapted it from existing instruments.

### 1. The Research Framework

The full process involved:

- a) Identifying and defining specific target groups and other stakeholders from which to gather information;
- b) Constructing and validating the respective research methodology and instruments;

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## a) Identification and Definition of Specific Target Group

Specific target populations were defined and identified as follows:

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*Figure 4: Definitions of EELY Project Target Populations*

<b>Heads of Household:</b>	The person with the primary authority to make decisions about the family's resources and activities. They are often, but not always, a primary income earner.
<b>Youth:</b>	In contrast with the Government of Pakistan definition, which identifies youth as those between the ages of 15 and 29, the EELY project defined youth as people between 15 and 35 inclusive. This broader definition is based on two factors: In Gilgit-Baltistan and Chitral (GBC), children are usually enrolled late in nursery grades at the age of 7; The Government of Pakistan has extended the age limit for national examinations to up to 35 years for GBC residents.
<b>Employers:</b>	People who, either working on their own or with one or a few partners, are defined as self-employed if they hold this job on a continuous basis and have one or more employees. The EELY project definition did not include government departments/ministries or the Armed Forces (i.e. military or police), as this information is already accessible.
<b>Training Institution:</b>	Training institutions include technical and vocational training institutes, Karakoram International University, public, private and NGO training providers. Directors or senior managers within training institutions consulted for the research.

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There is no one age range that defines youth globally: It varies – often widely – by location, institution and culture. The EELY project found it helpful to consider local definitions, such as government definitions, but also practical issues that may affect programming, such as the age range for local educational scholarships. It is also important to identify which subgroups of young people to collect information on. This could include gender, education level, employment status (employed, unemployed, underemployed), (dis)abilities, location (urban, rural semi-urban), socio-economic status, etc.

The EELY project targeted private sector businesses (informal and formal) and training institutions to learn more about the local demand for labour and existing capacity of training institutions. . To gain a broader perspective on the overall labour market, the EELY project also surveyed head of households including parents of youth on to gather information on the wider labour market and perspectives on their children's employment choices and opportunities.

## b) Construction and Validation of Research Methodology

Quantitative surveys are the most common tool used in primary labour market research but this is only one design option. The EELY project used both quantitative and qualitative approaches to its research, as well as mixed methods for its labour market assessment.

Figure 5: EELY's Key Considerations in Research Design\*

Quantitative Approach	Qualitative Approach
Aim: to classify features, count them, and construct statistical models in an attempt to explain what is observed	Aim: a narrative or in-depth information
Researchers know clearly in advance and <b>precisely</b> what they are looking to measure	Researchers know <b>roughly</b> what they want to learn
All aspects of the study are carefully designed before data are collected	The design emerges as the study unfolds
Aims to cover a <b>large group</b>	Aims for a more nuanced, detailed view often of a <b>small group</b>
Data are in the form of <b>numbers and statistics</b>	Data are in the form of <b>words, pictures or objects</b>
Can be more <b>objective</b>	Can be more <b>subjective</b>
Data are more efficient, able to test hypotheses, but may lack contextual detail	Data are more 'rich', time consuming, and less generalizable
Researcher uses tools such as questionnaires or surveys	Researcher uses tools such as focus group discussions, in-depth interviews and participant observation
<b>Answers the WHAT question</b>	<b>Answers the WHY and HOW questions</b>

Quantitative findings typically help to identify key issues that one could deepen through qualitative methods, and vice versa. With youth-centred studies, qualitative research can be a critical complement to quantitative surveys. It is an effective way to access young people, elicit their opinions and preferences and dig deeper into the issues identified by the quantitative research.

This toolkit does not attempt to develop an exhaustive list of the various types of research that examine young people's interactions with the labour and workforce training markets. Instead, it discusses and explains the choices made by AKF in the EELY project. **If the reader is looking to explore further options, refer to resources listed in Part 1 of this series**<sup>2</sup>. Two helpful resources on this topic are the ILO's Youth Employment Programme<sup>3</sup> and the United States Agency for International Development's (USAID) site on Analytical Tools for Working with Youth<sup>4</sup>.

\* Adapted from James Neil's table: <http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html> (2007). Additional resources include:

- <http://www.surveygizmo.com/survey-blog/quantitative-qualitative-research/>

- <http://www.snapsurveys.com/techadvqualquant.shtml>

- <http://teachpsych.org/ebooks/ur2008/4-12%20Brown%20%26%20Foy.pdf>

- Johns Hopkins University, Bloomberg School of Public Health. Training in Qualitative Research Methods for PVOs and NGOs. Full download available at: [http://www.jhsph.edu/refugee/publications\\_tools/publications/qualresearch.html](http://www.jhsph.edu/refugee/publications_tools/publications/qualresearch.html)

<sup>2</sup> Investing in Young People (Part 1: A Reference Guide on Youth Employability (<http://www.akfc.ca/>))

<sup>3</sup> ILO's Youth Employment Programme. (<http://www.ilo.org/employment/areas/youth-employment/lang--en/index.htm>)

<sup>4</sup> USAID. Analytical Tools for Working with Youth. <http://microlinks.kdid.org/good-practice-center/value-chain-wiki/analytical-tools-working-youth>

## Engaging Young People

Engaging young people in designing the research methodology can be challenging. This can be a highly technical exercise requiring experienced staff and/or expert input. Certain types of research also require higher degrees of experience, making them less suitable for young people. Designing the methodology prior to engaging young people can help determine where and how to engage young people in the process. The EELY project found it more helpful to engage young people at a 'consultative level' during research design, and less helpful when the exercise was driven by young people themselves.

### Step 3: Designing Tools



The EELY project used a mixed research methodology with four randomly sampled quantitative surveys shown in Figure 6, and three qualitative complementary surveys with young leaders, business owners and another with young women specifically.

#### *Quantitative Surveys*

Based on a consultative process between MEDA, AKF, AKRSP and RTI as well as secondary research, quantitative survey tools were developed for each of the four target groups. Materials used in this process were: Investing in Young People (Part 1: A Reference Guide on Youth Employability)<sup>5</sup>, the International Labour Organization's (ILO) School to Work Transitions Surveys for youth and employers<sup>6</sup>, the Women's Refugee Commission's (WRC) Market Assessment Toolkit for Vocational Training Providers and Youth<sup>7</sup>, the Government of Pakistan's Labour Market Assessment resources<sup>8</sup>, and the International Youth Foundation's (IYF) "How To" Guide On Labour Market Assessments<sup>9</sup>.

The following highlights the types of instruments used by the EELY project team, the reasons for choosing them and the main research questions each instrument answers. It is worth noting that the team also went through a sector selection exercise prior to finalizing the tools, yet that exercise is not captured in this Toolkit. The EELY project team followed a youth-centred set of selection criteria, and found this a critical step to take prior to designing the survey tools. The IYF tool mentioned above explains this step in more detail.

<sup>5</sup> ILO resources are available at [http://www.ilo.org/employment/areas/WCMS\\_140862/lang--en/index.htm](http://www.ilo.org/employment/areas/WCMS_140862/lang--en/index.htm)

<sup>6</sup> The WRC resource is available at: [http://womensrefugeecommission.org/docs/ug\\_ysl\\_toolkit.pdf](http://womensrefugeecommission.org/docs/ug_ysl_toolkit.pdf)

<sup>7</sup> Pakistan Bureau of Statistics Labour Market Assessment resources are available at: <http://www.pbs.gov.pk/content/labour-force-survey-2010-11>

<sup>8</sup> IYF Labour Market Assessment Resources are available at <http://www.iyfnet.org/news/2389>

<sup>9</sup> Final EELY survey tools may be found in appendices 1-4.



Figure 6: Individual Survey Objectives and Research Questions

Survey	Target Group	Objective	Research Questions
Labour Force Survey	<b>Heads of Households</b>	“To collect a set of comprehensive statistics on the <b>various dimensions of [the region’s] civilian labour force as a means to pave the way for skills development, planning, employment generation, assessing the role and importance of the informal sector and, sizing up the volume, characteristics and contours of employment</b> ” in GBC to address the paucity of publically available labour force research available in the region. <sup>10</sup>	<p><i>What are the dimensions of the labour force in GBC: how is it shaped by gender, geography (urban/rural elements and migration), age, education background and household size?</i></p> <p><i>What are the major sectors of work and what characterizes employment in GBC (in terms of enterprise size, level of formality, working hours, training required or provided, wages, occupational safety and health etc.)?</i></p> <p><i>What are the dimensions of unemployment, employment, and underemployment in GBC?</i></p>
Youth Skills and Perceptions Survey	<b>Youth (aged 15-35) from households</b>	To gather in-depth information about <b>youth economic, educational and civic engagement skills and perceptions</b> to support intervention development and baseline reporting systems for the EELY Project.	<p><i>What skills (‘soft’ and technical), training and experience do youth currently possess to prepare them for work?</i></p> <p><i>What are youth perceptions about their economic opportunities and challenges, skills, needs, involvement in decisions that affect their lives, and community engagement in GBC?</i></p> <p><i>What is young people’s interest and involvement in entrepreneurial activities</i></p> <p><i>How do family dynamics and choices impact youth opportunities in GBC?</i></p> <p><i>What organizations and institutions are young people engaged in (civic engagement).</i></p>

(continued...)

<sup>10</sup> Pakistan Bureau of Statistics, Methodology (for Labour Force Survey, 2010-2011), p.1. This section includes further discussion of specific research objectives and provides a detailed overview of the survey methodologies employed in the LFS.

Survey	Target Group	Objective	Research Questions
Employer Survey	<b>Employers (and Managers)</b>	To gather in-depth information about the <b>labour market (sizes and staffing of enterprises, nature of activities and employment opportunities, skill requirements, sector plans and growth, and enterprise-based apprenticeship systems) to support project and partner decisions and actions</b> relating to youth mobilization, training, career orientation and other aspects related to youth workforce preparedness and attainment.	<p><i>What are the major sectors of employment and what characterizes this employment (in terms of enterprise size, level of formality, quality, education, skills and training required/provided) in GBC?</i></p> <p><i>What are employer perceptions of youth skills, education and training and young women specifically?</i></p> <p><i>What are the future needs of local employers?</i></p> <p><i>What are the opportunities for internships, apprenticeships and entry level positions?</i></p>
Training Institution Survey	<b>Directors (and Managers) of Training Institutions</b>	To map out and gather in-depth information about the <b>range, sizes and offerings of training institutions to support intervention development and baseline reporting systems</b> for the EELY project.	<p><i>How many training institutions exist in GBC (formal and informal)?</i></p> <p><i>How do they function (what courses are offered, who and how many students are taught, who teaches these courses)?</i></p> <p><i>How are curricula designed and evaluated?</i></p> <p><i>Success in placing graduates into employment?</i></p> <p><i>What is the current status of partnerships between ‘industry’ and the institution? And what sectors would they like to strengthen partnerships in?</i></p> <p><i>Other aspects to support the design and delivery of project interventions?</i></p>

### Labour Force Survey

Completing a full labour force survey requires the inclusion of young people as more than just data sources. The EELY project also surveyed heads of households to better understand where young people fit into the overall employment landscape, and to glean specific information about labour supply and wider market opportunities.

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Unless there is a strong need to conduct a labour force survey from scratch (because existing surveys are outdated, have unreliable data or do not exist), it may be better to use readily available labour force data from secondary sources, such as government surveys. This recommendation stems from the complexity and time/cost implications inherent in the implementation of such surveys. The EELY project was unable to access this information for its research so the project undertook the survey itself through a consultative session with the government. EELY project staff used the Labour Force Survey developed by the Government of Pakistan's Bureau of Statistics (PBS)<sup>11</sup> to have comparable data across other provinces.

### Youth Skills and Perceptions Survey

The survey requires the researcher to speak directly with young people. As was the case for the EELY project, data gathered using such an instrument are not typically available from secondary sources. This survey provided the EELY project team with youth-specific information and was strategically tailored to provide information on each project performance indicator.

Information generated from this survey can be tailored to the specific information needs of the project and build the project staff's capacity and knowledge related to youth issues. The EELY project engaged young people to conduct the survey, capitalizing on their special knowledge and networks to heighten the efficacy of the data collection and to help empower them with research skills. The survey was critical to establishing the project's baseline data. (*See Annex A to find the full AKF survey.*)

Randomly selecting youth respondents was a challenge for the EELY project. For example, in homes where there was more than one child, the team wrote down the names of each young person (or nicknames/numbers depending on sensitivities to remaining anonymous) and then selected one from a hat to be surveyed. This aligned with the team's random sampling methodology. Another option would have been to seek out young people at other locations, such as workplaces, cyber cafes, youth centres, parks, athletic activities or on the street – although this strategy can be less conducive to random selection.

### Employer Survey

The EELY project's youth-centred survey examined the procedures used in the recruitment and employment of young people, the education levels and training of workers and information on apprenticeships. Questions considered the number of entry-level workers employers are looking to hire, the ages of their current employees, the types of skills sought, worker preferences and the learning and employment opportunities they provide to apprentices.

Randomizing a statistically significant sample for this survey was complex. It required the research team to obtain a list of all employers and their locations in the target area. Where this was not possible, because of sheer numbers, logistics/distance, unwillingness to participate or inability to identify all employers, the research team identified as representative a sample as possible across production and services sectors, geographies and size of operations (in terms of number of employees).

### Training Institution Survey

To make the survey youth-specific, the EELY project team included a section on the profiles of the students enrolled and identified any incentives or other support offered. Questions also addressed the qualifications and status of students who attended the training institution, the communities from where they came, the nature and source of any support students received to attend and the types of facilities available for young women or other subgroups of youth that might need special consideration, such as persons with disabilities.

<sup>11</sup> Note: the PBS was formerly known as the Federal Bureau of Statistics (FBS) at the time of survey creation.

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The EELY project found this survey helpful because it generated key information that allowed the team to decide with which training institutions to work. The survey's data could also serve as a baseline assessment of the organizational capacity of selected institutions – information that would assist in maximizing their ability to train the greatest number of youth from different key sub-groups.

## Sampling Strategies

The sampling strategy establishes how many respondents will be selected, the composition of the respondents by mix of characteristics and how they are to be selected. Sampling is key to both quantitative and qualitative research. There are various levels of rigour to consider when designing a sampling strategy, as it will determine the ability to draw meaningful, “generalizable” conclusions from the findings. If the goal is to develop statistically reliable data, your research may require a random selection and wider involvement of outside experts. Alternatively, if the findings are meant just to be suggestive, less rigorous sampling strategies may be acceptable. For further explanation on sampling methods for quantitative research, refer to the footnote below<sup>12</sup>.

Sampling for quantitative instruments in the EELY project involved a mediated approach with different frameworks for each tool. In order to compare the labour force survey findings with other provinces where the Pakistan Bureau of Statistics survey was administered, the research team's methodologies and rigour needed to be modeled after the Pakistan Bureau of Statistics' approach. This required collecting district-level findings with a confidence level of 95%, margin of error of 5% and response distribution rate of 50%. In contrast, the Youth Skills and Perceptions Survey (YSPS) and Employer Survey (ES) were administered to support regional-level findings (for each of Gilgit, Baltistan and Chitral respectively), with a confidence level of 95%, margin of error of 5% and response distribution rate of 50%<sup>13</sup>. For the Service Provider Survey (SPS), a census approach was utilized in all districts due to the small number of training institutions in GBC.

To ensure that all parts of such a diverse region were represented in the YSPS and ES, it was important to stratify and cluster them<sup>14</sup>. Equal sampling was undertaken at the district level to allow for conclusions at a district level, with a margin of error of approximately 8%. For the YSPS, this also involved stratification by gender at the district level so there was proportional representation of young women and men based on the local gender demographics. *Figure 7* on the next page shows the overall sampling for the assessment, which includes an adjusted design effect of 1.4.

If all this sampling terminology sounds confusing, it may be helpful to engage with a sampling/survey methodologist expert! EELY worked closely with an expert at the Research Triangle Institute (RTI) based in Washington DC.

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<sup>12</sup> Shahidur R. Khandker, Gayatri B. Koolwal and Hussain A. Samad. Handbook on Impact Evaluations: Quantitative Methods and Practices. World Bank. 2010.

<sup>13</sup> Reasons for this decision were two-fold: 1) The resources required to undertake all three surveys at the district level were too great for AKF and AKRSP to shoulder, and 2) Regional-level sampling (once stratified across districts) was deemed to enable conclusions to be reached at the district level at a maximum margin of error of approximately 8% for the youth and employer's survey – sufficient for AKRSP's internal use.

<sup>14</sup> Stratification can provide greater efficiency than pure random sampling as it ensures that all distinct sub-populations or 'strata' within a diverse population are captured in the survey. Clusters (naturally occurring, non-overlapping units within the population) are identified from the survey universe to help researchers randomly select geographic units, particularly in diffuse populations.

Figure 7: Overall Research Target Numbers per District per Survey<sup>15</sup>

District	LFS	Youth	Employers	Service Providers	Total Interviews
<b>Gilgit</b>	540	100	108	30	778
<b>Ghizer</b>	532	114	112	15	773
<b>Hunza-Nagar</b>	540	108	104	13	765
<b>Astore</b>	540	100	108	12	760
<b>Diamer</b>	540	90	105	8	743
<b>Skardu</b>	522	290	266	18	1,096
<b>Ghanche</b>	546	260	270	14	1,090
<b>Chitral</b>	546	546	539	20	1,651
<b>TOTAL</b>	<b>4,306</b>	<b>1,608</b>	<b>1,612</b>	<b>130</b>	<b>7,656</b>

## Engaging Young People

The EELY project team provided youth researchers with a working draft of the complete research instruments, oriented them to the overall project and trained them on basic research methods as well as the specifics of the instruments and the techniques for using them (described below).

Engaging young people effectively from the start helped to produce well-trained data collectors whose enthusiasm and commitment lasted throughout the whole process. It also allowed the EELY project staff and researchers to confirm, complete or correct assumptions and specific elements of the different instruments, to improve the language proposed for the interviews and questions and to better contextualize the instruments within the specific reality of young people.

<sup>15</sup> Note: service provider numbers reflect the upper maximum estimate of service providers that will be interviewed in the research process to enable simple calculations, not for sampling purposes. This number was provided to give an estimate of the total scale of research anticipated.

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## EELY's Qualitative Studies

Three main qualitative research studies were conducted. The first two involved interviews and focus group discussions with young business owners and young community leaders, respectively. The third study focused on women's economic empowerment, particularly young women, and complemented the Labour Market Assessment findings.

Interviews and focus groups with young business owners and community leaders are being completed throughout the development of the project, and continue to take place as information needs arise. These meetings with young people are easily organized given that the project works closely with youth groups and businesses.

The study on women's economic empowerment was concerned with obtaining detailed information from women, to better understand their unique needs, preferences and life experiences. The study was intended to complement the labour market assessment findings, providing a more nuanced perspective on specific areas of research. Discussions with women separately from men gave these young women an opportunity to express themselves freely and frankly, particularly in more conservative contexts.

To complete the study, the EELY team worked with Dr. Linda Jones of the Coady Institute, a women's economic empowerment specialist, to more formally assess AKRSP's current intervention strategies that promote women's economic empowerment. Further, the research team developed a framework for systematically gathering and assessing qualitative data on women's economic empowerment. Dr. Jones also reviewed the labour market assessment instruments with a gender lens.

## Women’s Economic Empowerment Study Methodology & Framework

The study began with the International Centre for Research on Women’s (ICRW) framework for understanding and measuring women’s economic empowerment<sup>16</sup>. This provided a preliminary set of indicators and a definition for women’s economic empowerment. The ICRW definition states that a woman is economically empowered when she has both the ability to succeed and advance economically and the power to make and act on economic decisions. Utilizing the ICRW definition and related indicators as a starting point, the qualitative study’s own framework became more nuanced during the secondary source research phase: the qualitative field research and final analysis of the data. The result of this work are the following outcome indicators.

*Figure 8: Women’s Economic Empowerment Indicators*

Economic Engagement	Power and Agency
Level of income	Ownership of productive assets (land, animals, machinery)
Opportunities to develop business and work skills	Control over how to spend income or savings
Access to markets (as buyers and sellers)	Involvement in major household decisions, such as large purchases
Access to jobs	Support for household workload
Access to credit for business start-up or expansion	Level of mobility
	Negative consequences or backlash resulting from economic gains
	Women’s participation in business networks and other forms of social capital

These indicators guided the development of the qualitative research instruments and were used to analyze the effectiveness of each key AKRSP intervention strategy as it relates to women’s economic empowerment. The qualitative field research was comprised of in-depth interviews, group interviews, focus group discussions and key informant interviews. A total of 32 meetings were held, the majority 60 to 90 minutes. The qualitative field research drilled down on key questions across a diverse sampling of individuals and locations to ensure multiple points of view on all research questions.

Key recommendations included the need to develop a unique pathways program tailored to young women which includes additional employment counseling, internships and volunteering, and mentoring/coaching between young women and women leaders in the community. The study also recommended that market systems be further analyzed with a strategic gender lens. EELY is now working to assess women’s roles in all the value chains that are being developed, determining leverage points for women’s advancement, and piloting innovations based on positive deviant analysis, and brainstorming with women who are in business.

<sup>16</sup> Golla, A., Malhotra, A., Nanda, P. and Mehra, R. (2011) Understanding and Measuring Women’s Economic Empowerment Definition, Framework and Indicators. Washington, DC: International Center for Research on Women <http://www.icrw.org/publications/understanding-and-measuring-womens-economic-empowerment>.

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## Step 4: Training Researchers and Piloting Tools



Once methodologies and instruments were finalized, over 80 enumerators, supervisors and AKRSP/AKF staff in the program area were trained over a six-day session in the tools, methodologies and survey instruments. See Annexes in this guide for a youth enumerator job description used as a template by the EELY project team.

Trainees reviewed terminology, concepts and tools used in the surveys. They were trained on how to use the Samsung tablets for data collection (including the Open Data Kit software on which the surveys were designed), how to administer different tools (two per group, with three groups participating in two half-day pilots– ensuring all trialed the LFS plus one other tool), and time to debrief the experience and provide feedback on the piloted tools. This was followed by a half-day session with enumeration team leaders, delineating their responsibilities and showing them how to back-check completed surveys. They also discussed how to conduct a ‘random walk’ for randomly selecting survey respondents, their role in liaising with village elders, and how to care for and manage the Samsung tablets.

Materials required to support this training included: presentations, the finalized survey instruments and a manual for enumerators. The training manual for the EELY project enumerators included:

- Introduction and project background
- Training outline
- Research methodology
- Glossary of terms
- Instruments
- Interview procedures

This process and the associated materials provided everyone involved with a deeper understanding of the broad aims, precise objectives, methods and instruments of the research, resulting in a successful data collection. The team found using Samsung tablets to be a fun way to engage young enumerators, who picked up the new technology very quickly!



## Engaging Young People

*Young enumerators were also engaged in the review and revision of the draft tools. Lessons learned included:*

**SKILLS AND TONE:** The young enumerators had less research experience than the older enumerators with whom the project typically works. During the pre-test phase, the EELY project team found that some interviewees reacted in a hostile or defensive manner, particularly if the young enumerator did not take an appropriate tone and act with confidence and respect. To address this, the EELY project added a role playing exercise to the enumerator training to demonstrate the importance of respect. They agreed on what constitutes appropriate (and inappropriate) tone, language, body language and other elements of direct and implicit communication. In the post-pilot review, enumerators were able to better assess their communications performance and provide greater clarity and precision on how to interact with the youth they are surveying to elicit the frankest responses.

**HAVE FUN:** The ‘fun factor’ and humour proved important in engaging the young enumerators and in enhancing their skill and commitment during the training sessions and when they did data collection in the field. More so than with adults, young people were also more motivated and had better relationships with colleagues when they participated in planned activities outside of the work day. Thus, the EELY project team organized occasional team dinners and brought additional jokes, games, energizers and humour into the enumerator training sessions.

**GENDER:** In most areas of northern Pakistan, it is difficult to engage the participation of young women. In addition to the reasons mentioned above, young women often face difficulty travelling independently. The EELY project staff also found that it was not culturally appropriate for young people of one gender to interview peers of the opposite gender. To address this, EELY organized its enumeration teams to have at least one female and one male. This provided flexibility to interview both women and men, while ensuring the mobility of the young female enumerators, especially unmarried women, and their safety and cultural acceptance outside of their villages.

## Step 5: Collecting and Analyzing Data



### 1. Research Guidelines

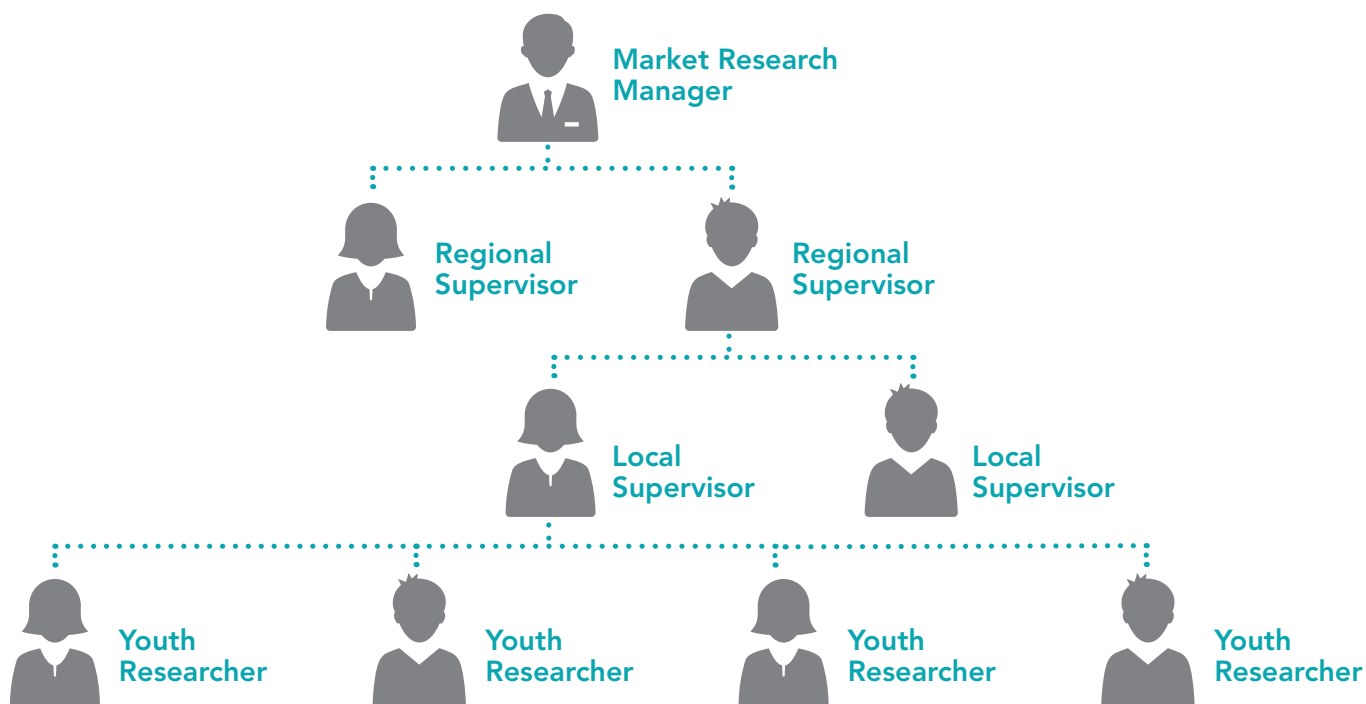
Employing an experienced research manager to oversee and direct the data collection process in the field proved essential. This supervision ensured that young survey enumerators respected the sampling requirements and that the research yielded reliable and complete data. A key tool in this process are rigorously developed research guidelines that can be tailored to a young audience by carefully selecting language, relevant photos, and applying the ‘fun factor’ wherever possible. This document should include:

- a) A researcher supervision structure that defines the roles, responsibilities and relationships of the respective actors in the data collection process, including the data collectors, or enumerators, the data collection supervisors and the research managers (also determine the numbers for each team assigned to a supervisor);
- b) A research field plan specifying where researchers will conduct research over the course of the assignment and expectations of how many people they will interview in a day; and
- c) Quality assurance strategies to ensure the integrity of the data, including having supervisors (or outside contractors) follow-up with people who have already been interviewed to verify their responses, reviewing completed paper surveys to confirm satisfactory completion, and conducting spot checks of surveys and observations.

## a) Supervision Structure

As shown in Figure 9, much effort went into developing a clear, effective supervision strategy to guide and support the field research process. It proved valuable in managing the large team of youth conducting the quantitative studies. The structure employed a ratio of approximately five researchers to one supervisor, with as many as eight working well.

Figure 9: EELY Supervision Structure



### *EELY Survey Supervisor Responsibilities:*

- Coordinate transportation for the data collectors to reach the identified communities;
- Ensure all team members have the necessary tools and manuals;
- Engage with village leaders and conduct a preliminary walk through the village with enumerators to gain a sense of the community;
- Back-check all surveys during the first week of research, followed by 10-25% of surveys thereafter, and perform 'spot checks' to ensure enumerators conducted their research professionally and accurately;
- Collect completed surveys daily from the data collection teams and check them for accuracy and completeness;
- Distribute the blank survey forms to team members;
- Track non-response numbers and report to them to the research manager at AKRSP; and
- Offer targeted remediation or assist the full enumeration team as problems arise. This could be done by phone.

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## b) **EELY Survey Field Plan**

A research field plan mapped out the number of researchers involved, where they will be involved, their daily targets and how many days of research would be required to meet their objectives.

### **What to Bring for Survey Field Work**

- Sampling requirements per community;
- The tablet with all survey tools loaded onto it;
- One or two paper copies of the survey, in case the technology fails to work;
- Pens/pencils and a note book;
- The Labour Market Assessment Participant Manual, to reference as required;
- Official personal identity card(s) and copy of letter authorizing the research activity; and
- A charged mobile phone with credit in order to communicate with the supervisor as necessary.

## c) **Quality Assurance**

Once the survey administration process began, the EELY project employed a three-level quality assurance process to ensure data integrity:

- 1) As mentioned, team leaders back-checked all surveys during the first week of research, followed by 10-25% of surveys thereafter, and performed 'spot checks' to ensure enumerators were conducting their research professionally and accurately;
- 2) AKRSP supervisors were then involved in additional spot-checks and in direct supervision of the team leaders;
- 3) MEDA consultants periodically reviewed data submitted to the server to identify patterns of inaccuracies and problem areas for survey teams to address.

Since enumeration teams moved together from community to community, the likelihood of enumerators creating fictitious surveys was low. Mobile and wireless network connectivity problems posed the greatest challenge to quality assurance, resulting in the duplication of some survey submissions. This was addressed through an intensive manual data cleaning process.

## **2. Analyzing Data**

After the data cleaning process, the EELY project team started the data analysis phase. With the large amount of data coming in from the surveys combined with the high level of statistical and software skills required, the EELY team outsourced the statistical analysis to a Toronto-based firm called Data Assist. Once the tables were received, the MEDA consultants reviewed the findings together with the team in Pakistan and ensured that the findings were accurate and contextual. This review workshop in Pakistan then led into the next section of this Toolkit - rechecking the findings using an analytical framework and translating these findings into potential interventions for redesign, which are explained in detail below.

## Engaging Young People

Young people acted as either enumeration assistants, supporting the primary research team in data gathering, or as enumeration leads, independently conducting data gathering and taking on some independent decision-making based on incoming data. Including young enumerators in data collection helped to include their perspectives into the research team culture and instruments. It also granted access to youth networks and informants. For the young women and men employed, it strengthened their professional and research capacity, further demonstrating their employability to the broader community. Some other considerations in the process include:

**SECURITY:** Young people can be particularly at risk working in an unstable area where they frequently lack a “voice” in the community and strong social connections should help be needed. There were also security concerns for young women traveling outside of their communities.

**\*\*EELY Project Actions:**

- Each research team included at least one adult, sometimes a driver or security guard, depending on the level of perceived risk;
- A security analysis was conducted as part of the research planning phase. The team determined which areas were safe for each type of research, particularly for young women, and who was best suited to implement the research.

**ACCOMMODATIONS AND GENDER:** In certain hard-to-reach places in northern Pakistan, there are not always hotels or other suitable lodging available for researchers.

**\*\*EELY Project Action:**

- It was important to secure lodging for young enumerators in advance, usually with a local family, and to agree to terms concerning accommodation, meals, security, payment and other aspects. When young women joined the research team, it was confirmed prior to arrival that the lodgings were culturally and physically suitable and safe for young women.

**SEASONAL ELEMENTS:** Many remote areas in northern Pakistan are either snowed-in for long periods of time or include other weather-related risks to travel, such as floods and mud slides.

**\*\*EELY Project Action:**

- The EELY team planned according to the seasons in order to reach the region’s more remote areas. This reduced the risk that they would be eliminated from the research and, worse, from the overall program.

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## SECTION 2: ANALYZING AND SELECTING YOUTH-SUITABLE OPPORTUNITIES

The Youth Suitability Decision Path Tool supported EELY project staff in analyzing the wealth of information received from the labour market assessment and helped them translate this information into practical interventions that are suitable for young people. The EELY project team found this tool more successful when administered by a youth expert with experience in market-driven employability programming.

### 2.1 Rationale

#### Why is it important to set up analytical frameworks and decision-making tools for intervention selection?

- Helps the research team narrow the scope of the intervention and focus on what information is truly important for achieving the objectives of the project;
- Supports the team in making relevant decisions from analysis and turning them into effective interventions;
- Enables the team to remain objective and consultative in the decision-making process, rather than relying on individual experience or impressions.

#### What happens when these frameworks and tools are not set up?

- Information and decisions around interventions will likely be out of the project's scope, outdated and unresponsive to current needs;
- Decisions may be made without considering all relevant stakeholders or important factors such as timelines or budgets. Frameworks can save time by recommending appropriate decision points which benefit from wider stakeholder input.

#### Why are youth-centred frameworks and decision-making tools for selecting interventions particularly important when working for and with young people?

- As noted in Section 1, young people often have diverse and unique needs compared to other target groups and market segments – necessitating the design of unique delivery mechanisms and products;
- Even economically viable opportunities may not always be suitable for young people. Therefore, selecting appropriate interventions can be more complex and can require tools with a specific youth focus;
- Young people are a complex target group. While it is important to listen carefully to their opinions on preferences and needs, many are unaware of the full range of opportunities available to them. The frameworks can help triangulate the data collected from youth against data collected from employers, training institutions and others in the local community in order to select successful interventions.

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## 2.2 Youth Suitability Decision Path Tool: a Step-by-Step Process

### Step 1: Select and Adapt Youth Suitability Indicators

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Figure 10: 2.2 Youth Suitability Decision Path Tool: Step by Step



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A set of youth suitability indicators, developed by EcoVentures International (EVI), built on EVI's experience in conducting Labour Market Assessments for youth livelihoods projects in various regions around the world.

These indicators helped initially guide the team, but not all were appropriate to the EELY project and context. As such, the team adapted the indicators and prioritized them to reflect the specific context in northern Pakistan and the EELY project priorities. This was done in a participatory workshop between the EVI consultants and the project team, and finalized through stakeholder meetings with the project donors and relevant government departments.

The process followed two specific strategies for adapting the general list of indicators:

1. Prioritize categories of indicators according to project objectives and local context; and
2. Adapt the list of indicators for relevance, completeness and language.



1. **Prioritize categories of indicators according to project objectives and local context**

The original list of Youth Suitability Indicators is organized as follows:

*Figure 11: EVI Core Youth Suitability Factors*

Factor	Description
Income Generation Potential	The most suitable youth opportunities will a) generate enough income to meet the most critical youth needs and allow for income growth through expansion or b) provide necessary supplementary income with manageable time commitments so that youth may have other income generating activities.
Skills and Qualifications	The most suitable youth opportunities will not require extensive training, advanced education or years of specialized experience. Additionally, the skills required will be transferable to other opportunities and will position youth well for long-term livelihood prospects within the same sector or across sectors.
Inputs Required	The most suitable youth opportunities will not require a frequent supply of difficult-to-access raw materials, large equipment, physical capital or large financial investment.
Business Relationships	The most suitable youth opportunities will not require youth to partner with individuals who have specific prejudices against youth employees or business owners and will not require immediate relationships with, or connections to, high-level contacts
Personal and Cultural Considerations	The most suitable youth opportunities will not involve work which is objectionable or disreputable in the eyes of youth or as perceived by community or social constructs (especially among established gender roles).
Safety and Security	The most suitable youth opportunities will not require an unreasonable physical strain or unreasonable safety or security risks.

While each consideration is important in evaluating the youth suitability of a particular subsector or market opportunity, some projects may emphasize certain factors or categories over others. For instance, if a project is primarily working to enhance employment for youth, then indicators related to Inputs Required, such as business start-up capital and equipment, may be less important. Alternatively, a project focused on leveraging the interests and social networks of a particular youth population should prioritize indicators related to Personal and Cultural Considerations.

In a region of extremely low economic opportunity such as northern Pakistan, the EELY project decided to emphasize opportunities that are economically viable and pose no major risks to safety and security. That often required some flexibility in factors included in the Personal and Cultural Considerations category. As was done for the EELY project, indicators should be listed in order of their priority to the project.

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## 2. Adapt the list of indicators for relevance, completeness and language

Once the categories had been detailed and prioritized, it was important to adapt the specific indicator statements for: relevance, completeness and language.

- **Relevance:** any indicators that do not relate to the project context and objectives should be removed;
- **Completeness:** if staff members identify important considerations that are not addressed in the current list, indicator statements – and even categories – should be added;
- **Language:** adapting language is a slightly more nuanced task that involves reviewing the way the list is written to achieve the best fit for the project and the context.

An example of the process of re-writing an indicator statement for language is as follows:

Imagine a youth livelihoods project that aims to enhance the income generation prospects of young women. However, this project takes place in a context in which there are substantial cultural barriers to young women leaving the home for work. The following youth suitability indicator may not be appropriate as written:

*Young people will not have significant trouble establishing critical business relationships (with politicians, lawyers, high-level exporters, etc.)*

As written, this indicator is extremely general, and may not stimulate useful thinking to efficiently evaluate a particular opportunity. A better indicator might read:

*Critical business relationships can be established and maintained through appropriate existing relationships (family and close friends), and do not require extensive external movement or face-to-face contact.*

This version is specifically tied to the project context, and is more likely to help project staff effectively evaluate whether or not required business contacts can be maintained for the target population.

Once the priorities were established and the list of indicators was adapted for relevance, completeness and language, the EELY project team produced a final list of categories and associated indicator statements, shown in Figure 12 on the next page.



Figure 12: EELY Youth Suitability Factors and Related Indicator Statements

Indicator	Indicator Statements
Income generation potential	There is long-term demand for this product or service.
	This opportunity has a good chance of leading to long-term employment or income-generation for the young person.
	This opportunity will provide a significant addition to a young person’s income-generating activity (as either the primary, or a significant secondary, source of income).
	The opportunity serves an existing market gap (including under-supply) or alleviates an existing bottleneck / constraint.
Skills and qualifications	The amount of training required to acquire necessary skills is appropriate relative to the income that may be earned.
	The necessary skills are available from service providers within the local market.
	The skill does not require regular upgrading due to technology or other factors.
Inputs required	The amount of financial capital the young person must have in order to pursue this opportunity is attainable.
	The equipment and/or supplies the young person must have in order to pursue this opportunity are attainable.
Business Relationships	Existing business owners in this sector do not have major problems hiring or working with young people.
	Young people would not have significant trouble establishing critical business relationships (with politicians, lawyers, high-level exporters, etc).
Personal and cultural considerations	There are no major obstacles regarding self-perception and/or peer perception of this opportunity (the “cool factor”).
	Working in the sector or particular opportunity will not cause tensions within families, communities or other social and religious structures (especially among young women or adolescent girls).
	The opportunity does not encourage further segregate economic activity among genders.
	The opportunity does not present significant conflicts with the young person’s existing responsibilities at home (consider educational, financial, social, and time obligations).

(continued...)

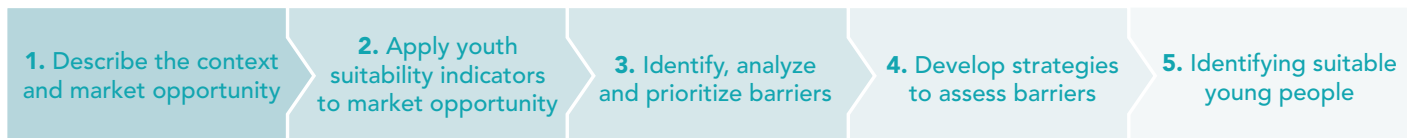
Indicator	Indicator Statements
Safety and security	The opportunity does not expose youth to unreasonable health or safety risks.
	The opportunity does not violate existing or potential legal requirements or codes (including land-use or environmental regulations).
	Assets or physical capital required to operate the business do not make the youth a serious target of theft, vandalism, or other crimes.
	The opportunity does not require travelling excessive distances or travelling through unsafe terrain.

## Step 2: Apply the Youth Suitability Decision Path Tool and Workshop



The Youth Suitability Decision Path Tool guides users through a five-stage analytical decision path based on the findings from the Labour Market Assessment. This enables teams to determine whether or not the project should take advantage of the selected market opportunities and how it will do so if selected for intervention. These stages are outlined in Figure 13 below:

*Figure 13: Summary Steps of the Decision Path Tool*



## 1. Describe the context and market opportunity

Select a list of potential subsectors from the Labour Market Assessment and/or other related market research. The EELY project team used the Labour Market Assessment to refine or prioritize subsectors chosen previously through a set of prescribed criteria. Six subsectors were identified to analyze in further depth with the tool:

- o Information and communications technology
- o Gemstone extraction
- o Construction, in particular stonework
- o Tourism
- o Early childhood development / education services
- o Retail trade

Once the subsectors have been selected (using data from the Labour Market Assessment and project specific subsector selection methods and criteria, which in this case was guided by AKF's internal market development materials), examine them one by one through the application of the Decision Path tool. This will allow you to identify and describe market gaps in each subsector that the project has the potential to address.

The example the facilitator used to demonstrate was tailoring. The entire process was facilitated by a youth/economic development specialist to help deepen the discussion. The key barrier analyzed by the team was how expensive it is to buy ready-made garments in the region because of high transportation costs. Women's mobility (i.e. traveling to and from the workplace or marketplaces) was another barrier that prevented them from purchasing ready-made garments in markets. The team then identified market opportunities to respond to these constraints. It concluded that home-based tailoring for sale to individuals and in marketplaces was a good option for meeting the respective needs and preferences of men and women.

The EELY project team's example is detailed below in Figure 14. Note that the market opportunity identified includes information on the type of work, location, the product/service in question and the customer base and inputs required to make the business successful.

**Figure 14: Describe the Context and Market Opportunity**

Sector/Cross-cutting Service	Constraints and/or Bottlenecks Identified	Market Opportunity
Describe the sector or service and the market gap it can fill	List constraints and bottlenecks identified in the research	Describe the market opportunity here, including: what is the product or service, where and to whom will it be sold, and what is required to make the business successful
<p><b>(Example)</b></p> <p>Sector: Tailoring</p> <p>Market Gap: Expensive to buy ready-made garments (transportation)</p>	<p><b>(Example)</b></p> <p>Quality Control, Women's Mobility (Travel to Workplace/Marketplace is Difficult)</p>	<p><b>(Example)</b></p> <p>Home-Based Tailoring for Sale to Individuals and in Marketplaces</p>

## 2. Apply youth suitability indicators to market opportunity

Once you have selected the market opportunity, review the youth suitability indicators to ensure they correspond to the goals and operating principles of the project. The indicators in this version of the tool reflect the EELY project’s goals and operating principles relating to youth and market opportunities. If necessary, these can be altered to better correspond to other goals.

Read each indicator statement and determine whether it is true or not for the opportunity in question. The EELY team learned to approach this process as an exercise involving in-depth discussions, facilitated by someone who can challenge the team to think carefully through each statement and how it relates to the market opportunity. It is important that the facilitator and workshop participants rely on external, reliable data from the labour market assessment to validate decisions. The data/findings should be readily available at the workshop, and re-read ahead of time so that the information is fresh in the workshop participants’ minds. Figure 15 shows an example of the first youth suitability indicator, as it was assessed by the EELY project team for an opportunity identified in Step 1.

**Figure 15: Applying Youth Suitability Indicators to Market Opportunity**

Youth Suitability Factor	Indicator Statements/Questions	Does this opportunity meet the youth suitability indicator statements for each factor?		
	<p><b>Read each statement and mark “Yes”, “No”, or “Not Applicable (N/A)” to the right of each statement</b></p>	<b>Check only one for each statement</b>		
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>1. Income generation potential</b>	1.1 Someone will pay for this product or service without extensive education or outreach and will continue to pay for it over time (assuming quality of service or product).	✓		
	1.2 This opportunity has a good chance of leading to long-term employment or income-generation for the young person.	✓		
	1.3 This opportunity will provide a significant addition to a young person’s income-generating activity (as either the primary, or a significant secondary source of income).	✓		
	1.4 The opportunity serves an existing market gap (including under supply) or alleviates an existing bottleneck / constraint	✓		

*Note: The team did not identify any “no” answers for the income-generation potential of the tailoring subsector, so none of these indicators were examined further in Step 3. However, the team identified financial capital (indicator 3.1) as a potential barrier requiring further analysis in Step 3.*

### 3. Identify, analyze and prioritize barriers

Next, the team took a closer look at each indicator statement that did not meet the youth suitability criteria (all indicators for which a ‘no’ was checked). Though some indicators were deemed currently unsuitable for youth (those marked ‘no’ in Step 2), the project should still explore if these constraints can be addressed, given the project’s scope, resources and objectives.

Therefore, each indicator statement marked ‘no’ should be transferred into Figure 16 below to help the team effectively analyze the barrier, its significance and how realistic it is for the project to address it. This exercise should be conducted for each opportunity identified in Step 1, which will also allow the team to prioritize which opportunity should be selected for intervention given its ranking.

**Figure 16: Identify, Analyze and Prioritize Barriers**

List NO indicators	Barriers	How significant is the barrier?	How realistic is it for the project to address the barrier?	Prioritizing
If each indicator statement has been marked “YES” or “N/A”, project may comfortably move forward with project interventions to support young people in this market opportunity.	If any indicator statement has been marked “NO”, list specific barriers, below.	Decide how significant each barrier is and write the number below. <b>Very severe = 1</b> <b>Somewhat serious = 2</b> <b>Minor inconvenience = 3</b>	Decide how realistic and how suitable it is for the project to address the barrier and write the number below. (Consider project objectives) <b>Very unrealistic = 1</b> <b>Somewhat realistic = 2</b> <b>Very realistic = 3</b>	<i>Not all barriers can be addressed in this project.</i> Add the numbers in the two columns to the left. Barriers with the highest numbers are most likely to be addressed successfully by this project and should be the focus of the remaining analysis.
<b>(Example) 3.1</b> The amount of financial capital the young person must have in order to pursue this opportunity is attainable.	<b>Sample barrier:</b> start-up and operating costs can be significant for youth and it may be challenging to secure financing	2	3	5

## Planning a Workshop with the Youth Suitability Decision Path Tool

MEDA facilitated a three-day workshop in which the EELY project team used the Decision Path tool to finalize subsector selection for the project. The following factors helped the team maximize the success of the workshop:

- **Select potential subsectors in advance and be as specific as possible.** The tool works best when the market opportunity is well defined. For example, the team chose “tailoring” as a subsector, but refined this further to “home-based tailoring for women”;
- **Identify and review data sources before using the tool.** The EELY project focused on the Labour Market Assessment but also had previous market research to draw on for specific subsectors;
- **If a Labour Market Assessment has been conducted,** consider conducting a one-to-two day workshop ahead of the Decision Path tool session to review the findings and ensure a shared understanding;
- **Review the youth suitability indicators** (see Step 2 of Decision Path tool below) to ensure they correspond to the project goals. Adjust as necessary. The indicators used in this version of the tool correspond to EELY’s project goals and operating principles relating to youth and market opportunities. See FAQs below for more guidance on adjusting the indicators; and
- **Involve youth in the Decision Path analysis.** Although this did not happen in the EELY project workshop, it is beneficial to include youth as workshop participants or consider holding a separate workshop with them to validate results.

Think of the process as a type of brainstorming, and closely examine the barriers that currently prevent market opportunities from being suitable to youth and the project.

Decide on the level of significance of each barrier identified. Assigning a number to describe the significance of each barrier can help prioritize and decide amongst various barriers and ultimately amongst potential interventions. Users will ask themselves how realistic and appropriate it is for the project to address each barrier, with “1” representing “VERY SEVERE,” “2” representing “SOMEWHAT SERIOUS” and “3” representing “MINOR INCONVENIENCE.” User can then assess how realistic it is for the project to address each barrier, by assigning a number to each barrier, with “1” representing “UNREALISTIC,” “2” representing “SOMEWHAT REALISTIC” and “3” representing “VERY REALISTIC.” To complete this task, it is important to consider barriers against the project scope and goals. Not all barriers can be addressed in each project. By adding up the numbers for each barrier within an indicator statement, users will be able to prioritize barriers into those more and less likely to be addressed by adding the numbers for each barrier. Barriers with the highest numbers are most likely to be addressed successfully by the project and should be the focus of the remaining analysis.

While this system for ranking barriers is by no means scientific, the EELY project found that assigning numbers made it more feasible to identify those barriers which could most easily be addressed by the project.

#### 4. Develop strategies to address barriers

First, identify the stakeholder(s) that can meaningfully influence each barrier (e.g. government, training provider, employer or community group). This is an important step that can help teams better visualize the intervention and its potential partners.

Then, through facilitated discussion develop a list of specific actions to address the barriers that have been identified. Figure 17 below the strategies developed by the the EELY project team to address identified barriers.

**Figure 17: Developing Strategies to Address Barriers**

Which stakeholder(s) can influence or has most control over changing the barrier?	Are there specific actions that can be taken to address identified barriers to youth suitability? If so, what are they?  <i>NOTE: these actions may be delivered by the project, the youth enterprise/employee, the employer or other identified stakeholder.</i>	Given the information from the Employer, and Skills Provider and Labour Market Assessment surveys, which specific stakeholder is best placed to take on this action?
<p><b>Identify the stakeholder(s) with the most influence over this barrier.</b></p> <p><i>Select one of the following:</i></p> <p><b>Government</b> <b>Training Provider</b> <b>Employer</b> <b>Community Group</b></p>	<p><b>List specific actions required to remove any identified barriers to youth suitability</b></p>	<p><b>List stakeholder(s) best able to take on this action</b></p>
<p>Government Community group</p>	<p>Identify possible sources of financing for youth Identify barriers to accessing financing Investigate less expensive sources of materials and machinery</p>	<p>Project team can conduct research into financing and sources of supplies Government and community groups may be able to facilitate alternative forms of financing</p>

## 5. Identify suitable young people and their needs, aspirations and/or interests

This final step ensures the intervention is appropriate for the specific subgroups of youth targeted by the project. Here, the team discusses the labour market assessment findings, describes the characteristics of the target subgroups of youth (e.g. age groups, employment status, location, skill level, etc.) and determines if the intervention should target specific subgroups of youth. The tool then prompts the team to re-examine whether the identified intervention addresses the needs, aspirations and/or interests of the specific subgroup of youth. This information can be drawn from the YSPS within the labour market assessment.

The Decision Path tool is designed to be completed in a one or two-day workshop, depending on the number of market opportunities to be analyzed. The tool does not require the project to look at specific market opportunities and immediately determine whether an opportunity is suitable for youth or not. Rather, it should enable project staff to identify existing barriers to youth success, determine whether those barriers may be overcome through project interventions, and decide whether the project has adequate resources to deliver the necessary interventions – ultimately answering the “yes or no” question after thoughtful analysis.

The EELY project team found the Decision Path tool was very helpful in identifying activities that would be required to make selected subsectors suitable for youth. It also allowed the team to identify areas requiring further research, as the Labour Market Assessment focused on general subsectors, rather than a detailed selection of value chains. As such, the tool not only helped match youth needs and interests to project objectives within specific subsectors, it also provided a framework through which the team could effectively identify next steps in the process, including the research gaps requiring more specific selection of value chains.

### Suggestions for Facilitators

- *Together with the whole group, conduct at least one analysis on a subsector that the team is familiar with, because of previous research and/or programming;*
- *Then, depending on the capacity of the team, consider breaking into smaller groups to allow more detailed analysis of multiple sectors. In the EELY project workshop, small groups worked on related subsectors in parallel, then shared their analysis in plenary. For example, there were three groups working simultaneously on horticulture subsectors: apples, potatoes and cherries. During the plenary debrief, the groups were able to add to each other’s analysis because they had been considering comparable issues; and*
- *Consider having teams work on a soft copy of the tool: the excel version allows flexibility, as the cells will expand to accommodate as much information as the team can access.*

### Engaging Youth in Analysis and Intervention Selection

Youth researchers can provide valuable analysis of data gathered during the Labour Market Assessment process. If young researchers have been engaged in the preceding stages of the research (design, data gathering), then they will have already been contributing to preliminary analysis. However, data analysis and decision-making require more market research experience than youth researchers are likely to possess. More senior members of the research team should remain the lead analysts and engage young people to support the process and validate the analysis and intervention opportunities.

***The full Youth Suitability Decision Path tool can be found in the Appendices of this Toolkit.***



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## Frequently Asked Questions on the EELY Project's Experience

### Can the Youth Suitability Factors or related Indicator Statements be changed?

Both the factors and indicator statements may be added to, revised, or adapted as necessary. The current set is designed to be applicable across all sectors and relevant to all potential opportunities.

### Is the objective of the Youth Suitability Decision Path to answer "Yes" to as many of the indicator statements as possible?

While it would be optimal to answer "Yes" to each indicator in the first round of questioning, this is unlikely as there are almost always barriers to youth suitability with any market opportunity. A more practical objective of the Decision Path is to ensure that as many "Nos" are identified as possible, to ensure that the project is prepared to address barriers to specific interventions.

### How many "Nos" are required before the opportunity is deemed unsuitable for youth?

The Decision Path is designed so that any "No" should be dealt with by ensuring there is an intervention to remove the barrier and that the project has adequate resources to carry out that intervention. A single "No" may lead an opportunity to be deemed unsuitable for youth if no intervention can remove the barrier.

### Is it possible to proceed if barriers are identified but cannot likely be removed by the project?

Each factor of youth suitability and related indicator statement is included since it is important to determine the likelihood of eventual youth success in any opportunity. As a result, supporting youth to move into employment or enterprise opportunities should not be pursued if there are known immovable barriers. In such cases, the project should pursue alternative market opportunities. When deciding to support youth entering into opportunities with barriers to suitability, the project should be realistic about the risks and ensure that youth are also aware of these risks.

### How long does it take to complete the Decision Path?

Using information compiled by previously conducted Rapid Market Appraisals or other assessment tools, the Decision Path can be completed in less than one day and may be completed by an individual or as a team. The EELY project team chose to conduct the Decision Path as a facilitated discussion exercise.

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## SECTION 3:

# Building Youth-Suitable Partnerships with the Private Sector

This section assumes that project teams have completed their youth-centred Labour Market Assessment and have selected the most promising youth-suitable sectors and stakeholders with which to plan their interventions. Once the initial program design is decided upon, it is important for team managers to take a step back and re-examine their team's skills and capacity, and look at what capacity strengthening or changes might be required to ensure effective implementation.

### 3.1 Rationale

#### Why is capacity strengthening around building partnerships with private sector employers important for youth employability project staff?

- Ensures that staff has the right training and negotiation skills to speak to the private sector and broker a 'deal' or partnership;
- Teaches staff about the incentives and language of the private sector;
- Helps institutions build a strategy that is responsive to the needs of the project as well as to the needs of the private sector partner; and
- Improves the likelihood of obtaining buy-in and implementation of agreed upon activities from the private sector.

#### What happens when capacity building on building partnerships with the private sector is not facilitated with staff prior to meeting with potential private sector partners?

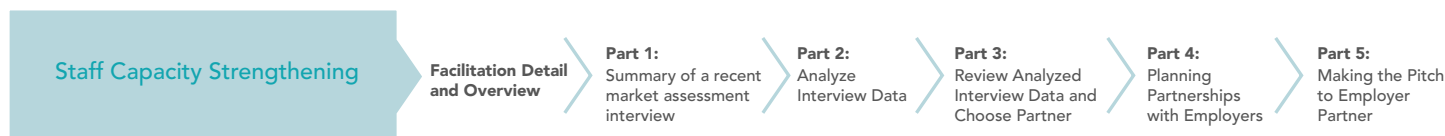
- Often the private sector has more experience in negotiation and brokering deals or terms of partnership. There is a risk that project staff may overcommit and be taken advantage of; and
- Project staff may not speak the 'language' of the private sector or understand the incentives behind their decisions, leading to misunderstandings and unsuccessful negotiations.

#### Why are youth-centred partnership strategies particularly important when working for and with young people?

- Helps institutions analyze if partners are youth-friendly; and
- Supports institutions to ensure that youth benefit adequately from these partnerships and that they do not support exploitative relationships with private sector partners.

## 3.2 Staff Capacity Strengthening and Private Sector Partnerships: a Step-by-Step Process

Figure 18: 3.2 Staff Capacity Strengthening and Private Sector Partnerships: Step by Step Summary



The skills of market facilitation<sup>17</sup> and comfort working with the private sector are critical to successfully implement a market-driven approach to youth employability programming. NGO staff, however, is not always experienced in these areas. Skills required to manage and implement a market facilitation approach are often unique from skills required to manage and implement typical NGO projects that direct services to beneficiaries. Various trainings and capacity strengthening options exist to improve NGO teams' effectiveness at implementing market-driven approaches; however, a full discussion of these options is outside of scope of this tool. Instead, this section will discuss one particular technical gap that was identified in the EELY project, and that the team received training on. **For further options and instructions on conducting a capacity assessment for market-driven projects, refer to the technical resources listed in part 1 of the toolkit.** A helpful resource on assessing staff capacity around market facilitation was recently completed by Engineers Without Borders Canada for Agricultural Cooperative Development International/Volunteers in Overseas Cooperative Assistance (ACDI/VOCA), with funding from USAID<sup>18</sup>.

A capacity assessment found that EELY project staff required further practice and training in working with the private sector, specifically on creating partnerships with them. The EELY project team selected EcoVentures International based in Washington DC to help devise a tailored training program and materials around this topic.

This section is presented as a facilitation guide for trainers, with the materials required to conduct training on this topic, including a Training of Trainers (TOT) session to build the capacity of both managers and their staff.

### Facilitation Detail and Overview

The facilitation guide below describes the session's learning objectives, methodology and timeframes. Management-level staff can use it to train their teams, if they have appropriate experience. Management staff that has not yet carried out similar partnership strategies and negotiations with the private sector, or worked on youth targeted programs, should seek additional technical assistance.

### Learning Objectives

By the end of the session, participants should be able to: 1) identify the information requiring review from youth-centred market research interviews; 2) conduct a simple, structured review of interview data; 3) ask critical questions about the role of market actors in current systems, as well as in successful youth employment and self-employment program design; 4) explore how different internal incentives drive partnering decisions among different actors; 5) plan a private sector partnership strategy targeting specific actors based on interview data; and 6) practice pitching partnership strategies through role-playing.

<sup>17</sup> Market facilitators work to stimulate market to evolve in a way that increasingly involves and benefits both the producers and the businesses without becoming part of the market themselves. Being a Market Facilitator. A Guide to Staff Roles and Capacities. Microreport #172. October 2011. Engineers Without Borders Canada for ACDI/VOCA with funding from USAID.

<sup>18</sup> Ibid.

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## **Materials Required**

- Hamraz Fruit Co. Case Study and analysis frameworks.
- Additional key informant interviews from project market research. These interviews should be approximately one-to-two pages in length and should describe market actors that may provide economic opportunities for youth. See Hamraz Fruit Co. Case Study for
- Markers
- Flipchart paper

**Time Required** | 2.5 hours

## **Session Methodologies**

Individual analysis; small-group work; facilitated group discussion; and role-playing.

## **Facilitation Methodology**

### **Part 1: Read summaries of market assessment interviews** | 15 Minutes

- Hand out Case Study: Hamraz Fruit Co. activity sheets and additional market assessment interviews from project research and ask participants to individually read the summary of the market assessment interview.

### **Part 2: Analyze interview data** | 45 Minutes

- Ask participants to discuss the summary in small groups.
- Groups should work together to answer the questions included in the table under “Step 2: Analyze Interview Data”.
- Have participants write their answers on flip chart paper and present to the group.
- Facilitate a group discussion highlighting important material presented and any gaps.

### **Part 3: Review analyzed interview data and choose partner** | 15 Minutes

- Groups should work together to rate the suitability of each potential partner identified in Step 2.
- Give each potential partner a score from 0 to 5, with 0 meaning not a suitable partner and 5 meaning very suitable.

### **Part 4: Plan Employer Partnership Strategy** | 45 Minutes

- Groups should work together to complete the table under “Step 4: Planning Partnerships with Employers”.
- Have participants write their answers on flip chart paper and present to the group.
- Facilitate a group discussion highlighting important material presented and any gaps.

### **Part 5: Making the Pitch to Employer Partners** | 45 Minutes

- Ask groups to select 1 or 2 individuals from their group who will pitch their partnership proposal.
- Ask 1 or 2 individuals from another group to act as the Employer Partner whose actions should be consistent with the information presented in the interview summary.
- Give each team 10 minutes to prepare their final roles.
- Allow 5-7 minutes for the role-play. Instruct the teams that their objective is to reach a mutually beneficial agreement.
- Ask the observing groups to share what they thought went well and not as well.
- Ask the role-playing groups to share what each thought were “wins” for their side and whether they felt that they conceded to reach a compromise.
- Facilitate a group-discussion on how these lessons may be applied to real partnership negotiations.

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## Case Study: Hamraz Fruit Co.

### Part 1: Read this summary of a recent market assessment interview.

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Hamraz Fruit Co. is a large fruit dealer with an extensive distribution network of young vendors acting as the consumer-facing retailers. Each retail vendor acts as a mostly self-sufficient microenterprise, responsible for purchasing his or her own inventory upfront and incurring losses for unsold product. According to Hamraz, this network of youth retailers has been fairly successful as the young people have the energy and strength to act as mobile retailers when necessary.

The interviewee did describe some challenges with the retailer agents, namely, higher than desired turnover and less overall commitment than Hamraz would like out of the agents. Sometimes they won't even show up, even if they know there is a lot of product to move! Hamraz explains these behaviors as common challenges when dealing with youth which they are powerless to overcome. Despite these challenges, they believe their company is contributing positively to the community by giving youth an opportunity when many others do not consider them valuable workers or agents.

The interviewee also noted that they are able to pay the youth significantly less than what they would pay to more experienced vendors. Sometimes, he admits, Hamraz is able to withhold payment to the youth for a couple of weeks if the company is having cash flow problems. Because they are young, they tend not to argue too much, which makes it easier for Hamraz. He added that the young agents do not normally inspect the product as thoroughly as some older, more experience agents they have worked with in the past, which has greatly reduced the spoilage rates for Hamraz.

According to Hamraz, the high turnover rates mean they are constantly seeking additional agents for their network to take over both new and old territories. The company would like to expand its geographic coverage and deepen its penetration into more rural areas, but has had a hard time recruiting young people, as many lack any means of transportation or carrying

equipment – which agents are required provide themselves since they are often required to travel long distances alone to cover their whole territory.

Not only is recruiting new agents a challenge, but as the total number of agents grows, Hamraz has more difficulty regularly coordinating and communicating with all of its agents. Each individual agent buys directly from the company to maximize his or her own margins and as many as 50 agents may show up to source produce at the same time. Because Hamraz does not communicate with the agents before they arrive, this can create backlogs at the warehouse which cost time and money for everyone. Hamraz considered offering mobile phone credits for youth to call before they arrive, but decided they could not trust the agents to use the minutes only for business.

Generally, Hamraz complained that the overall process of coordinating with the youth agents is too inefficient. However, because they are youth, Hamraz has decided not to invest in changing the process. When asked whether Hamraz had sought suggestions from some of its own agents, they said the youth were better off focusing only on retailing and not on other activities related to the business. One young person had suggested creating a tracking system that would enable Hamraz to know how much fruit is being sold in which territories and to create a corresponding sales calendar. However, Hamraz felt such a proposal would be too costly and require technology they did not know how to use properly.

In the end, Hamraz decided to hold off on their expansion plans. Despite the inefficiencies in their agent system, they concluded it is working well enough for now.

***Use the information in this summary to complete “Part 2: Analyzing Interview Data” on the following page.***

Project staff should answer the questions below by extracting information from the case study presented above for practice and then use the information collected from qualitative key informant interviews and write the information into the analytical framework below.

### Part 2: Analyze Interview Data

Potential Partner	What did the interviewee say that might indicate there is a gap in the market, a bottleneck within the current system, or other challenge that may be inhibiting business growth?	What are the interviewee's incentives to solve any of the existing issues that you identified (i.e. how would they benefit from resolving these issues)?	Why has the interviewee not already solved these issues?	What biases (if any) does the interviewer seem to have either in favour of or opposition to hiring and/or doing business with youth?
<b>Example: Hamraz Fruit Co</b>				
<b>Potential Private Sector Partner Interviewed</b>				

In answering these questions, staff will identify and understand the selected partners' business needs, interests and challenges, as well as their views connected to working with youth. The table below helps to organize the interview data and draw attention to the partner needs and their youth-suitability.

### Part 3: Review Analyzed Interview Data and Choose Partner

Review and analyze the chart on the previous page, and use a rating scale to compare the suitability of each potential partner. Use a rating scale of 0 – 5, with 0 for partners that are not appropriate and 5 for partners that are a strong match with the program.

### Part 4: Plan Employer Partnership Strategy

Using information identified and categorized in Steps 2 and 3, program staff should complete the Partnership Planning Table below. The Table presents the respective benefits to be gained by youth and by market actors engaging in partnerships, as well as the strategic contribution of the project in facilitating a successful partnership. This template presents the key considerations and parameters of a successful partnership, and can be used as notes when starting negotiations between program staff and private sector actors.

#### Partnership Negotiation Plan

Partner	What is the Market Opportunity?	What does the Employer Provide?	How does the Employer Benefit?	How do Young People Benefit?	What could be the Project Role?
Name the partner and their overall rank.	<i>The market opportunity should have been identified by market assessments and should have demonstrated demand in the marketplace.</i>	<i>The employer must bring something tangible to the partnership that will support the enterprise or employment opportunity for young people.</i>	<i>There must be a business benefit to the employer that makes it in the company's interest to pursue the partnership being offered by the project.</i>	<i>The relationship with the employer must be mutually beneficial and not push young people into exploitative relationships with the partners.</i>	<i>The project will make strategic investments in young people, the private sector partner, or a supporting organization in order to reduce the risk for the employer or for the new enterprises/ employees, and create a broad demonstration effect for how market linkages can strengthen livelihoods for young people.</i>
<b>Example: Hamraz Fruit Co</b>					

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## Part 5: Making the Pitch to Employer Partners

Having developed a partnership strategy, project staff should use this strategy (or “pitch”) to practice their presentation and negotiation skills with private sector actors through role-playing.

### ***Making the ‘Pitch’***

The facilitator should separate the group into two role-playing teams. The “Project Team” should draw on information from the interview summary when conducting negotiations. The “Private Sector Partner Team” can negotiate using information that is not stated explicitly in the interview summary as long as this information is consistent with the overall tone and strategy of the partners, as derived from the summary. The facilitator must observe the role-playing and stop the negotiations if either side is using unreasonable information.

### ***Key Considerations for Learning***

Teams should understand that while desirable to steer negotiations toward their own desired outcomes, the overall objective is to create mutually beneficial agreements where everyone wins – including the youth! The Project Team must weigh the interests of the project with the interests of the youth it serves.

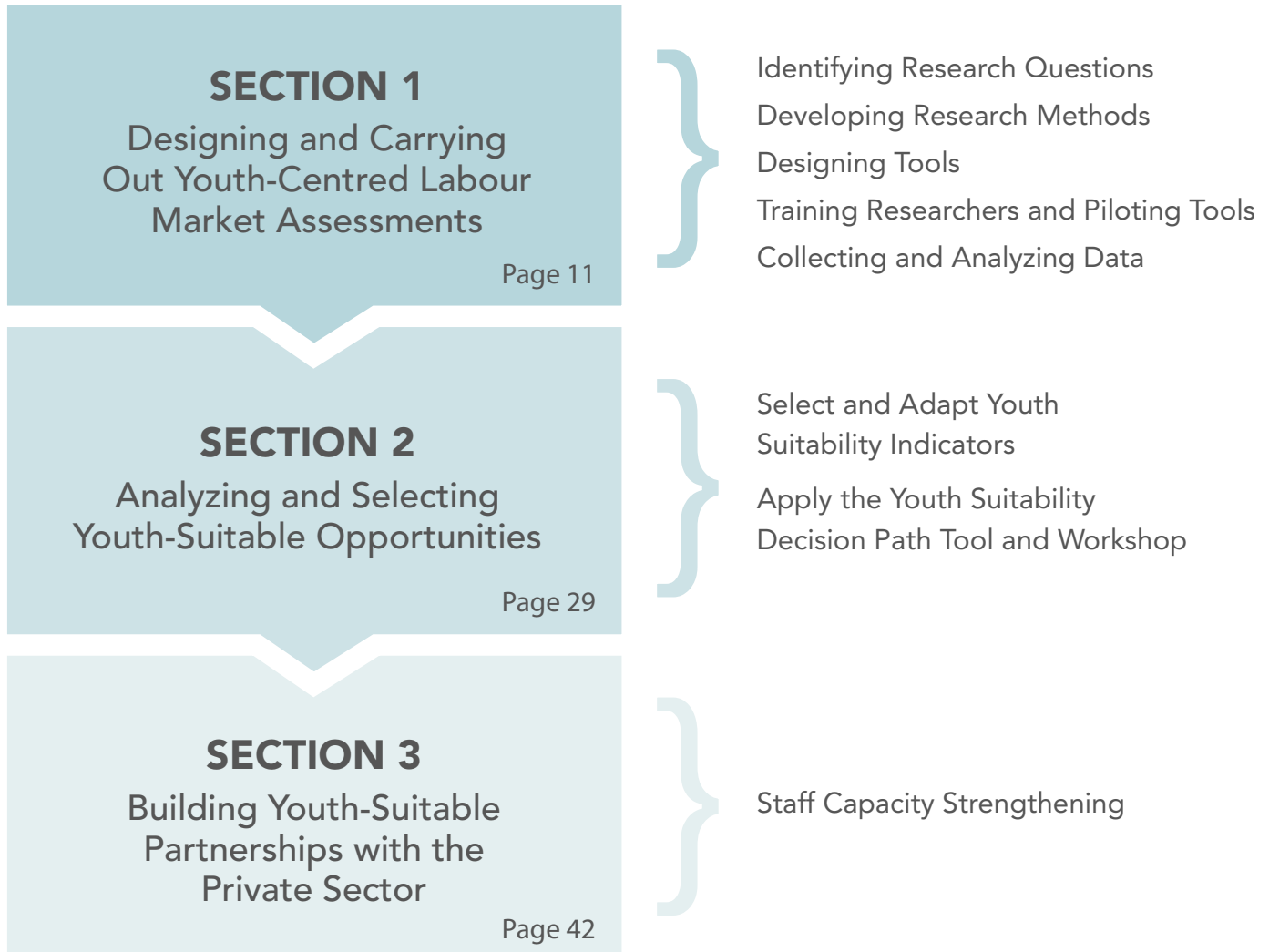
In addition, the Project Team must be aware that the long-term success of their partner will create the best opportunity for long-term sustainability for the youth entering into each market opportunity. At the same time it is critical that the partner bring something to the table and take a high degree of ownership with respect to the partnership. Otherwise, it is less likely that they will uphold their responsibilities in absorbing or partnering with youth over time.



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# CONCLUSION

This tool has been designed to support researchers and practitioners with direction on how to research and plan for youth-centred, market-driven employment programming through its three sections:



Updates will be made to this dynamic guide based on continued field application experience and user feedback. To provide your own feedback or experience, please contact Aga Khan Foundation Canada at [info@akfc.ca](mailto:info@akfc.ca).

# APPENDIX 1: YOUTH SURVEY

## A Survey Details

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A1 Questionnaire code: \_\_\_\_\_

A2 Name of interviewer: \_\_\_\_\_

A3 Interview Date (day/month/year): \_\_\_\_\_

A4 Interview start-time: \_\_\_\_\_

A5 District: \_\_\_\_\_

A6 Tehsil: \_\_\_\_\_

A7: LSO: \_\_\_\_\_

A8 Union Council: \_\_\_\_\_

A9 Village: \_\_\_\_\_

## B Youth Household Profile

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B1 Full name of respondent: \_\_\_\_\_

B2 Date of Birth (day/month/year): \_\_\_\_\_

B3 Sex of respondent:

Female	1
Male	2

B4 Address: \_\_\_\_\_

B5 Phone number of respondent: \_\_\_\_\_

B6 Please describe your living environment:

Rural Area (including villages)	1
Town in rural area (which has health, education and market facilities)	2
District Headquarters	3

B7 Do you live in the same community where you grew up?

Yes	1
No	2

**[IF YES SKIP TO B10]**

B8 If no, where did you grow up?

Rural Area (including villages)	1
Town in rural area (which has health, education and market facilities)	2
District Headquarters	3
Large City (more than 1 million people)	4

B9 If no, what was the main reason for moving to your current residence?

To accompany family	1
For education/training/apprenticeship	2
To work/for employment-related reasons	3
Marriage	4
Natural or man-made disaster	5
Other reason (please specify _____)	99

B10 What is your economic status?

Attend education/training only	1
Combining work and education	2
Available and actively looking for work	3
Work for salary/wage with an employer	4
Work as unpaid family member	5
Work as self-employed/own-account worker	6
Engage in home duties (including child care)	7
Unable to work due to sickness or disability	8
Other (please specify _____)	99

B11 What is your current marital status?

Never married	1	Go to B16
Engaged to be married	2	
Married	3	Continue with B12
Separated/divorced	4	
Widowed	5	

B12.1 At what age were you first married? \_\_\_\_\_

B12.2 How old was your spouse when they first married you? \_\_\_\_\_

B13 If currently married, what is your spouse's economic status?

Attending education/training	1
Combining work and education	2
Available and actively looking for work	3
Working for salary/wage with an employer	4
Working as unpaid family member	5
Working as self-employed/own-account worker	6
Engaging in home duties (including child care)	7
Unable to work due to sickness or disability	8
Other (please specify _____)	99

B14 Do you have any children?

Yes	1
No	2

B15 If yes, how many children do you have? \_\_\_\_\_

B16 What is the highest level of education that you have completed? That your father and mother completed? That your spouse completed (if applicable)?

<b>Education Background</b>	<b>B16.1 You</b>	<b>B16.2 Father</b>	<b>B16.3 Mother</b>	<b>B16.4 Spouse</b>
No schooling	1	1	1	1
Madrassa	2	2	2	2
Elementary education	3	3	3	3
Vocational education	4	4	4	4
Technical education	5	5	5	5
Secondary school	6	6	6	6
Higher secondary school	7	7	7	7
Graduation (College/ University/ Religious institution)	8	8	8	8
Master's studies	9	9	9	9
Doctoral or post-doctoral studies	10	10	10	10
Not applicable				98
Other (please specify) _____	99	99	99	99
Unknown	999	999	999	999

B16.5 [Ask if respondent has completed higher education (College, University, Graduate studies, Religious Studies or Doctoral studies)] what field of study did you pursue?

Social Science and humanities	1
Natural Science	2
Business/Commerce/Industry	3
Information Technology	4
Religious Education	5
Other (please specify)	99

B17 What is your primary occupation (main source of income or livelihood)? What are your father and mother's primary occupations? Your spouse if you have one?

<b>Occupation</b>	<b>B17.1 You</b>	<b>B17.2 Father</b>	<b>B17.3 Mother</b>	<b>17.4 Spouse</b>
Professional, technical and related worker	1	1	1	1
Administrative, managerial	2	2	2	2
Clerical and related worker	3	3	3	3
Sales/Trader	4	4	4	4
Agricultural worker	5	5	5	5
Factory/production/extraction worker	6	6	6	6
Government/public sector worker	7	7	7	7
Armed forces (Police, Army)	8	8	8	8
Home-based worker/subcontractor	9	9	9	9
Service worker	10	10	10	10
Unpaid family worker	11	11	11	11
Housework	12	12	12	12
Student	13	13	13	13
Unemployed/looking for work	14	14	14	14
Retired	15	15	15	15
Disabled	16	16	16	16
Parent/spouse deceased		17	17	17
Other (please specify _____)	99	99	99	99
Declined to answer	999	999	999	999

B18 For each of the following areas of household decision-making, please identify whether you generally make decisions on this matter alone, jointly with another family member or if you do not make the decision at all.

- 1 = sole decision-maker,**
- 2 = joint decision-maker, with another family member**
- 3 = no role in decision**
- 98 = not applicable**

B18.1 Education (yours)	
B18.2 Education (other household members)	
B18.3 Marriage (yours)	
B18.4 Marriage (other household members)	
B18.5 Travel and Mobility (yours)	
B18.6 Travel and Mobility (other household members)	
B18.7 Work: decision to seek work, and where to seek work (yours)	
B18.8 Work: decision to seek work, and where to seek work (other household members)	

B19 Please identify whether you generally make financial decisions within the household alone, jointly with another family member or you do not make the decision at all.

- 1 = sole decision-maker,**
- 2 = joint decision-maker with another family member,**
- 3 = no role in decision**
- 98 = not applicable**

B19.1 Education (yours)	
B19.2 Education (other household members)	
B19.3 Food (yours)	
B19.4 Food (other household members)	
B19.5 Clothing (yours)	
B19.6 Clothing (other household members)	
B19.7 Household expenses	

## C Youth Education Profile

C1.1 What is your current education status:

I have never studied	1	Go to C2
I left before graduation	2	Continue to C1.2
I am taking a break from education	3	
I have completed my education	4	Go to C3
I am currently studying at elementary level (primary)	5	Go to C2
...at a Madrassa	6	
...at primary school	7	
...at vocational school	8	
... at technical school	9	
...at secondary school	10	
...at higher secondary school	11	
... at graduation level (college/university/religious institution)	12	
...at Masters level	13	
... at Doctoral, post-doctoral level	14	

C1.2 What was the main reason for stopping your education?

Finished course	1
Failed examinations	2
Poor quality of program/skills not relevant	3
School was too far away	4
Endured physical punishment from teacher	5
Wanted to start working	6
Wanted/needed to engage in seasonal labour	7
To get married	8
To have children	9
Parents did not want me to continue schooling	10
Economic reasons (could not afford/too poor/needed to earn money to support family)	11
Disaster (man-made or natural)	12
Other (specify)	99
Decline to answer	999

C1.3 Do you plan to continue your education at a later stage?

Yes	1
No	2
Don't Know	3

C1.3.1 If yes , when? \_\_\_\_\_ (mmm,yy)

C2.1 What is the highest level of education/training you expect to complete?

No education	1	Skip to C6
Madrassa	2	
Elementary education	3	Skip to C3
Vocational education	4	
Technical education	5	
Secondary school	6	
Higher secondary	7	
Graduation (College/University)	8	Continue to C2.2
Masters	9	
Doctoral/post-doctoral studies	10	
Other (please specify)	99	Skip to C3

C2.2 If anticipating higher education, what special field would you like to study?

Social Science and Humanities	1
Natural Science	2
Business/Commerce/Industry	3
Information Technology	4
Religious education	5
Other (please specify)	99

C3 Do you feel the education/training you received or are receiving is useful in getting a job?

Very useful	1
Somewhat useful	2
Not useful at all	3
Not sure/no response	4



C4 What skills did you gain, are you gaining, or do you expect to gain from your education?

Information technology skills	1
Command of languages	2
Communication and interpersonal skills	3
Dealing with finances and numbers	4
Problem-solving and analytical skills	5
Leadership and management skills	6
Time management skills	7
Teamwork skills	8
Vocational or Technical skills	9
Creative and artistic skills	10
Other (please specify _____)	99
Declined to answer	999

C5 When did you or will you stop or complete your studies? \_\_\_\_\_ (mmm, yy)

C6 Have you attended any training courses in the past year?

Yes	1	Continue
No	2	Skip to C9

C7 What type of training was it? What sector was it in? Who provided it?

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C8 Please rate the training you participated in for:

C8.1 Quality of the training?

C8.2 Physical and geographic accessibility of the training

C8.3 Affordability of Training

C8.4 Relevance of the training to the labour market you wish to enter?

	C8.1	C8.2	C8.3	C8.4
Poor	1	1	1	1
Average	2	2	2	2
Good	3	3	3	3
Excellent	4	4	4	4
Decline to answer	999	999	999	999

C8.5 (***If answered poor or average for affordability***) Did you have to borrow money or reallocate from your existing funds for this training?

Yes	1
No	2

C9 To what kind of employment opportunities did the training lead?

Full time	1
Part time	2
Seasonal	3
Self-employment	4
Day labour	5
None	6
Other (please specify _____)	99

C10.1 What kind of training do you think would be most helpful in finding a job? **(Read list and check all)**

C10.2 Which of these are currently available in your community?

Kinds of training	C10.1	C10.2
Entrepreneurship training	1	1
Communication and interpersonal skills training	2	2
Leadership and management training (including problem solving and teamwork)	3	3
Financial management training	4	4
Technical industry-specific training	5	5
Computer and IT training	6	6
Foreign language	7	7
Apprenticeship with an employer	8	8
Other (please specify)	99	99
Declined to answer	999	999

C11 Can you identify 2 or 3 good quality training programs in your area (e.g. provided by government, by private sector, by universities, NGOs etc)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C12 What kinds of training, if any, would you like to participate in that are not currently available:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C13 What is the main reason they are not currently available to you?

Not offered in community	1
Too expensive	2
Full	3
Other (please specify _____)	99

#### D Youth Work Profile

---

D1 At what age did you start working? \_\_\_\_\_ *(If never worked, skip to D15)*

D2 What was the economic nature of your work?

Paid (salary)	1
Paid (hourly)	2
Piecemeal work	3
Stipend/honorarium	4
Unpaid/volunteer/house work	5
Other (please specify _____)	99
Decline to answer	999

D3 What were your total weekly hours, on average? (including multiple jobs if applicable)

1-9 hours	1
10-19 hours	2
20-35 hours	3
More than 35 hours	4
Decline to answer	999

D4 In what kind of enterprise/organization did you work/intern/apprentice for your main job?

Family business	1
Government/public sector enterprise	2
Branch of an international enterprise/company	3
Private company	4
Commercial Farm	5
Non-profit organization (secular) / community organization	6
Religious organization	7
Other (please specify _____)	99
Decline to answer	999

D5 In which industry does this enterprise/organization operate?

Agriculture Horticulture, Livestock, Forestry, and fishing	1
Agricultural Goods Processing (e.g. fruit and fruit processing)	2
Mining and quarrying, processing (precious and semi-precious stones)	3
Manufacturing	4
Electricity, gas and air conditioning	5
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	6
Construction, masonry, tile-making, brick-making	7
Wholesale and retail trade, border trade	8
Mechanics and Repairs (including automotive)	9
Carpentry	10
Tailoring, carpet-weaving and handicrafts	11
Business Management	12
Tourism, Hotels and restaurants	13
Transport and storage	14
Information and communications technology (including computers)	15
Finance/insurance	16
Scientific and technical activities	17
Real estate and property management	18
Government, Public administration and defence (police and military)	19
Education and Early Childhood Education	20
Health and social work	21
Other community, social and personal services	22
Other (please specify_____)	99
Decline to answer	999

D6 How much did you earn on a monthly basis (from all income sources combined)?

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D7 Who normally decided how that money was spent?

**[INTERVIEWER – PLEASE READ THE FIRST FOUR OPTIONS – BUT TO NOT LET THE RESPONDENT KNOW THEY CAN ANSWER UNSURE OR SAY THEY CAN SPECIFY THAT THEY ARE NOT COMFORTABLE ANSWERING]**

Me	1
Head of household	2
Me with head of household (and others)	3
Other family members (non-head of household)	4
Not willing to disclose	999

D8 What skills did you learn from this job/activity **[Interviewer read options and circle all that apply]**:

Information Technology Skills	1
Command of languages	2
Communication and interpersonal skills	3
Dealing with finances and numbers	4
Problem-solving and analytical skills	5
Leadership and management skills/experience	6
Time management skills	7
Teamwork skills	8
Vocational or Technical skills	9
Creative and artistic skills	10
Other (please specify_____)	99
Declined to answer	999

D8.2 Please specify Technical or Vocational skills \_\_\_\_\_

D9 How were the skills gained through this job/activity recognized?

Certificate	1
Title (E.g. Master)	2
Not recognized	3
Other (specify)	99

D10 When did you stop doing that and start your next job or other activity? \_\_\_\_\_  
(mmm/yy)

**[IF THIS FIRST JOB/STATUS IS ONGOING ENTER "N/A" AND THEN GO TO D13]**

**[IF DO NOT KNOW MONTH, ENTER 98 AND CODE YEAR. IF DO NOT KNOW YEAR, ENTER 9998.]**

D11 Why did you stop this work/activity?

**[INTERVIEWER PLEASE READ OUT OPTIONS AND SELECT THE BEST FITTING REASON]**

Left for better job (e.g. more responsibilities, better pay, more skill-building opportunities)	1
Enterprise was downsizing	2
Dismissed/let go	3
Dissatisfied with work environment (due to discrimination, physical environment, tasks, colleagues etc)	4
Temporary job/contract ended	5
Health reasons	6
Marriage	7
Pregnancy	8
Look after family	9
Moved to another area	10
Family or social pressure	11
Too far away	12
Started education/training program	13
Disaster (man-made or natural)	14
Other reason (please specify: _____)	99
Decline to answer	999

D12 How many jobs have you had since that first job? \_\_\_\_\_

D13 Have you ever worked while studying?

Yes	1
No	2

D14 If yes, what was/is your primary motivation for working while studying?

To earn money	1
To gain work experience/enhance employability	2
To make connections that could lead to future employment	3
Other (please specify _____)	99

D15.1 Have you ever experienced discrimination at the hands of an employer or colleague in your workplace?

Yes	1
No	2

D15.2 If yes, what form of discrimination did you face?

Gender	1
Age	2
Ethnicity	3
Education Background	4
Sexual Orientation	5
Ability/disability	6
Political Affiliation	7
Religious Affiliation	8
Other	99

D16 In the last three months, what was your main activity?

Attend education/training	1	Answer section E
Unemployed – without work	2	Answer section F
Recently finished school and looking for work in near future	3	
Work for pay, profit,	4	Answer Section G
Participating in internship/apprenticeship	5	
Working for family gain for at least 10 hours	6	
Engaged in Home duties (including child care) and not seeking work	7	Answer Section H
Did not work or seek work for other reasons than home duties (please specify_____)	99	

## E Youth in Education

E1 What do you plan to do after completing your current education/training program?

Look for a job (paid or volunteer)	1	Continue
Stay at home	2	Skip to E4
Immediately go for further education/training	3	
Get married	4	
Start own business	5	
Do not know	6	
Other (please specify _____)	99	
Declined to answer	999	Continue

E2 Have you already started looking for a job / created your own business?

Yes	1
No	2
Declined to answer	999

E3 How are you looking/will you look for a job? [Please rank your top two methods]

**[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO RANK THEIR TOP 2 JOB SEARCHING TOOLS]**

<b>Job Search Tools</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
Through education/training institution	1	1
Attending job fairs	2	2
Registration at a public employment office	3	3
Registration at a private employment office	4	4
Direct application for employers, participation in a competition	5	5
Checking at worksites, farms, factory gates, markets or other assembly places	6	6
Placing newspaper advertisements	7	7
Answering advertisements (newspaper, internet, etc.)	8	8
Seeking assistance of friends, relatives, colleagues, unions, etc.	9	9
Looking for land, building, machinery, equipment to establish own enterprise	10	10
Arranging for financial resources	11	11
Applying for permits, licences	12	12
Other (please specify _____)	99	99
Declined to answer	999	999

E4.1 Did you ever stop your education to work or look for work full-time and then re-enter school at a later date?

Yes	1	Continue
No	2	Go to H
Decline to answer	999	Continue

E4.2 If yes, why did you choose to re-enter the education system?

Could not find suitable work	1
Needed different education or training in order to change my career	2
Was not sure what I wanted to do yet	3
Finally had sufficient money to pay for education	4
Not ready to face the “working” world yet	5
Other (please specify _____)	99
Decline to answer	999

***Now skip to section H***



## F For Unemployed Youth

F1 Are you looking for work or trying to establish your own business?

Yes	1	Continue
No	2	Go to F5

F2 During the last four weeks, have you taken any steps to find work or to establish your own business?

Yes	1	Continue
No	2	Go to F4

F3 What steps did you take to seek work during the past four weeks?

**[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO RANK THEIR TOP TWO ACTIVITIES]**

Activity	1 <sup>st</sup>	2 <sup>nd</sup>
Through education/training institution	1	1
Attending job fairs	2	2
Registration at a public employment office	3	3
Registration at a private employment office	4	4
Direct application for employers, participation in a competition	5	5
Checking at worksites, farms, factory gates, markets or other assembly places	6	6
Placing newspaper advertisements	7	7
Answering advertisements (newspaper, internet, etc.)	8	8
Seeking assistance of friends, relatives, colleagues, unions, etc	9	9
Looking for land, building, machinery, equipment to establish own enterprise	10	10
Arranging for financial resources	11	11
Applying for permits, licences	12	12

**[NOW SKIP TO F6]**

Yes	1
No	2

Other (please specify_____)	99	99
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F4 Did you want to work during the past week?

F5 What is the main reason you did not seek work during the last week?

Already found work to start later	1
Already made arrangements for self-employment to start later	2
Awaiting recall to former job	3
Own illness, injury, pregnancy	4
Personal family responsibilities	5
Education leave or training	6
Awaiting busy season	7
Could not find suitable work	8
Believe no suitable work available (in area of relevance to my skills, capacities)	9
Lack employers' requirements (qualifications, training, experience, age, etc.	10
Do not know how or where to seek work	11
Not yet started to seek work	12
No reason given	13
Other (please specify_____)	99

F6 If opportunity to work had existed (over the last 7 days) would you have been able to start work?

Yes	1	Continue
No	2	Go to F8

F7 How long have you been available for work and actively looking for a job?

< than a month	1
1-3 months	2
4-6 months	3
6 months – 1 year	4
> than a year	5

F8 What sort of job are you looking for?

Manual job	1
Clerical job	2
Technical job	3
Administrative job	4
Managerial job	5
Professional job	6
Self-employment	7
Travel abroad for work	8
Other (please specify: _____)	99

F9 Have you ever refused a job that was offered to you?

Yes	1	Continue
No	2	Skip to F11

F10 Why did you refuse? (select the main reason)

Wages offered were too low	1
Work was not interesting	2
Location was not convenient	3
Work would not match my level of qualifications	4
Work would require too few hours	5
Work would require too many hours	6
Waiting for a better job offer	7
There was no contract length offered or length offered was too short	8
Saw no opportunities for advancement	9
Environment not gender-friendly	10
Parent/family would not allow	11
Other (please specify: _____)	99

F11 Would you be more likely to...

Accept any job, whatever the conditions	1
Accept any job, provided it was stable	2
Accept any job, provided it was well paid	3
Accept any job, provided it was appropriate to my level of qualification	4
Accept a job only if it was stable, well paid and if it was appropriate to my level of qualification	5
Other (please specify: _____)	99

F12.1 Is there a minimum level of income per month below which you would not accept a job?

Yes	1
No	2

F12.2 If yes, how much? \_\_\_\_\_

F13 Have you received any advice/help/assistance from the employment services?

None	1
Advice on how to search for job	2
Information on vacancies	3
Guidance on education and training opportunities	4
Placement at education/training programs	5
Other (please specify: _____)	99

F14 How do you spend most of your time, while looking for a job?

Stay at home and only look for a job	1
Stay at home with responsibilities for household chores	2
Help in family business	3
Take additional education/training courses	4
Spend time with friends	5
Do volunteer work (without pay)	6
Plan to start own business	7
Other (please specify: _____)	99

F15 Since you started looking for work, how many jobs have you applied for? \_\_\_\_\_

F16 Since you started looking for work, how many interviews have you been to? \_\_\_\_\_

F17 Would you consider moving to find work? **[READ LIST AND SELECT ALL THAT APPLY]**

No	1
Moving to capital city	2
Moving to a town/city (other than capital city)	3
Moving to a rural area	4
Moving to another country	5
Yes, no preference	6

F18 What has been the main obstacle in finding a good job?

Lack of education/inappropriate education background	1
Lack of relevant skills (e.g. language, computers etc.)	2
No work experience	3
Not enough jobs available	4
Considered too young	5
Discriminatory prejudices (for example, disability, religion, ethnicity, appearance, sex etc.)	6
Low wages in available jobs	7
Poor working conditions in available jobs	8
Social perception of appropriateness of sector	9
Mobility / travel restrictions	10
Other (please specify_____)	99

F19 How do you feel about your ability to find work?

Not positive at all	1
Somewhat not positive	2
Neither not positive or positive	3
Somewhat positive	4
Very positive	5
Decline to answer	999

**Now skip to section H**

### **G. Employed/Interning/Apprenticing**

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**Please answer this section for your main source of income/activity that takes the greatest amount of your time.**

G1 What is the economic nature of your work?

Paid (salary)	1
Paid (hourly)	2
Piecemeal work	3
Stipend/honorarium	4
Unpaid/volunteer/house work	5
Other (please specify _____)	99
Decline to answer	999

---

G2 What are your total weekly hours, on average?

1-9 hours	1
10-19 hours	2
20-35 hours	3
More than 35 hours	4
Decline to answer	999

G3 In what kind of enterprise/organization do you work/intern/apprentice?

Family business	1
Government/public sector enterprise	2
Branch of an international enterprise/company	3
Private company	4
Farm	5
Non-profit organization (secular) / community organization	6
Religious organization	7
Other (please specify _____)	99
Decline to answer	999

G4 In which industry does this enterprise/organization operate?

Agriculture, Horticulture, Livestock, Forestry, and fishing	1
Agricultural Goods Processing (e.g. fruit and fruit processing)	2
Mining, quarrying and processing (precious and semi-precious stones)	3
Manufacturing	4
Electricity, gas and air conditioning	5
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	6
Construction, masonry, tile-making, brick-making	7
Wholesale and retail trade, border trade	8
Mechanics and Repairs (including automotive)	9
Carpentry	10
Tailoring, carpet-weaving and handicrafts	11
Business Management	12
Tourism, Hotels and restaurants	13
Transport and storage	14
Information and communications technology (including computers)	15
Finance/insurance	16
Scientific and technical activities	17
Real estate and property management	18
Government, Public administration and defence (police and military)	19
Education and Early Childhood Education	20
Health and social work	21
Other community, social and personal services	22
Other (please specify_____)	99
Decline to answer	999

G5 How much do you earn from all of these sources combined, on a monthly basis?

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G6 Who normally decides how that money is spent?

**[INTERVIEWER – PLEASE READ THE FIRST FOUR OPTIONS – BUT TO NOT LET THE RESPONDENT KNOW THEY CAN ANSWER UNSURE OR SAY THEY CAN SPECIFY THAT THEY ARE NOT COMFORTABLE ANSWERING]**

Me	1
Head of household	2
Me with head of household (and others)	3
Other family members (non-head of household)	4
Not willing to disclose	999

G7 What skills are you learning from this job/activity **[Interviewer read options and circle all that apply]**:

Information Technology Skills	1
Language Skills	2
Communication and interpersonal skills	3
Dealing with finances and numbers	4
Problem-solving and analytical skills	5
Leadership and management skills/experience	6
Time management skills	7
Teamwork skills	8
Vocational or Technical skills	9
Creative and artistic skills	10
Other (please specify_____)	99
Declined to answer	999

G7.2 Specify Vocational or Technical Skills \_\_\_\_\_

G8 How are the skills gained through this job/activity recognized?

Certificate	1
Title (E.g. Master)	2
None	3
Other (specify)	99

## **H Youth Perceptions: Life, Work, and Community Engagement**

H1 Could you please tell me the most important goals in your life? **[RANK TOP 3]**

<b>Goals</b>	1st	2nd	3rd
Being successful in work	1	1	1
Making a contribution to society	2	2	2
Participating in local community affairs	3	3	3
Upholding religious faith	4	4	4
Having lots of money	5	5	5
Having a good family life	6	6	6
Having leisure time	7	7	7
Having a lot of different experiences	8	8	8
Finding purpose and meaning in life	9	9	9
Building self-esteem and confidence, and finding personal fulfilment	10	10	10
Other (please specify_____)	99	99	99
Decline to answer	999	999	999



H2 Which of the following qualities or skills will help you in finding a good job? (*Select all that apply*)

Information technology skills	1
Scientific or technical qualifications	2
Having completed an apprenticeship/training course	3
Practical work experience	4
Command of languages	5
Knowledge of the business world	6
Communication and interpersonal skills	7
Leadership skills	8
Teamwork skills	9
Good general education	10
Good appearance	11
Ambition	12
Positive attitude	13
Social and family connections	14
My Age	15
My Gender	16
Other (please specify_____)	99

H3 Ideally, which of the following types of work would you prefer?

Run my own business	1
Work with Government/public sector enterprise	2
Work with a multinational enterprise/company	3
Work with Private Sector Company	4
Work with Non-profit organization (secular)	5
Work with Religious organization	6
Run a Farm	7
Work on someone else's farm	8
Work for family business	9
Work at home as part of household unit	10
Not interested in working	11
Not sure	98
Decline to answer	999

H4 Ideally, in which sector would you like to work?

Agriculture: Horticulture, Livestock, Forestry, and fishing	1
Agricultural Goods Processing (e.g. fruit and fruit processing)	2
Mining, quarrying and processing (precious and semi-precious stones)	3
Manufacturing	4
Electricity, gas and air conditioning	5
Water supply: plumbing, pipe-fitting, sewage treatment, waste management	6
Construction, masonry, tile-making, brick-making	7
Wholesale and retail trade, border trade	8
Mechanics and Repairs (including automotive)	9
Carpentry	10
Tailoring, carpet-weaving and handicrafts	11
Business Management	12
Tourism, Hotels and restaurants	13
Transport and storage	14
Information and communications technology (including computers)	15
Finance/insurance	16
Scientific and technical activities	17
Real estate and property management	18
Government, Public administration and defence (police and military)	19
Education and Early Childhood Education	20
Health and social work	21
Other community, social and personal services	22
Other (please specify_____)	99
Decline to answer	999

H5 In your opinion, what level of education do you need to get the job that you aspire to have in this sector?

No formal schooling	1
Madrassa	2
Elementary education	3
Vocational education	4
Technical education	5
Secondary school	6
Higher Secondary	7
Graduation (College/University/Islamic Institution)	8
Master's Degree	9
Doctoral and Post-Doctoral studies	10
Other (please specify)	99

H6.1 What potential challenges do you see in entering this sector?

Lack of education/inappropriate education background	1
Lack of relevant skills	2
No work experience	3
Not enough jobs available	4
Considered too young	5
Discriminatory prejudices (for example, disability, religion, ethnicity, appearance, sex etc.)	6
Low wages in available jobs	7
Poor working conditions in available jobs	8
Social perception of appropriateness of sector	9
Mobility / travel restrictions	10
Other (please specify_____)	99

H6.2 Who do you see as your biggest competition in the labour force? (**Do not read but specify all that apply**)

Younger workers (willing to work for less money)	1
Older workers (with more experience)	2
Workers with more qualifications	3
Workers from other parts of the country	4
Foreign workers	5
Men	6
Women	7
Other (please specify_____)	99

H6.3 Do you feel youth have equal opportunities for employment based on:

H6.3A Age	Yes	No
H6.3B Sex	Yes	No
H6.3C Education	Yes	No
H6.3D Experience	Yes	No
H6.3E Differently abled status	Yes	No
H6.3F Marital Status	Yes	No
H6.3G Other (please specify_____)	Yes	No

H6.4 What are the two most important qualities/factors that you look for when applying for a job?

**[INTERVIEWER – READ THE LIST AND ASK THE RESPONDENT TO RANK THEIR TOP TWO]**

Qualities of Work	H6.4A 1st	H6.4B 2 <sup>nd</sup>
Interesting job to do	1	1
Job that people regard highly/status of the job	2	2
Earn a lot of money	3	3
Good promotion prospects/clear career path	4	4
Job that uses skills and abilities	5	5
Steady job/job security	6	6
Having a role in decision-making	7	7
Having lots of vacation time	8	8
Having an easy pace of work	9	9
Being able to work independently, without supervision	10	10
Job that is family-friendly	11	11
Opportunities for travel	12	12
Opportunity to work in a mixed gender environment	13	13
Image of the company / industry	14	14
Other	99	99

H7 Which sectors do you think are growing right now, or have long-term potential in northern Pakistan?

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H8.1 As a young person, what is your perception of Local Government?

Has a negative impact for me or my family	1
Has no impact for me or my family	2
Has little positive impact for me or my family	3
Has a somewhat positive impact for me or my family	4
Has a very positive impact for me or my family	5
Decline to answer	999

H8.2 As a young person, what is your perception of Private Sector Institutions?

Have a negative impact for me or my family	1
Have no impact for me or my family	2
Have little positive impact for me or my family	3
Have a somewhat positive impact for me or my family	4
Have a very positive impact for me or my family	5
Decline to answer	999

---

H8.3 As a young person, what is your perception of Community Institutions?

Have a negative impact for me or my family	1
Have no impact for me or my family	2
Have little positive impact for me or my family	3
Have a somewhat positive impact for me or my family	4
Have a very positive impact for me or my family	5
Decline to answer	999

H9.1 Imagine the following: you are affiliated with a government institution

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

H9.2 Imagine the following: you work in the private sector

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

H9.3 Imagine the following: you are a member of a community organization

This is negative	1
This is neutral	2
This is somewhat positive	3
This is very positive	4
Decline to answer	999

H10 Do you have a membership in any of the following institutions: **[INTERVIEWER – READ ANSWERS AND SELECT ANY THAT APPLY. IF RESPONDENT IS NOT A MEMBER OF AN ORGANIZATION, GO TO QUESTION H15]**

Local Government (elected officials – e.g. district council, union council, town/municipal council)	1
LSO	2
Village Organization	3
Women’s Organization	4
Community or welfare organization	5
Youth organization	6
Environmental organization	7
Religious organization	8
Political organization	9
Professional organization (e.g. teachers’ association)	10
Business Associations, Networks and Cooperative Societies (e.g. Chamber of Commerce, Sector associations, geographical associations etc.)	11
Other (please specify_____)	99
Decline to answer	999

H11 Please name organizations where you hold a membership:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

H12 What is your role?

	A	B	C	D
Volunteer	1	1	1	1
Member of management committee	2	2	2	2
Member of Board of Directors	3	3	3	3
Member of General Body	4	4	4	4
Member of Executive Body	5	5	5	5
Other (please specify_____)	99	99	99	99

H13 When did you join?

- A \_\_\_\_\_ (mmm, yy)
- B \_\_\_\_\_ (mmm, yy)
- C \_\_\_\_\_ (mmm, yy)
- D \_\_\_\_\_ (mmm, yy)

H14 Do you contribute financially to the group?

Frequency	A	B	C	D
Yes - regularly	1	1	1	1
Yes – sometimes	2	2	2	2
No	3	3	3	3
Decline to answer	999	999	999	999

*Now skip to H16*

H15 Why are you not a member of any organizations?

None available in my community	1
Don't see the value	2
Too busy with work or school or family responsibilities	3
Minimum life stage requirements (e.g. need to be a professional)	4
Family would not be supportive	5
Cost commitments of some organizations	6
Other (specify _____)	99
Declined to answer	999

H16 Do you believe it is possible for a young person to lead a community organization?

Yes	1
No	2
Decline to answer	999

H17 If yes, what qualities and skills are necessary to lead a community organization?

Having completed education or training	1
Command of languages	2
Communication and interpersonal skills	3
Skills dealing with finances and numbers	4
Problem-solving and analytical skills	5
Leadership skills/experience	6
Teamwork skills	7
Vocational or Technical skills	8
Creative and artistic skills	9
Time management skills	10
Ambition	11
Positive attitude	12
Social and family connections	13
Other (please specify _____)	99
Declined to answer	999

H18 What kinds of support (if any) do you think youth need to take up leadership positions in institutions?

affirmative actions	1
government policies especially social security	2
Networking	3
role models	4
Motivation	5
Public support (e.g. civil society, media etc.)	6
Skills training	7
monetary support	8
changes in attitudes	9
Support to access education/training	10
Family support	11
Nothing	12
Other (please specify_____)	99
Declined to answer	999

A10 Interview End Time: \_\_\_\_\_

**END OF INTERVIEW**

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# APPENDIX 2: YOUNG WOMEN'S FOCUS GROUP GUIDE

## General Purpose of Qualitative Interviews

Qualitative interviews may:

1. Precede a survey in order to inform survey design;
2. Follow a survey to achieve a more nuanced understanding of a topic;
3. Be conducted in their own right to explore a specific issue / set of issues;
4. Provide background information for more targeted qualitative research such as Focus Group Discussions or Stakeholder Meetings.

## Method for Implementing the Qualitative Interviews

The questions are prepared to elicit information from individual respondents. The questions act as a guide, but a semi-structured approach allows for exploration of specific responses or topics that arise during an interview. Respondents are typically interviewed individually, preferably in their place of 'business' (shop, homestead, and workshop). It is recommended that interviews take from 30 to 90 minutes maximum depending on the breadth of topics to be covered.

The number of the sample size to be interviewed will vary depending on the purpose of the qualitative interviews.

## Specific Objectives of the Gilgit-Baltistan and Chitral Qualitative Interviews

This guide was initially prepared for qualitative research in Gilgit-Baltistan and Chitral. Its aim was to understand the impact of AKRSP economic development initiatives on young women's empowerment including the success factors and potential causes of challenges/failure.

The interview guide covers three main topic areas:

1. Background on the young woman being interviewed;
2. Overview of the economic development initiative(s) from the respondent's perspective:
  - A. Women's markets
  - B. Women's organizations / skills and business development
  - C. Agricultural production and marketing;
3. Impact of the economic initiative on the respondent's life.

## Interview Questions

### 1. Background on the respondent

---

1.1. Name of the respondent: \_\_\_\_\_

1.2. Geographic location (village, district): \_\_\_\_\_

1.3. Marital status:

Never married	1
Engaged to be married	2
Married	3
Separated/divorced	4
Widowed	5

1.4. At what age were you first married? \_\_\_\_\_

1.5. Number of dependent children and/or other dependents: \_\_\_\_\_

1.6. Household situation (daughter in extended or nuclear family, wife in nuclear family, wife in extended family, independent): \_\_\_\_\_

1.7. Current age: \_\_\_\_\_

1.8. Educational level (current, planned aspirational): \_\_\_\_\_

1.9. Employment or enterprise situation (formal, informal, household/farm labour): \_\_\_\_\_

1.1.1. Additional details about the women's situation that could be useful for analysis (e.g., very poor family, ethnicity/sect etc.): \_\_\_\_\_

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**2. Overview of the economic development initiative(s) in which the young woman has participated.**

---

**A. Women's market**

A1. Name and location of the market: \_\_\_\_\_

A2. When was this market created? \_\_\_\_\_

A3. When did you join the market? \_\_\_\_\_

A4. Were you involved in a similar business at home or elsewhere before joining the market either alone or with another family member?

\_\_\_\_\_  
\_\_\_\_\_

A5. Describe the financial situation of the business:

\_\_\_\_\_  
\_\_\_\_\_

A6. Did you receive a subsidy from AKRSP? If so, what was the purpose and amount of the subsidy?

\_\_\_\_\_

A7. How much money have you borrowed for your shop? From where did you borrow this money? Have you repaid the loan?

\_\_\_\_\_

A8. Did your family provide financial support, lend you money? Describe:

\_\_\_\_\_  
\_\_\_\_\_

A9. What is the value of the shop now (fixtures, stock)? \_\_\_\_\_

A10. Did you or do you require additional investment and you can access the needed funds? If so, from where?

\_\_\_\_\_  
\_\_\_\_\_

A11. How did you acquire the necessary skills to run a shop and manage the business?

\_\_\_\_\_  
\_\_\_\_\_

A12. Do you employ any other people in your shop? Number of men, women, girls and boys:

\_\_\_\_\_

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A13. Is the market in which you have a shop thriving? Are there issues with regard to the market? Describe:

-----  
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A14. Is there a market association or another business association to which you belong? How does impact your shop and your success/challenges?

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A15. What are the main challenges around the development of your shop or the market as a whole? Are any specific to you as a young woman?

-----  
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A16. What opportunities are there? How do you see this evolving over time (e.g., will you continue with more education, after marriage etc.)?

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## **B. Women's Organization**

B1. Name and location of the WO: \_\_\_\_\_

B2. When was the WO established? \_\_\_\_\_

B3. Is it specifically for young women or for women of all ages?

-----

B4. When did you join the WO? \_\_\_\_\_

B5. How has the WO been supported by AKRSP (governance, capacity building services to members, loans to members)?

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B6. How is the WO supported by the LSO (governance, capacity building services to members, loans to members)?

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B7. What is the ongoing financial support/situation of the WO?

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B8. What economic development activities have been offered by the WO? (Including savings and loans, group business opportunities, business and technical skills, technology, other)?

-----

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B9. Have you benefited from any of these activities? Which? How?

-----

-----

B10. Have you increased your savings since joining the WO? If so, to what level?

-----

B11. For what have you used your savings or loans against savings?

-----

B12. Have you started or expanded a business since joining the WO?

-----

B13. Have you taken a new job or advanced in a job since joining the WO?

-----

B14. What else could the WO do to help you or other young women develop economically?

-----

-----

B15. What are the main challenges for the WO in providing support or taking advantage of new opportunities?

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### **C. Agricultural Production and Marketing**

C1. Are you involved in a family/individual or group agricultural enterprise?

-----

C2. What is the main product or products that you (and your family) produce for sale?

-----

C3. When did you begin this enterprise? \_\_\_\_\_

---

C4. Did you or your family receive support from AKRSP to develop production? Describe:

-----

C5. Did you or your family receive support from AKRSP in market linkages? Describe:

-----

C6. Describe the financial situation of the business:

-----

-----

C7. Did you or your family receive a subsidy from AKRSP? If so, what was the purpose and amount of the subsidy?

-----

-----

C8. How much money have you or your family borrowed for agricultural development? From where did you borrow this money? Have you repaid the loan?

-----

-----

C9. Did your family support you to do this on your own – for example, did they lend or give you money? Describe:

-----

-----

C10. Did you or do you require additional investment but can access the needed funds? If so, from where? \_\_\_\_\_

C11. Do you employ any other people in your agricultural enterprise? Number of men, women, girls and boys: \_\_\_\_\_

C12. Are there challenges around production? Are any of these particularly relevant to you as a young woman? Describe:

-----

-----

C13. Are there challenges around marketing? Are any of these particularly relevant to you as a young woman? Describe:

-----

-----

C14. Are there other challenges or opportunities? With regard to opportunities, how do you see the business evolving over time (*e.g., will you continue with more education, after marriage etc.*)?

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### 3. Impact of the economic development initiative in the respondent's life

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3.1. Has your income increased (significantly) as a result of this economic initiative? Explain and if possible quantify. If you are involved in more than one economic initiative, describe which has been most beneficial to your income / well-being:

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3.2. Do you keep your income or give some or all of it to a family member? Describe:

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3.3. If you give your money to a family member, do you ask for money when you need it? Do you have a set allowance? Do you have to go without?

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3.4. Do you have your own bank account? \_\_\_\_\_

3.5. Do you have your own savings (account)? \_\_\_\_\_

3.6. Do you decide how some or all of your income gets spent?

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3.7. What do you spend it on?

---

3.8. Do you contribute to household decisions on large expenditures even if this is not money you have earned? What decisions do you make / contribute to (e.g., children's education, health, large purchases, house building/renovations):

---

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3.9. Who has been most supportive to you as you as you developed your business / job?

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3.1.1 Who helps you at home to look after the house, children, elderly, sick? Has this changed in relation to your income situation?

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3.1.2. When you decided to work / run a business, was your immediate family supportive? If not, are they now, and what changed their attitude?

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3.1.3. Are there any negative results or backlashes as a result of your work/business from immediate family (who), extended family, neighbours, community, etc.? Are some economic activities more acceptable to your family /community than others?

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3.1.4. What is your level of mobility (village, neighbouring villages, regional capital, other, varied)?

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3.1.5. Has your level of mobility changed since you began working outside the home or generating income? \_\_\_\_\_

---

3.1.6. Do you have the same level of mobility as what your mother experienced? Explain?

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3.1.7. Do you have the same level of mobility as what your daughter is experiencing or will experience? Explain?

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3.1.8. What other aspects of your situation have changed as a result of earning income through enterprise or employment?

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3.1.9. What are your remaining key challenges related to home/family from your perspective as a young working woman?

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3.2.1. What are your remaining key challenges related to earning in your business or job?

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## APPENDIX 3: YOUTH RESEARCHER(S) JOB DESCRIPTION

*One way to engage youth in market assessments is to hire a young person as a member of the assessment team. In order to engage youth in the assessment design, data collection, and data analysis, it is necessary to recruit, vet, and eventually hire one or more young person's on the team for some or all of the assessment.*

*Below is a sample job description outlining the basic skills and experience that would be required for any young person to be a beneficial addition to the assessment team.*

### Job Opportunity for National Youth Consultants

A regional Youth Livelihoods project seeks two to six Pakistani to participate in a comprehensive Labour Market Assessment designed to identify employment and self-employment opportunities and professional training options for youth in Northern Pakistan. The Labour Market Assessment will be carried out over approximately 4 weeks in July 2012.

#### A. Project Description

The Enhancing Employability and Leadership for Youth (EELY) project, implemented by Aga Khan Rural Support Programme (AKRSP) works to empower local youth by fostering technical, vocational and functional skills for employment or self-employment. The project will conduct a Labour Market Assessment in Gilgit-Baltistan and Chitral to create a project baseline and to inform the project in setting its operational goals and strategies. The Labour Market Assessment will investigate different economic sectors and will outline workforce and entrepreneurship opportunities within the formal and informal labour markets. It will also investigate the range and nature of vocational and technical training providers in the region to link these programs more closely to the demands of the regional (and national) workforce.

Labour Market Assessment team members will work closely with senior researchers to plan the Labour Market Assessment instruments and activities, will participate in a Labour Market Assessment orientation and training, and will use the instruments to conduct interviews with key informants in selected economic sectors. Team members will also conduct interviews with key informants and report findings back to a senior team leader.

#### B. Job Responsibilities

- 1) **Vetting field research tools.** Successful youth applicants may be responsible for reviewing interview guides, focus group discussion guides, survey instruments, observation templates, or other research tools and offering insights into whether such tools may effectively engage youth respondents as well as whether such tools ask sufficient questions to gauge how market forces or business structures affect youth.

- 
- 2) **Orientation.** Successful youth applicants will attend orientation meetings with senior researchers and must be able to understand quickly all project objectives as well as their role in meeting these.
  - 3) **Assessment.** Successful youth applicants may be involved in research activities, including conducting interviews, implementing surveys, facilitating focus group discussions and conducting observations. Youth consultants may perform such activities on their own or as part of a team and must be proficient using a variety of research tools and recording information in a systematic and concise way.
  - 1) **Post-assessment de-brief.** Successful youth applicants may be asked to provide oral or written reports to senior researchers after taking part in research activities. Youth must be comfortable speaking to a group of peers and superiors and must have proficient writing skills.

C. Preferred Qualifications:

- Leadership experience within a youth group or as a youth representative to a civil society or other organization
- Academic training in economics, business, entrepreneurship, or related discipline and/or experience working in the fields of microenterprise development, workforce training, business development services, or private sector development.
- Experience working directly with youth
- Experience interacting with government, NGOs, and private sector actors
- General understanding of core economic sectors at national and regional levels

D. How To Apply

Please send the following materials to [email address] by [application deadline].

- Cover Letter and CV
- Names and contact information of three references
- Salary history

If you do not have access to email, you can mail or deliver the materials to the following address:

[Name], Project Coordinator  
Organization  
Street Address  
Administrative District, Postal Code

# APPENDIX 4: YOUTH-SUITABLE DECISION PATHS

## 1. Describing Context and Market Opportunities

Sector/Cross-cutting Service	Constraints and/or Bottlenecks Identified	Market Opportunity
Describe the sector or service and the market gap it can fill	List constraints and bottlenecks identified in the research	Describe the market opportunity here, including: what is the product or service, where and to whom will it be sold, and what is required to make the business successful
<p><b>(Example)</b></p> <p>Sector: Tailoring</p> <p>Market Gap: Expensive to buy ready-made garments (transportation)</p>	<p><b>(Example)</b></p> <p>Quality Control, Women's Mobility (Travel to Workplace/Marketplace is Difficult)</p>	<p><b>(Example)</b></p> <p>Home-Based Tailoring for Sale to Individuals and in Marketplaces</p>

## 2. Applying Youth Suitability Indicators to Market Opportunity

Youth Suitability Factor	Indicator Statements/Questions	Does this opportunity meet the youth suitability indicator statements for each factor?		
	<b>Read each statement and mark “Yes”, “No”, or “Not Applicable (N/A)” to the right of each statement</b>	<b>Check only one for each statement</b>		
		Yes	No	N/A
<b>1. Income generation potential</b>	1.1 Someone will pay for this product or service without extensive education or outreach and will continue to pay for it over time (assuming quality of service or product).			
	1.2 This opportunity has a good chance of leading to long-term employment or income-generation for the young person.			
	1.3 This opportunity will provide a significant addition to a young person’s income-generating activity (as either the primary, or a significant secondary source of income).			
	1.4 The opportunity serves an existing market gap (including under supply) or alleviates an existing bottleneck / constraint			
<b>2. Skills and qualifications</b>	2.1 The amount of training required to acquire necessary skills is appropriate relative to the income that may be earned.			
	2.2 The necessary skills are available from service providers within the local market			
	2.3 The skill does not require regular upgrading due to technology or other factors			
<b>3. Inputs required</b>	3.1 The amount of financial capital the young person must have in order to pursue this opportunity is attainable.			
	3.2 The equipment and/or supplies the young person must have in order to pursue this opportunity are attainable.			

<b>4. Business relationships</b>	4.1 Existing business owners in this sector do not have major problems hiring or working with young people.			
	4.2 Young people would not have significant trouble establishing critical business relationships (with politicians, lawyers, high-level exporters, etc.).			
<b>5. Personal/ cultural considerations</b>	5.1 There are no major obstacles regarding self-perception and/or peer perception of this opportunity (the “cool factor”).			
	5.2 Working in the sector or particular opportunity will not cause tensions within families, communities or other social and religious structures (especially among young women or adolescent girls).			
	5.3 The opportunity does not further segregate economic activity among genders			
	5.4 The opportunity does not present significant conflicts with the young person’s existing responsibilities at home (consider educational, financial, social, and time obligations).			
<b>6. Safety and security</b>	6.1 The opportunity does not expose youth to unreasonable health or safety risks.			
	6.2 The opportunity does not violate existing or potential legal requirements or codes (including land-use or environmental regulations)			
	6.3 Assets or physical capital required to operate the business do not make the youth a serious target of theft, vandalism, or other crimes.			
	6.4 The opportunity does not require travelling excessive distances or travelling through unsafe terrain			

















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