



Market Assessment Toolkit

For Youth Entrepreneurship

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Shaqodoon Market Assessment Toolkit for Youth Entrepreneurship

Introduction

Youth Entrepreneurship is important for economic recovery, education, and rehabilitation and reintegration and its various interventions can be uniquely positioned to meet the demands of youth and broader goals of economic development and stability in post-conflict areas.

When developing youth entrepreneurship projects and activities a market assessment is key so that partners can benefit from accurate information on market realities. Market analysis can be incorporated into different stages of programming to improve decisions and, ultimately, increase self-employment opportunities for youth. Both project partners and participants can benefit from information on market realities and the concrete recommendations that show how to better connect mentoring, financial skills training, grants and loans to start-up and develop sustainable businesses.

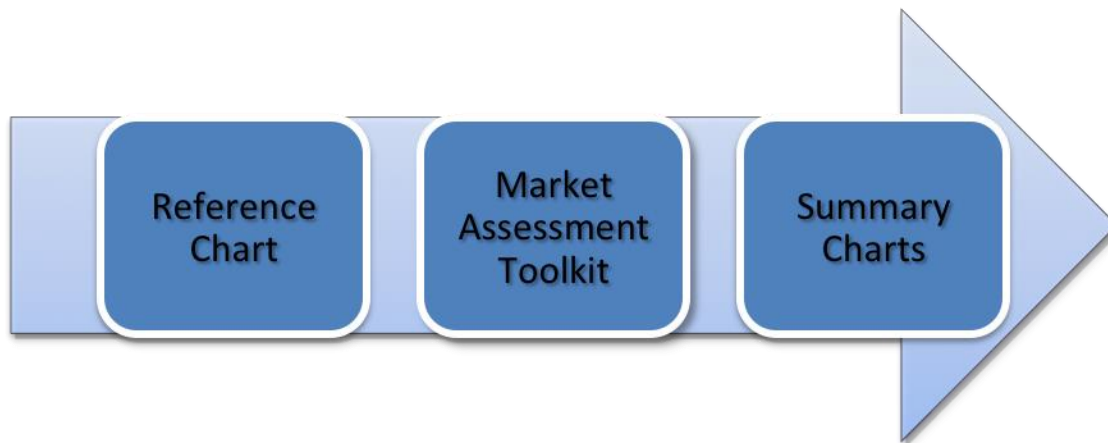
For youth entrepreneurship practitioners and financial institutions, accurate information from a market assessment will inform program design and development and greatly assist in determining the shape of complementary services offered during the selection participants and disbursement of loans and grants. The market assessment will provide information necessary to improve youth's prospects for a sustainable livelihood. For youth participants, information about current and emerging market needs is essential to making more informed decisions and selecting appropriate and viable business ideas.

The two-part *Market Assessment Toolkit for Youth Entrepreneurship* which follows will assist with programs seeking to gather information on market demand and translate it into programming that responds to dynamic business environment and more importantly – youth needs. It offers a roadmap to financial service providers, youth participants and other local and international actors. Increased access to information will guide programs in a demand-driven approach, matching youth's interests, skills and available resources to market opportunities for self-employment. Many of the tools have multiple purposes and all rely on using a combination of desk research and interviews with key actors. The tools ultimately aim to help youth towards sustainable entrepreneurship.

The first part, the **Market Assessment Toolkit**, provides an understanding of dynamic market conditions and the sources of potential market demand within the community and surrounding areas. The second part, the accompanying **Analysis Guide**, facilitates the translation of information gathered during the market analysis into more effective programming.

| Market Assessment Tool | Information Gathered |
|------------------------|---|
| Market Observation | Overview of Local Economic Activity |
| Consumers | Consumer Preferences and Needs |
| Government | National and Regional Development Priorities |
| Local Business | Market Demand, Qualifications and Constraints |

Shaqodoon Market Assessment Toolkit for Youth Entrepreneurship User Guide



Motivation

Market analysis should be incorporated into each stage of youth entrepreneurship programming to improve program decisions and, ultimately, increase self-employment opportunities for youth. Increased access to information guides providers and partners alike in a demand-driven approach, matching youth's interests, resources and skills to existing market opportunities for business start-ups.

Step 1: Reference Chart

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

Step 2: Market Assessment Toolkit

Use the four questionnaires (tools) contained in the Market Assessment Toolkit to develop a more dynamic and holistic understanding of current and future market conditions.

Step 3: Summary Charts

Use the included Summary Charts to help review key points and aid in the decision making process to make concrete programming decisions based on up-to-date market data.

Step 1: Reference Chart

The Reference Chart matches the three overarching youth entrepreneurship planning questions listed below with the corresponding Market Assessment tools.

Instructions:

- Select the Youth Entrepreneurship Planning question(s) that best matches a specific programming need.
- Use the tools checked below the chosen question(s) to gather information and move towards making an informed programming decision on sectors/business ideas.

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

| | In what sectors should youth establish a business and why? | What complementary skills training should the consortium partners offer to youth? What are the skills gaps in terms of starting and running a business? Are there Universities or other business development agencies. | Linkages: What businesses can youth link with to provide entrepreneurship mentoring? | What types of business – or what are the top 10-15 businesses that young entrepreneurs should focus on for start ups |
|--------------------|--|--|--|--|
| Market Observation | ✓ | ✓ | | ✓ |
| Consumer | ✓ | ✓ | | ✓ |
| Government | ✓ | | | ✓ |
| Local Business | ✓ | ✓ | ✓ | ✓ |
| Youth Focus Group | ✓ | ✓ | | ✓ |

Step 2: Market Assessment Toolkit and Summary Charts

Instructions: The Market Assessment Toolkit can be adapted to fit needs, resources and existing knowledge. It is a multi-part, dynamic instrument and can be used at any point to reassess market conditions. There are four tools in this Toolkit.

The questions in each tool can be answered through a combination of secondary and primary and secondary research. Information should be collected from **multiple** sources to ensure accuracy.

| Market Assessment Tool | Information Gathered |
|------------------------|--|
| Market Observation | Overview of Local Economic Activity |
| Consumers | Consumer Preferences and Needs |
| Government | National and Regional Development Priorities |
| Local Business | Market Demand, Skills and Constraints |

Each of the four tools include the following:

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

Interview Tips

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

Reflection Boxes

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

Summary Charts

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

Market Assessment Tools for Youth Entrepreneurship

1) Market Observation Tool

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

With knowledge gained from this tool, youth entrepreneurship programs will:

1. Consider in which sectors youth might find business opportunities.
2. Be able to think more critically about which sectors or industries have demand which is not being met by existing sellers/producers and which sectors have enough or too many sellers.
3. Have a foundation from which to work through the rest of the Market Assessment Toolkit.

2) Consumer Tool

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

3) Government Tool

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

4) Local Business Tool

Purpose: The objective of this section is to determine key characteristics of the operating environment for local businesses. Interviews with local businesses in different sectors give practitioners an understanding of market demands, the business skill required, and the competition or saturation of various sectors. This helps youth entrepreneurship programs to better understand challenges youth may find when trying to compete in these sectors. Secondly, these interviews with local businesses help youth entrepreneurship programs identify potential for mentoring and partnerships.

1. Market Observation Tool

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

With knowledge gained from this tool, youth entrepreneurship programs will:

1. Consider sectors in which youth may find business opportunities.
2. Think more critically about which sectors or industries have demands that are not being met by existing sellers/producers, and which sectors have enough or too many sellers.
3. Have a foundation from which to work through the rest of the Market Assessment Toolkit.

Research Question: What does local supply and demand for goods and services show about opportunities for self-employment for Shaqodoon youth entrepreneurship fund beneficiaries?

Instructions:

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

Local Supply

1. What five items have the most vendors?
2. Which five items have the fewest vendors?
3. In which five sectors do the most people start businesses?
4. In which five sectors do the fewest people have businesses?
5. What stores/stalls have the most customers?
6. What goods or services are they selling or providing?
7. What are some characteristics of these stores that contribute to them having many customers?
(PLEASE CHECK ALL AND BRIEFLY DESCRIBE)

- Location _____
- Local supply _____
- Quality of good/service _____
- Store Appearance _____
- Staff _____
- Time of day _____
- Prices _____
- Other _____

Reflection Box: Local Supply I

Judging from the number of most customers what goods/services are most in demand locally?

8. What stores/stalls have the least number of customers?

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

10. What are some characteristics of these stores that contribute to them having few or no customers?

PLEASE CHECK ALL AND BRIEFLY DESCRIBE

- Location_____
- Local supply_____
- Quality of good/service _____
- Store Appearance_____
- Staff_____
- Time of day_____
- Prices_____
- Other_____
- Other_____

Reflection Box: Local Supply 2

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

TAKE ANOTHER WALK THROUGH THE MARKET AT THE END OF THE DAY, PAYING PARTICULAR ATTENTION TO THE AREAS YOU VISITED DURING THE MORNING TOUR.

11. Which stalls have the most items remaining?

12. What are the goods or services you observe being offered mainly by youth (18-34)?

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

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

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

Reflection Box: Local Supply 3

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

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

1.1. Regional Market

GO TO THE BUS OR TAXI PARK OR MAIN INTERSECTION OF TOWN TO OBSERVE GOODS LEAVING AND COMING OUT OF THE TOWN

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

In the morning

Brought in: _____

Taken out: _____

At midday

Brought in: _____

Taken out: _____

In the evening

Brought in: _____

Taken out: _____

17. Where are these items coming from?

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

19. Which ones?

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

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

Reflection Box: Regional Market 1

What items are being imported that could be produced locally?

Why are these items not being produced locally?

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

23. Where are they going?

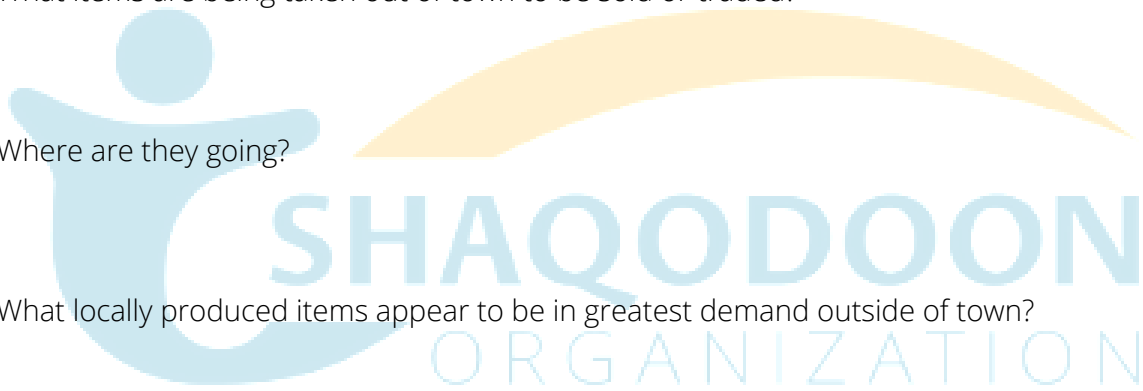
24. What locally produced items appear to be in greatest demand outside of town?

Reflection Box: Regional Market 2

What items are being exported in the greatest quantity?

Where is there highest demand?

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



1.2. MARKET OBSERVATION SUMMARY CHART

Instructions:

- In the left-hand column, list all sectors in which the young entrepreneurs can establish their business.
- Also, list any other business idea/sectors mentioned when gathering information using this tool that the youth can consider entering.
- Based on information gathered in this tool, circle the appropriate answer to each question with respect to the sector/business idea listed in the left-hand column.
- Each column corresponds to the section of the tool with the same title and reflection box.

| Sector/Business Idea <i>To be inserted by practitioner</i> | A. Local Supply 1: What is the local level of supply? | B. Local Supply 2: What is the local level of demand? | C. Local Supply 3: Opportunity for expansion beyond traditional youth/gender roles? | D. Regional Market 1: Local demand exceeds local supply? | E. Regional Market 2: Export Opportunities exist? |
|---|--|--|--|---|--|
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |
| | High Med Low | High Med Low | Yes Maybe No | Yes Maybe No | Yes Maybe No |

2. Consumer Tool

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

Research questions: What does local demand for goods and services show youth entrepreneur's opportunities for business start-up and self-employment? What 'complementary skills' do aspiring youth entrepreneurs need to meet consumer preferences?

Instructions:

- Stop a person who is shopping in the market, at the bus or taxi park or another area in town.
- Introduce yourself and ask if you can take 5 minutes to ask a few questions to help you understand more about the local market.
- Explain that you will not write down their name, that they should feel comfortable speaking freely, and that they do not have to answer questions they feel uncomfortable with.
- While you introduce yourself take note of their gender, estimated age, dress and anything else that you think is important.
- Ask all the questions in the next section; adapt them as necessary to make sure they are easily understood and specific to the context.
- Note down the shopper's answers, writing down all relevant details.
- Repeat this process with as many people as possible. Try to speak with all different types of people, including men and women, older people and younger people, and others you choose.

Location of Interview _____

Date of Interview _____

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

Background: Consumer Traits

Gender: F/M (circle one). Estimated Age _____ (years)

Market Demand 1: Consumer Needs

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

For the home,

For the fields,

For your work,

For your children?



2. Where do you get these items?

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

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

4. What goods and services do you purchase for special occasions?

(Probe: Weddings, funerals, Eid festivals, National/Independence Day)

Market Demand 2: Requirements for Effective Business Start-Ups

Reflection box: Market Demand 1

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

5. Do you prefer one vendor or service provider to others?

If yes, why do you prefer this vendor or service provider?
(Probe: Quality? Personality? Proximity? Friend or family? Price?)

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

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

Reflection box: Market Demand 2

Are there traits that separate profitable vendors or service providers from less profitable ones?
If so, can consortium partners teach these non-technical skills?

Market Demand 3: Unmet Consumer Needs

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

9. What are they?

10. Why can't you get them?

11. Where do you go to get these services?

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

If yes, what products or services?

Reflection box: Market Demand 3

What are the goods and services **Reflection box: Market Demand 3**

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

2.1. CONSUMER SUMMARY CHART

Instructions:

- In the left-hand column, list all sectors in which the youth entrepreneurs can establish businesses.
- Also, list any other sectors mentioned when gathering information using this tool that youth would consider entering.
- Do *not* fill out the chart after each interview, instead reflect on the answers of all interviews completed using this tool and think about overall trends.
- Circle the appropriate answer to each question with respect to the sectors listed in the left-hand column after all interviews are completed.
- Each column corresponds to the area of the tool with the same title and reflection box.

| Sector/Business Idea <i>To be inserted by interviewer</i> | A. Market Demand 1: Is there a strong customer demand for goods or services in this sector on a daily basis? | B. Market Demand 1: Is there strong customer demand for goods or services in this sector on a weekly basis? | C. Market Demand 1: Is there strong customer demand for goods or services in this sector during special occasions? | D. Market Demand 3: In what sectors is there a high demand for goods and services that is not being fully served by the local market? |
|--|---|--|---|--|
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |
| | High Medium Low | High Medium Low | High Medium Low | High Medium Low |

3. Government Tool

Purpose: This tool will help interviewers to understand the Government's economic recovery and development plans for the state and the region. It will also enable youth entrepreneurship programs to learn about government contracts for new projects and construction that may provide short- or long-term business opportunities for youth.

Research question: How can youth best engage and benefit from the Government's current and upcoming contracts for economic recovery and development?

Instructions:

- Seek out information related to government **policies and plans** through the review of public documents. This will ensure that the interviewer has a basic understanding of government policies and plans *prior* to interviews with government officials.
- Different sections of this tool may require reviewing government documents from different departments and ministries (e.g., Ministries of Youth; Labour; Planning etc.) and talking with different government officials; meet with as many government officials as is feasible to ensure information in relevant sectors has been collected.
- Schedule interviews in advance and conducted one-on-one with the specific government official who can provide information about policy and economic development in the district, and current and upcoming contracts.
- Gather information on upcoming government **contracts**, including the addresses and contacts of businesses that have been awarded government contracts. Information about contracts should be public, except for that which might give other applicants an unfair advantage, such as another bidders' offers. By legal requirement, contracts are advertised, and details of all available contracts are put on a paper for national circulation each quarter as funds for public procurement become available. Additionally public noticeboards or newspapers often display lists specifying company and the award information for new contracts.
- Using this Tool, practitioners can contact businesses who have been awarded government contracts to learn about skills required and possible business opportunities for youth.

Table of key local governmental offices which may be of help when using this tool, in particular reference when responding to Section II: Service/Product Demand – Self-Employment Opportunities.

| Government Offices / Departments / Agencies | Responsibility |
|---|----------------|
| | |
| | |
| | |
| | |

| | |
|--|--|
| | |
| | |
| | |

Contact Information:

| | |
|------------------------|--|
| Name of Department | |
| Name of Contact Person | |
| Address | |
| Phone | |
| Email | |

I. Big Picture

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

2. Are these plans mainly directed by the Peace & State building Goals (PSG's)?

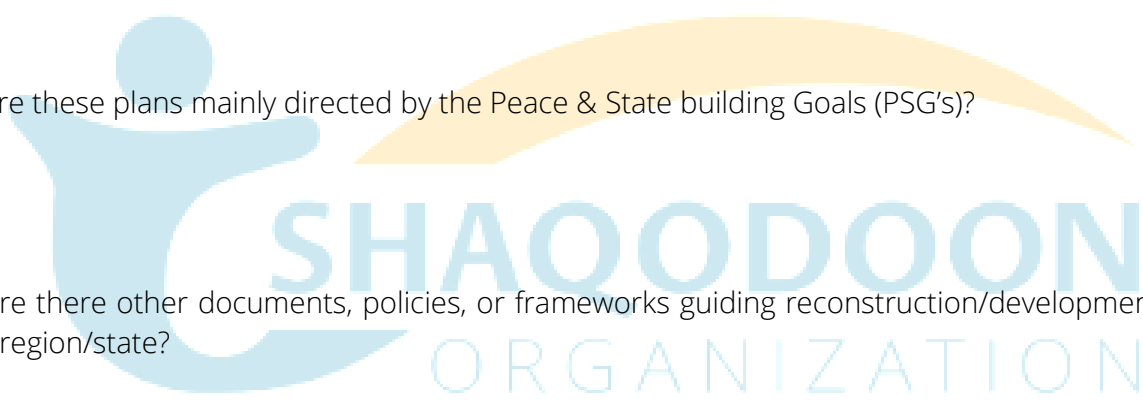
3. Are there other documents, policies, or frameworks guiding reconstruction/development in the region/state?

If yes, what are they?

4. Who in the local government is responsible for implementing the PSG goals?

[Probe: Does this office implement policy? Does this office run the project directly? Will these office contract project managers?]

5. When there are government projects in the region/state, where are most of the business contractors selected from?



II. Service/Products Demand – Self-Employment Opportunities

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

* Using the Tool, visit or contact all businesses that have won government contracts to learn about potential employment opportunities for youth entrepreneurs.

| Sector | A. List specific projects being planned? | B. In what district / town will the project take place? | C. What types of business services/goods will the project require? | D. What is the duration of the contract? | E. Which businesses have been selected to do this work? * | F. List the addresses and contact information of the businesses selected to do this work? | Question for Interviewer: For each type of skills and business ideas needed, does the consortium offer training in this skill? (Refer to Column C) |
|-------------|--|---|--|--|---|---|--|
| Health | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Education | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Roads | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Water | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Sanitation | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Agriculture | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Other: | | | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Reflection Box: Services/Products Demand – Self-Employment Opportunities

Have youth been necessary skill and capital that is demanded by this contract?

If no, think if offering the skills demanded by this contract would be useful and beneficial to aspiring youth entrepreneurs.

III. Linkages: Potential Contracts

7. How are upcoming government contracts advertised?

- Radio: _____
- Newspaper: _____
- Website: _____
- Posted at Government Office: _____
- Word of mouth: _____
- Other: _____

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

9. Has the government ever given a contract to a business established by youth (18-34)?

If yes, what types of projects/contracts?

If no, would the government be interested in creating a partnership with the youth for services or goods?

Reflection Box - Linkages:

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

IV. General: Information on Other Self-Employment Opportunities

10. Are there other large national or multinational companies that are planning to move to the district/region/state?

If so, which ones?

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

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

For each project:

A. What type of goods/services will the project require?

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

C. Will the company work with local youth-led businesses?

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

Reflection Box – General Information:

How can youth anticipate and take advantage of other projects or contracts in you the district/region/state?



3.1. GOVERNMENT SUMMARY CHART

Instructions:

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

| Sectors/Business Ideas <i>To be inserted by interviewer</i> | A. Services/Products Demand: Will upcoming government contracts require goods/services? | B. Linkages: Can youth directly take advantage of an upcoming government contract that demands goods/services in this type of sector? | C. General: Are there upcoming contracts by organizations or companies that are potential self-employment opportunities for youth? If so, use appropriate tool to gather further information. |
|--|--|---|---|
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |
| | High Medium Low | High Medium Low | High Low Medium |

4. Local Business Tool

Purpose: The objective of this section is to determine key characteristics of the operating environment for local businesses. Interviews with local businesses in different sectors give an understanding of market demands, the business skills required, and the competition or saturation of various sectors. This helps youth entrepreneurs to better understand challenges they may find when trying to compete in these sectors. Secondly, these interviews with local businesses help youth entrepreneurs identify potential for mentoring and partnerships.

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

Research Question: How can youth prepare themselves with the skills necessary to be competitive in a particular sector? How can links between youth entrepreneurs and companies be created to assist aspiring youth in establishing successful businesses?

Instructions:

- Interview businesses from each sector in which the youth can establish their start-up business.
- Also interview businesses in sectors in which the youth currently *cannot* establish in
- Whenever possible, it is highly suggested that the interviewer seeks to interview both female and male business owners and managers.
- After collecting information with the Government tool, the interviewer may have a list of businesses that have been awarded various contracts in the region/state.
- Using the Local Business Tool *in combination with* the Contracted Company Chart (attached at the end of this tool), visit or contact the businesses to learn about skills demanded by the new contracts and possible self-employment opportunities for youth.
- As the interviewer learns about new contracts, she/he can continue to use the Local Business Tool and Contracted Company Chart throughout the market assessment.

I. General

| | |
|------------------------|--|
| Name of Business | |
| Name of Contact Person | |
| Address | |
| Phone | |
| Email | |

Gender: F/M (*circle one*). Estimated Age: _____(years)

Business Sector: _____

II. Big Picture

1. In what year did the business begin?
2. In this town, about how many (insert sector) businesses are there?
3. What are the different types of challenges facing this business?
4. How many employees does this business have in each different type of position?
5. Are there many female employees?
6. Why? Or why not?
7. What are the constraints for female employees?
8. Are there many male employees?
9. Why? Or why not?
10. What are the constraints for male employees?

Reflection box: Big Picture

Are there many different opportunities for businesses in this sector?

How can youth-run businesses overcome constraints faced in certain sectors?

III: Skills Demand1: Qualifications

11. How do young people get the necessary skills to operate in this sector?

12. What kind of traits do youth require to be successful?

13. Do youth require the following skills/know-how-to-succeed in the sector? (Circle Y if Yes, N if No):

| | | |
|--|---|---|
| A particular level of craft/vocational skills, | Y | N |
| A government certificate, | Y | N |
| Personal or family connections, | Y | N |
| Training in marketing, | Y | N |
| Training in bookkeeping, | Y | N |
| Training in entrepreneurial skills, | Y | N |
| A certain level of English, | Y | N |
| Some English, | Y | N |
| Advanced English? | Y | N |

14. Briefly describe the core skills that youth entrepreneurs in this sector are expected to have.

15. Are there specific types of equipment or methods that aspiring youth entrepreneurs are expected to have been trained in/knowledgeable of?

16. Are there specific pieces of equipment and financial capital that youth are expected to possess?

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

| | Description of item | Cost in shillings/ month |
|---|---------------------|-----------------------------|
| Fixed costs (i.e., machinery, tools) | | |
| Inputs/materials | | |
| Electricity | | |
| Water | | |
| Fuel | | |
| Rent | | |
| Transport | | |
| Personnel (Title/Salary) | | |
| Taxes | | |
| Repair/Maintenance | | |
| Other | | |
| Other | | |
| Other | | |

IV. Sector Growth

18. Can you list some of the challenges in running this business?

[Probe: Competition/market saturation, employee training/human resources, access to limited market for inputs, purchasing power of community members]

19. What are the plans for the future of this business?

[Probe: expanding, hiring employees, downsizing / letting go of employees, diversifying / adding different products or services, entering new sector, beginning new type of service]

20. As the local economy develops will the products or services of this business be needed more or less?

Reflection box: Sector Growth

Is this business in a sector that is growing and are youth able to start new business in the immediate future? What about in the long term?

V. Linkages: Mentoring with Local Businesses

21. Does this business provide mentoring opportunities for youth?

22. Would the business be willing to partner with youth entrepreneurs to offer new services/goods?

IF YES, CONSIDER SETTING UP ANOTHER APPOINTMENT TO ASK MORE DETAILED QUESTIONS ABOUT ESTABLISHING A FORMAL BUSINESS-INDUSTRIAL TRAINING PARTNERSHIP.

Reflection box: Linkages – Mentoring

Is mentoring available for help youth to obtain insight in this sector?

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

If the business is not willing to offer mentorship, are there other businesses in the same sector that could offer opportunities for aspiring youth?

VI. Good/Services Demand 2: Opportunities offered by a Contracted Company

Use the following questions and chart for a business that has been awarded a contract from a government department, Donor/INGO, or National/Multi-national Company.

23. Which organization awarded the contract?

24. What is the start date for the contract?

25. What is the duration of the contract?

26. From where are most of the businesses for this contract selected?

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

28. In which district/town/region/state will the services/product for this contract be done?



Add-on script for businesses that have won government, donor/NGO or national/international contracts: During my research I learned that your business has been awarded a contract from [Government Agency / Organization / Company]. I would like to ask some specific questions about the contract to learn about skills required for the work to be done under this contract and possible self-employment opportunities for young people.

29. CONTRACT COMPANY CHART

| A. What types of goods/services does the contract require? | B. What level of English is required to be proficient on this contract? | C. What level of financial literacy and numeracy is required on this contract? | D. How many workers are needed? | Question for Interviewer (refer to column A): Do youth need extra training in this type of sector? | Question for Interviewer (refer to column B): Do youth require an appropriate level of English? | Question for Interviewer (refer to column D): Do youth require an appropriate level of financial literacy and numeracy? |
|--|---|--|---------------------------------|--|---|---|
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English <input type="checkbox"/> No English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English <input type="checkbox"/> No English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English <input type="checkbox"/> No English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| | | | | | | |
|--|---|--|--|---|---|---|
| | <input type="checkbox"/> No English | | | | | |
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English <input type="checkbox"/> No English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Advanced English <input type="checkbox"/> Some English <input type="checkbox"/> No English | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |



