

Market Analysis: Skills for Youth in Mogadishu

February 2016



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ACKNOWLEDGMENTS

The cooperation and assistance of several organizations and individuals were crucial in the implementation of this evaluation, and thus the research team would like to extend their sincere gratitude to those who participated in this assessment. Sincere gratitude is extended to Concern staff, BRCiS Consortium members, survey respondents, all FGD participants, and community leaders, local authorities, and staff of TVET implementers who were interviewed.

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Finally, on behalf of Forcier Consulting and the research team, I would like to extend my appreciation to all of the participants who volunteered their time to provide insight into this most important topic.



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25 February 2016

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ACRONYMS

BRCiS	Building Resilient Communities in Somalia
CESVI	Cooperazione e Sviluppo
CWW	Concern Worldwide
DFID	United Kingdom Department for International Development
DRC	Danish Refugee Council
FGD	Focus group discussion
FGS	Federal Government of Somalia
ILO	International Labour Organization
IRC	International Rescue Committee
KII	Key informant interview
MODEL	Mogadishu Integrated Development Efforts for Improving Livelihoods of Poorer Households
NRC	Norwegian Refugee Council
ODA	Official development aid
PA	Productive Assets
PAR	Participatory Action Research
SCI	Save the Children International
TVET	Technical and vocational education training

1. EXECUTIVE SUMMARY

The country of Somalia in recent years has been able to bring a measure of security and stability to Mogadishu that has long been absent from the city. This has enabled businesses to expand and take root. The purpose of the research is to identify and study the business sectors that are most appropriate for technical and vocational education training.

Skills for Youth Employment

A review of the current CWW TVET and PA programmes of BRCiS and MODEL from the 2015 annual tracer survey reveals that most of the technical training provided continues to be relevant in the current market. Analysis reveals that the vast majority, 97%, of graduates are self-employed. The findings from the tracer study are combined with those of consumer demand and qualitative research to determine the priority sectors. They consist of the following:

1. Construction (plumbing, electricity, carpentry, flooring, exterior finishing)
2. Fishing
3. Restaurant services
4. Furniture¹
5. Hotel services (reception, waitering, cleaning)

These priority sectors include all of the current sectors in which TVET and PA programmes² operate with the exception of barbering, tie and dye, and tailoring. Of note, these new priority sectors include several potential trades for women within the industries of fishing, restaurants, and hotel services. Research on youth skills reveals major deficits in entrepreneurship skills and general knowledge.

Main Constraints and Opportunities

Historical, cultural, and current economic circumstances place severe constraints on youth employment. The effects of decades of instability remain evident in the anaemic economy and in the skills shortage among youths. The critical importance of personal connections remains a barrier to disadvantaged youths. Constraints to entrepreneurship are presented by lack of capital and financial access.

Despite these substantial challenges, opportunities exist to improve the relevance of TVET to the labour market. Greater engagement with the business community in the design of TVET programmes and through apprenticeships and mentorships are methods through which TVET training could help their graduates achieve better employment outcomes. Cooperatives are ways in which the obstacles to entrepreneurship and self-employment, primarily the lack of economic as well as social capital, may be overcome. The viability of cooperatives can be improved through support services such as mentorships and by linking cooperatives to financial services.

Key Recommendations

Taken together, the market study bears out four key recommendations:

1. Technical and vocational education training should focus on new priority sectors. The analysis finds that the lack of supply of goods and services is less problematic than their quality. As such, TVET programmes should explore ways to lengthen their training periods, particularly for highly technical skills such as electricity, plumbing, or carpentry.
2. Entrepreneurship training should be incorporated into TVET training for relevant sectors. Regular wage employment is uncommon, and the majority of TVET graduates are self-employed, but few graduates possess entrepreneurship skills. Future interventions should address this gap.
3. Cooperatives of trainees should be formed and provided with support services. By pooling knowledge, social capital, and financial resources, cooperatives can improve graduates' ability to employ themselves.
4. The business community should be incorporated into the design of TVET training programmes. TVET programmes have long lacked their insights during the design of trainings as well as contributions through apprenticeships and mentorships.

¹ Current TVET programming by CWW generally teaches carpentry students furniture making, however the recommendation refers to the carpentry done in relation to the construction of buildings.

² For information about the distinction between TVET and PA programmes please refer to Section 5.1 of the report.

PROJECT OVERVIEW

On September 10, 2012, the Federal Government of Somalia (FGS) was established, and it has since steadily brought stability to Mogadishu and the surrounding regions. Nevertheless, the fallout from the collapse of the Barre regime in 1991 remains evident in the poor provision of education, an anaemic economy, lack of financial institutions, and critical skill shortages in the labour market. The labour market has been especially difficult for youths and women. The 2012 Human Development Report for Somalia reports that youths have an unemployment rate of 67%, and the unemployment rate of women is even worse at 74%. These high rates of unemployment have far-reaching economic and social implications.

With more than 50% of Somalia's youths under the age of 15, a distinctive challenge and opportunity presents itself. A youthful working population can enable an economy to take advantage of its low dependency ratio in order to drive economic growth. However, if a country is not able to successfully employ its youths, then it becomes susceptible to political unrest, illegal activities, and social instability. In Somalia, recruitment into terrorist organizations such as Al-Shabaab, which though waning in influence, continues to pose a real and present danger.

Moreover, if the high unemployment of Somali women remains unaddressed, then the society as a whole will be deprived of their potential contributions to health, education, and the economy. As in many other cultures, women in Somalia typically take primary responsibility for meeting the needs of the household, and as such, are more likely to invest their earning into the well-being of the family.

Recognizing these substantial employment challenges, Concern Worldwide (CWW) commissioned a market study to understand the most marketable skills for training. The market study contributes to the work of the BRCiS Consortium in supporting Somali communities in developing their resilience to climate change-induced disasters, weak infrastructure, and conflicts.

The Building Resilient Communities in Somalia (BRCiS) Consortium is a four-year programme funded by the United Kingdom's Department for International Development (DFID) which began in 2013 and is comprised of Concern Worldwide, the Norwegian Refugee Council (NRC), Save the Children (SCI), International Rescue Committee (IRC), and Cooperazione e Sviluppo (Cesvi). The market study is expected to contribute to the achievement of food security, one of the BRCiS Consortium's key areas of focus.

The present market study aims to update the findings of the labour market study commissioned in 2012, "Vocational Skills Training Labour Market Study", by the Danish Refugee Council and the Somalia Food Security Cluster. The purpose of this research is to study and identify new areas of opportunity that providers of vocational skills and business skills training could take advantage of in order to improve the effectiveness of their programmes.

1.1 OBJECTIVES

Specifically, the study seeks to achieve the following objectives:

1. Identify, analyse, and recommend five to seven priority sub-sectors (and others if relevant) where opportunities exist in Mogadishu, ideally within the target districts/*waax*, to train young men and women in vocational and entrepreneurial skills that will enable them generate and diversify income;
2. Recommend appropriate or potential technical/vocational and business skills training service providers and any amendments (structural, physical, pedagogical, etc.) that they would need to make in order to offer the kinds of training recommended by the study;
3. Identify packages of tools or relevant start-up materials that each group of trainees would need to be able to establish a business, bearing in mind accessibility, affordability, and profitability for the target group;
4. Explore, identify, and recommend appropriate strategies, approaches and processes, to strengthen apprenticeship and/or employment opportunities for the target group of trainees;
5. Identify main constraints and opportunities in the skills training and related business opportunities identified above, and recommend appropriate interventions.

2. RESEARCH FRAMEWORK

The research framework for the market study was grounded in the proposed research objectives. The objectives were reformulated into specific questions, and research methods were then assigned to explore these questions. The design of the survey tools followed from this framework. The research questions along with their corresponding research methods are presented below in Table 1.

Table 2.1 Research Framework and Methods

Evaluation Question	Research Question	Research Method
What are five to seven priority sub-sectors to train young men and women?	What sectors are most in demand by consumers?	Consumer Demand Survey
	What sectors are in need of young employees?	Market Opportunity Survey, FGDs (with market actors), KIIs (with market actors)
What are the most appropriate technical / vocational and general skills to offer?	What skills do young men and women currently have?	Youth Skills Survey
	What non-vocational specific skills are important for employment and entrepreneurship (numeracy, literacy, accounting, management, customer service, budgeting, business plan development, etc.)?	FGDs (with market actors, former trainees), KIIs (with market actors), Market Opportunity Survey
	What trainings can be used to close the skills gap?	Youth Skills Survey, FGDs (with former trainees, potential trainees, market actors), KIIs (with market actors)
	What skills can be taught together in training to make trainees more marketable?	FGDs (with former trainees, market actors), KIIs (with organisations working on TVET)
What are the support services that can be offered to improve the employability of trainees and/or their ability to start a business?	How can training be more closely linked to open positions in the market?	FGDs (with market actors, former trainees), KIIs (with organisations working on TVET), Market Opportunity Survey, Tracer Survey
	Are mentorships an effective way to support employability?	KIIs (with organisations working on TVET), FGDs (with former trainees)
	How can business coaches support entrepreneurship?	KIIs (with organisations working on TVET), FGDs (with former trainees)
What are the main constraints and opportunities in skills training?	What were the gaps in previous iterations of TVET?	FGDs (with former trainees), Tracer Survey
	What are the financing constraints to starting a business?	FGDs (with former trainees, market actors)

3. METHODOLOGICAL FRAMEWORK

In order to best meet the above project objectives, a mixed-methods approach was implemented and was inclusive of a desk review, focus group discussions (FGDs), key informant interviews (KIIs), a Consumer Demand Survey, Market Opportunity Survey, Youth Skills Survey, and Tracer Survey.

An overview of the research methods, the sources or respondents they targeted, and the number of respondents is summarized in Table 3.1 below.

Table 3.1 Research Methods Overview

<i>Research Methods</i>		
Method	Source/Respondents	
Desk Review	<ul style="list-style-type: none"> • Available Project Documentation (including project proposal, project log frame, and baseline & mid-term assessments) • Contextual Analysis • Available Publications • Relevant Secondary Literature 	
Key Informant Interviews (KIIs)	<ul style="list-style-type: none"> • Local Government Officials • Partner Organisations (private, governmental & non-governmental) • BRCiS Consortium Members • Organisations Working on TVET <p>8 KIIs Total</p>	
Focus Group Discussion (FGDs)	<ul style="list-style-type: none"> • Main Groups of Market Actors • BRCiS Project Beneficiaries • Potential BRCiS Project Beneficiaries <p>6 FGDs Total</p>	
Quantitative Tablet Questionnaires (all disaggregated by age and gender)	Consumer Demand Survey	<ul style="list-style-type: none"> • Market Consumers <p>100 Observations Total</p>
	Market Opportunity Survey	<ul style="list-style-type: none"> • Shops and Businesses <p>50 Observations Total</p>
	Youth Skills Survey	<ul style="list-style-type: none"> • Main Groups of Market Actors • Youth BRCiS Project Beneficiaries • Youth BRCiS Potential Project Beneficiaries <p>50 Observations Total</p>
	Tracer Survey	<ul style="list-style-type: none"> • Youth BRCiS Project Beneficiaries <p>25 Observations Total</p>

3.1 DESK REVIEW

A desk review was conducted to inform data collection tools and perform critical market analysis and review the current labour market situation in Mogadishu. Reviewed documents included available project documentation, such as the project proposal, project log frame, previous labour market studies completed in Somalia, and tracer studies of other TVET programmes. The “Vocational Skills Training Labour Market Study” (2012) from the Danish Refugee Council and Somalia Food Security Cluster and the “Youth Employment and Livelihood Survey on Skills and Market Opportunities” (2012) from the International Labour Organisation were the two most recent labour market studies completed in Mogadishu and served as the basis of this study’s research. A more complete listing of the secondary literature reviewed can be found in the bibliography.

3.2 QUALITATIVE TOOLS

Qualitative interviewing complemented the quantitative survey, providing context to the quantitative data, as well as supplying a more in-depth and richer evidence base.

3.2.1 FOCUS GROUP DISCUSSIONS (FGDs)

Focus group discussions were conducted with three main groups: market actors, BRCiS project beneficiaries, and potential BRCiS project beneficiaries. Two FGDs will be conducted within each of these groups. This results in a total of six FGDs. A Participatory Action Research (PAR) approach was employed to all of qualitative research components.

Sampling method: With the assistance of Concern and IIDA staff in Mogadishu, participants of the six FGDs were selected to reflect differences in gender and age in order to acquire the most diverse range of local insight possible with regard to the respective themes and project. Two groups of 8-12 participants were drawn from 1) market actors, 2) BRCiS project beneficiaries, and 3) potential BRCiS project beneficiaries for a total of 6 FGDs. Excepting surveys with market actors, the focus group participants of BRCiS project beneficiaries and potential BRCiS project beneficiaries will be between the ages of 15-40.



Focus group discussion with former project beneficiaries led by lead researcher

3.2.2 IN-DEPTH INTERVIEWS / KEY INFORMANT INTERVIEWS (KIIS)

A total of eight key informant interviews were conducted in Mogadishu. Key informants included the main groups of market actors, local government officials, partner organizations (private, governmental, and non-governmental), BRCiS Consortium members, and organizations working on TVET.

Sampling method: a total of eight key informants were sampled from groups of market actors, local government officials, partner organizations, BRCiS Consortium members, organizations working on TVET, and other relevant stakeholders from the five field sites. The full list and details of the 8 key informant interviews conducted can be found below in Table 2:

Table 3.2 List of Key Informant Interviewees

Name	Title	Organization
Mohamed Nor	Program Coordinator	IIDA
Ismail Moallim Abdullahi	Director of Training	Ministry of Labor
Faduma Mohamed	Field Coordinator	Concern
Macow Ahmed Muse	Fanole Subdivision Commissioner	Karan District Authority
Liban Mohamud	Horseed Subdivision Commissioner	Hamar Jajab District Authority
Da'ud Mohamed Makaran	Director of Non-formal Education	Ministry of Education
Yusuf Sheikh Ali	Director in M&E	Ministry of Youth
Ahmed Moallim Omar	Training Center Manager	KAASHIF

3.3 QUANTITATIVE TOOLS

The lead researcher collected data with enumerators in Mogadishu at the five agreed upon field sites. Prior to data collection, the lead researcher trained local enumerators. The researcher further led the enumerator team in a two-day training to learn the quantitative surveys, sampling methodology, respondent selection, and to review mobile data collection techniques.

The Consumer Demand Survey, a Market Opportunity Survey, and a Youth Skills Survey comprise the quantitative surveys. Each survey focused on youth and women, and the data gathered from the surveys was disaggregated by gender, age, and location.

Sampling Method:

Consumer Demand Survey: random consumers in the market were targeted with at least 20 observations being collected 5 field sites. A total of 104 observations were collected overall. The five districts of Mogadishu in which the Consumer Demand Survey were: 1) Bondheere, 2) Hamar Jajab, 3) Hodan, 4) Karan, and 5) Wadajir. At a significance level of 5%, the margin of error for population estimates is 9.58%.

Market opportunity survey: 50 observations were randomly selected from four marketplaces in Mogadishu. 20 were collected from Hodan, 10 were collected from Suuqbacaad, 10 were collected from Wadajir, and 10 were collected from Xamar Weyne. The margin of error for population estimates using this data is 13.84%.

Youth skills survey: 50 observations were collected from young men and women who were potential beneficiaries of the BRCiS programme as well as relevant market actors. 20 respondents were gathered by IIDA and 30 respondents were gathered by KAASHIF from youth who were currently enrolled in their TVET programs but were not yet graduated for a total of 50 respondents.

Tracer survey: a purposive method of sampling was used for the tracer survey. 25 former project beneficiaries of TVET programmes of BRCiS Consortium members were surveyed in person at the TVET center from a list of beneficiaries. The project beneficiaries were graduates from IIDA, a TVET implementer in Mogadishu which runs TVET programmes for BRCiS Consortium members.

Due to the delicate issue of clan affiliation, diversity in representation by clan in the quantitative surveys was approximated by varying sampling by neighbourhood.

IIDA Tracer Survey

In addition to the quantitative data collected by Forcier, analysis was also done on data collected by IIDA. The annual tracer study of the MODEL program was completed last year by IIDA and included 181 project beneficiaries, 61% of whom were graduates of the TVET program, and 39% of whom participated in the Productive Assets programme. The project beneficiaries were randomly selected from a list of trainees who graduated from IIDA in 2013 and 2014. The data collected from IIDA supplemented the data collected on 2015 graduates by Forcier. With a significance level of 5%, the margin of error for population estimates is 7.25%.

3.4 LIMITATIONS

A few limitations in this research exist that are important to note. First, given the highly personal nature of this research, in which respondents were asked about employment, income, and family matters, respondents might not have been as forthcoming as desired, causing some respondents to refuse to answer a number of questions in the quantitative survey. FGDs and KIIs, however, complemented the quantitative research, enabling a more thorough understanding of some of these sensitive topics.

The smaller sample size of some of the surveys make estimates drawn from the data more imprecise and the purposive methodology of participant selection makes the sample less representative of the population of interest than a random sample. Specifically, these are the Youth Skills and Tracer Study surveys. Findings and estimates

from these surveys are triangulated with qualitative research where possible, but otherwise should be interpreted with caution.

A limitation to the level of detail that can be provided to TVET programmes is the lack of data currently available about labour markets in Mogadishu. The limited capacity of the government and organizations to conduct economic research means that the basic facts and figures on labour have not been established, and judgments on the growth of different sectors, important skills, and opportunities and constraints may be subject to respondents' biases. Where possible the lead researcher has recontacted participants of KIIs and FGDs to seek clarification and greater detail on the subject in question. Where answers were found to be wanting, we describe the direction future research should take.

4. SKILLS FOR YOUTH EMPLOYMENT

Three approaches are used to determine the sectors in which there are opportunities to train young men and women in vocational and entrepreneurial skills:

1. The tracer study on current technical and vocational education training (TVET) and productive asset (PA) programmes offered in Mogadishu by BRCiS Consortium members. The tracer study is used to identify elements that are working well in the programme as well as potential weaknesses. The programmes are evaluated in terms of employment outcomes such as continued use of skills taught and earnings.
2. The consumer demand survey is utilized to determine the market satisfaction or dissatisfaction with current goods and services offered within the city. These market gaps in goods and services are tied back to potential improvements in training or point toward the inclusion of new skills trainings.
3. Analysis of research from focus group discussions and key informant interviews on the sectors that participants believed to have expanding job opportunities contextualize and supplement the quantitative data.

Together, these approaches provide a sense of the sectors in which technical and vocational training would lead to the highest rates of continuing employment. First, a review of current TVET training programmes and sectors will be undertaken. An analysis of research on the goods and services consumers demand will be combined with in-depth qualitative research to determine the priority sectors for future TVET training. A discussion of the importance of continuing general basic skills and a discussion on the knowledge gap of entrepreneurship skills, even among current entrepreneurs, will follow.

4.1 OVERVIEW OF TVET/PA PROGRAMMES

The data on TVET and PA programmes is drawn from the 2015 annual tracer study of the Irish Aid-funded Mogadishu Integrated Development Efforts for Improving Livelihoods of Poorer Households (MODEL) TVET and PA programme. The MODEL programme is a 5-year programme which will soon begin its 5th year of providing youth vocational training and business start-up inputs as well as forming self-help groups aimed at entrepreneurship. The DFID-funded BRCiS programme, while larger in scope than MODEL, provides the same services TVET and PA services as the MODEL Programme.

The TVET programme is offered in four gender-specific sectors: tailoring for women, and electricity, plumbing and carpentry for men. It should be noted that carpentry generally focuses on the production of furniture. TVET trainees receive 5 months of training, 5 months of family support of \$50/month, and a start-up tools package worth approximately \$240 with which graduates can start their own business or use in their future place of employment.

The PA programme is offered to youths who already have the required technical skills but lack the start-up resources to earn a livelihood. Selection of sectors is based on the specific skills of youth nominated by their community for the programme. This has resulted in eight sectors being covered by the PA programme: barbering, beauty, carpentry, electricity, petty trade, plumbing, tailoring, tie and dye, and wheelbarrow sales. The Productive Assets programme provides one month of technical and vocational education training and, upon completion of the training course and a test of the youth's vocational skills, a trade-appropriate toolkit worth approximately \$240 is provided.

In the Appendix, the tables in sections 8.1.1 and 8.1.2 provide an overview of the sectors in which training was offered and the number of graduates for both the TVET and the PA programme, respectively. The table in 8.1.3 presents the full list of items that they receive upon successful completion of the training course.

The gender breakdown of the TVET and PA programme graduates surveyed are presented below in Table 4.1. The majority of project beneficiaries 61% (n=110) received training through the TVET programme while 39% (n=71) received training in the PA programme. In both programmes, women by in large trained in tailoring. 100% (n=40) of women in the TVET programme trained in tailoring and 22 of 32 women in the PA programme participated in tailoring training. In total, 87% (n=62) of all women received training in tailoring. Only 11% (n=8) of women received training in beauty and 1% (n=1) received training in tie and dye.

Table 4.1 TVET and PA Beneficiaries by Gender

	Female	Male	Total
TVET Skills			
Carpentry	0	24	24
	(0%)	(22%)	(13%)
Electricity	0	25	25
	(0%)	(23%)	(14%)
Plumbing	0	21	21
	(0%)	(19%)	(12%)
Tailoring	40	0	40
	(56%)	(0%)	(22%)
TVET Subtotal	40	70	110
	(56%)	(64%)	(61%)
PA Skills			
Barbering	0	3	3
	(0%)	(3%)	(2%)
Beauty	8	0	8
	(11%)	(0%)	(4%)
Carpentry	0	8	8
	(0%)	(7%)	(4%)
Electricity	0	13	13
	(0%)	(12%)	(7%)
Petty trade	0	3	3
	(0%)	(3%)	(2%)
Wheelbarrow trade	0	5	5
	(0%)	(5%)	(3%)
Plumbing	0	6	6
	(0%)	(6%)	(3%)
Tailoring	22	0	22
	(31%)	(0%)	(12%)
Tie & Dye	1	2	3
	(1%)	(2%)	(2%)
PA Subtotal	32	39	71
	(44%)	(36%)	(39%)
Grand Total	72	109	181
	(100%)	(100%)	(100%)

The problem of the lack of diversity in the training offered to women illustrated in the gender breakdown of project beneficiaries in the tracer study was also highlighted in the comments by women in the tracer study. A female tailoring trainee in the PA programme asked for additional skills training programmes and others proposed additional skills trainings, particularly in cooking.

The preponderance of women in the tailoring training programme is also problematic because women neither do their work in markets nor do they produce the clothes and textiles sold in the market. Instead, women are often relegated to working in their neighbourhoods making repairs and alterations to existing pieces of clothing. This line of work, as will soon be discussed, on average is less remunerative than the work of other skills trainings. As such, **the current emphasis by TVET implementers on tailoring for women should be reconsidered in future TVET programmes.**

In contrast to women, the skills training underwent by male trainees at IIDA were much more varied. Male trainees were spread more evenly across 7 different trainings: 35% (n=38) in electricity, 29% (n=32) in carpentry, 25% (n=27) in plumbing, 5% (n=5) in wheelbarrow trade, 3% (n=3) in barbering, 3% (n=3) in petty trade, and 2% (n=2) in tie and dye. The greater diversity of training in part reflects the greater diversity of jobs available to men but it cannot alone account for the difference in skills trainings between the sexes. **A greater variety of vocational training for women appropriate for the Somali cultural context is both desirable and possible. As will be discussed later in the report, cooking, hotel/restaurant services, petty trade, and beauty may be potential additions to the training curriculum available to women.**

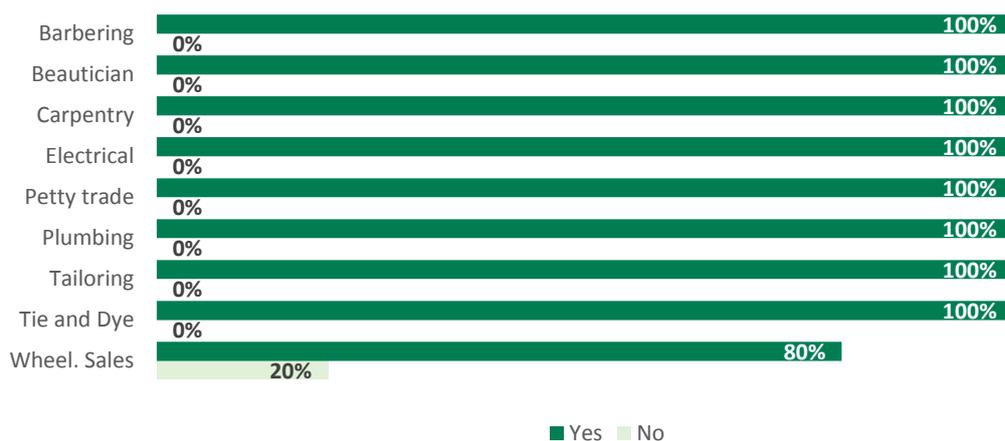
The vast majority of graduates from both the TVET and PA programme continued to work in the trade in which they were trained. All of the graduates were self-employed with the exception of 5 trainees in electricity who secured wage employment. As shown in Figure 4.1, in the TVET programme, all graduates of the tailoring programme, who were also all women, continued to work in tailoring. Electrical work, plumbing, and carpentry also saw high levels of retention in 96%, 90%, and 88% of the graduates, respectively.

Figure 4.1 TVET: Graduates Working in Field of Training



In the PA programme, 100% of graduates persisted in working in the field they were trained in for 8 out of 9 fields. Only one of the four trained in wheelbarrow petty trade was working in a different field at the time the tracer survey was conducted. This high level of retention is expected because the PA programme targets those who already have experience.

Figure 4.2 PA: Graduates Working in Field of Training



When compared with the average monthly income data in Figures 4.3 and 4.4, there appears to be an inverse relationship between higher wages and the likelihood of continuing to work in the sector. Only a total of seven graduates were not working in the field they trained in, therefore statistically significant relationships are difficult to establish, but it may be that those trained in skills that are better compensated are able to save and enter jobs with higher compensation. The average monthly income of those no longer working in the field is \$107.58. Nevertheless, follow up research on those who have switched to a different sector would be required to establish this link between compensation and retention in the field of training.

While there are high levels of retention across skills trainings, employment outcomes in terms of earnings and type of employment vary widely. Table 4.2 presents the monthly mean earnings of graduates disaggregated by training skills along with their corresponding 95% confidence interval, the interval within which the monthly earnings of 95% of all graduates of the carpentry skills training are expected to fall.³ Carpentry had far and away the highest monthly mean earning with \$121.88. Plumbing followed with a mean of \$69.88, but graduates experienced high variation resulting in a wide interval of \$23.08 and \$115.68. Barbering, petty trade, wheelbarrow trade, and tie and dye had very high 95% confidence intervals as well, but largely due to small sample sizes of 3 respondents, 3 respondents, 5, respondents, and 3 respondents, respectively.

Table 4.2 Monthly Mean Earnings by Training Skills (USD)

Training Skill	Mean	95% Confidence Interval	
Carpentry	121.88	67.39	176.36
Plumbing	69.88	24.08	115.68
Beautician	67.72	49.03	86.41
Barbering	65.15	18.15	112.15
Electricity	58.81	43.44	74.18
Petty trade	45.45	9.56	81.34
Wheelbarrow trade	40.90	1.61	80.20
Tailoring	39.21	31.47	46.94
Tie & Dye	30.90	1.99	59.82

The relationship between when a graduate completed the skills course and monthly earnings were not significant at the 95% level, but they were significant at the 90% level.⁴ There was however a statistically significant relationship between when a graduate completed the training and *daily* earnings at the 95% interval. Most training skills followed the pattern of carpentry graduates who if they graduated in the first rainy season (*gu*) of 2013, on average earned \$148.77, if they graduated in the second rainy season (*deyr*) of 2013, on average earned \$146.88, and if they graduated in the second rainy season (*deyr*) of 2014, they earned on average \$53. In fact, the average monthly earnings for most graduates in the second rainy season of 2014 was substantially lower than the average for graduates from the year before of the same skills training.⁵ Only in electricity training did earlier graduates earn more than previous graduates.⁶

These findings suggest 1) that graduates appear to have been able to use their skills training to eventually gain a foothold in the labour market, and 2) that after a year, the earnings of most graduates appears to increase substantially. In beauty, carpentry, and tailoring, this pattern of earlier graduates earning more than later graduates held true. It should be noted however that the differences between earlier and later graduates is less pronounced in the skills trainings for women, beauty and tailoring. The averages were higher for 2013 graduates than 2014 graduates of these skills, but they were not statistically different from each other. These findings are corroborated in the smaller, 25 project beneficiary tracer study done with IIDA in which 73% (n=8) of those with jobs earned under \$100 a month. **This may make the case for providing financial support for several months after graduation to help smooth the transition into the labour market, an intervention which was cited frequently in FGDs with former project beneficiaries and KIIs with TVET implementers as well as local authorities.**

³ A conversion rate of 22,000 Somali shillings (SOS) to 1 U.S. dollar (USD) was used following the analysis previously completed on the IIDA tracer study.

⁴ Statistically significant relationships were determined using Pearson' chi square test of independence.

⁵ The tracer study only had graduates from 2013 and 2014 in carpentry, electricity, plumbing and tailoring skills training.

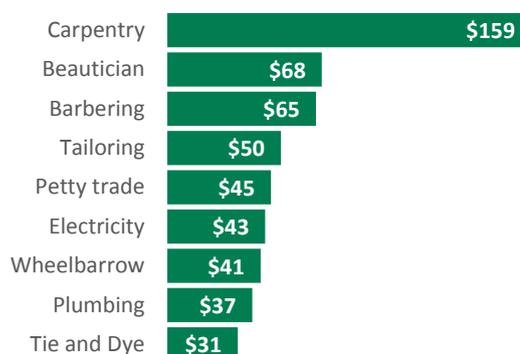
⁶ The remaining skills, barbering, petty trade, wheelbarrow trade, plumbing, and tie & dye, had statistically insignificant averages.

The earnings of these graduates varied widely between trades, as shown in Figures 4.3 and 4.4. These figures show separately the earnings of graduates of the TVET and PA programme. The earnings of those trained in carpentry comprise the highest average monthly incomes in both programmes. However, there exist significant differences between the two programmes. The 21 graduates of the TVET plumbing programme reported an average monthly income of \$80, nearly double the graduates of the 6 PA plumbing programme reported. In the same way, graduates of the 40 TVET tailoring programme on average reported a monthly income of \$33 while the 22 PA graduates of the same trade averaged \$50. **The potential causes of these differences should be discussed and, preferably, a larger study on the incomes of graduates covering multiple graduating classes should be conducted to confirm the findings here before changes are made to TVET and PA offerings. Future research on income should be disaggregated by not only male and female, but also by whether they are self-employed or have regular wage labour.**

Figure 4.3 TVET: Average Monthly Income (USD)



Figure 4.4 PA: Average Monthly Income (USD)



4.2 CONSUMER DEMAND

The main findings of the Consumer Demand Survey regarding services can be found in Figures 4.5 and 4.6. 20 observations were collected in five neighbourhoods of Mogadishu: Bondheere, Hamar Jajab, Hodan, Karan, and Wadajir. From Figure 4.5 on the left, it can be observed that tailors, dairy farmers, and phone technicians in particular enjoy high levels of market satisfaction in Mogadishu. As shown in Figure 4.6, market dissatisfaction is substantial for food services such as restaurants, tea vendors, and fruits and vegetable vendors.

Figure 4.5 Market Satisfaction: Top 10 Services

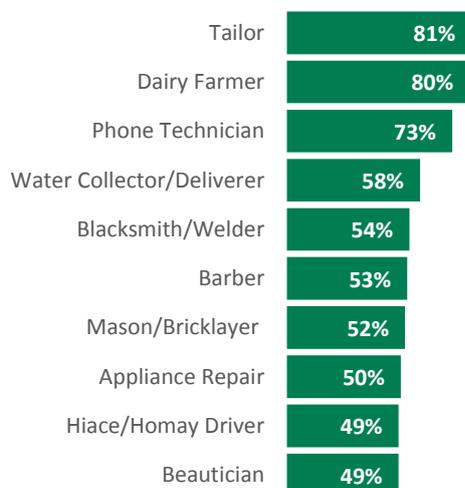


Figure 4.6 Market Dissatisfaction: Bottom 10 Services

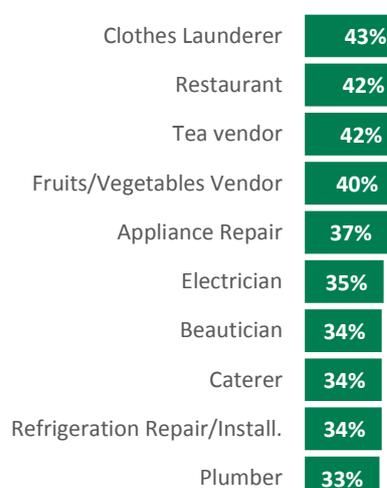


Table 4.3 breaks down the causes of dissatisfaction of the services with which the market was most dissatisfied. For food services such as restaurants, tea shops, and fruit/vegetable vendors, “unclean/poor hygiene” is commonly the most cited or second most cited cause of dissatisfaction with the current market. 38% of those unsatisfied with restaurants, 57% of those unsatisfied with cut fruit/vegetables, and 39% of those unsatisfied with tea shops cited uncleanliness and poor hygiene as the cause. Expense appears several times as a powerful barrier to satisfaction with services and is frequently the first or second most cited cause of dissatisfaction. In addition, in trades such as electricians, refrigeration installation repairmen, beauticians, and plumbers, the most cited cause by far is also the cost of service. Other cited causes of dissatisfaction were poor quality and the service not matching customer needs. **These causes of dissatisfaction with service jobs can be addressed in TVET training to make graduates more competitive in the market.**

Of the 50 observations collected using the Market Opportunity Survey, 24% (n=12) of respondents sold food in the market, largely sodas, cut-up fruits, and juices. Only 4 of these 12 said that they had received formal training on hygiene or food preparation. Three of these said they were trained by friends and family, while the remaining one received training in handling food from a private technical/vocational institute. **This dearth of people trained in handling food represents an opportunity for trainees to gain a competitive advantage in the marketplace.**

Table 4.3 Causes of Services Dissatisfaction by Order of Frequency⁷

Occupation	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Clothes washer	Too expensive (83%)	Poor quality (9%)	Not enough washers (4%)	Not good match (4%)	--	--	--
Restaurant	Unclean/poor hygiene (38%)	Too expensive (29%)	Lack of variety/not good match (16%)	Not appetizing (9%)	Not enough restaurants (4%)	Unpleasant atmosphere (2%)	Poor customer service (2%)
Tea shop	Too expensive (57%)	Unclean/poor hygiene (39%)	Not enough sellers (5%)	--	--	--	--
Cut fruit/veg	Unclean/poor hygiene (57%)	Too expensive (29%)	Not enough sellers (7%)	Not enough variety (7%)	--	--	--
Appliance repair	Too expensive (69%)	Unsafe practices (18%)	Lack of punctuality (10%)	Not enough repairmen (3%)	--	--	--
Electrician	Too expensive (65%)	Poor quality (30%)	Not enough providers (3%)	Not good match (3%)	--	--	--
Refrig. install/repair	Too expensive (64%)	Not good match (31%)	Poor quality (3%)	Poor customer service (3%)	--	--	--
Caterer	Not good match (31%)	Too expensive (25%)	Poor quality (25%)	Poor customer service (14%)	Not enough service providers (6%)	--	--
Beautician	Too expensive (67%)	Not good match (17%)	Poor customer service (8%)	Poor quality (6%)	Not enough service providers (3%)	--	--
Plumber	Too expensive (74%)	Poor quality (11%)	Not enough providers (9%)	Not good match with needs (6%)	--	--	--

A lack of service providers was rarely cited as the cause of dissatisfaction. It was the cause of dissatisfaction for clothes washers (4%), teas shops (5%), cut fruit/vegetable sellers (7%), appliance repairmen (3%), electricians (3%), caterers (6%), beauticians (3%), and plumbers (9%). The low proportion of respondents that responded as such indicates that the market gap in services lies much less in the supply of the services and more in the quality and cost of the service. **To address this market gap, future TVET interventions by Concern and the BRCiS Consortium should focus on building the skills necessary for their trainees to provide high**

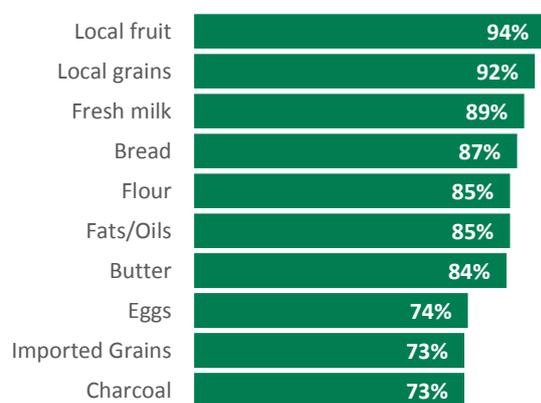
⁷ Percentages listed may not sum to 100% due to rounding.

quality service. This may require lengthening the period of training as was mentioned in the qualitative research by former project beneficiaries, TVET providers, and government officials.

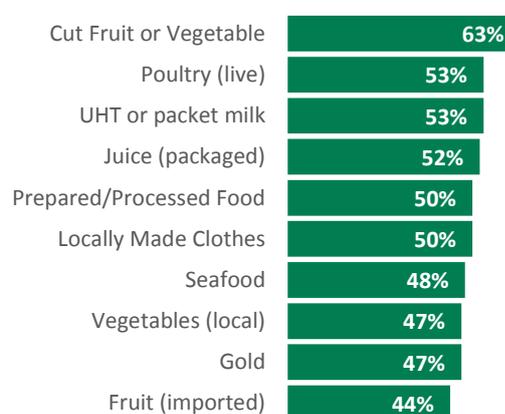
Few of those who suggested lengthening the training period had recommendations on the exact content that would be covered during the lengthened period of time. Former project beneficiaries felt that they had more to learn but were unable to articulate precisely what they yet needed to learn. TVET providers and government officials were too far removed from the details of the course to suggest specific lessons that should be taught for each skills training. **However, further research with TVET teachers or those working in those sectors may provide greater detail on how an extended curriculum might best be shaped.**

Turning to consumer satisfaction for goods, many more goods enjoy high levels of satisfaction than services did. Greater than 80% of respondents were satisfied with 7 of the top 10 goods which included local fruit and local grain. Nevertheless, more goods also suffered from higher levels of dissatisfaction than services. These high levels of dissatisfaction concentrated around the sale of food. Of the bottom 10 goods, 8 are foods and they include: 1) UHT/packet milk, 2) live poultry, 3) packaged juice, 4) prepared foods, 5) local vegetables, 6) seafood, 7) imported fruits, and 8) slaughtered poultry.

**Figure 4.7 Market Satisfaction:
Top 10 Goods**



**Figure 4.8 Market Dissatisfaction:
Bottom 10 Goods**



Among the bottom 10 goods, cut fruits and vegetables and seafood are likely to spoil rapidly, whereas, several of the top 10 goods such as local fruit, local grains, flour, fats/oils, and grains are less apt to spoil. **Future research on how a food’s likelihood of becoming spoiled affects consumer satisfaction may lead to insights on how certain foods can be made more competitive in the marketplace.**

High costs are the leading cause of dissatisfaction among all of the bottom 10 goods. Among those that are dissatisfied with the good in question, expense is the most frequent cause of dissatisfaction for 8 of the bottom 10 goods, excepting UHT/packet milk and clothes, as seen in Table 4.4. There were also a number of goods for which the second most cited reason of dissatisfaction was that they were not a good match. Not matching with the needs of the consumer was the main cause of dissatisfaction UHT/packet milk (15%), packaged juice (13%), prepared/processed food (12%), and slaughtered poultry (9%). The particular reasons these goods were not a match with respondents is unclear from the quantitative Consumer Demand survey, however they present themselves as areas in which future market research may be fruitful. A possible cause of dissatisfaction that was not an option in the survey is the rapidity with which some goods may spoil—particularly in the hot and humid weather of Mogadishu.

Table 4.4 Goods: Causes of Goods Dissatisfaction by Order of Frequency⁸

Good	First	Second	Third	Fourth	Fifth	Sixth
Cut fruit or vegetables	Unclean/poor hygiene (57%)	Too expensive (29%)	Lack of sellers (7%)	Lack of variety (7%)	--	--
Poultry (live)	Too expensive (95%)	Not good match (5%)	--	--	--	--
UHT/packet milk	Too expensive (76%)	Poor quality (15%)	Not good match (7%)	Poor customer service (2%)	--	--
Juice (packaged)	Too expensive (83%)	Not good match (13%)	Lack of supply (2%)	Poor quality (2%)	--	--
Prep./Proc. Food	Too expensive (83%)	Not good match (12%)	Poor quality (6%)	--	--	--
Clothes/shoes (local)	Too expensive (55%)	Not good match (16%)	Poor quality (14%)	Lack of supply (10%)	Do not trust vendor (4%)	Poor customer service (2%)
Gold	Too expensive (100%)	--	--	--	--	--
Vegetables (local)	Too expensive (92%)	Poor quality (6%)	Not good match (2%)	--	--	--
Seafood	Too expensive (83%)	Poor quality (6%)	Not good match (6%)	Poor customer service (4%)	--	--
Fruit (imported)	Too expensive (91%)	Poor quality (7%)	Not good match (2%)	--	--	--
Poultry (slaughtered)	Too expensive (84%)	Not good match (9%)	Poor quality (7%)	--	--	--

Table 4.5 presents the full range of responses to questions about the level of satisfaction with goods. As with services, the lack of supply of goods is rarely the cause of dissatisfaction. The highest proportion of those dissatisfied with a product that cited the lack of supply of that good as the cause of their dissatisfaction was 5% for locally made clothes, and the average proportion of people citing the lack of supply as the cause of their dissatisfaction across the 37 goods asked about was 0%. Similar to services, there is little that can be done by TVET programmes to address directly the high costs of goods or the low amount of disposable income available to consumers with which to buy these goods, but potential market gaps can nevertheless be identified. 32% have never bought slaughtered poultry, 22% of respondents have never bought prepared/processed food, and 14% have never bought toiletries/beauty items. In addition, 23% of respondents were dissatisfied with cut fruits/vegetables due to poor customer service. **Market research can be conducted to determine the causes of why these goods are not bought, and future TVET programmes can offer training in customer service.**

⁸ Percentages listed may not sum to 100% due to rounding.

Table 4.5 Responses to Level of Satisfaction with Goods

	Total Dissatisfied	Too Expensive	Lack of Supply	Poor Quality	Poor Customer Service	Not Match with Needs	Do Not Trust Vendor	Never bought	Satisfied	Refuse to Answer	Don't know	Total
Cut Fruit or Vegetable	63%	12%	3%	0%	23%	0%	3%	11%	44%	0%	5%	100%
UHT or packet milk	53%	40%	0%	7%	1%	4%	0%	8%	40%	0%	0%	100%
Poultry (live)	53%	50%	0%	0%	0%	3%	0%	8%	39%	0%	0%	100%
Juice (packaged)	52%	43%	1%	1%	0%	7%	0%	13%	35%	0%	1%	100%
Locally Made Clothes	50%	27%	5%	7%	1%	8%	2%	9%	42%	0%	0%	100%
Prepared/Processed Food	50%	41%	0%	3%	0%	6%	0%	22%	28%	0%	0%	100%
Seafood	48%	38%	0%	3%	2%	3%	0%	5%	49%	0%	0%	100%
Gold	47%	47%	0%	0%	0%	0%	0%	25%	27%	0%	1%	100%
Vegetables (local)	47%	43%	0%	3%	0%	1%	0%	19%	27%	0%	7%	100%
Fruit (imported)	44%	40%	0%	3%	0%	1%	0%	19%	31%	0%	6%	100%
Poultry (slaughtered)	43%	37%	0%	3%	0%	4%	0%	32%	23%	0%	2%	100%
Cloth & Sewing Items	41%	38%	0%	2%	0%	1%	0%	6%	52%	0%	1%	100%
Vegetables (imported)	39%	37%	0%	2%	0%	1%	0%	27%	29%	1%	4%	100%
Accessories	38%	30%	0%	4%	1%	2%	0%	6%	58%	0%	0%	100%
Imported Clothes and Shoes	35%	31%	1%	0%	1%	1%	0%	0%	66%	0%	0%	100%
Meat (goat or cow)	34%	28%	0%	6%	0%	0%	0%	1%	65%	0%	0%	100%
Powdered Milk, NIDO	34%	32%	0%	2%	0%	0%	0%	4%	62%	0%	1%	100%
Toiletries & Beauty Items	34%	25%	1%	3%	0%	5%	0%	14%	49%	0%	3%	100%
Local Wood Products	32%	17%	1%	7%	0%	7%	0%	19%	38%	0%	12%	100%
Locally-made Tools	31%	14%	0%	6%	0%	11%	0%	23%	40%	0%	6%	100%
Juice (fresh)	30%	28%	0%	0%	0%	2%	0%	10%	61%	0%	0%	100%
Charcoal	28%	26%	0%	0%	1%	0%	0%	0%	72%	0%	1%	100%
Locally-Made Metal Goods	28%	14%	0%	5%	0%	8%	1%	31%	30%	0%	12%	100%
Local Straw Products	25%	11%	1%	2%	1%	10%	0%	35%	33%	0%	9%	100%
Eggs	24%	10%	0%	5%	2%	5%	1%	3%	74%	0%	1%	100%
Grains (imported)	24%	21%	1%	2%	0%	0%	0%	4%	72%	0%	0%	100%
Second-hand Clothes & Shoes	24%	2%	0%	21%	0%	1%	0%	7%	68%	0%	1%	100%
Spare Parts for Bikes	22%	7%	0%	1%	0%	14%	0%	55%	13%	0%	10%	100%
Nuts	21%	3%	0%	4%	2%	11%	0%	6%	68%	0%	7%	100%
Yogurt	21%	0%	0%	18%	1%	1%	0%	6%	64%	0%	10%	100%
Animal fats & cooking	15%	13%	0%	2%	0%	1%	0%	0%	85%	0%	0%	100%
Butter	15%	12%	1%	3%	0%	0%	0%	0%	84%	0%	1%	100%
Bread (freshly baked)	13%	9%	0%	3%	0%	2%	0%	0%	87%	0%	0%	100%

Flour	13%	13%	0%	0%	0%	0%	0%	2%	85%	0%	1%	100%
Grains (local)	9%	8%	0%	0%	0%	1%	0%	0%	91%	0%	0%	100%
Milk (fresh)	9%	4%	0%	4%	0%	1%	0%	1%	88%	0%	2%	100%
Fruit (local)	5%	5%	0%	0%	0%	0%	0%	1%	94%	0%	0%	100%

The results of the consumer demand survey are not used alone to judge whether a service or good should be incorporated into TVET training in this report nor should they be. High market satisfaction does not mean that the market is no longer expanding, and high market dissatisfaction does not mean that the market contains ripe opportunities for disruption. A good that has high satisfaction may be one in which there is large demand, and a service that has low satisfaction may nevertheless be one in which there is low demand. Consequently, these findings are weighed together with research from in-depth interviews conducted with key players in the labour market, government, potential beneficiaries, and former beneficiaries.

The qualitative data collected from FGDs with project beneficiaries, potential project beneficiaries, and market actors and KIIs with local authorities, ministry officials, BRCiS Consortium members, and TVET implementers broadened the list of potential skills that could be incorporated into future TVET programmes. All current skills training offerings were mentioned as jobs within which there are growing work opportunities, excepting barbering and tie & dye. Beyond the eight skills offered in the TVET and PA programmes were fishing, cooking, hotel services (reception, waitering, cooking), mobile repair, and driving. Within the construction industry, flooring and exterior finishing (applying tile, stones, glass on the exterior of a building) were also mentioned as areas in which jobs are increasingly becoming available. The full list of industries and jobs drawn from FGDs and KIIs can be found in Table 4.4.

Table 4.4 FGDs and KIIs: Growing Industries and Trades in Mogadishu

Industry	Trade
<u>Construction</u>	Carpentry
	Electrical work
	Plumbing
	Flooring
<u>Furniture</u>	Exterior finishing
	Furniture making
<u>Fishing</u>	Fishermen
	Refrigeration
<u>Restaurants</u>	Fish sales
	Cooking
	Waitering
<u>Tailoring</u>	Alterations
	Clothier
<u>Hotel services</u>	Reception
	Waitering
	Cooking
<u>Beauty</u>	Beautician
<u>Petty trade</u>	Small items trader
	Food trader
<u>Cell phone</u>	Mobile repair
<u>Transportation</u>	Driver

Construction was an industry that participants of qualitative research cited as one which was flourishing in Mogadishu. Mohamed Nur, the head of the TVET programme at IIDA, explained that because the country is now at relative peace, many companies are growing and requiring more space. In addition, the Somali diaspora has been active in making property investments in the country. Growth in construction also feeds into greater demand for goods from the furniture industry.

Hospitality services such as hotels and restaurants are growing as well as they serve a growing number of international customers as well as serving as a venue for larger events such as graduation ceremonies and weddings.

The fishing industry has also been cited by participants as a growing industry. The reduction of piracy in the seas surrounding Somalia as well as the resolution of disputes between the Federal Government and regional governments has meant that the only “underfished” fish stocks in the world off of Somalia’s Indian Ocean coast will see an upsurge in activity.⁹ The rate of growth in the sector however will depend on greater investment in technologies and boats capable of going beyond the shallow coasts as well as processing facilities and refrigeration.

⁹ USAID, “Somalia Economic Growth Strategic Assessment,” July 2014.

While qualitative research proved useful in broadening the scope of industries and trades that are thought to be growing in Mogadishu, participants were hardly ever able to articulate why these industries and trades were growing, how much they were growing by, where they are growing, the average monthly pay, their volume of opportunity, and the specific skills that are most important for obtaining the job. This lack of knowledge by respondents is not surprising given the scarcity and difficulty of performing economic research within Mogadishu. The Somalia Ministry of Labour has no database on jobs and wages.¹⁰ Past TVET labour market studies in Mogadishu have been limited to consumer demand surveys, market opportunity surveys, and interviews with SMEs, government ministries, international non-governmental organizations, and local non-governmental organizations.¹¹ These previous studies were unable to answer questions about critical information that would help to determine the appropriate sectors for TVET courses.



Lead researcher interviewing Ismail Moallim Abdullahi, Director of Training, Ministry of Labor

Future research must more fully engage with the private sector, in both the formal and informal market, in order to provide data on drivers of sector growth, wage, and volume of opportunity.

Borrowing from the Labour Market Assessment Methodology developed by Mercy Corps, future topics of research could include business perceptions of job seekers, opportunities for mentorships, apprenticeships, and job placement, and constraints to starting or expanding a business.¹² **Private sector mapping** could also assist in understanding the private sector by targeting firms and sectors where employment opportunities are believed to exist. Thereafter, working relationships with firms can be developed and relied upon to create more relevant courses for trainees as well as firms. **Value chain focus group discussions** could also provide valuable insight by gathering producers, service providers, processors, consumers and other stakeholders along the value chain of a sector to identify gaps and opportunities for employment/self-employment along the value chain. Equipped with this information, providers of TVET programming such as BRCiS can better understand the constraints and opportunities of each skills training offered.

4.3 RECOMMENDED PRIORITY SECTORS

Based on data gathered from the tracer study, consumer demand survey, and qualitative research, the following sectors are the recommended priority sectors. Bearing in mind the limitations of the data previously discussed, the research would suggest that they are potentially highly fruitful sectors in which to offer technical and vocational training.

- 1. Construction (men):** The construction industry appears to have greatly benefitted from stability, commercial growth, and overseas investment. According to the tracer survey by IIDA, the jobs within the industry on average pay more, particularly carpentry, than the jobs that most graduates of other skills training obtain. The current focus on electricity, carpentry, and plumbing appear to be appropriate, but participants of qualitative research have also suggested that training in flooring and exterior finishing may also be helpful.
- 2. Furniture (men):** The demand for furniture tends to grow along with the construction and growth in construction has been persistent.
- 3. Restaurants (men and women):** A market gap appears to exist for restaurants according to the findings of research into services by the consumer demand survey. 44% of respondents were dissatisfied with the food and drinks of restaurants, and among those dissatisfied, 38% cited uncleanliness and poor hygiene as the cause of dissatisfaction. This cause can be addressed by TVET training, and restaurants offer a number of jobs including waiters and cooks that may be transferable to other industries such as hotels.

¹⁰ Ministry of Labor and Social Affairs, <http://molgov.so/>

¹¹ Past TVET market analyses in Mogadishu includes the Danish Refugee Council's "Vocational Skills Training: Labour Market Study" and ILO/UNICEF's "Youth Employment and Livelihood Survey on Skills and Market Opportunities".

¹² Mercy Corps, "Labor and Market Assessment Guidance and Tip Sheets", <https://www.mercycorps.org/research-resources/labor-and-market-assessment-guidance-and-tip-sheets>

Both men and women can be found working as cooks and waiters. Generally, men perform both jobs at restaurants, but women are able to and do in fact work as cooks and waiters as well.

4. **Hotel services (men and women):** Stability and commercial growth have also led to a growing number of international visitors. Hotels provide accommodations for them as well as venues for events. Jobs within hotel services that could be trained for include receptionist, waiter, cook, and cleaning. Both men and women can be receptionists, but waiters and cooks are frequently men and cooking while cleaning is generally done by women in Somalia.
5. **Fishing (men and women):** The fishing industry in Mogadishu is relatively minor and limited to artisanal fishing by the coasts. A gap in the seafood market exists with 95% of respondents having bought fish sometime in their lives, but with nearly, 48%, dissatisfied with seafood, largely due to expense. As the fishing industry grows, the cost of fish should fall while quality increases with investments in refrigeration and processing, both of which will bode well for a fishing industry that is safer from pirates and less restricted by regional disputes. Jobs within the industry appropriate for training may include fishing, managing the storage of fish, processing fish, and sale of fish. Fishing is typically seen as a male job, but selling fish in the market is often done by women.

Some jobs within restaurant and hotel services such as receptionists and waiters will require careful job placement, because unlike the other skills trainings their jobs cannot become the source of self-employment in the same way that, for example, a furniture maker can. **Their jobs are coupled with the location at which they provide their service, making careful planning for these skills a necessity.**

Petty trade and the beauty industry also showed some evidence that they may be a growing industry. With regard to petty trade, the consumer demand survey revealed a number of goods that a substantial proportion of respondents have never bought as well as room for improved customer service, however the tracer survey by IIDA only collected observations on three petty traders, so it is difficult to estimate what the employment outcomes.

Beauty was often mentioned in the qualitative research and was described as a small industry that had a lot of room to grow. Beauticians are often visited by women before weddings and other special occasions. The tracer survey only collected eight observations on beauticians so estimates of employment outcomes should be viewed with caution. Nevertheless, the mean monthly income was third highest at \$67, and a market gap appears to exist with 34% of respondents dissatisfied with the services offered by beauticians currently working in the market.

These priority sectors reflect the general dissatisfaction with goods and services related to food as well as growing opportunities in restaurants and hotels brought on by the greater stability of recent years. Construction, as it was before, remains a priority sector due to the continued expansion of the industry and the generally good level of compensation. These priority sectors offer a wider variety of training for women who were previously limited to tailoring and beauty. Added to these could be cooking, reception, waitering, and petty trade which would help to correct for the lack of choice for female trainees.

4.4 GENERAL SKILLS

The informal education offered by TVET programmes in general skills was mentioned in both the tracer survey by IIDA and in the qualitative research multiple times as being a particularly useful part of the training. Disruptions to Mogadishu's education system after the civil war due to bouts of conflict and fragile governance means that basic knowledge for a wide swath of Somalia's young population is lacking.

This basic knowledge includes literacy and numeracy skills. One former project beneficiary had this to say about the training:

The most interesting part of the trainings were learning how to write and read the Somali language, and also how to do simple calculation like addition, subtraction, multiplication, and division.

This lack of basic knowledge also affected market actors. 36% (n=18) of market actor surveyed were dissatisfied with their numerical abilities and 26% (n=13) said they have had trouble communicating with customers. **As such, continued training in basic general knowledge is recommended as it remains an important part of training programmes.**

4.5 ENTREPRENEURSHIP SKILLS

Given the limited number of open positions at businesses in Mogadishu, entrepreneurship training will be a key to any TVET programme. Out of 181 IIDA project beneficiaries, 169 were self-employed—97% of graduates. Out of 25 project beneficiaries from the tracer study done on this project, 6 are employed in casual labour, 5 are self-employed, and the remaining are unemployed. For the purposes of this report, “self-employed” and “starting your own business” are used synonymously.

Among youths who trade in petty items and food:

- 79% do not keep an inventory of their goods
 - 79% do not have multiple suppliers
 - 74% do not buy inputs in bulk
 - 69% do not keep receipts from sales and purchases
 - 42% do not pay themselves a salary exclusively for their personal use
 - 42% do not maintain records of their income and expenditure
-

Given these dire employment circumstances, there is a clear and obvious interest in entrepreneurship. Out of 25 former project beneficiaries surveyed, all 25 planned to start a business in the future. Nevertheless, significant obstacles are posed to would-be entrepreneurs: a knowledge gap in how to do business, a lack of capital, and a lack of financial access. The knowledge gap is substantial. Only 28% (n=7) of former project beneficiaries from our tracer study feel very knowledgeable about starting a business. 60% (n=15) feel they are somewhat knowledgeable, and the remaining 12% (n=3) respond that they are not at all knowledgeable.

This translates to perceptions of greater difficulty in starting a business. 36% (n=9) of former project beneficiaries think that starting a business would not be at all difficult, 28% (n=7) think it would be somewhat difficult, and 36% (n=9) think that it would be very difficult.

We found a knowledge gap among those who already had their own petty trade businesses in Mogadishu. Of the 50 youths surveyed in the Youth Skill Survey, 19 were petty traders in small items and food. We found that many of them did not use basic business practices to manage their enterprise. 79% (n=15) do not keep inventory of their goods, 79% (n=15) do not have multiple suppliers, 74% (n=14) do not buy inputs in bulk, and 68% (n=13) do not keep receipts from sales and purchases. These practices listed were drawn from IRC’s Learn to Earn curriculum and show that many still stand to benefit from such training. While the above business practices are mostly specific to those who engage in petty trade, they are indicative of a broader lack of entrepreneurship knowledge. **Given that the majority of graduates will be self-employed, we recommend that future TVET programmes offer trade-specific entrepreneurship training.**

4.6 COMPARISONS WITH PAST MARKET ASSESSMENTS

The “Vocational Skills Training Labour Market Study” commissioned by the Danish Refugee Council in 2012 and the “Youth Employment & Livelihood Survey on Skills & Market Opportunity” report commissioned by the International Labour Organization in 2013 are the two most recent market analyses completed in Mogadishu with the aim of informing TVET programming. Since then, greater stability and commercial growth have begun to rebuild Mogadishu, but substantial obstacles remain. The DRC report found that the government lacked the capacity to ensure non-formal education, such as TVET programming, offers trainees quality opportunities to acquire the necessary skills for employment or self-employment. The government continues to be limited in its ability to add value to TVET programmes. Da’ud Mohamed Makaran, the Director of Non-Formal Education at the Ministry of Education, said in a key informant interview that the Ministry plans to set a curriculum for vocational skills training and to open its own schools that will teach technical skills, but whether they will have the resources to do so remains to be seen.

The quality of TVET programmes appear to have improved dramatically since previous assessments. In 2012, quality and standards were major concerns, and the DRC study reported that TVET programmes suffered from poor coordination, lack of supervision, limited professional and professional support, and a lack of a collaborative framework among various stakeholders. In FGDs for this report, former project beneficiaries revealed that while there were aspects of training they would like to see provided such as financial support after graduation and longer training periods, there was great interest in and satisfaction with the training provided. Moreover, collaborative frameworks such as the BRCiS consortium now exist to cooperate on TVET programmes. The DRC report also found that TVET programmes frequently failed to address livelihood needs during training, but current

programmes as provided by BRCiS consortium members provide monthly financial support over the duration of the skills training course.

Specific to the fishing sector, the piracy that disrupted fishing in 2012 has become much less problematic and the relative peace on the seas will contribute to the growth of the sector. The cultural preference for livestock instead of fish remains, and the future of the industry will depend on growth of fish exports, which will in turn require investments in storage and processing facilities. Fishing continues to have limited government and donor support. In 2013, only 0.5% of all official development aid (ODA) went into developing fishing.¹³ However, the trend appears to be toward greater support increasing from \$240,000 in ODA in 2011, to \$ 1.6M in 2012, and jumping to \$15.8M in 2013.¹⁴

Construction in 2012 was booming according to the DRC report, with large numbers of private investors, home owners, and real estate developers returning to Mogadishu. This boom in construction generated by the relative stability in the city and burgeoning economy has continued and remains a sector with substantial employment opportunities.

The ILO report completed in 2013 consisted of a consumer demand survey and a market opportunity survey in four markets, Wadajir, Whardigle, Waaberi, and Halwadag. Several similarities were noticeable. Similar to the findings of the consumer demand survey in this report, satisfaction levels with goods were generally higher than those of services. Dissatisfaction with restaurants was 43.4% (n=13) in Waaberi (43.4%, n=13) and Halwadag 98.7% (n=29), and besides expense, uncleanliness and hygiene were cited as the primary reasons for dissatisfaction. Research for this report found that 42% of all respondents were dissatisfied with restaurant services, and 38% of those dissatisfied cited uncleanliness and hygiene. **Given the level of dissatisfaction with the cleanliness of food services, if food preparation skills trainings are implemented going forward, then training in cooking should be accompanied by hygiene training.**

Research from the ILO report found that the lack of lending proved to be a significant obstacle to those looking for funding. In Wadajir, 83.3% (n=10) of businesses answered that the lack of lending was an obstacle to financing. 93.3% (n=14) in Waaberi, 82.4% (n=14) in Halwadag, and 32.3% (n=10) in Whardigle answered the same. None of the 50 businesses surveyed for this report received a loan from a commercial bank. However, microfinance appears to be growing as commercial banks have begun to offer microfinance products. 64% (n=32) of businesses said that they had used microfinance services. Of those who used microfinance services, 45.2% (n=13) used Dahabshil and 40.5% (n=17) used Salaam Somali Bank.

5. MAIN CONSTRAINTS AND OPPORTUNITIES

5.1 CONSTRAINTS

As has been mentioned, historical, cultural, and current economic circumstances place severe constraints on youth employment. These include the lack of education, as indicated by the lack of basic numeracy and literacy, and lack of job opportunities arising out of decades of instability. The importance of personal connections to finding employment also poses a problem for Concern's target population who typically lack the personal connections who can bring them along. The following quote comes from a participant of an FGD with market actors: "A friend comes to you, and he asks you to give a job to his or her child who does not have the skills the job demands. So you have either to accept their offer or lose their friendship, and when you give the job, someone with the skill is left out there." The importance of personal connections to finding employment was echoed in nearly all focus groups and key informant interviews.

¹³ "Open Aid Data Recipient Country: Somalia", http://www.openaiddata.org/recipient_country/273/2013/

¹⁴ "OECD: Creditor Reporting System", <http://stats.oecd.org/index.aspx?DataSetCode=CRS1>

5.2 ENTREPRENEURSHIP CONSTRAINTS

Constraints to entrepreneurship in particular also exist in the lack of capital available. Trainees of productive assets programmes graduate with a set of tools, but it was frequently mentioned during discussions and interviews that it would they also need financial support to pay for rent, electricity, and other start-up costs.

Compounding the problem of entrepreneurs' lack of capital is their lack of financial access. This is reflected in the perception of difficulty in acquiring the capital necessary to start a business by former project beneficiaries, 60% of whom think that finding capital for a business would be not at all easy. Further indication that financial access has not moved "downstream" is reflected in actual access to financial services by youths that have started a business in the Youth Skills Survey. Of the 19 who ran businesses, 79% (n=15) of them do not have an account at a bank, 84% (n=15) do not have a savings account, and 58% (n=11) have not taken any kind of loan from a financial institution. Without financial access, youths will have to rely on the meagre and often irregular job opportunities offered by the current labour market for their income.

5.3 OPPORTUNITIES FOR ENGAGEMENT WITH BUSINESS

Despite these challenges, there are significant opportunities in the Mogadishu market as well as opportunities to improve the connection between TVET training and the job market. As mentioned, the Mogadishu of 2016 is much different from the Mogadishu of 2012, and the greater level of stability has brought expanding opportunities to the previously mentioned priority sectors.

Among the sectors and trades that are growing, there are opportunities to increase the relevance of the skills training to the markets, in particular through engagement with Mogadishu's business community. Key informant interviews with TVET implementers such as IIDA and KAASHIF revealed substantial collaboration with the wider community, but little to no engagement with the business community.



Market actors participating in focus group discussion with lead researcher

IIDA implements projects for both the BRCiS and MODEL programmes in Karan, Wadajir, Bondhere and Hamar Jajab. Working with the local authority and a committee consisting of elders, religious leaders, women, and youth from the district, IIDA selected the vocational skills for which they would offer training. Absent from the process however were business leaders who would be able to contribute their knowledge of markets and lend their insights to the selection of the most viable vocational skills.

In a similar way, KAASHIF in its selection of technical and vocational skills only involved the Danish Refugee Council (DRC), members of the community, and district authorities. **Including business community leaders in the design of both the TVET and PA programmes would bolster the value of the graduates that seek to work in the markets the business community engages with on a day-to-day basis.**

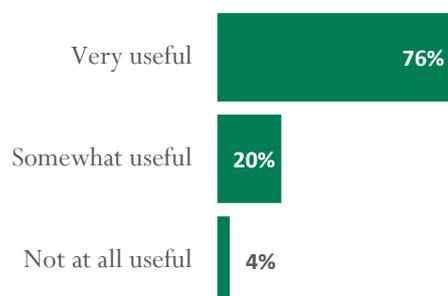
Engaging with the business community may bring other significant benefits to TVET programming. The business community showed an openness to collaborating with TVET programmes to enhance the relevance of the training. In addition, market actors have shown a willingness to assist in TVET training programmes. Nearly half of market actors surveyed said that they would be willing to take on apprentices and 28% said they would be more willing to take on apprentices if organizations paid half of the apprentices' salaries. Any additional opportunities for apprenticeships bodes well for trainees.

Of the 25 project beneficiaries from the Forcier tracer survey, 92% said that they had a great deal better understanding of what employers in their sector expected from employees, and the remaining 8% felt they had a

somewhat better understanding. Furthermore, as seen in Figure 5.1 to the right, 76% found apprenticeships very useful, 20% found them somewhat useful, and only 4% found them not at all useful.

Market actors have also shown a willingness to mentor young entrepreneurs. In our Market Opportunity survey, 94% of market actors responded that meeting with mentors would be helpful to young entrepreneurs. Monthly meetings were most often recommended, but participants suggested that the frequency would depend on the nature of the business. Of the market actors surveyed, 70% affirmed that they would consider doing so. Focus group discussions with project beneficiaries and potential project beneficiaries agreed that participating in mentorships would be helpful for young entrepreneurs. **In addition, beyond the experience and expertise that business leaders would be able to lend to apprentices and mentees, building professional relationships in Mogadishu would work to erode the pernicious necessity of having a personal connection with an employer to be hired.**

Figure 5.1 Usefulness of Apprenticeships



5.4 OPPORTUNITIES FOR COOPERATIVES

Given that the vast majority of graduates will not be able to find a regular wage job and will have difficulty obtaining even irregular, casual labour, one method for employment that could find success in Mogadishu is forming cooperatives of trainees who studied the same sector and supplying them with start-up inputs. Both KAASHIF and IIDA recommend using this method. **IIDA has recommended that the additional step of linking cooperatives with loans, savings, and other services from financial institutions be taken.** These services would help to offset both the lack of capital and financial access that, as previously mentioned, act as constraints to entrepreneurship. For example, buying refrigeration in order to store and sell fish will be an important investment in a fishing industry that currently lacks a cold chain, but the upfront cost of buying a refrigerator is prohibitively expensive for most individuals. Group savings that pool together resources combined with appropriate lending services will allow graduates to afford such costly capital inputs.

6. CONCLUSION AND KEY RECOMMENDATIONS

Based on the findings from the research, a number of changes are recommended:

1. Technical and vocational education training should focus on new priority sectors:

1. Construction (plumbing, electrician, carpenter, flooring, exterior finishing)
2. Furniture
3. Restaurant services (waiter, cooking)
4. Hotel services (receptionist, waiter, cooking)
5. Fishing

Current priority sectors of both technical and vocational education training reflect the business sectors that were expanding as stability and security were only beginning to come to Mogadishu. Those business sectors continue to be relevant today, however new businesses have emerged to become viable as Mogadishu has continued to stabilize and investment in the city grows. Effectively updating training programmes will mean orienting towards these new priority sectors. An emphasis should be put on building up the quality of services and goods trainees can provide. The consumer demand survey showed that the lack of supply of goods and services was not as serious a problem as was their quality. Lengthening the period of training for highly technical skills like electricity, plumbing, or carpentry may be an effective way to address problems of quality, however further research with persons that understand the particular content that should be taught.

Skills trainings should be allocated in a gender-specific way appropriate to the Somali context. Work in construction and furniture will be exclusive to men. Both men and women can be cooks or waiters, but generally women will do the cleaning on the job. Fishing is a male-dominated trade whereas the sale of those fish is often a female one.

2. Entrepreneurship training should be incorporated into TVET training for each sector.

Regular wage employment has been difficult to find in a still anaemic labour market. The majority of graduates are self-employed, but few are equipped with the entrepreneurship skills required to begin and maintain a business. Entrepreneurship training can facilitate that effort and should be tailored for the challenges and opportunities specific to that trade.

3. Cooperatives of trainees should be formed and provided with support services.

Entrepreneurship is constrained both by the lack of capital and the lack of financial access. Cooperatives not only pool knowledge, but social capital and resources. Given the particularly high importance of personal connections in doing business, members of the group will be able to use each other's networks. Group savings can be directed toward affording initial and ongoing capital costs. Cooperatives can also be linked to the growing number of microfinance services available in the city to achieve the same end. Focus group discussions and key informant interviews frequently called simply for greater financial support to assist in easing the start-up costs of enterprises. Cooperatives can also be linked to mentors in their sector. Market actors as well as project beneficiaries have shown a willingness to take part in mentorships.

4. The business community should be incorporated into the design of TVET training programmes.

The business community has been thus far conspicuously absent from the design of TVET programmes. While they should be considered as only one part of a wider community, they have insights both as employers and as key players in the city's economy that can increase the relevance and effectiveness of TVET programmes. Market actors have shown a willingness to collaborate, both through apprenticeships and mentorships. Moreover, these professional relationships built through apprenticeships and mentorships are yet another way to begin to break down the current paramount importance of personal relationships in finding employment.

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8. APPENDIX

8.1 TVET AND PA PROGRAMMES

8.1.1 ENROLMENT IN MODEL TVET AND PA PROGRAMMES

Mogadishu Integrated Development Efforts for Improving Livelihoods of Poorer Households (MODEL)									
Technical Vocational and Educational Training (TVET) and Productive Asset (PA) Beneficiaries									
Graduation Date Month/Year	Beneficiary Type	Total of Beneficiaries Trained	Number of Male/Female Benefited	Type of Training Provided to TVET and the Skills of the PAs					
				Tailoring	Carpentry	Plumbing	Electric	Other Skills for PA	Project
YEAR 2012									
July-Dec/2012	TVET	60	46M & 14F	14	13	13	20	--	MODEL
Nov-Dec/2012	PA	48	36M & 12F	13	11	9	8	7 (4 Barbers, 3 Mini-shops)	MODEL
YEAR 2013									
Jan-June/2013	TVET	75	55M & 20F	20	18	18	19	--	MODEL
May-June/2013	PA	50	34M & 16F	13	5	4	9	19 (2 beauty salons, 7 mini-shops, 6 barbers, 1 mason, 2 dye)	MODEL
July-Dec/2013	TVET	50	36M & 14F	14	12	12	12	--	MODEL
Nov-Dec/2013	PA	50	30M & 20F	13	4	4	9	20 (6 beauty salon, 5 mini-shops, 5 barber, 2 mason, 2 dye)	MODEL
YEAR 2014									
Jan-June/2014	TVET	50	36M & 14F	14	12	12	12	--	MODEL
May-June/2014	PA	--	-	-	-	-	-	-	MODEL
July-Dec/2014	TVET	50	36M & 14F	14	12	12	12	--	MODEL
Nov-Dec/2014	PA	50	30M & 20F	13	6	5	7	19 (5 Beauty salon, 5 Barber, 4 wheel-barrow, 3 Dye & 2 Mini-shop)	MODEL
YEAR 2015									
Jan-June/2015	TVET	30	18M & 12F	12	6	6	6	--	MODEL
May-June/2015	PA	--	-	-	-	-	-	-	
July-Dec/2015	TVET	30	18M & 12F	12	6	6	6	--	MODEL
Nov-Dec/2015	Planned								
Total		543 (345 TVET & 198 PA)	375M & 168F	152	105	101	120	65	MODEL

8.1.2 ENROLMENT IN BRCiS TVET AND PA PROGRAMMES

Building Resilience Communities in Somalia (BRCiS Programme)									
Graduation Date Month/Year	Beneficiary Type	Total of Beneficiaries Trained	Number of Male/Female Benefited	Type of Training Provided to TVET and the Skills of the PAs					Project
				Tailoring	Carpentry	Plumbing	Electric	Other Skills for PA	
November 2014 – April 2015	TVET	50	30M & 20F	20	10	10	10	--	BRCiS
May 2015 – October 2015	TVET	50	30M & 20F	20	10	10	10	--	BRCiS
April 2015	PA	20	12M & 8F	4	4	2	4	6(4 Beauty salon & 2 barbers)	BRCiS
October 2015	PA	20	12M & 8F	3	2	0	3	11 (2 mason, 5 beauty salon & 5 barbers)	BRCiS
Total		140 (100 TVET & 40 PA)	84M & 56F	47	26	22	27	18	

8.1.3 TOOLKITS FOR MODEL AND BRCIS TVET AND PA PROGRAMMES

Plumbing toolkits	Carpentry toolkits	Electric toolkits	Tailoring toolkits	Beauty salon toolkits	Barber toolkits	Wheel barrow toolkits	Mason toolkits	W/barrow(Mini-shop) toolkits
Plumber Welding machine	Smooth plane	Complete electric toolkits, screw driver set	Juke Tailoring machine	Cabinet for beauty salon	Shaving chair	Wheelbarrow made from timber with car tires	Bucket	Wheelbarrow
Pipe cutter	Sharpening stone	pliers set,	Meter	Plastic chair	Shaving mirror	string	Plum bobs	Retractable table
Still handled claw hammer	Tribune manioc	razor knife,	Sharp blades (scissor)	Multi-functional Hair style complete toolkits	Shaving machine	cabinet to display products	String lines for measurement	Chair
Meter	BORA square	tape measure	Charcoal iron	Nail polish	Hair and beard trimmer	A chair	Hand basin	String
Heavy duty 10	Belt bag	a set of tapes	Sewing thread	Lip stick	Anti dandruff shampoo	Umbrella	Big hammer	Umbrella
Ratchet die stock set	Tenaglia extra (PVC)(kapriol)	Ladder	chair	Repairing cream quick nourish dry skin	Shaving cream		Clay pick head	Microphone for advertisement
Reflex 33 (sciage normal)	Handsaw	Safety belt	Needles one box	Supreme henna body decoration	Pressure sprayer		Digging shovel	
Hacksaw blades set	Hand saw 18”(450 mm)	Digital clamp meter	1 bundles for fabrics women (3 yards)	Face power	3pcs scissor		Pointing trowel	
Back bag	Meter	Back bag	Back bag	Eye definer	Sets of combs		Mahogany wood	
	Hammer			Face wash	Shaving brush		Back bag	

	Wood clamps			Deep nourish hair mask	Super max (super stainless blue)			
	Back bag			Nourish and care the hair	Clean up items for removing cut chairs			
				Water make up	Cloth dryer stand			
				Shampoo + conditioner	Shaving powder			
				Make up kits	Neck strips			
				Styling hair gel				
				Dove Soap				
				Olive oil				
				Organic olive oil				
				Body lotion cream				
				Deluxe combs				
				Sets of combs				
				Hair grips				
				Shi pin hair				
				Towels				
				Bucket				
				Small bucket				

				Hand basin				
				Back bag				

8.2 QUALITATIVE TOOLS

8.2.1 FOCUS GROUP DISCUSSION WITH MARKET ACTORS

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This discussion should not take more than 90 minutes.</p>	
<p>Location: Number of participants: Age: Gender: Date: Start time of FGD: End time of FGD:</p>	<p>1. General characteristics</p>
Part 1 (Sectoral Assessment)	
<ol style="list-style-type: none"> 1. Do employers in your industry have difficulty finding potential employees with the required skillset? 2. Do you feel there is a market for businesses in your industry to expand? If so, do you plan on expanding? 3. What are the advantages and disadvantages of hiring young employees? 4. Do employers here favour young employees that can be trained or older employees that already know how to perform job duties? 5. Do employers here currently employ men or women younger than 30 years of age? 6. What industries do you think are growing the most in this city? <i>probe:</i> <ul style="list-style-type: none"> • tailoring • fishing • construction • renewables • petty trade • beauty services 7. What do you think are growing job opportunities in these industries? 	<p>The FGD questions address the following research questions:</p> <ul style="list-style-type: none"> • What sectors are in need of young employees?

Part 2 (Market Opportunity)

8. What skills could young people gain to be more competitive for employment in your industry?
9. How does work vary throughout the year?
10. What skills outside of your profession do you think having would make finding work throughout the year easier?
11. What are the important non-vocational skills that are important for those working in your industry to possess?
probe:
 - numeracy
 - literacy
 - accounting
 - management
 - customer service
 - budgeting
 - business plan development
12. Do employers in your sector take on interns or apprentices?
 - a. Are they paid or unpaid? Are there fees associated with this position?
 - b. From where are these participants recruited?
 - c. How long do these individuals stay in your sector? Upon completion, do they hire them, or do they begin their own businesses?
 - d. Would employers here be more open to taking on interns or apprentices if an organization paid half of their wages?

- What non-vocational specific skills are important for employment and entrepreneurship?
- What trainings can be used to close the skills gap?
- What skills can be taught together in training to make trainees more marketable?

Part 3 (Support Services)

13. Which kind of training would employers in your field be interested in receiving? ENTREEE
14.
 - a. How much money would you need to start a business like yours?
 - b. What tools would be needed to start a business like yours?
15. What common financial problems do employers here encounter or lead them to close their business?
probe:
 - inability to access loans
 - poor cash flow management
16. What common non-financial problems do employers here encounter or lead them to close their business?
17. What financial services are commonly used by employers and businesses here?
probe:
 - money transfer
 - hawala
 - lending
 - savings

- How can training be more closely linked to open positions in the market?
- What are the financing constraints to starting a business?

<ul style="list-style-type: none">• insurance• payment services• mobile payment <p>18. From what financial institutions do they receive these services?</p> <p><i>probe:</i></p> <ul style="list-style-type: none">• commercial banks• hawala• microfinance• telecommunication companies <p>a. If some of these services are not used, why?</p> <p>19. Do you think employers and businesses need market research?</p> <p>20. Do you think meeting with a professional business coach or mentor would be helpful for employers here? If so, how often?</p>	
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8.2.2 FOCUS GROUP DISCUSSION WITH FORMER PROJECT BENEFICIARIES

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This discussion should not take more than 90 minutes.</p>	
<p>Location: Number of participants: Age: Gender: Date: Start time of FGD: End time of FGD:</p>	<p>2. General characteristics</p>
<p>Part 1 (Sectoral Assessment)</p>	
<ol style="list-style-type: none"> 1. Is it difficult for youths to acquire the skillset needed for your work in your sector? 2. Do you feel there is a market for businesses in your sector to expand? 3. What industries do you think are growing the most in this city? <i>probe:</i> <ul style="list-style-type: none"> • tailoring • fishing • construction • renewables • petty trade • beauty services 4. What do you think are the growing job opportunities in these industries? 	<p>The FGD questions address the following research questions:</p> <ul style="list-style-type: none"> • What sectors are in need of young employees?
<p>Part 2 (Market Opportunity)</p>	
<ol style="list-style-type: none"> 5. How would you describe the quality of technical skills training the trainees received? <i>probe:</i> Do you feel like the trainees graduated with a sufficient level of skill to effectively pursue your trade? <i>probe:</i> Were there any parts of the training that were particularly interesting? Any that were boring? 6. Can you discuss the different skills you learned during the training? <i>probe:</i> <ul style="list-style-type: none"> • non-technical skills 	<ul style="list-style-type: none"> • What non-vocational specific skills are important for employment and entrepreneurship (numeracy, literacy, accounting, management, customer service, budgeting, business plan development, etc.)? • What trainings can be used to close the skills gap? • What skills can be taught together in training to make trainees more marketable?

<ul style="list-style-type: none"> • entrepreneurial/self-employment skills <p>7. With the skills you were taught, would you feel confident starting a company? Why/Why not?</p> <p>8. What did the trainees think of the subjects that were available for you to study? <i>probe:</i> How did you choose the subject you studied? <i>probe:</i> Are there any subjects that weren't offered that you think should have been? Why?</p> <p>9. A proportion of the students in the program dropped out during training, why do you think that is? <i>probe:</i> Did any of you think of dropping out? Why? <i>probe:</i> What made you stay?</p> <p>10. What vocational skills taught during the training were most helpful for you to find or create a business?</p> <p>11. Should the training have been longer or shorter?</p>	
Part 3 (Support Services)	
<p>12. What common financial problems do employers and businesses here encounter or lead them to close? <i>probe:</i></p> <ul style="list-style-type: none"> • inability to access loans • poor cash flow management <p>13. What common non-financial problems do employers here encounter or lead them to close their business?</p> <p>14. What financial services are commonly used by employers here? <i>probe:</i></p> <ul style="list-style-type: none"> • money transfer • hawala • lending • savings • insurance • payment services • mobile payment <p>15. From what financial institutions do they receive these services? <i>probe:</i></p> <ul style="list-style-type: none"> • commercial banks • hawala • microfinance • telecommunication companies <p>16. If some of these services are not used, why?</p> <p>17. Tell me about how employers use business service providers that can provide market research.</p> <p>18. What is the role of mentors in your industry?</p>	<ul style="list-style-type: none"> • How can training be more closely linked to open positions in the market? • Are mentorships an effective way to support employability? • How can business coaches support entrepreneurship? • What were the gaps in previous iterations of TVET? • What are the financing constraints to starting a business?

8.2.3 FOCUS GROUP DISCUSSION WITH POTENTIAL PROJECT BENEFICIARIES

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This discussion should not take more than 90 minutes.</p>	
<p>Location: Number of participants: Age: Gender: Date: Start time of FGD: End time of FGD:</p>	<p>3. General characteristics</p>
<p>Part 1 (Sectoral Assessment)</p>	
<p>1. What industries do you think are growing the most in this city? <i>probe:</i></p> <ul style="list-style-type: none"> • tailoring • fishing • construction • renewables • petty trade • beauty services <p>2. What do you think are the growing job opportunities in these industries?</p>	<p>The FGD questions address the following research questions:</p> <ul style="list-style-type: none"> • What sectors are in need of young employees?
<p>Part 2 (Market Opportunity)</p>	
<p>1. Do you think young men and women here have difficulties finding potential employers in these growing sectors?</p> <p>2. What vocational training would be helpful for youths to obtain employment in your community?</p> <p>3. What sectors do you think youths would be most interested in gaining skills in?</p> <p>4. What sectors do you think youths would be least interested in gaining skills in?</p> <p>5. What non-vocational skills do you need to obtain employment?</p>	<ul style="list-style-type: none"> • What trainings can be used to close the skills gap? • What non-vocational specific skills are important for employment and entrepreneurship (numeracy, literacy, accounting, management, customer service, budgeting, business plan development, etc.)? • What skills can be taught together in training to make trainees more marketable?

Part 3 (Support Services)

- | | |
|---|--|
| <p>6. What common financial problems do employers here encounter or lead them to close their business?
<i>probe:</i></p> <ul style="list-style-type: none">• inability to access loans• poor cash flow management <p>7. What common non-financial problems do employers here encounter or lead them to close their business?</p> <p>8. What financial services are commonly used by employers here?
<i>probe:</i></p> <ul style="list-style-type: none">• money transfer• hawala• lending• savings• insurance• payment services• mobile payment <p>9. From what financial institutions do they receive these services?
<i>probe:</i></p> <ul style="list-style-type: none">• commercial banks• hawala• microfinance• telecommunication companies <p>10. If some of these services are not used, why?</p> <p>11. Do you think young entrepreneurs need to have access to market research?</p> <p>12. Do you think meeting with a professional business coach or mentor would be helpful for young entrepreneurs? If so, how often?</p> | <ul style="list-style-type: none">• How can training be more closely linked to open positions in the market?• Are mentorships an effective way to support employability?• How can business coaches support entrepreneurship?• What were the gaps in previous iterations of TVET?• What are the financing constraints to starting a business? |
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8.2.4 KEY INFORMANT INTERVIEW (WITH GOVERNMENT OFFICIAL)

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This interview should not take more than 90 minutes.</p>	
<p>Name: Ministry or department/Role: Location: Phone number: Date: Start time of KII: End time of KII:</p>	<p>4. General characteristics</p>
<p>Part 1 (Sectoral Assessment)</p>	
<ol style="list-style-type: none"> Can you briefly describe the Irish Aid funded MODEL and BRCiS program, and how it relates to the work you do in your ministry? In what ways did the MODEL and BRCiS involve you with the project's activities? How could this have been done better? Based on your work at the Ministry on TVET, what do you think are the growing sectors TVET providers should be providing training in? In what sectors is the government promoting growth? 	<p>The KII questions address the following research questions:</p> <ul style="list-style-type: none"> What sectors are in need of young employees?
<p>Part 2 (Market Opportunity)</p>	
<ol style="list-style-type: none"> What are the biggest obstacles to improving youth employability in your area? <i>probe:</i> How about for women? How would you describe the quality of technical skills training the trainees received? What non-vocational specific skills are important for young job seekers to have that many do not currently have? How prepared are trainees of entrepreneurship programmes to start a business? 	<ul style="list-style-type: none"> What non-vocational specific skills are important for employment and entrepreneurship (numeracy, literacy, accounting, management, customer service, budgeting, business plan development, etc.)? What trainings can be used to close the skills gap?

<p>9. In addition to supporting TVET programmes, how does your Ministry tackle the problems of unemployment in the area?</p> <p><i>probe:</i></p> <ul style="list-style-type: none"> • TVET certification programmes • microfinance lending <p>10. How well do you think the MODEL and BRCiS TVET models tackle some of the problems of unemployment in the community?</p>	
Part 3 (Support Services)	
<p>11. Would the government be open to linking job hiring from companies that win government contracts with trainees from TVET programmes?</p> <p>12. What steps is the government taking to increase financial access for small- and medium-sized enterprises?</p> <p>13. What services does the government provide in order to spur entrepreneurship?</p>	<ul style="list-style-type: none"> • How can training be more closely linked to open positions in the market? • Are mentorships an effective way to support employability? • How can business coaches support entrepreneurship? • What were the gaps in previous iterations of TVET? • What are the financing constraints to starting a business?

8.2.5 KEY INFORMANT INTERVIEW (WITH TVET PROVIDER)

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This interview should not take more than 90 minutes.</p>	
<p>Name: Ministry or department/Role: Location: Phone number: Date: Start time of KII: End time of KII:</p>	<p>5. General characteristics</p>
<p>Part 1 (Sectoral Assessment)</p>	
<ol style="list-style-type: none"> 1. Can you walk us through the process of how the vocational skills for training were chosen in your area? 2. What, if any, business stakeholders did you involve in the design of the TVET program? 3. Can you elaborate on how the project was set up after the skills were identified? 	<p>The KII questions address the following research questions:</p> <ul style="list-style-type: none"> • What sectors are in need of young employees?
<p>Part 2 (Market Opportunity)</p>	
<ol style="list-style-type: none"> 4. What are the biggest obstacles to improving youth employability in your area? <i>probe:</i> How about for women? 5. How would you describe the quality of technical skills training the trainees received? <i>probe:</i> Do you have an idea of how satisfied the employers are with the graduates? 6. What non-vocational specific skills are important for young job seekers to have that many do not currently have? 7. What combination of skills could be taught together to increase employment year-round? 	<ul style="list-style-type: none"> • What non-vocational specific skills are important for employment and entrepreneurship (numeracy, literacy, accounting, management, customer service, budgeting, business plan development, etc.)? • What trainings can be used to close the skills gap? • What skills can be taught together in training to make trainees more marketable?

8. How prepared are trainees of entrepreneurship programmes to start a business?	
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Part 3 (Support Services)

<p>9. How well has the project succeeded in getting graduates employment?</p> <p>10. If you have provided apprenticeships how many do you think have stayed with the employer you set up for them? (Why have some left?)</p> <p>11. What steps is your organization taking to increase financial access for SMEs of youths and women? <i>probe:</i> What financial services do you think would be most important for the growth of small- and medium-sized enterprises?</p> <p>12. What services does your organization provide in order to spur entrepreneurship among youths and women?</p> <p>13. How effective do you think mentorships by successful entrepreneurs in the same sector in helping young entrepreneurs start and maintain their own businesses?</p>	<ul style="list-style-type: none"> • How can training be more closely linked to open positions in the market? • Are mentorships an effective way to support employability? • How can business coaches support entrepreneurship? • What were the gaps in previous iterations of TVET? • What are the financing constraints to starting a business?
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8.2.6 KEY INFORMANT INTERVIEW (WITH BRCiS CONSORTIUM MEMBERS)

Questions	Indicators
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Building Resilient Communities in Somalia project, the Skills for Youth in Mogadishu project. The purpose of the research is to study and identify areas of opportunity for vocational and business skills training. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to our understanding of the outcomes of the project. This interview should not take more than 90 minutes.</p>	
<p>Name: Ministry or Department: Role: Location: Phone number: Date: Start time of KII: End time of KII:</p>	<p>6. General characteristics</p>
<p>Part 1 (Sectoral Assessment)</p>	
<ol style="list-style-type: none"> Can you walk us through the process of how the vocational skills for training were chosen in your area? What, if any, business stakeholders did you involve in the design of the TVET program? Can you elaborate on how the project was set up after the skills were identified? 	<p>The KII questions address the following research questions:</p> <ul style="list-style-type: none"> What sectors are in need of young employees?
<p>Part 2 (Market Opportunity)</p>	
<ol style="list-style-type: none"> What are the biggest obstacles to improving youth employability in your area? <i>probe:</i> How about for women? Were the project activities implemented in the designed manner? If not, why? <i>probe:</i> What challenges did you face in properly implementing the activities, and how did you solve these challenges? How did you monitor and evaluate the project? <i>probe:</i> Did such information cause alterations of the project as it progressed? 	<ul style="list-style-type: none"> What trainings can be used to close the skills gap? What were the gaps in previous iterations of TVET?

<ol style="list-style-type: none"> 6. How well would you say the project's skills training objectives were achieved? 7. Did you have any problems with any particular objectives, and if so, how did you address them? 	
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Part 3 (Support Services)

<ol style="list-style-type: none"> 8. Can you describe and provide examples, if possible of direct or indirect impacts of the project to intended beneficiaries? 9. Were there any negative impacts? If so, how can these be minimized for future iterations? 10. Do you think programmes modelled after this project will be implemented in targeted areas by other actors in the future? If not, why? 11. Are there any socio-cultural factors that should be taken into account in future programmes? 12. Do you have any final thoughts or comments? 	<ul style="list-style-type: none"> • What were the gaps in previous iterations of TVET?
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8.3 QUANTITATIVE TOOLS

8.3.1 QUANTITATIVE CONSUMER DEMAND SURVEY

Questions: English	Response type:	Logic filter:
<p>TBD: Neighbourhood (do not ask)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (1)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (2)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (3)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (4)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (5)</p>	Single	All
<p>Gender of respondent</p> <p><input type="checkbox"/> Male (1)</p> <p><input type="checkbox"/> Female (2)</p>	Single	All
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Concern Worldwide project, the Building Resilient Communities in Somalia project. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also end leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to understanding the process. This discussion should not take more than 1 hour.</p>	Instructions	All
<p>Name:</p> <p>Phone number:</p> <p>Location (name/code):</p> <p>PSU (name/code):</p> <p>Date:</p> <p>Start time of survey:</p> <p>End time of survey</p> <p>Enumerator (name/code):</p>	General characteristics	All
<p><i>The first section will inquire about the characteristics of your household.</i></p>	Instructions	All
<p>1. Do you agree to take part in this study?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p>	Single	All
<p>2. How old are you?</p>	Numeric	If q1=1
<p><i>I will list various goods, and I would like you to tell me if you have been satisfied or dissatisfied with the availability of each item in the last year. If you have been dissatisfied, I would like to know why.</i></p>	Instructions	If q1=1

<p>3. Have you ever bought or tried to buy accessories (belts, sunglasses, jewelry, phone cases, etc.)? If so, have you been satisfied or dissatisfied with what is here in the market?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>4. Animal fats & cooking oils</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>5. Powdered Milk, NIDO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>6. Meat (goat or cow)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>7. Seafood (fish, shrimp, lobster, etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) 	Single	If q1=1

<input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
8. UHT or packet milk <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
9. Bread (freshly baked) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
10. Butter <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
11. Charcoal <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
12. Gold <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5)	Single	If q1=1

<input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
13. Locally Made Clothes & Footwear <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
14. Imported Clothes & Footwear <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
15. Second-hand Clothes & Footwear <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
16. Nuts <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
17. Fruit (local) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4)	Single	If q1=1

<input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
18. Fruit (imported) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
19. Vegetables (local) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
20. Juice (packaged) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
21. Grains (local) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
22. Yogurt <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3)	Single	If q1=1

<input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
23. Prepared/Processed Food Products <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
24. Juice (fresh) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
25. Poultry (live) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
26. Eggs <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
27. Locally-Made Metal Goods & Metal Furniture <input type="checkbox"/> Never bought or tried to buy (1)	Single	If q1=1

<input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
28. Poultry (slaughtered) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
29. Spare Parts for Bikes, Cars, Boda <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
30. Milk (fresh) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
31. Locally-made Straw Products (bamboo, straw, reed) <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1

<p>32. Vegetables (imported)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>33. Grains (imported)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>34. Cloth & Sewing Items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>35. Toiletries & Beauty Items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>36. Locally-made Tools (Agricultural and Other)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) 	Single	If q1=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
37. Locally-made Wood Products & Furniture <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
38. Flour <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: lack of supply (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: product not good match with needs (7) <input type="checkbox"/> DS: Do Not Trust Vendor (8) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
<i>I will list various services, and I would like you to tell me if on average, you have been satisfied or dissatisfied with each service in the past year. If you have been dissatisfied, I would like to know why.</i>	Instructions	
39. Boda boda <input type="checkbox"/> Never used or tried to use (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough bodas (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: unsafe driving (5) <input type="checkbox"/> DS: lack of punctuality (6) <input type="checkbox"/> DS: exhaust burns (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to answer (98)	Single	If q1=1
40. Appliance repair man <input type="checkbox"/> Never used or tried to use (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough repairmen (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: unsafe work practices (5) <input type="checkbox"/> DS: lack of punctuality (6) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
41. Hiace/Homay <input type="checkbox"/> Never used or tried to use (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: bad conductor/no change (3) <input type="checkbox"/> DS: not enough hiaces (4) <input type="checkbox"/> DS: too expensive (5)	Single	If q1=1

<input type="checkbox"/> DS: unsafe driving (6) <input type="checkbox"/> DS: lack of punctuality (7) <input type="checkbox"/> DS: overcrowded (8) <input type="checkbox"/> DS: unclean interior (9) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)		
42. Cut Fruit or Vegetables <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough people selling (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: bad customer service (5) <input type="checkbox"/> DS: unclean/poor hygiene (6) <input type="checkbox"/> DS: bad quality fruit/veg (7) <input type="checkbox"/> DS: not enough variety fruit/veg (8) <input type="checkbox"/> DS: lack of language skills (9) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
43. Food or Drinks in a Restaurant/Bar <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough restaurants/bars (3) <input type="checkbox"/> DS: food/drink too expensive (4) <input type="checkbox"/> DS: food/drink not appetizing (5) <input type="checkbox"/> DS: unclean/poor hygiene (6) <input type="checkbox"/> DS: lack of variety / not good match with needs (7) <input type="checkbox"/> DS: atmosphere not pleasant (8) <input type="checkbox"/> DS: bad customer service (9) <input type="checkbox"/> DS: lack of language skills (10) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
44. Clothes Washer <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough clothes washers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: services not good match with needs (5) <input type="checkbox"/> DS: poor quality of services (6) <input type="checkbox"/> DS: poor customer service (7) <input type="checkbox"/> DS: lack of language skills (8) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
45. Electrician <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1

<p>46. Blacksmith or welder</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>47. Mason or Bricklayer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>48. Plumber</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>49. Computer Technician</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>50. Phone Technician</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	If q1=1
<p>51. Photographer or Videographer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) 	Single	If q1=1

<input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)		
52. Wood, Sand, or Straw Collector <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
53. Generator Repair Technician <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
54. Boda Boda or Vehicle Mechanic <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
55. Barber <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
56. Caterer <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7)	Single	If q1=1

<input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)		
57. Tailor <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
58. Beautician <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
59. Dairy Farmer <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
60. Construction Worker <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
61. Refrigeration Installation/Repair <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
62. Water Collector or Deliverer <input type="checkbox"/> Never used or tried to use services (1)	Single	If q1=1

<input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)		
63. Split rocks or Gravel Vendor <input type="checkbox"/> Never used or tried to use services (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough service providers (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: poor quality (5) <input type="checkbox"/> DS: poor customer service (6) <input type="checkbox"/> DS: service not good match with needs (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
64. Tea shop <input type="checkbox"/> Never bought or tried to buy (1) <input type="checkbox"/> Satisfied with market (2) <input type="checkbox"/> DS: not enough people selling (3) <input type="checkbox"/> DS: too expensive (4) <input type="checkbox"/> DS: bad customer service (5) <input type="checkbox"/> DS: unclean/poor hygiene (6) <input type="checkbox"/> DS: lack of language skills (7) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	If q1=1
65. Are there any goods or services that you cannot get here and have to travel to a faraway market to obtain? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	If q1=1
66. If so, what type of good or service?	Open	If q63=1
67. Where do you travel to get this?	Open	If q63=1
68. Another good or service? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	If q63=1
69. Type of good or service	Open	If q66=1
70. Where do you travel to get this?	Open	If q66=1
71. How much does your household spend a month on water?	Numeric	If q1=1
72. How satisfied are you with your service? Select all that apply. <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Not satisfied: too expensive (2) <input type="checkbox"/> Not satisfied: poor quality (3) <input type="checkbox"/> Not satisfied: not sufficient quantity (4) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	If q1=1

73. How much does your household spend a month on electricity?	Numeric	If q1=1
74. How satisfied are you with your service? Select all that apply. <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Not satisfied: too expensive (2) <input type="checkbox"/> Not satisfied: poor quality (3) <input type="checkbox"/> Not satisfied: not sufficient quantity (4) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	If q1=1
<i>That is all the questions I have. Thank you for your time.</i>	Instructions	If q1=2

8.3.2 QUANTITATIVE MARKET OPPORTUNITY SURVEY

Questions: English	Response type:	Logic filter:
TBD: Neighbourhood (do not ask) <input type="checkbox"/> xxxxxxxxxxxx (1) <input type="checkbox"/> xxxxxxxxxxxx (2) <input type="checkbox"/> xxxxxxxxxxxx (3) <input type="checkbox"/> xxxxxxxxxxxx (4) <input type="checkbox"/> xxxxxxxxxxxx (5)	Single	All
Gender of respondent <input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)	Single	All
<i>Introduction</i> Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Concern Worldwide project, the Building Resilient Communities in Somalia project. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also end leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to understanding the process. This discussion should not take more than 1 hour.	Instructions	All
Name: Phone number: Location (name/code): PSU (name/code): Date: Start time of survey: End time of survey Enumerator (name/code):	General characteristics	All
<i>The first section will inquire about the characteristics of your household.</i>	Instructions	All
1. Do you agree to take part in this study? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	All
2. How old are you?	Numeric	q1=1
3. Are you employed? <input type="checkbox"/> Yes: Employed (wage) (1) <input type="checkbox"/> Yes: Employed (salary) (2) <input type="checkbox"/> Yes: Employed (piece rate) (3) <input type="checkbox"/> Yes: Self-Employed/Business Owner (4) <input type="checkbox"/> No (5)	Single	q1=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
<p>4. What is your occupation? What jobs do you do to earn money? (select all that apply)</p> <input type="checkbox"/> Animal Rearing (1) <input type="checkbox"/> Appliance Repair (2) <input type="checkbox"/> Babysitting/Day Care (3) <input type="checkbox"/> Baker (4) <input type="checkbox"/> Barber/Hair Stylist (5) <input type="checkbox"/> Beautician (6) <input type="checkbox"/> Blacksmith (7) <input type="checkbox"/> Broker (8) <input type="checkbox"/> Business Owner (9) <input type="checkbox"/> Carpenter (10) <input type="checkbox"/> Cell Phone Charger (11) <input type="checkbox"/> Civil Servant (12) <input type="checkbox"/> Collect Wood (13) <input type="checkbox"/> Collect Sand (14) <input type="checkbox"/> Collect Water (15) <input type="checkbox"/> Collect Garbage (16) <input type="checkbox"/> Collect/Bundle Straw (17) <input type="checkbox"/> Construction Worker (18) <input type="checkbox"/> Conductor/Comsari (Hiace) (19) <input type="checkbox"/> Computer/Business Services (20) <input type="checkbox"/> Craftsmen (21) <input type="checkbox"/> Dairy Farming (22) <input type="checkbox"/> Wash & Iron Clothes (23) <input type="checkbox"/> Doctor/Nurse (24) <input type="checkbox"/> Driver Boda Boda (25) <input type="checkbox"/> Driver Hiace (26) <input type="checkbox"/> Driver Other (27) <input type="checkbox"/> Electrician (28) <input type="checkbox"/> Electronics Repair (29) <input type="checkbox"/> Exchange Money (30) <input type="checkbox"/> Farmer (31) <input type="checkbox"/> Firefighter (32) <input type="checkbox"/> Fruit Seller (33) <input type="checkbox"/> Generator Repair (34) <input type="checkbox"/> Healer (Traditional) (35) <input type="checkbox"/> Housewife (36) <input type="checkbox"/> Masonry/Brick Laying (37) <input type="checkbox"/> Mechanic / Car or Boda Repairs (38) <input type="checkbox"/> Office Work Administration/Secretary (39) <input type="checkbox"/> Photography/Videography (40) <input type="checkbox"/> Plumber (41) <input type="checkbox"/> Policeman (42) <input type="checkbox"/> Restaurant/Bar Services (43) <input type="checkbox"/> Security Guard (44) <input type="checkbox"/> Shop Owner/Retailer (45) <input type="checkbox"/> Shoe Polisher (46) <input type="checkbox"/> Soldier (47) <input type="checkbox"/> Student (48)	Multiple	q3=1, 2, 3, 4

<input type="checkbox"/> Teacher (49) <input type="checkbox"/> Tailor (50) <input type="checkbox"/> Trader (51) <input type="checkbox"/> Cook (52) <input type="checkbox"/> Car Washer (53) <input type="checkbox"/> Porter/Attendant (carry items for money) (54) <input type="checkbox"/> Cleaner/Housekeeper (55) <input type="checkbox"/> Split Rocks (56) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
5. If Other, please specify	Text	q4=97
6. What was your most recent place of employment? <input type="checkbox"/> Business: large company (1) <input type="checkbox"/> Business security (2) <input type="checkbox"/> Business: shop/retailer/trader (3) <input type="checkbox"/> CBO (4) <input type="checkbox"/> Government (5) <input type="checkbox"/> Hospital (6) <input type="checkbox"/> Hotel (7) <input type="checkbox"/> NGO/Intl. Organization (8) <input type="checkbox"/> Restaurant (9) <input type="checkbox"/> School (10) <input type="checkbox"/> Self-employed (11) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to answer (98)	Single	q3=1, 2, 3, 4
7. If Other, please specify	Text	q20=97
8. What was the nature of this work/what was your primary role in this work? <input type="checkbox"/> Appliance Repair (1) <input type="checkbox"/> Babysitting/Day Care (2) <input type="checkbox"/> Baker (3) <input type="checkbox"/> Barber/Hair Stylist (4) <input type="checkbox"/> Beautician (5) <input type="checkbox"/> Blacksmith (6) <input type="checkbox"/> Broker (7) <input type="checkbox"/> Business Owner (8) <input type="checkbox"/> Carpenter (9) <input type="checkbox"/> Cell Phone Charger (10) <input type="checkbox"/> Civil Servant (11) <input type="checkbox"/> Collect Wood (12) <input type="checkbox"/> Collect Sand (13) <input type="checkbox"/> Collect Water (14) <input type="checkbox"/> Collect Garbage (15) <input type="checkbox"/> Collect/Bundle Straw (16) <input type="checkbox"/> Construction Worker (17) <input type="checkbox"/> Conductor/Comsari (Hiace) (18)	Multiple	q3=1, 2, 3, 4

<input type="checkbox"/> Computer/Business Services (19) <input type="checkbox"/> Craftsmen (20) <input type="checkbox"/> Dairy Farming (21) <input type="checkbox"/> Wash & Iron Clothes (22) <input type="checkbox"/> Doctor/Nurse (23) <input type="checkbox"/> Driver Boda Boda (24) <input type="checkbox"/> Driver Hiace (25) <input type="checkbox"/> Driver Other (26) <input type="checkbox"/> Electrician (27) <input type="checkbox"/> Electronics Repair (28) <input type="checkbox"/> Exchange Money (29) <input type="checkbox"/> Farmer (30) <input type="checkbox"/> Firefighter (31) <input type="checkbox"/> Fruit Seller (32) <input type="checkbox"/> Generator Repair (33) <input type="checkbox"/> Healer (Traditional) (34) <input type="checkbox"/> Housewife (35) <input type="checkbox"/> Masonry/Brick Laying (36) <input type="checkbox"/> Mechanic / Car or Boda Repairs (37) <input type="checkbox"/> Office Work Administration/Secretary (38) <input type="checkbox"/> Plumber (39) <input type="checkbox"/> Photography/Videography (40) <input type="checkbox"/> Policeman (41) <input type="checkbox"/> Restaurant/Bar Services (42) <input type="checkbox"/> Security Guard (43) <input type="checkbox"/> Shop Owner/Retailer (44) <input type="checkbox"/> Shoe Polisher (45) <input type="checkbox"/> Soldier (46) <input type="checkbox"/> Student (47) <input type="checkbox"/> Teacher (48) <input type="checkbox"/> Tailor (49) <input type="checkbox"/> Trader (50) <input type="checkbox"/> Cook (51) <input type="checkbox"/> Car Washer (52) <input type="checkbox"/> Porter/Attendant (carry items for money) (53) <input type="checkbox"/> Messenger (54) <input type="checkbox"/> Cleaner/Housekeeper (55) <input type="checkbox"/> Split Rocks (56) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
9. If Other, please specify.	Open	q22=97
10. How are you compensated for your labor? How do you measure your income? <input type="checkbox"/> Daily Rate/Salary (1) <input type="checkbox"/> Piece Rate (2) <input type="checkbox"/> Hourly Wage (3) <input type="checkbox"/> Commission (4) <input type="checkbox"/> No Compensation for Labor (5) <input type="checkbox"/> Other (97)	Single	q3=1, 2, 3, 4

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
11. If Other, please specify.	Open	q24=97
12. If you don't mind me asking, how much money do you make each day (SOS)?	Numeric	q3=1, 2, 3, 4
13. Have you ever received any vocational training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
14. If yes, please specify (select all that apply) <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal Rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Carpentry (6) <input type="checkbox"/> Car Repair (7) <input type="checkbox"/> Crafts (8) <input type="checkbox"/> Computers (9) <input type="checkbox"/> Construction Brick Laying (10) <input type="checkbox"/> Construction, Other (11) <input type="checkbox"/> Dairy Farming (12) <input type="checkbox"/> Electrician (13) <input type="checkbox"/> Masonry (14) <input type="checkbox"/> Plumbing (15) <input type="checkbox"/> Security (16) <input type="checkbox"/> Tailoring (17) <input type="checkbox"/> Teaching (18) <input type="checkbox"/> Welding (19) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q27=1
15. If Other, please specify.	Open	q28=97
16. How did you acquire the skills? <input type="checkbox"/> In a government training centre (1) <input type="checkbox"/> In a technical school (2) <input type="checkbox"/> In a non-government training centre (NGO, private) (3) <input type="checkbox"/> In a small business (4) <input type="checkbox"/> In a bigger company (more than 50 workers) (5) <input type="checkbox"/> From parents (7) <input type="checkbox"/> I learnt the skills by myself (8)	Single	q27=1
17. How many months did it take?	Numeric	q27=1

<p>18. Have you ever received any additional vocational training?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business Entrepreneurship (1) <input type="checkbox"/> Business Management (2) <input type="checkbox"/> Business Marketing (3) <input type="checkbox"/> Business Finance/Accounting (4) <input type="checkbox"/> Business Customer Service (5) <input type="checkbox"/> Conflict Resolution (6) <input type="checkbox"/> Hygiene (7) <input type="checkbox"/> Language Classes (8) <input type="checkbox"/> Leadership (9) <input type="checkbox"/> Mathematics/Numeracy (10) <input type="checkbox"/> Literacy (Reading/Writing) (11) <input type="checkbox"/> Specific Technical/Vocational Skills (12) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	q27=1
<p>19. If Other, specify.</p>	Open	q32=97
<p>20. What is your highest level of education?</p> <ul style="list-style-type: none"> <input type="checkbox"/> None (1) <input type="checkbox"/> Some Primary School (2) <input type="checkbox"/> Primary School (3) <input type="checkbox"/> Some Secondary School (4) <input type="checkbox"/> Secondary School (5) <input type="checkbox"/> Some higher training (6) <input type="checkbox"/> Certificate of Training (7) <input type="checkbox"/> Non-Degree Diploma (8) <input type="checkbox"/> Degree (BA or MA) (9) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	q1=1
<p>21. Do you feel you have sufficient training for your occupation?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	q3=1, 2, 3, 4
<p>22. Would you like to receive additional training?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98) 	Single	q35=2
<p><input type="checkbox"/> If yes, in what would you like to receive training?</p>	Open	q36=1
<p>23. Do you have any computer skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) 	Single	q1=1

<input type="checkbox"/> Refuse to Answer (98)		
24. What languages are required for your occupation? <input type="checkbox"/> Somali (1) <input type="checkbox"/> Arabic (2) <input type="checkbox"/> English (3) <input type="checkbox"/> Italian (4) <input type="checkbox"/> Swahili (5) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q3=1, 2, 3, 4
25. If Other, specify.	Open	q39=97
26. What is your level of English? <input type="checkbox"/> Fluent (read/write and speak) (1) <input type="checkbox"/> Conversational Only (2) <input type="checkbox"/> Writing/Reading Only (3) <input type="checkbox"/> Some knowledge (4) <input type="checkbox"/> None (5) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
27. What is your level of Somali? <input type="checkbox"/> Fluent (read/write and speak) (1) <input type="checkbox"/> Conversational Only (2) <input type="checkbox"/> Writing/Reading Only (3) <input type="checkbox"/> Some knowledge (4) <input type="checkbox"/> None (5) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
28. Do you ever have difficulty communicating with your customers? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
29. Are you satisfied with your mathematical and numerical abilities for the purpose of your work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
30. Do you advertise your goods or services? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1

<p>31. If yes, how do you advertise?</p> <p><input type="checkbox"/> Print Ad in Newspaper/Magazine (1)</p> <p><input type="checkbox"/> Print Ad on Signs/Posters (2)</p> <p><input type="checkbox"/> Internet Advertisement (3)</p> <p><input type="checkbox"/> Paraphernalia with Business Name (4)</p> <p><input type="checkbox"/> Make Phone Calls (5)</p> <p><input type="checkbox"/> Approach People on Street (6)</p> <p><input type="checkbox"/> Talk to Friends & Family about business (7)</p> <p><input type="checkbox"/> Other (97)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Multiple	q45=1
<p>32. If Other, specify.</p>	Open	q46=97
<p>33. Do you ever sell cut fruit, roast maize, alcohol, soda, or other small foodstuffs in a non-formal setting?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>34. Do you engage in this business for yourself, or on behalf of a company/organization?</p> <p><input type="checkbox"/> Yourself (1)</p> <p><input type="checkbox"/> Company or Organization (2)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q33=1
<p>35. How many days per week do you engage in this activity?</p>	Numeric	q33=1
<p>36. What items do you sell? (select all that apply)</p> <p><input type="checkbox"/> Sodas (1)</p> <p><input type="checkbox"/> Fruit (whole) (2)</p> <p><input type="checkbox"/> Fruit (cut up) (3)</p> <p><input type="checkbox"/> Juice (fresh) (4)</p> <p><input type="checkbox"/> Juice (from package) (5)</p> <p><input type="checkbox"/> Sweets/Candies (6)</p> <p><input type="checkbox"/> Alcohol/Beer (7)</p> <p><input type="checkbox"/> Roast Maize (8)</p> <p><input type="checkbox"/> Vegetables (whole) (9)</p> <p><input type="checkbox"/> Vegetables (cut) (10)</p> <p><input type="checkbox"/> Breakfast (11)</p> <p><input type="checkbox"/> Lunch (12)</p> <p><input type="checkbox"/> Dinner (13)</p> <p><input type="checkbox"/> Other (97)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Multiple	q33=1
<p>37. If Other, specify.</p>	Open	q36=97

38. Approximately how many customers do you serve in an average week?	Numeric	q33=1
39. Do you have any formal training on hygiene or food preparation, or any other training related to this work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q33=1
40. Who administered that training? <input type="checkbox"/> Friend (1) <input type="checkbox"/> Family Member (2) <input type="checkbox"/> Training from Employer/Business (3) <input type="checkbox"/> Trade Association/Union (4) <input type="checkbox"/> Gov. VTI (5) <input type="checkbox"/> NGO VTI (6) <input type="checkbox"/> Private VTI (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q39=1
41. Which trainings have you received? <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Customer Service (2) <input type="checkbox"/> Language Skills (3) <input type="checkbox"/> Literacy (Reading/Writing) (4) <input type="checkbox"/> Mathematics/Numeracy (5) <input type="checkbox"/> Catering/Food Preparation (6) <input type="checkbox"/> Hospitality/Restaurant Work (7) <input type="checkbox"/> Food Hygiene Practices (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q33=1
42. Where do you obtain the items you sell? <input type="checkbox"/> Prepare the food/drink yourself (1) <input type="checkbox"/> Source of raw materials is self (2) <input type="checkbox"/> Purchase food: from retailer (3) <input type="checkbox"/> Purchase food: from wholesaler (4) <input type="checkbox"/> Purchase food: from trader (5) <input type="checkbox"/> Purchase raw materials: from retailer (6) <input type="checkbox"/> Purchase raw materials: from wholesaler (7) <input type="checkbox"/> Purchase raw materials: from trader (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q33=1
43. If Other, please specify	Open	q42=97
44. From where do you get electricity for your business? <input type="checkbox"/> Electrical grid (1)	Single	q1=1

<input type="checkbox"/> Generator (2) <input type="checkbox"/> Do not use electricity (3) <input type="checkbox"/> Renewable energy (4) <input type="checkbox"/> Other (97)		
45. If Other, specify.	Text	q55=97
46. Would you be interested in using renewable energy if it was more inexpensive? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (99)	Single	q1=1
47. Do you have an account at a commercial bank? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to answer (98)	Single	q1=1
48. What services do you use at the commercial bank? <input type="checkbox"/> Loans (1) <input type="checkbox"/> Savings (interest earning) (2) <input type="checkbox"/> Savings (non-interest earning) (3) <input type="checkbox"/> Payment services (4) <input type="checkbox"/> Insurance (5) <input type="checkbox"/> Other (97)	Single	q58=1
49. If Other, specify.	Text	q59=97
50. Have you used the services of hawalas? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
51. If so, which ones? <input type="checkbox"/> Money transfer (1) <input type="checkbox"/> Savings (interest earning) (2) <input type="checkbox"/> Savings (non-interest earning) (3) <input type="checkbox"/> Payment services (4) <input type="checkbox"/> Insurance (5) <input type="checkbox"/> Other (97)	Single	q61=1
52. If Other, specify.	Text	q62=97
53. Have you used the services of a microfinance institution? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
54. If so, from which microfinance organization? <input type="checkbox"/> Dahabshil (1)		q64=1

<input type="checkbox"/> Kaah Express/Kaah Islamic Financial Services (2) <input type="checkbox"/> Salaam Somali Bank (3) <input type="checkbox"/> Somali Bank for Reconstruction and Development (4) <input type="checkbox"/> Other (97)		
55. If Other, specify.	Text	q65=97
56. Have you used market research services before? Yes (1) No (2)	Single	q1=1
57. If yes, did you find their services useful? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q67=1
58. If you have not used business services, from who do you learn about the demands of the market? <input type="checkbox"/> Family networks <input type="checkbox"/> Clan networks <input type="checkbox"/> Friends <input type="checkbox"/> Professional contacts <input type="checkbox"/> Other	Single	q67=2
59. If other, please specify.	Open	q69=97
60. How much start-up capital do you think would be needed to start a business in your sector?	Numeric	q1=1
61. What tools, if any, would you need to start the business?	Open	q1=1
62. Are mentors helpful to young entrepreneurs in your type of work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (99)	Single	q1=1
63. Would you consider mentoring a young entrepreneur in your field? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (99)	Single	q1=1
64. Are apprenticeships helpful to young employees in your type of work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (99)	Single	q1=1

<p>65. Would you be willing to take on apprentices in your business?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (99)</p>	Single	q1=1
<p>66. Would you be more willing to take on apprentices if organizations covered up to half of their costs?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't know (99)</p>	Single	q1=1
<p><i>Thank you for your time. We appreciate your input.</i></p>	Instruction	All

8.3.3 QUANTITATIVE YOUTH SKILLS SURVEY

Questions: English	Response type:	Logic filter:
TBD: Neighbourhood (do not ask) <input type="checkbox"/> xxxxxxxxxxxx (1) <input type="checkbox"/> xxxxxxxxxxxx (2) <input type="checkbox"/> xxxxxxxxxxxx (3) <input type="checkbox"/> xxxxxxxxxxxx (4) <input type="checkbox"/> xxxxxxxxxxxx (5)	Single	All
Gender of respondent <input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)	Single	All
<i>Introduction</i> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Concern Worldwide project, the Building Resilient Communities in Somalia project. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also end leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to understanding the process. This discussion should not take more than 1 hour.</p>	Instructions	All
Name: Phone number: Location (name/code): PSU (name/code): Date: Start time of survey: End time of survey Enumerator (name/code):	General characteristics	All
<i>The first section will inquire about the characteristics of your household.</i>	Instructions	All
1. Do you agree to take part in this study? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	All
2. How old are you?	Numeric	q1=1
3. Are you employed? <input type="checkbox"/> Yes: Employed (wage) (1) <input type="checkbox"/> Yes: Employed (salary) (2) <input type="checkbox"/> Yes: Employed (piece rate) (3) <input type="checkbox"/> Yes: Self-Employed/Business Owner (4) <input type="checkbox"/> No (5)	Single	q1=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
<p>4. What is your occupation? What jobs do you do to earn money? (select all that apply)</p> <input type="checkbox"/> Animal Rearing (1) <input type="checkbox"/> Appliance Repair (2) <input type="checkbox"/> Babysitting/Day Care (3) <input type="checkbox"/> Baker (4) <input type="checkbox"/> Barber/Hair Stylist (5) <input type="checkbox"/> Beautician (6) <input type="checkbox"/> Blacksmith (7) <input type="checkbox"/> Broker (8) <input type="checkbox"/> Business Owner (9) <input type="checkbox"/> Carpenter (10) <input type="checkbox"/> Cell Phone Charger (11) <input type="checkbox"/> Civil Servant (12) <input type="checkbox"/> Collect Wood (13) <input type="checkbox"/> Collect Sand (14) <input type="checkbox"/> Collect Water (15) <input type="checkbox"/> Collect Garbage (16) <input type="checkbox"/> Collect/Bundle Straw (17) <input type="checkbox"/> Construction Worker (18) <input type="checkbox"/> Conductor/Comsari (Hiace) (19) <input type="checkbox"/> Computer/Business Services (20) <input type="checkbox"/> Craftsmen (21) <input type="checkbox"/> Dairy Farming (22) <input type="checkbox"/> Wash & Iron Clothes (23) <input type="checkbox"/> Doctor/Nurse (24) <input type="checkbox"/> Driver Boda Boda (25) <input type="checkbox"/> Driver Hiace (26) <input type="checkbox"/> Driver Other (27) <input type="checkbox"/> Electrician (28) <input type="checkbox"/> Electronics Repair (29) <input type="checkbox"/> Exchange Money (30) <input type="checkbox"/> Farmer (31) <input type="checkbox"/> Firefighter (32) <input type="checkbox"/> Fruit Seller (33) <input type="checkbox"/> Generator Repair (34) <input type="checkbox"/> Healer (Traditional) (35) <input type="checkbox"/> Housewife (36) <input type="checkbox"/> Masonry/Brick Laying (37) <input type="checkbox"/> Mechanic / Car or Boda Repairs (38) <input type="checkbox"/> Office Work Administration/Secretary (39) <input type="checkbox"/> Photography/Videography (40) <input type="checkbox"/> Plumber (41) <input type="checkbox"/> Policeman (42) <input type="checkbox"/> Restaurant/Bar Services (43) <input type="checkbox"/> Security Guard (44) <input type="checkbox"/> Shop Owner/Retailer (45) <input type="checkbox"/> Shoe Polisher (46) <input type="checkbox"/> Soldier (47) <input type="checkbox"/> Student (48)	Multiple	q3=1, 2, 3, 4

<input type="checkbox"/> Teacher (49) <input type="checkbox"/> Tailor (50) <input type="checkbox"/> Trader (51) <input type="checkbox"/> Cook (52) <input type="checkbox"/> Car Washer (53) <input type="checkbox"/> Porter/Attendant (carry items for money) (54) <input type="checkbox"/> Cleaner/Housekeeper (55) <input type="checkbox"/> Split Rocks (56) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
5. If Other, please specify	Text	q4=97
6. What was your most recent place of employment? <input type="checkbox"/> Business: large company (1) <input type="checkbox"/> Business security (2) <input type="checkbox"/> Business: shop/retailer/trader (3) <input type="checkbox"/> CBO (4) <input type="checkbox"/> Government (5) <input type="checkbox"/> Hospital (6) <input type="checkbox"/> Hotel (7) <input type="checkbox"/> NGO/Intl. Organization (8) <input type="checkbox"/> Restaurant (9) <input type="checkbox"/> School (10) <input type="checkbox"/> Self-employed (11) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to answer (98)	Single	q3=1, 2, 3, 4
7. If Other, please specify	Text	q20=97
8. What was the nature of this work/what was your primary role in this work? <input type="checkbox"/> Appliance Repair (1) <input type="checkbox"/> Babysitting/Day Care (2) <input type="checkbox"/> Baker (3) <input type="checkbox"/> Barber/Hair Stylist (4) <input type="checkbox"/> Beautician (5) <input type="checkbox"/> Blacksmith (6) <input type="checkbox"/> Broker (7) <input type="checkbox"/> Business Owner (8) <input type="checkbox"/> Carpenter (9) <input type="checkbox"/> Cell Phone Charger (10) <input type="checkbox"/> Civil Servant (11) <input type="checkbox"/> Collect Wood (12) <input type="checkbox"/> Collect Sand (13) <input type="checkbox"/> Collect Water (14) <input type="checkbox"/> Collect Garbage (15) <input type="checkbox"/> Collect/Bundle Straw (16) <input type="checkbox"/> Construction Worker (17) <input type="checkbox"/> Conductor/Comsari (Hiace) (18)	Multiple	q3=1, 2, 3, 4

<input type="checkbox"/> Computer/Business Services (19) <input type="checkbox"/> Craftsmen (20) <input type="checkbox"/> Dairy Farming (21) <input type="checkbox"/> Wash & Iron Clothes (22) <input type="checkbox"/> Doctor/Nurse (23) <input type="checkbox"/> Driver Boda Boda (24) <input type="checkbox"/> Driver Hiace (25) <input type="checkbox"/> Driver Other (26) <input type="checkbox"/> Electrician (27) <input type="checkbox"/> Electronics Repair (28) <input type="checkbox"/> Exchange Money (29) <input type="checkbox"/> Farmer (30) <input type="checkbox"/> Firefighter (31) <input type="checkbox"/> Fruit Seller (32) <input type="checkbox"/> Generator Repair (33) <input type="checkbox"/> Healer (Traditional) (34) <input type="checkbox"/> Housewife (35) <input type="checkbox"/> Masonry/Brick Laying (36) <input type="checkbox"/> Mechanic / Car or Boda Repairs (37) <input type="checkbox"/> Office Work Administration/Secretary (38) <input type="checkbox"/> Plumber (39) <input type="checkbox"/> Photography/Videography (40) <input type="checkbox"/> Policeman (41) <input type="checkbox"/> Restaurant/Bar Services (42) <input type="checkbox"/> Security Guard (43) <input type="checkbox"/> Shop Owner/Retailer (44) <input type="checkbox"/> Shoe Polisher (45) <input type="checkbox"/> Soldier (46) <input type="checkbox"/> Student (47) <input type="checkbox"/> Teacher (48) <input type="checkbox"/> Tailor (49) <input type="checkbox"/> Trader (50) <input type="checkbox"/> Cook (51) <input type="checkbox"/> Car Washer (52) <input type="checkbox"/> Porter/Attendant (carry items for money) (53) <input type="checkbox"/> Messenger (54) <input type="checkbox"/> Cleaner/Housekeeper (55) <input type="checkbox"/> Split Rocks (56) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
9. If Other, please specify.	Open	q22=97
10. How are you compensated for your labor? How do you measure your income? <input type="checkbox"/> Daily Rate/Salary (1) <input type="checkbox"/> Piece Rate (2) <input type="checkbox"/> Hourly Wage (3) <input type="checkbox"/> Commission (4) <input type="checkbox"/> No Compensation for Labor (5) <input type="checkbox"/> Other (97)	Single	q3=1, 2, 3, 4

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
11. If Other, please specify.	Open	q24=97
12. If you don't mind me asking, how much money do you make each day (SOS)?	Numeric	q3=1, 2, 3, 4
13. Have you ever received any vocational training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
14. If yes, please specify. <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal Rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Carpentry (6) <input type="checkbox"/> Car Repair (7) <input type="checkbox"/> Crafts (8) <input type="checkbox"/> Computers (9) <input type="checkbox"/> Construction Brick Laying (10) <input type="checkbox"/> Construction, Other (11) <input type="checkbox"/> Dairy Farming (12) <input type="checkbox"/> Electrician (13) <input type="checkbox"/> Masonry (14) <input type="checkbox"/> Plumbing (15) <input type="checkbox"/> Security (16) <input type="checkbox"/> Tailoring (17) <input type="checkbox"/> Teaching (18) <input type="checkbox"/> Welding (19) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q27=1
15. If Other, please specify.	Open	q28=97
16. How did you acquire the skills? <input type="checkbox"/> In a government training centre (1) <input type="checkbox"/> In a technical school (2) <input type="checkbox"/> In a non-government training centre (NGO, private) (3) <input type="checkbox"/> In a small business (4) <input type="checkbox"/> In a bigger company (more than 50 workers) (5) <input type="checkbox"/> From parents (7) <input type="checkbox"/> I learnt the skills by myself (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to answer (98)	Multiple	q27=1

17. How many months did it take?	Numeric	q27=1
18. Have you ever received any additional vocational training? <input type="checkbox"/> Business Entrepreneurship (1) <input type="checkbox"/> Business Management (2) <input type="checkbox"/> Business Marketing (3) <input type="checkbox"/> Business Finance/Accounting (4) <input type="checkbox"/> Business Customer Service (5) <input type="checkbox"/> Conflict Resolution (6) <input type="checkbox"/> Hygiene (7) <input type="checkbox"/> Language Classes (8) <input type="checkbox"/> Leadership (9) <input type="checkbox"/> Mathematics/Numeracy (10) <input type="checkbox"/> Literacy (Reading/Writing) (11) <input type="checkbox"/> Specific Technical/Vocational Skills (12) <input type="checkbox"/> No (13) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q27=1
19. If Other, specify.	Open	q32=97
20. What is your highest level of education? <input type="checkbox"/> None (1) <input type="checkbox"/> Some Primary School (2) <input type="checkbox"/> Primary School (3) <input type="checkbox"/> Some Secondary School (4) <input type="checkbox"/> Secondary School (5) <input type="checkbox"/> Some higher training (6) <input type="checkbox"/> Certificate of Training (7) <input type="checkbox"/> Non-Degree Diploma (8) <input type="checkbox"/> Degree (BA or MA) (9) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
21. Do you feel you have sufficient training for your occupation? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q3=1, 2, 3, 4
22. Would you like to receive additional training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q35=2
23. If yes, in what would you like to receive training?	Open	q36=1

<p>24. Do you have any computer skills?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>25. What languages are required for your occupation?</p> <p><input type="checkbox"/> Somali (1)</p> <p><input type="checkbox"/> Arabic (2)</p> <p><input type="checkbox"/> English (3)</p> <p><input type="checkbox"/> Italian (4)</p> <p><input type="checkbox"/> Swahili (5)</p> <p><input type="checkbox"/> Other (97)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Multiple	q3=1, 2, 3, 4
<p>26. If Other, specify.</p>	Open	q39=97
<p>27. What is your level of English?</p> <p><input type="checkbox"/> Fluent (read/write and speak) (1)</p> <p><input type="checkbox"/> Conversational Only (2)</p> <p><input type="checkbox"/> Writing/Reading Only (3)</p> <p><input type="checkbox"/> Some knowledge (4)</p> <p><input type="checkbox"/> None (5)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>28. What is your level of Somali?</p> <p><input type="checkbox"/> Fluent (read/write and speak) (1)</p> <p><input type="checkbox"/> Conversational Only (2)</p> <p><input type="checkbox"/> Writing/Reading Only (3)</p> <p><input type="checkbox"/> Some knowledge (4)</p> <p><input type="checkbox"/> None (5)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>29. Do you ever have difficulty communicating with your customers?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>30. Are you satisfied with your mathematical and numerical abilities for the purpose of your work?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p> <p><input type="checkbox"/> Don't Know (99)</p> <p><input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>31. Do you advertise your goods or services?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p>	Single	q1=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
32. If yes, how do you advertise? <input type="checkbox"/> Print Ad in Newspaper/Magazine (1) <input type="checkbox"/> Print Ad on Signs/Posters (2) <input type="checkbox"/> Internet Advertisement (3) <input type="checkbox"/> Paraphernalia with Business Name (4) <input type="checkbox"/> Make Phone Calls (5) <input type="checkbox"/> Approach People on Street (6) <input type="checkbox"/> Talk to Friends & Family about business (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
33. If Other, specify.	Open	q46=97
34. Do you ever sell cut fruit, roast maize, alcohol, soda, or other small foodstuffs in a non-formal setting? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
35. Do you engage in this business for yourself, or on behalf of a company/organization? <input type="checkbox"/> Yourself (1) <input type="checkbox"/> Company or Organization (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
36. How many days per week do you engage in this activity?	Numeric	q34=1
37. What items do you sell? (select all that apply) <input type="checkbox"/> Sodas (1) <input type="checkbox"/> Fruit (whole) (2) <input type="checkbox"/> Fruit (cut up) (3) <input type="checkbox"/> Juice (fresh) (4) <input type="checkbox"/> Juice (from package) (5) <input type="checkbox"/> Sweets/Candies (6) <input type="checkbox"/> Alcohol/Beer (7) <input type="checkbox"/> Roast Maize (8) <input type="checkbox"/> Vegetables (whole) (9) <input type="checkbox"/> Vegetables (cut) (10) <input type="checkbox"/> Breakfast (11) <input type="checkbox"/> Lunch (12) <input type="checkbox"/> Dinner (13) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q34=1

38. If Other, specify.	Open	q37=97
39. Where do you obtain the items you sell? <input type="checkbox"/> Prepare the food/drink yourself (1) <input type="checkbox"/> Source of raw materials is self (2) <input type="checkbox"/> Purchase food: from retailer (3) <input type="checkbox"/> Purchase food: from wholesaler (4) <input type="checkbox"/> Purchase food: from trader (5) <input type="checkbox"/> Purchase raw materials: from retailer (6) <input type="checkbox"/> Purchase raw materials: from wholesaler (7) <input type="checkbox"/> Purchase raw materials: from trader (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
40. Approximately how many customers do you serve in an average week?	Numeric	q34=1
41. Do you have any formal training on hygiene or food preparation, or any other training related to this work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
42. Who administered that training? <input type="checkbox"/> Friend (1) <input type="checkbox"/> Family Member (2) <input type="checkbox"/> Training from Employer/Business (3) <input type="checkbox"/> Trade Association/Union (4) <input type="checkbox"/> Gov. VTI (5) <input type="checkbox"/> NGO VTI (6) <input type="checkbox"/> Private VTI (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q41=1
43. Which trainings have you received? <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Customer Service (2) <input type="checkbox"/> Language Skills (3) <input type="checkbox"/> Literacy (Reading/Writing) (4) <input type="checkbox"/> Mathematics/Numeracy (5) <input type="checkbox"/> Catering/Food Preparation (6) <input type="checkbox"/> Hospitality/Restaurant Work (7) <input type="checkbox"/> Food Hygiene Practices (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q41=1
44. If Other, please specify	Open	q43=97

<p>45. Do you ever sell charcoal, cigarettes, khat, clothes, cosmetics, textile products, furniture, gold, jewellery, or other small items in a non-formal setting?</p> <p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)</p>	Single	q1=1
<p>46. Do you engage in this business for yourself, or on behalf of a company/organization?</p> <p><input type="checkbox"/> Yourself (1) <input type="checkbox"/> Company or Organization (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)</p>	Single	q45=1
<p>47. How many days per week do you engage in this activity?</p>	Numeric	q45=1
<p>48. What items do you sell? (select all that apply)</p> <p><input type="checkbox"/> Charcoal (1) <input type="checkbox"/> Khat (2) <input type="checkbox"/> Miraa (3) <input type="checkbox"/> Clothes (4) <input type="checkbox"/> Textile products (5) <input type="checkbox"/> Furniture (6) <input type="checkbox"/> Gold (7) <input type="checkbox"/> Jewellery (8) <input type="checkbox"/> Jerry cans of petrol (9) <input type="checkbox"/> Cosmetics (10) <input type="checkbox"/> Perfume (11) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to Answer (98)</p>	Multiple	q45=1
<p>49. If Other, specify.</p>	Open	q48=97
<p>50. Where do you obtain the items you sell?</p> <p><input type="checkbox"/> Created the good yourself (1) <input type="checkbox"/> Source of raw materials is self (2) <input type="checkbox"/> Purchase good: from retailer (3) <input type="checkbox"/> Purchase good: from wholesaler (4) <input type="checkbox"/> Purchase good: from trader (5) <input type="checkbox"/> Purchase raw materials: from retailer (6) <input type="checkbox"/> Purchase raw materials: from wholesaler (7) <input type="checkbox"/> Purchase raw materials: from trader (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)</p>	Single	q45=1

51. Approximately how many customers do you serve in an average week?	Numeric	q45=1
52. Do you have any formal training on entrepreneurship related to this work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
53. Who administered that training? <input type="checkbox"/> Friend (1) <input type="checkbox"/> Family Member (2) <input type="checkbox"/> Training from Employer/Business (3) <input type="checkbox"/> Trade Association/Union (4) <input type="checkbox"/> Gov. VTI (5) <input type="checkbox"/> NGO VTI (6) <input type="checkbox"/> Private VTI (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
54. Which trainings have you received? <input type="checkbox"/> Business/financial skills training (1) <input type="checkbox"/> Market research (2) <input type="checkbox"/> Customer Service (3) <input type="checkbox"/> Language Skills (4) <input type="checkbox"/> Literacy (Reading/Writing) (5) <input type="checkbox"/> Mathematics/Numeracy (6) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q45=1
55. What business/financial skills were covered in the training you received? <input type="checkbox"/> Calculating profit (1) <input type="checkbox"/> Budgeting (2) <input type="checkbox"/> Managing cash flows (3) <input type="checkbox"/> Creating income statements (4) <input type="checkbox"/> Creating cash flow statements (5) <input type="checkbox"/> Creating a balance sheet (6) <input type="checkbox"/> Keeping inventory (7) <input type="checkbox"/> Making savings plan <input type="checkbox"/> Business management (8) <input type="checkbox"/> Business communication (9) <input type="checkbox"/> Customer service (10) <input type="checkbox"/> Business negotiation (11) <input type="checkbox"/> Other (97)	Multiple	q43/54=1
56. If Other, specify.	Open	q51=97
57. Do you keep receipts from your sales and purchases? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q43/54=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
58. Do you keep inventory of your goods? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
59. Do you maintain records of your income and expenditure? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
60. Do you pay yourself a salary from the business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
61. If so, do you use income from the business for use in your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
62. Do you use income from your business to help friends and family? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
63. Do you ever conduct market research to understand the demands of the market? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
64. How do you research market demands? <input type="checkbox"/> Through personal connections in family, friends, or clan (1) <input type="checkbox"/> By walking through neighbourhoods to see what goods and service are offered (2) <input type="checkbox"/> By hiring a professional staff to conduct research on your behalf (3) <input type="checkbox"/> Other (97)	Single	q43/54=1

65. Do you have multiple suppliers? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
66. Do you purchase your inputs in bulk? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
67. How often do you turn your inventory? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
68. Do you have an account at a bank? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
69. Do you have a savings account? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
70. Have you taken out a loan from a financial institution? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
71. From which financial institution did you borrow? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
72. Do you use mobile money services? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
73. Why do you not use mobile money services? Select all that apply. <input type="checkbox"/> No use for it (1) <input type="checkbox"/> Unsure of the services offered (2)	Multiple	q43/54=1

<input type="checkbox"/> Fear of losing money (3) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't know (99) <input type="checkbox"/> Refuse to answer (98)		
74. For what purposes have you used mobile money? Select all that apply. <input type="checkbox"/> Receive money (1) <input type="checkbox"/> Send money (2) <input type="checkbox"/> Deposit money (3) <input type="checkbox"/> Withdraw money (4) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to answer (98)	Multiple	q43/54=1
75. Are you satisfied with your mobile money service? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
76. Why or why not?	Open	q43/54=1
<i>Thank you for your time. We appreciate your input.</i>	Instruction	All

8.3.4 QUANTITATIVE TRACER STUDY WITH FORMER PROJECT BENEFICIARIES

Questions: English	Response type:	Logic filter:
<p>TBD: Neighbourhood (do not ask)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (1)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (2)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (3)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (4)</p> <p><input type="checkbox"/> xxxxxxxxxxxx (5)</p>	Single	All
<p>Gender of respondent</p> <p><input type="checkbox"/> Male (1)</p> <p><input type="checkbox"/> Female (2)</p>	Single	All
<p><i>Introduction</i></p> <p>Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking research as part of a Concern Worldwide project, the Building Resilient Communities in Somalia project. I want to assure you that all the opinions you give are completely confidential. You may refuse to answer any particular question. You may also end leave the discussion at any point without any negative consequences. However, we would greatly appreciate your opinions on these topics, which will contribute to understanding the process. This discussion should not take more than 1 hour.</p>	Instructions	All
<p>Name:</p> <p>Phone number:</p> <p>Location (name/code):</p> <p>PSU (name/code):</p> <p>Date:</p> <p>Start time of survey:</p> <p>End time of survey</p> <p>Enumerator (name/code):</p>	General characteristics	All
<p><i>The first section will inquire about the characteristics of your household.</i></p>	Instructions	All
<p>1. Do you agree to take part in this study?</p> <p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (2)</p>	Single	All
<p>2. What trade were you trained in?</p> <p><input type="checkbox"/> Sales, marketing, & accounting (1)</p> <p><input type="checkbox"/> Tie & dye (2)</p> <p><input type="checkbox"/> Carpentry (3)</p> <p><input type="checkbox"/> Hospitality & Cooking (4)</p> <p><input type="checkbox"/> Electrical installation (5)</p> <p><input type="checkbox"/> Plumbing (6)</p>	Single	q1=1

<input type="checkbox"/> Masonry & building (7) <input type="checkbox"/> Auto electricity (8) <input type="checkbox"/> Auto mechanics (9) <input type="checkbox"/> Welding/Metal fabrication (10) <input type="checkbox"/> Mobile repairing (electronics) (11) <input type="checkbox"/> Baking & Confectionary (12) <input type="checkbox"/> Beauty therapy (13) <input type="checkbox"/> Tailoring/Embroidery (14) <input type="checkbox"/> Fishing (15) <input type="checkbox"/> Barber (16)		
3. Did you successfully complete the training course? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
4. Was your training course followed by an apprenticeship set up by your training organization? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q3=1
5. Why did you choose this training? <input type="checkbox"/> Only course available (1) <input type="checkbox"/> Training centre close-by (2) <input type="checkbox"/> Parents chose (3) <input type="checkbox"/> Highest earning potential (4) <input type="checkbox"/> Easy to learn (5) <input type="checkbox"/> Most interesting (6) <input type="checkbox"/> Other (97)	Single	q1=1
6. Other, please specify.	Open	q5=97
7. Was this your first training centre course? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
<i>Thank you for your responses so far. Next, I would like to know about your experience in doing the apprenticeship set up by the training or organization.</i>	Instructions	q4=1
8. Has your apprenticeship finished? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q4=1
9. Did your apprenticeship organization offer you a job after you finished? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q4=1
10. Do you think your apprenticeship organization will offer you a job after you finish? <input type="checkbox"/> Yes (1)	Single	q4=1

<input type="checkbox"/> No (2)		
11. How useful do you think the apprenticeship is in improving your skills in the trade you trained in? <input type="checkbox"/> Very useful (1) <input type="checkbox"/> Somewhat useful (2) <input type="checkbox"/> Not at all useful (3)	Single	q4=1
12. How many professional connections were you able to make during your apprenticeship?	Numeric	q4=1
13. After completing the apprenticeship, do you feel you have a better understanding of what the employers in [pipe trade from q3] expect from the employees? <input type="checkbox"/> A great deal (1) <input type="checkbox"/> Somewhat (2) <input type="checkbox"/> Not at all (3)	Single	q4=1
<i>The following are general questions about the trade you trained in.</i>	Instruction	q1=1
14. How many months of work experience do you have in [pipe from q3] <input type="checkbox"/> 0-3 months (1) <input type="checkbox"/> 4-6 months (2) <input type="checkbox"/> 7-12 months (3) <input type="checkbox"/> Over a year (4)	Single	q1=1
15. How confident do you feel in your skills when working in [pipe from q3] <input type="checkbox"/> Very confident (1) <input type="checkbox"/> Somewhat confident (2) <input type="checkbox"/> Not at all confident (3)	Single	q1=1
16. In general, how many jobs are available to those working in [pipe from q3]? <input type="checkbox"/> A lot of jobs (1) <input type="checkbox"/> Some jobs (2) <input type="checkbox"/> Almost no jobs (3)	Single	q1=1
17. How easily can you get information about job openings in [pipe from q3]? <input type="checkbox"/> Very easily (1) <input type="checkbox"/> Somewhat easily (2) <input type="checkbox"/> Not at all easily (3)	Single	q1=1
18. How important are personal connection in [pipe from q3]? <input type="checkbox"/> Very important (1)	Single	q1=1

<input type="checkbox"/> Somewhat important (2) <input type="checkbox"/> Not at all important (3)		
19. When applying for jobs in [pipe from q3], how important do you think certifications are to prospective employers? <input type="checkbox"/> Very important (1) <input type="checkbox"/> Somewhat important (2) <input type="checkbox"/> Not at all important (3)	Single	q1=1
<i>The following questions are about your main employment. We will also ask some questions about your secondary employment if you have one.</i>	Instructions	q1=1
20. Were you employed prior to attending the training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
21. Are you currently employed? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q1=1
22. On average, how many hours do you work in a week? <input type="checkbox"/> Under 10 (1) <input type="checkbox"/> 10-20 (2) <input type="checkbox"/> 21-30 (3) <input type="checkbox"/> 31-40 (4) <input type="checkbox"/> 41-50 (5) <input type="checkbox"/> Over 50 (6)	Single	q1=1
23. How many months have you been unemployed? <input type="checkbox"/> 0-3 months (1) <input type="checkbox"/> 4-6 months (2) <input type="checkbox"/> 7-12 months (3) <input type="checkbox"/> Over a year (4)	Single	q22=2
24. Have you been employed at any point since finishing the training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q22=2
25. What type of employment contract do you currently have? <input type="checkbox"/> Job (regular salary work) (1) <input type="checkbox"/> Casual labour (irregular work) (2) <input type="checkbox"/> Self-employed (3) <input type="checkbox"/> Other, specify (97)	Single	q22=1
26. Other, please specify.	Open	q26=97
27. When does your contract finish (do not read response out loud)?	Single	q22=1

<input type="checkbox"/> Open-ended (no determined end) (1) <input type="checkbox"/> 0-3 months (2) <input type="checkbox"/> 4-6 months (3) <input type="checkbox"/> 7-12 months (4) <input type="checkbox"/> Over a year (5)		
28. How likely do you think it is that your contract will be extended or renewed? <input type="checkbox"/> Very likely (1) <input type="checkbox"/> Somewhat likely (2) <input type="checkbox"/> Not at all likely (3)	Single	q28=2, 3
29. Is your current employment in the field you were trained in? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q22=1
30. What is the main reason you are not employed in the field you were trained in? <input type="checkbox"/> Did not have sufficient skills to work in that field (1) <input type="checkbox"/> Could not find a job in that field (2) <input type="checkbox"/> Did not like that field (3) <input type="checkbox"/> Other (97)	Single	q22=2 or q30=2
31. If Other, please specify.	Open	q31=97
32. How many months after you finished training did you find your first job (do not read response options out loud, choose closest)? <input type="checkbox"/> Immediately (1) <input type="checkbox"/> 1 month (2) <input type="checkbox"/> 2 months (3) <input type="checkbox"/> 3 months (4) <input type="checkbox"/> 4 months (5) <input type="checkbox"/> 5 months (6) <input type="checkbox"/> 6 months (7) <input type="checkbox"/> 7 months (8) <input type="checkbox"/> 8 months (9) <input type="checkbox"/> 9 months (10) <input type="checkbox"/> 10 months (11)	Single	q22=1 or q25=1
33. Overall, how happy are you with your current work? <input type="checkbox"/> Very happy (1) <input type="checkbox"/> Somewhat happy (2) <input type="checkbox"/> Not at all happy (3)	Single	q22=1
34. How well does your current work match your training? <input type="checkbox"/> Very well (1) <input type="checkbox"/> Somewhat well (2)	Single	q22=1

<input type="checkbox"/> Not at all well (3)		
35. What elements of the training were useful?	Open	q22=1
36. What elements of the training were not so useful?	Open	q22+1
37. How fair do you think your current salary is? <input type="checkbox"/> Very fair (1) <input type="checkbox"/> Somewhat fair (2) <input type="checkbox"/> Not at all fair (3)	Single	q22=1
38. How much is your daily income from this work (in US dollars)? <input type="checkbox"/> Less than 5 (1) <input type="checkbox"/> 6-10 (2) <input type="checkbox"/> Over 10 (3)	Single	q22=1
39. How much is your monthly income from this work (in US dollars)? <input type="checkbox"/> Under 100 (1) <input type="checkbox"/> 101-200 (2) <input type="checkbox"/> 201-300 (3) <input type="checkbox"/> 301-400 (4) <input type="checkbox"/> 401-500 (5) <input type="checkbox"/> Over 500 (6)	Single	q22=1
40. Compared to others who do the same kind of work that you do, is your income higher, lower, or about the same? <input type="checkbox"/> Much higher (1) <input type="checkbox"/> A little higher (2) <input type="checkbox"/> About the same (3) <input type="checkbox"/> A little lower (4) <input type="checkbox"/> Much lower (5)	Single	q22=1
41. Since you finished your training course, has your income level increased, decreased, or stayed the same? <input type="checkbox"/> Increased a lot (1) <input type="checkbox"/> Increased a little (2) <input type="checkbox"/> Stayed the same (3) <input type="checkbox"/> Decreased a little (4) <input type="checkbox"/> Decreased a lot (5)	Single	q1=1
42. Since finishing the training, have your assets increased, stayed the same, or decreased? <input type="checkbox"/> Increased a lot (1) <input type="checkbox"/> Increased a little (2)	Single	q43=1, 2,3, 4

<input type="checkbox"/> Stayed the same (3) <input type="checkbox"/> Decreased a little (4) <input type="checkbox"/> Decreased a lot (5)		
43. In general, do you find that you make more or less money than you need to support the needs of your household? <input type="checkbox"/> A lot more money than I need (1) <input type="checkbox"/> A little more money than I need (2) <input type="checkbox"/> About as much as I need (3) <input type="checkbox"/> A little less money than I need (4) <input type="checkbox"/> A lot less money than I need (5)	Single	q22=1
44. How many people do you support with the money you earn? <input type="checkbox"/> Only yourself (1) <input type="checkbox"/> 1 (2) <input type="checkbox"/> 2 (3) <input type="checkbox"/> 3 (4) <input type="checkbox"/> 4 (5) <input type="checkbox"/> 5 (6) <input type="checkbox"/> 6 (7) <input type="checkbox"/> More than 6 (8)	Single	q22=1
45. If more than 6, please specify the number.	Numeric	q46=8
46. Do you have any other sources of income besides your primary work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q22=1
47. Is this other source of income regular work or irregular work? <input type="checkbox"/> Regular work (1) <input type="checkbox"/> Irregular work (2)	Single	q48=1
48. Why don't you have an alternative source of income? <input type="checkbox"/> Not necessary for me (1) <input type="checkbox"/> Cannot find one (2) <input type="checkbox"/> Other (97)	Single	q48=2
49. If other, please specify	Text	q50=97
50. Have you resigned from a job since finishing your training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q22=2 or q40=1
51. Was this job at all related to the trade you were trained in? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q52=1

<p>52. When you decided to resign, was the amount you are paid important in making that decision?</p> <p><input type="checkbox"/> Very important (1) <input type="checkbox"/> Somewhat important (2) <input type="checkbox"/> Not at all important (3)</p>	Single	q52=1
<p>53. Have you been fired from a job since finishing your training?</p> <p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to answer (99)</p>	Single	q22=1 or q25=1
<p>54. Was this job at all related to the trade you were trained in?</p> <p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)</p>	Single	q56=1
<p>55. What were the reasons you were fired? (Please check all that apply.)</p> <p><input type="checkbox"/> Did not have the required skill set (1) <input type="checkbox"/> Business could not afford to keep me (2) <input type="checkbox"/> Performance was unsatisfactory (3) <input type="checkbox"/> Business was required to lay off employees (4) <input type="checkbox"/> Other (97)</p>	Multiple	q56=1
<p>56. Other (please specify)</p>	Text	q58=97
<p><i>The following questions relate to the starting and running of your own business.</i></p>	Instructions	
<p>57. If you wanted to start your own business in [pipe from q3], how difficult do you think that would be to do?</p> <p><input type="checkbox"/> Very difficult (1) <input type="checkbox"/> Somewhat difficult (2) <input type="checkbox"/> Not at all difficult (3)</p>	Single	q40=2
<p>58. Do you plan to start a business in [pipe from q3]?</p> <p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)</p>	Single	q40=2
<p>59. How knowledgeable do you think you are about how to go about starting a business?</p> <p><input type="checkbox"/> Very knowledgeable (1) <input type="checkbox"/> Somewhat knowledgeable (2) <input type="checkbox"/> Not at all knowledgeable (3)</p>	Single	q40=2
<p>60. How easy do you think it would be to find capital for starting a business?</p> <p><input type="checkbox"/> Very easy (1)</p>	Single	q40=2

<input type="checkbox"/> Somewhat easy (2) <input type="checkbox"/> Not at all easy (3)		
61. How difficult was it to develop a business model when you started a business? <input type="checkbox"/> Very difficult (1) <input type="checkbox"/> Somewhat difficult (2) <input type="checkbox"/> Not at all difficult (3)	Single	q26=(3)
62. How laborious was the business registration process when you started a business? <input type="checkbox"/> Very laborious (1) <input type="checkbox"/> Somewhat laborious (2) <input type="checkbox"/> Not at all laborious (3)	Single	q26=(3)
63. How comfortable do you feel managing the day-to-day aspects of your business? <input type="checkbox"/> Very comfortable (1) <input type="checkbox"/> Somewhat comfortable (2) <input type="checkbox"/> Not at all comfortable (3)	Single	q26=(3)
77. Do you ever sell cut fruit, roast maize, alcohol, soda, or other small foodstuffs in a non-formal setting? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
78. Do you engage in this business for yourself, or on behalf of a company/organization? <input type="checkbox"/> Yourself (1) <input type="checkbox"/> Company or Organization (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
79. How many days per week do you engage in this activity?	Numeric	q34=1
80. What items do you sell? (select all that apply) <input type="checkbox"/> Sodas (1) <input type="checkbox"/> Fruit (whole) (2) <input type="checkbox"/> Fruit (cut up) (3) <input type="checkbox"/> Juice (fresh) (4) <input type="checkbox"/> Juice (from package) (5) <input type="checkbox"/> Sweets/Candies (6) <input type="checkbox"/> Alcohol/Beer (7) <input type="checkbox"/> Roast Maize (8) <input type="checkbox"/> Vegetables (whole) (9) <input type="checkbox"/> Vegetables (cut) (10)	Multiple	q34=1

<input type="checkbox"/> Breakfast (11) <input type="checkbox"/> Lunch (12) <input type="checkbox"/> Dinner (13) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
81. If Other, specify.	Open	q37=97
82. Where do you obtain the items you sell? <input type="checkbox"/> Prepare the food/drink yourself (1) <input type="checkbox"/> Source of raw materials is self (2) <input type="checkbox"/> Purchase food: from retailer (3) <input type="checkbox"/> Purchase food: from wholesaler (4) <input type="checkbox"/> Purchase food: from trader (5) <input type="checkbox"/> Purchase raw materials: from retailer (6) <input type="checkbox"/> Purchase raw materials: from wholesaler (7) <input type="checkbox"/> Purchase raw materials: from trader (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
83. Approximately how many customers do you serve in an average week?	Numeric	q34=1
84. Do you have any formal training on hygiene or food preparation, or any other training related to this work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q34=1
85. Who administered that training? <input type="checkbox"/> Friend (1) <input type="checkbox"/> Family Member (2) <input type="checkbox"/> Training from Employer/Business (3) <input type="checkbox"/> Trade Association/Union (4) <input type="checkbox"/> Gov. VTI (5) <input type="checkbox"/> NGO VTI (6) <input type="checkbox"/> Private VTI (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q41=1
86. Which trainings have you received? <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Customer Service (2) <input type="checkbox"/> Language Skills (3) <input type="checkbox"/> Literacy (Reading/Writing) (4) <input type="checkbox"/> Mathematics/Numeracy (5) <input type="checkbox"/> Catering/Food Preparation (6) <input type="checkbox"/> Hospitality/Restaurant Work (7) <input type="checkbox"/> Food Hygiene Practices (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99)	Multiple	q41=1

<input type="checkbox"/> Refuse to Answer (98)		
87. If Other, please specify	Open	q43=97
88. Do you ever sell charcoal, cigarettes, khat, clothes, cosmetics, textile products, furniture, gold, jewellery, or other small items in a non-formal setting? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q1=1
89. Do you engage in this business for yourself, or on behalf of a company/organization? <input type="checkbox"/> Yourself (1) <input type="checkbox"/> Company or Organization (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
90. How many days per week do you engage in this activity?	Numeric	q45=1
91. What items do you sell? (select all that apply) <input type="checkbox"/> Charcoal (1) <input type="checkbox"/> Khat (2) <input type="checkbox"/> Miraa (3) <input type="checkbox"/> Clothes (4) <input type="checkbox"/> Textile products (5) <input type="checkbox"/> Furniture (6) <input type="checkbox"/> Gold (7) <input type="checkbox"/> Jewellery (8) <input type="checkbox"/> Jerry cans of petrol (9) <input type="checkbox"/> Cosmetics (10) <input type="checkbox"/> Perfume (11) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q45=1
92. If Other, specify.	Open	q48=97
93. Where do you obtain the items you sell? <input type="checkbox"/> Created the good yourself (1) <input type="checkbox"/> Source of raw materials is self (2) <input type="checkbox"/> Purchase good: from retailer (3) <input type="checkbox"/> Purchase good: from wholesaler (4) <input type="checkbox"/> Purchase good: from trader (5) <input type="checkbox"/> Purchase raw materials: from retailer (6) <input type="checkbox"/> Purchase raw materials: from wholesaler (7) <input type="checkbox"/> Purchase raw materials: from trader (8) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1

94. Approximately how many customers do you serve in an average week?	Numeric	q45=1
95. Do you have any formal training on entrepreneurship related to this work? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
96. Who administered that training? <input type="checkbox"/> Friend (1) <input type="checkbox"/> Family Member (2) <input type="checkbox"/> Training from Employer/Business (3) <input type="checkbox"/> Trade Association/Union (4) <input type="checkbox"/> Gov. VTI (5) <input type="checkbox"/> NGO VTI (6) <input type="checkbox"/> Private VTI (7) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q45=1
97. Which trainings have you received? <input type="checkbox"/> Business/financial skills training (1) <input type="checkbox"/> Market research (2) <input type="checkbox"/> Customer Service (2) <input type="checkbox"/> Language Skills (3) <input type="checkbox"/> Literacy (Reading/Writing) (4) <input type="checkbox"/> Mathematics/Numeracy (5) <input type="checkbox"/> Other (97) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Multiple	q45=1
98. What business/financial skills were covered in the training you received? <input type="checkbox"/> Calculating profit (1) <input type="checkbox"/> Budgeting (2) <input type="checkbox"/> Managing cash flows (3) <input type="checkbox"/> Creating income statements (4) <input type="checkbox"/> Creating cash flow statements (5) <input type="checkbox"/> Creating a balance sheet (6) <input type="checkbox"/> Keeping inventory (7) <input type="checkbox"/> Making savings plan <input type="checkbox"/> Business management (8) <input type="checkbox"/> Business communication (9) <input type="checkbox"/> Customer service (10) <input type="checkbox"/> Business negotiation (11) <input type="checkbox"/> Other (99)	Multiple	q43/54=1
99. If Other, specify.	Open	q51=97
100. Do you keep receipts from your sales and purchases? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1

101. Do you keep inventory of your goods? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
102. Do you maintain records of your income and expenditure? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
103. Do you pay yourself a salary from the business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
104. If so, do you use income from the business for use in your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
105. Do you use income from your business to help friends and family? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
106. Do you ever conduct market research to understand the demands of the market? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
107. How do you research market demands? <input type="checkbox"/> Through personal connections in family, friends, or clan (1) <input type="checkbox"/> By walking through neighbourhoods to see what goods and service are offered (2) <input type="checkbox"/> By hiring a professional staff to conduct research on your behalf (3) <input type="checkbox"/> Other (97)	Single	q43/54=1
108. Do you have multiple suppliers? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
109. Do you purchase your inputs in bulk? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	q43/54=1

<input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)		
110. How often do you turn your inventory? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
111. Do you have an account at a bank? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
112. Do you have a savings account? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
113. Have you taken out a loan from a financial institution? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
114. From which financial institution did you borrow? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
115. Do you use mobile money services? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99) <input type="checkbox"/> Refuse to Answer (98)	Single	q43/54=1
116. Why do you not use mobile money services? Select all that apply. <input type="checkbox"/> No use for it (1) <input type="checkbox"/> Unsure of the services offered (2) <input type="checkbox"/> Fear of losing money (3) <input type="checkbox"/> Other (97)	Multiple	q43/54=1
117. For what purposes have you used mobile money? Select all that apply. <input type="checkbox"/> Receive money (1) <input type="checkbox"/> Send money (2) <input type="checkbox"/> Deposit money (3) <input type="checkbox"/> Withdraw money (4) <input type="checkbox"/> Other (97)	Multiple	q43/54=1
118. Are you satisfied with your mobile money service? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (99)	Single	q43/54=1

<input type="checkbox"/> Refuse to Answer (98)		
119. Why or why not?	Open	q43/54=1
<i>Thank you so much for your responses. We would just like to ask you a few demographic questions to finish with, which are just for us to get an overall sense of who we've talked to. Please remember that all of your responses are anonymous and confidential.</i>	Instructions	q1=1
120.What is your marital status? <input type="checkbox"/> Married (1) <input type="checkbox"/> Single, never married (2) <input type="checkbox"/> Divorced (3) <input type="checkbox"/> Widowed (4) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to answer (99)	Single	q1=1
121.How old are you? (Find best estimate if individual is unsure)	Numeric, restrict range to 15-40	q1=1
122.What is your highest level of education? <input type="checkbox"/> None (1) <input type="checkbox"/> P2 (2) <input type="checkbox"/> P3 (3) <input type="checkbox"/> P4 (4) <input type="checkbox"/> P5 (5) <input type="checkbox"/> P6 (6) <input type="checkbox"/> P7 (7) <input type="checkbox"/> P8 (8) <input type="checkbox"/> More than P8 (9) <input type="checkbox"/> Secondary (10) <input type="checkbox"/> Some University (11) <input type="checkbox"/> Completed University (12) <input type="checkbox"/> Other (97) <input type="checkbox"/> Refuse to answer (99)	Single	q1=1

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