



YOUTH AT RISK TRACER STUDY

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Acronyms

DRC	Danish Refugee Council
FGD	Focus Group Discussion
IDP	Internally Displaced Person
IGAs	Income Generating Activities
ILO	International Labour Organization
LMS	Labour Market Survey
NRC	Norwegian Refugee Council
OCVP	Observatory of Conflict and Violence Prevention
RCP	Resource Center for Peace
SME	Small to Medium Enterprises
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UN	United Nations
Y@R	Youth at Risk pilot project
WCPU	Women Civilian Protection Unit

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1. Executive Summary

The Youth at Risk (Y@R) pilot project, jointly implemented by United Nations Development Program (UNDP), International Labour Organization (ILO) and United Nations Children's Fund (UNICEF), was developed to contain and prevent violent conflict through engaging with youth at risk or those already affiliated with crime and violence in all three regions of Somalia. The program links security to socio-economic development by merging concepts of peace building, and local development, community security through rehabilitation and integration of children and youth through social transformation and economic empowerment. The pilot phase was implemented between January 2011 and June 2012 and targeted 2,000 children and youth including members of armed groups, pirates, and militias. The project was initially designed for 12 months, but the project period was extended and covered a total of 18 months.

The overall objective of the Y@R pilot project aims 'to contain and prevent violent conflict by engaging youth at risk through the creation of employment and livelihood opportunities at the district level'. It aims to empower Somali authorities and affected communities to have the means to sustainably reintegrate and rehabilitate children and youth caught in the cycle of vulnerability, crime and violence, resulting in a measurable reduction in crime and insecurity. The rehabilitation of these youth is the primary focus of the project, with a secondary focus on building community cohesion; strengthening community safety and peace-building architecture and broadening the institutional partnership around violence reduction and prevention.¹

Reintegration in this project is understood in two parts; social reintegration and economic reintegration, with both processes being interlinked. As a result increasing the opportunities for employment and income generation is a central consideration for the project, as youth have reported that one of the main reasons for joining armed groups is financial gain.² Thus a key determinant in the stability of youth 'rehabilitated' through Y@R would be the subsequent increase in their capacity and motivation to engage in positive livelihood coping mechanisms at the community level. Supporting economic development of youth by offering viable alternatives to youth at risk ensures that reintegration efforts can be sustained and accordingly impact the safety and security of these youth and the wider community.

The Norwegian Refugee Council (NRC) was commissioned by UNDP to undertake a tracer study of completers/graduates of the Y@R pilot project, with the objective of identifying:

- a) the number of youth rehabilitated;
- b) challenges facing graduates;
- c) the relevance of the training for the employment market; and
- d) the views of employers on the quality of trainees produced by the pilot project.

1.1 Key Findings and Recommendations

Key findings:

The pilot project was successful in rehabilitating youth at risk. The findings of the study indicate that 93% of the enrolled youth completed the program. The vast majority of youth (94%) were satisfied with the program, and when asked specifically about their opinions on the lessons, materials, and organization of training, their responses were also quite favourable. Many now have a positive outlook on their futures, have increased self-confidence and self-efficacy and perceive themselves to be at the start of "another path". Both the youth and the community saw the youth as having an increased

Most Significant Change Case Study: Bossaso

My name is Abdijabaar Ahmed Qasim, I was born in 1988 in Qardho, Puntland, Somalia. I grew up in Bosaso with my mother. Completed my primary school in Bosaso; then started secondary school but after few days I decided to leave because I am not interested to stay there and I become dissatisfied with the school teachers.



I tried to migrate into Libya but when I reached Ethiopia I was captured at the Ethiopian boarder with Sudan; I went back into Puntland; in this time I participated youth gangs who makes violence and crime activities in Bosaso.

I was captured by the police and completed in prison few months; after that I tried to change my situation in so many ways but I am not succeeded.

In a historical moment I got the information of the Y@R program; I requested to participate, really I interested the program and the kind of training that I was getting, I felt that I was making development at all sides of my life. The things that I interested more is how the Bosaso community elders, government officials and our teachers giving us caring and valuable advise; at this moment I felt that I am valuable person in my society. Day after day I was taking tough decisions concerning on my bright future.

I decided at the end of the training to help my mother, myself, and my community, and to take the right direction that Allah will accept me and support me. Now I am working, I am businessman in Bosaso, I am responsible to my family which contains my mother, my brother, my wife and my beloved daughter.

connection and responsibility to their families and the community after engaging in the pilot project. Moreover, youth without any background in formal education had a gain of 15% in employment, and youth with no experience or knowledge in the vocational training area had a gain of 18% in employment after the Y@R. This implies that the most vulnerable and less-educated youth had the most gains in employment due to the program. The pilot project was successful in bringing about significant change in the lives of the beneficiaries, as evidenced by the most significant change case study in section 5.2.1.

The graduates faced several challenges during the project period. Primarily, the training curriculum did not adequately take into account the differing needs of the target groups. Other challenges include the short duration of the project and a lack of information sharing on the project resulting in unmet expectations, such as formal certification and financial support during the training duration.

Relevance of the training for the employment market. The findings of this study also indicate a lack of demand for some of the skills offered due to a saturated market.

Views of employers on the quality of trainees produced by the project. While the employers were overall happy with the skills being taught, the overall effect in terms of beneficiaries' employability where only average due to the existing competition in the labour market. Employers were pleased with the interns and employees and some employers mentioned that the youth were trustworthy and effective, learning faster and able to easily adapt to the rules of the workplace.

Recommendations:

Labour market survey. Undertake a comprehensive labour market survey prior to new phases of the project: Views expressed by both the trainees and employers indicate a lack of demand for some of the skills offered as part of the training. Depending on the location, the skills being offered were either already saturated in the market, and so there was extremely stiff competition or not suitable at all. In order to improve the impact of the intervention, it is recommended that the next phase of the project be prefaced by a comprehensive labour market survey that will identify gaps in the market and offer evidence-based, marketable skills that can be easily absorbed in each of the target locations. Moreover, the conduction of an employers' survey would identify specific occupational and social skill gaps and a youth aspiration survey that would capture issues around attitudes, behaviour and expectations of the youth in terms of labour outcomes.

Improve communications and networks within the community. Improve and make information sharing channels available between the youth, employers and the community: A recurring finding among beneficiaries and stakeholders was the lack of information sharing and community participation in the project. Employers were particularly concerned that this lack of awareness was creating a culture of poor trust, because of the criminal past of many of the beneficiaries, and was resulting in a limited interest among employers in hiring trainees after the conclusion of the training. In order to address these concerns, it is recommended that the Y@R pilot project make concerted efforts to create linkages with the private sector, to bring the business community on board with the objectives of the training before it commences. Moreover, closer and regular communication between the trainees and employers during the course of the project is likely to create a platform for the continued engagement of the two groups throughout the course of the training and is likely to create an opportunity for the business community to inform the trainees on the realities of the business market in their localities. Supported by the program, trainees should be encouraged to use existing youth networks and community fora to create awareness about their efforts to reintegrate into the

community and to showcase their newly acquired skills. The program should also advocate for the involvement of the Government and local administration in putting in place policies for absorbing and integrating young people identified as 'at-risk-youth'. In order to improve information channels at a broader level, the Ministry of Labour, Commerce and Education, the Chamber of Commerce, business associations, academia and youth need to forge stronger and sustained alliances around issues of youth employment.

Adapt curriculum. Adapt the training curriculum to take into account variances in education backgrounds of the youth: Beneficiaries noted that the training curriculum did not take into account the variances in educational backgrounds of the youth. All were grouped together and offered the same training, including basic literacy and numeracy, which some beneficiaries found irrelevant for their needs. It is recommended that the training program offers tailored training according to the trainees' specific educational needs. Where certain groups are more advanced in their education, resources can be spent on building other skills within the curriculum. The inflexibility of the training schedule was also of concern for the trainees, which can be addressed through a joint consultation with the beneficiaries. This is dependent on the quality of profiling.

Increase duration of trainings. Increase the length of the business training component: Both beneficiaries and stakeholder groups identified the business training as one of the most valuable components of the training, but found the duration of the vocational training limited; employers particularly found the job placement too short. Both in Bossaso and Burao, employers reported that on-the-job training was essential, and most adamantly in Burao, where employers also highlighted that the job placement period was inadequate to build trust³ between new young employees and the employers. At least six months job placement was quoted as necessary, since these youth were perceived as "street children" that couldn't easily be trusted. This study recommends an extension of the overall training period, focusing more efforts on the vocational and business training, which were identified as most useful for the labour markets in all areas.

Include a robust monitoring system. It is highly recommended that the program adopt a robust monitoring mechanism that will ensure quality standards are being maintained throughout the course of the training for the project to enable redirection of its course during the implementation period.

2. Introduction

Plagued for decades by extreme poverty, recurring famine and violent conflict, instability in Somali zones have led to political, social, and economic insecurity in all levels of society. Due to sustained armed conflict since 1988, a third of the estimated population of nine million Somalis live in abject poverty, one-fifth is internally displaced and approximately 2.4 million are in need of emergency support⁴. In this period, approximately 17 peace agreements have failed to restore a fully functioning government in South Central Somalia⁵. Institutional and civil society actors have been stretched to their limits, struggling to rebuild a nation within a fractured political landscape, general lawless environment and a 'revenge' culture which promotes violence as a manifestation of power. Fortunately in recent years, there have been some gains in stability and overall access has been increasing through the Somali region, with notable changes in South Central Somalia. Despite this progress, there remains a significant portion of Somali youth who are at risk to be drafted into the conflict and be the driving force for continued violence and insecurity.

The Somali population is young, approximately half of the population is under 15, and nearly 73% is under 30 years of age. Marginalised and disenfranchised as a result of social, economic and political

3. Employers that were interviewed stated that a minimum of six months for the job placement was quoted as necessary, since these youth were perceived as "street children" that couldn't easily be trusted.

4. UNDP Youth for Change Project Document, July 2012

5. UNDP, Youth at Risk Programme 2011, 2012 Phase I: Processes and Progress

exclusions related to a number of interconnected factors (e.g. clan and cultural affiliations, gender, to adulthood⁶. The Somalia Human Development Report⁷ found that the unemployment rate for youth aged 14-29 is 67%, one of the highest rates in the world. Poverty coupled with a lack of viable and decent livelihood opportunities in this populous group, makes youth an easy target for recruitment into criminal activities/groups, piracy, and various non-state armed groups⁸.

However, youth have the potential to be drivers of political, social and economic transformation in Somalia and throughout the Horn of Africa. As evidenced by the Youth Charter⁹, youth in Somalia are posed to engage as agents of change and are eager to envision a different future. Consequently there is an urgent need to engage these youth in order to harness and transform age, illiteracy and poverty), a majority of youth face a challenging transition from childhood their capacities to strengthen peace.

2.1 The Y@R Pilot Project

The Y@R intervention was designed and implemented in three regions of Somalia (Somaliland: Las Anod and Burao; Puntland: Bossaso and Galkayo and; South Central: 8 districts of Mogadishu). The project was designed to achieve the following outcomes:

Outcome 1: Capacity for peace and human security established in target districts under recognized legal and institutional frameworks in support to the selection and demilitarization of 2000 youth and adolescents.

Outcome 2: An estimate 700 adolescents (below 18), from within the profiled 2000 youth, demobilized and reintegrated at community level.

Outcome 3: Implementation of at least four District Safety Plans creating at least 2000 short-term job opportunities for youth to contribute to violence reduction activities, community development and public works projects for initial employment and reintegration community.

Outcome 4: Women, youth and marginalized groups are empowered to contribute meaningfully to safety and security decision-making.

Outcome 5: Avenues created for longer-term job creation/enterprise development through youth entrepreneurship training and related business skills development. Target: 100 new businesses started linked to business incubators.

The targeted project beneficiaries are as follows, with three levels of intervention:

- i. Individual level: 2,000 children and youth, at risk of being recruited into armed groups, associated with conflict and armed groups, in conflict with the law and sentenced to prison/in detention to be rehabilitated and reintegrated.
- ii. Community level: host communities shall benefit from employment intensive socio economic development projects.
- iii. Governmental level: relevant ministries' capacity enhanced to support and sustain Y@R (e.g. Ministry of Labour, Ministry of Education, Ministry of the Interior, Ministry of Security – only in Puntland, Ministry of Justice and Ministry of Planning).

3. Objectives of the Y@R Tracer Study

The primary purpose of this tracer study is to generate information to enhance lessons learned on Outcome 5 of the pilot project, while touching upon Outcome 3 by assessing the youth's employability post-training, to socially assess the reintegration of the youth into their communities, and to assess how the community was engaged with both the program and the process of reintegration of the youth.

The specific objectives of the tracer study are as follows:

- To identify the number of youth who have been rehabilitated and to establish the employment status of the graduates – both in informal, formal and self-employment.
- To identify the challenges facing the graduates.
- To identify the relevance of the training acquired to the employment market.
- To identify the views of the employers on the quality of the trainees produced by the project.

4. Tracer Study Methodology

Through diverse data collection methods, evaluation approaches, and analysis of primary qualitative and quantitative data were utilized to effectively meet the proposed objectives of this study:

- i. A comprehensive and in-depth literature review of the project documents¹⁰
- ii. Pre-field work awareness and sensitization meetings between field research staff and relevant stakeholders.
- iii. Use of diverse data collection methods and research instruments including qualitative (e.g. Focus Group Discussions (FGDs), key informant interviews, and case studies) and quantitative data (e.g. targeted collection and analysis of primary and secondary data and observation).
- iv. Participatory methods and engagement of program beneficiaries further empowered and involved the youth to have a voice in the assessment and future direction of the program.
- v. Training on do no harm principles and ethical research practices. The research team was trained to be cognizant of possible risks and safety issues, to be responsible for the protection from harm as a result of the study, and to uphold the rights and interest of the research participants.
- vi. The Triangulation research method was used to enhance credibility of the data and allow for an effective comparison of data from different sources.
- vii. The emphasis of the Participatory and Collaborative Evaluation approach is deliberately engaging various stakeholder and program participants in every aspect of the assessment process, resulting in a better understanding and involvement of the program itself.

4.1. Target Population and Sample Size

The key target population of this study is 424 youth (aged 18 – 30), who received vocational skills training as a part of the Y@R pilot project in Burao, Bossaso and Mogadishu.

10. Danish Refugee Council, The Vocational Skill Training Labour Market Survey, 2012; Hammond, L., Safety, Security and Socio-Economic Wellbeing in Somaliland, (2013); Morrow, V., 'The ethics of social research with children and young people – an overview' (2009); Observatory of Conflict and Violence Prevention, Safety and Security District Baseline Report: Bossaso, 2012; Observatory of Conflict and Violence Prevention, Safety and Security District Baseline Report: Burao, 2012; Observatory of Conflict and Violence Prevention, Safety and Security District Baseline Report: Mogadishu, 2012; Precise Trends Research & Consulting, Labour Force Survey Somaliland, 2012; Save the Children Denmark, The 2nd Local Labour Market Survey: Puntland, 2007; Save the Children Denmark, The 2nd Local Labour Market Survey: Somaliland, 2007; Somaliland Ministry of Interior, Somaliland Enterprise Survey 2011, 2011; UNDP, Assessment of Development Results: Evaluation of UNDP Contribution Somalia (2010); UNDP, Somalia Human Development Report (2012); UNDP, Youth at Risk Programme 2011-2012. Phase 1: Processes and Progress, 2013, UNOPS, Conflict Analysis: Somalia (2011); United States Department of Labor's Bureau of International Labor Affairs, 2012 Findings on the Worst Forms of Child Labor, 2012; Wainryb C., 'Resilience and risk: How teens experience their violent world, and what they learn-and lose-in the process', (2010) 31(5) Journal of Applied Developmental Psychology 410; Warshikh Rural Development Organization (WARDO), Labour Market Need Assessment, 2010; Wei, B., Somalia/Somaliland Job-Rich Sectors: Local Labour Markets and Employment Creation Entry Points, 2011.

11. The margin of error is a statistic expressing the amount of random sampling error in a survey's results. The larger the margin of error, the less confidence one should have that the poll's reported results are close to the "true" figures; that is, the figures for the whole population.

12. The confidence level is a measure of the reliability of a result. A confidence level of 90 per cent means that there is a probability of at least 90 per cent that the result is reliable

The quantitative study sample comprised of beneficiaries from all the regions of the project. With a target population of 424 beneficiaries, with a 15% margin of error¹¹, a 90% confidence level¹², and a 50% response distribution, the minimum correct statistical sample size needed to be 166 individuals. The field staff collected 174 questionnaires, 58 per location, increasing the study's confidence level by 1%. Due to the significant sample size, the findings in this study are based on reasonably high confidence levels and the study has low margin of errors, which is normally a main challenge to tracer studies. Three sampling methods were used in combination depending on the availability of beneficiary data and ease of tracing: 1) simple random sampling, 2) snowball sampling, and 3) convenience sampling.

The qualitative study sample comprised of a group of 65 adolescents (15-18 years) who received vocational training in Bossaso (25) and Burao (40) as part of the UNICEF-implemented activities. 110 youth (out of a registered 225) who received vocational skills training in Galkayo were excluded due to the suspension of activities due to insecurity in the area from December 2011.

4.2. Limitations of the Study

Limitations to this tracer study include: (a) lack and inconsistency of data collected on the program and beneficiary profiling; (b) lack of baseline data to measure improvements in literacy and changes in livelihoods against; (c) an extended timeframe between intervention and tracer study; (d) context-specific migration and displacement patterns; (e) a lack of participation of girls/women in the project, resulting in a lack of gender disaggregated data; and (f) a fluctuating security situation in the field locations leading to delays and limitations in movement.

To ensure reliability, validity and corroboration of the data collected, the data collection instruments were piloted, field research staff was trained in facilitation techniques to ensure that the voice of the survey participants and statements were directly quoted, and comprehensive validation workshops were held with the key stakeholders and beneficiaries in every region following the fieldwork through debrief sharing the initial study findings, both quantitative and qualitative data. However, there were some limitations due to a lack and inconsistency of data collected on the project and beneficiary profiling information. These workshops provided a local-level forum in each intervention site for participatory validation of the data collected.

5. Analysis and Findings of the Tracer Study

The focus of this chapter is to present demographic information on the beneficiary sample, broken down by region, economic situation and livelihood status. Data is compiled and analysed to gain a broad understanding of the perspectives of youth and their communities. The research findings, both quantitative and qualitative are presented together organized in four broad thematic areas, according to the objectives of the tracer study.

5.1 Background and Past Livelihoods Status

Of the 174 Y@R beneficiaries sampled (constituting 41% of the total target group), all were male and 98% were between the ages of 18-29. A majority of the surveyed youth in the FGDs from all areas came from impoverished families, had limited educational backgrounds, and were early dropouts from primary and intermediate school. Youth from both urban and rural areas were included whose families lacked resources for school fees and basic needs, so many worked from a young age in

various types of unskilled labour to earn income.

The quantitative questionnaires revealed that the youth surveyed were part of an eight-member household on average, and the majority stated that principal factor in pursuing employment and wage-earning opportunities was to earn income to contribute to their household. An average of 44% of the youth were contributing to their household's expenses before the start of the project. This generally shows that enhancing support to Somali youth could be a critical component to improving food security and livelihoods for families as a whole.

FGD participants in all regions mentioned similar challenges of growing up in their respective areas. Those most frequently claimed include: lack of support from their families, lack of educational and recreational opportunities, insecurity, clan conflict, displacement, low literacy levels, lack of food, child abuse, lack of healthcare, poverty and resulting lack of access to education, but also: child labour, drug abuse and addiction, violence and conflict among other children/adolescents, and forced/economic migration of youth.

5.1.1 Background in Education and Skills Training

The data showed that there were marked differences between the regions in terms of educational background of surveyed youth. As depicted in Figure 1, Bossaso had the highest ratio (14%) of

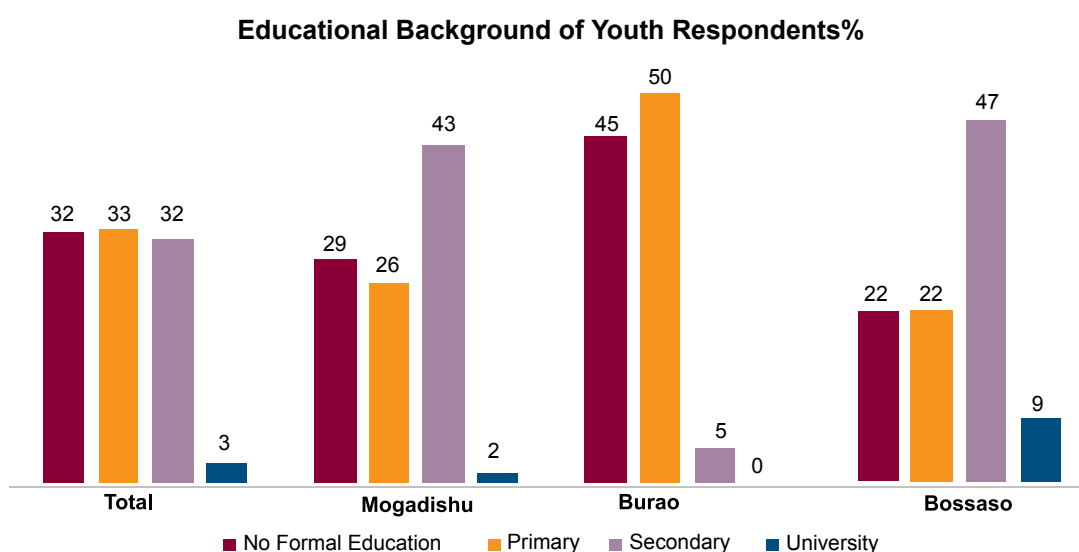


Figure 1 – Educational Background of Youth Respondents

people in education or training prior to the program, as well as the highest portion of youth having had both secondary and university-level education.

In Mogadishu and Bossaso, 69% had received (but not necessarily completed) primary and secondary education, while a minority had a university degree. In Burao, 45% of the respondents had no formal education background, while 50% had primary, and only 5% had exposure to secondary education. It is worth noting that despite having a significantly lower educational level on average; Burao had the highest proportion of youth involved in IGAs prior to the program (see Figure 2 below), especially in self-employment and informal work. This has a very critical implication on the relationship between

formal education and employability, and what kind of market exists in reality in terms of the level and types of jobs available in the context of Somalia.

5.1.2 Past Livelihoods Activities of Surveyed Youth

Due to lack of baseline data on the beneficiaries, specifically relating to livelihoods, the quantitative questionnaire was designed to 'reconstruct' a baseline by asking youth to recall their past livelihoods

Burao: Livelihoods Prior to Y@R

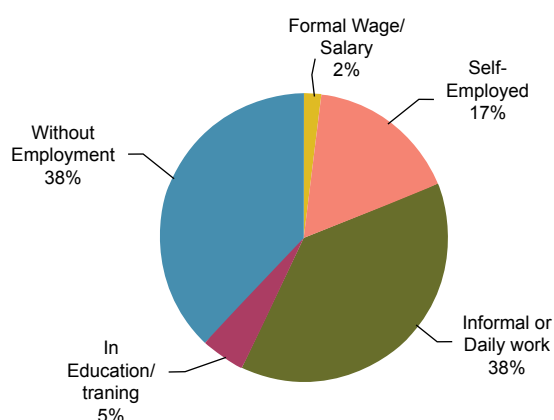


Figure 2 – Burao: Livelihoods Prior to Y@R

Mogadishu: Livelihoods Prior to Y@R

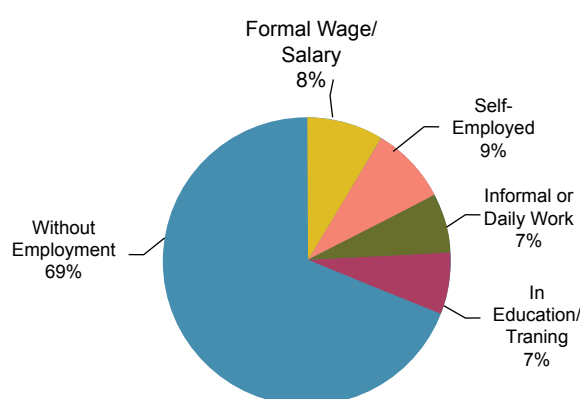


Figure 3– Mogadishu: Livelihoods Prior to Y@R

Bossaso: Livelihoods Prior to Y@R

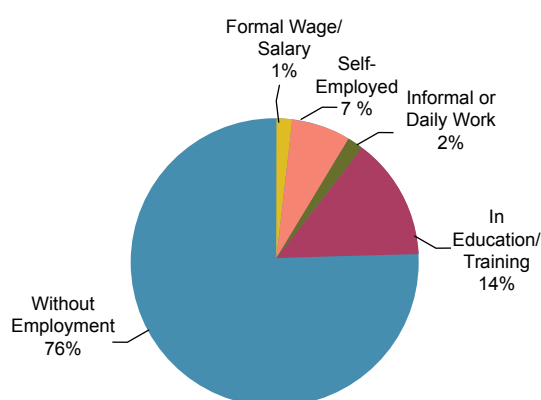


Figure 4–Bossaso: Livelihoos Prior to Y@R

situation and activities prior to the Y@R pilot project. In FGDs youth from each area disclosed that they were involved in criminal activity. The types of activities differed depending on the location with both children¹³ and youth having to work to survive.

There was variation in levels of engagement in Income Generating Activities (IGAs) across the different regions, depicted in Figures 1 to 3. In Burao 57% of the target beneficiaries had engaged in IGAs, while a large majority of the beneficiaries in Mogadishu (69%) and Bossaso (76%) were without employment. Only 24% of youth in Mogadishu and 10% of youth in Bossaso were engaged in IGAs. Specifically in Bossaso, the youth stressed being involved in (sometimes by force) dangerous gangs

and pirate groups.

Although unemployment was high in Mogadishu, youth had a variety of options for daily work in comparison to the other locations. Some youth worked in stores, others with transportation (local buses), and some were working in skilled areas such as tailoring, prior to joining the program. None

13. According to a recent 2012 report by the United States Department of Labor's Bureau of International Labor Affairs, Somali children continue to engage in the worst forms of child labor and 39.8% (1,012,863) children aged 5-14 years are working.

of the surveyed youth in Mogadishu mentioned directly being affiliated with armed groups or being involved in any other criminal activities.

Pressure to migrate to places like Yemen, Libya, and Ethiopia due to lack of income generating activities and in order to survive, was mentioned as a serious challenge faced by youth participants in both South Central and Somaliland. Many of the youth recounted stories of other youth who had successfully left only to be killed either on the way or after arrival.

In relation to the skills background of youth in the program, overall, a majority of the youth (72%) did not have any prior knowledge or experience in the skills area being taught as a part of the Y@R vocational training. Compared to Burao (24%) and Bossaso (21%), Mogadishu had a higher percentage (38%) of beneficiaries having had prior experience with the skills they were learning which corresponds with some of the youth in the FGDs who were already working in skilled areas (e.g. as an electrician) prior to the training.

5.2 Youth Rehabilitation and Employment Status

The analysis of the quantitative questionnaires revealed that, following the training, 59% of the youth were still unemployed, while 41% are working or earning income with the skills that they acquired from the training. However, 75% of surveyed youth had worked or had some sort of employment since Y@R, even if they were not currently employed.

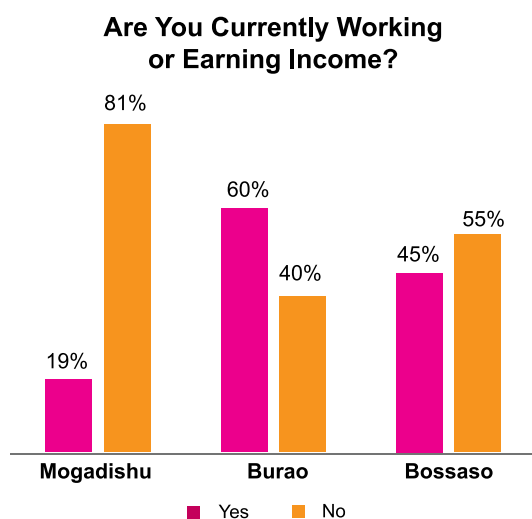


Figure 6– Are You Currently Working or Earning Income?

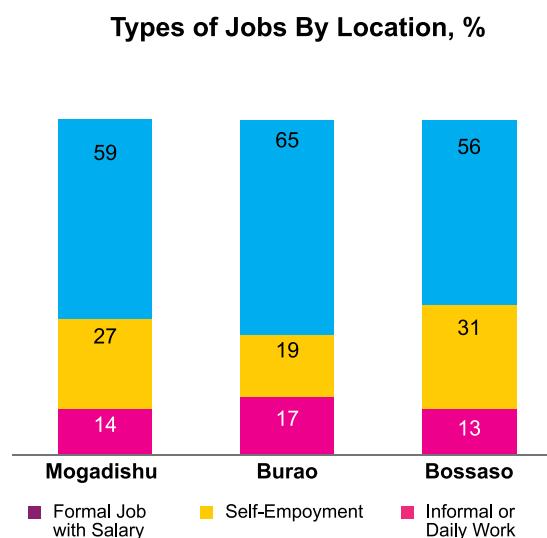


Figure 6– Types of Jobs by Location

While Burao has a high percentage of surveyed youth that are working at 60%, the gain in strict numbers from their previous employment rate is only 3% (from 57% before). However many of the youth report that they are working in their skill area, for example one of the beneficiaries interviewed, is now teaching computer training courses based on what he learned in the program. The most significant and remarkable gains in the livelihoods status was in Bossaso, where only 10% of youth were working or earning income prior to the program. After the Y@R 45% of the youth surveyed in Bossaso are working or earning income. Additionally there were considerable gains overall in some

sub-groups of surveyed youth.

For example, youth without any background in formal education had a gain of 15% in employment, and youth with no experience or knowledge in the vocational training area had a gain of 18% in employment after the Y@R. This implies that the most vulnerable and less-educated youth had the most gains in employment due to the program.

Most youth surveyed that were working or had worked since the Y@R pilot project (N=130), were in informal or daily work, and a quarter were in self-employment. The data from the survey showed that in all the locations, youth were mostly engaged in informal or daily work, with the highest percentage in Burao (65%). A majority of the employed youth had one main job, earned cash as a payment, and were working in an urban area that is close to their home (within 2km). Additionally, approximately half the youth are working between 20-40 hours a week (37% work more than 40 hours).

In the FGDs with both Bossaso and Burao youth, a majority of respondents said their livelihood and economic situation had for the most part improved after the program. As indicated in the bar chart below, the analysis by type of job and by location, reveals that 17% of the target beneficiaries in Burao, 14% in Mogadishu and 13% in Bossaso are engaged in formal salaried employment. On the other hand, the majority (65% in Burao, 59% in Mogadishu and 56% in Bossaso) are engaged in informal or daily work.

When assessing current financial living conditions after Y@R, the majority (61%) indicated that living conditions have improved. Once again youth in Mogadishu have a much harder time seeing improvements compared to beneficiaries in Burao and Bossaso, where 78% and 72%, respectively,

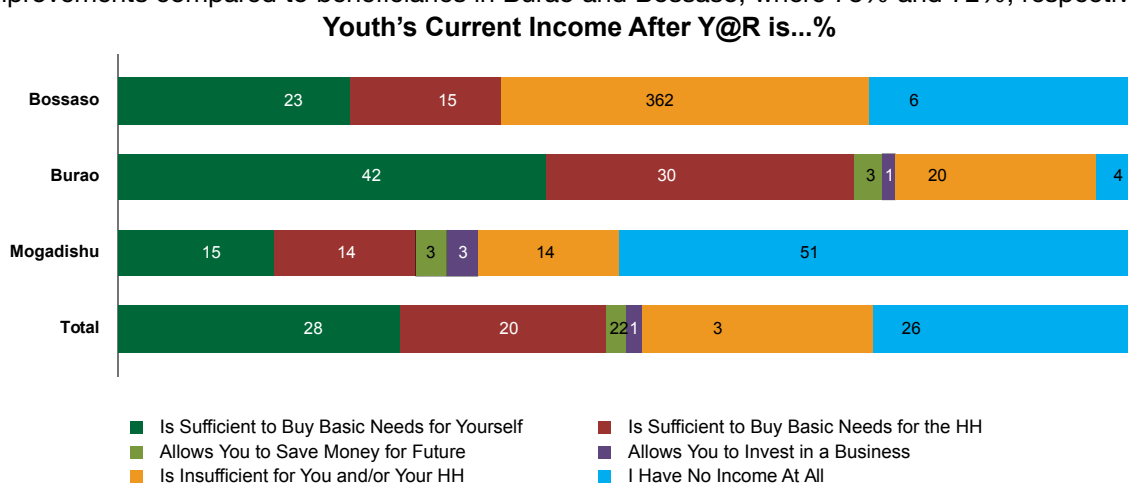


Figure 7– Youth's Current Income After Y@R

feel that conditions have improved, versus only 33% in Mogadishu. Work conditions were rated highly in terms of safety, security and work conditions.

The economic situation after the Y@R pilot project is reported to have changed for the better for most of the youth surveyed in the currently functioning micro-enterprises. In Bossaso, youth in FGDs stated that they had “better family status” from the fact of just being employed, as well as the ability to pay university fees. In Burao, one respondent was very specific and reported that their assets had significantly increased from \$2,000 to \$5,000. In general youth aimed to expand the business and

some have already done so, like in Burao, by investing in a bijaj (a small vehicle) which enables them to reach a wider area. The youth in functioning micro-enterprises in Mogadishu reported no change in economic terms, because the earnings from their business weren't enough to support all the group members. For youth in non-functioning micro-enterprises it is interesting to note that despite the fact that the business started during the program did not succeed, many of the youth had since then started new businesses. This was true for all the respondents in Burao, where out of seven, four now have shops, one is a livestock trader and two youth work as hawkers. The situation seems a bit more mixed in Mogadishu with about a third of the youth in non-functioning micro-enterprises having started new businesses and doing well, another third experienced no change in their economic situation, and the last third having used the grant from the program to get married.

Figure 7 breaks down the level of current income of youth after the Y@R pilot project specifically focusing on how able youth are to sustain themselves and their household. Almost half of the overall responses are positive, in that youth's current income is either sufficient to buy basic needs for himself, or for his household. In Burao, nearly two-thirds of youth surveyed reported that their income after Y@R is either sufficient to provide for basic needs for themselves, or basic needs for their household. However in Bossaso, 36% of responses indicate that the current level of youth's income is still insufficient for them and their household. Corresponding to Mogadishu's high unemployment status and lack of improvement in living conditions, the vulnerable livelihoods status of youth noticeably stands out in comparison to the other two areas with 51% of responses indicating that currently surveyed youth in Mogadishu have no income at all. Overall, very few surveyed youth have reached an income level that allows them to save money for the future or invest in a business.

Surveyed youth beneficiaries that are currently working (only 41% of the total) stated that it took 51% of them on average 1-3 months to find a job, while a quarter of all respondents spent 4-6 months. Youth in Burao as a whole found employment or paid work significantly faster than the other two regions, and 92% of youth surveyed who had jobs, found them within the first 6 months after the program. Of those who had jobs in all three regions, only a small number (5%) took a year to find employment. Youth in Mogadishu struggled the most in terms of timeframe, but also in general since a large majority (95%) of them did not have any work at all 12 to 18 months after the program.

Financial Living Conditions of Youth After Y@R, %

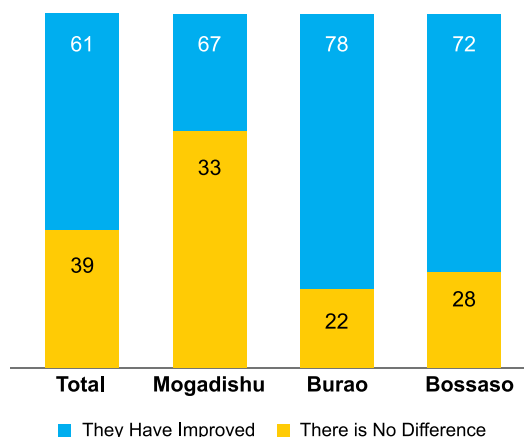


Figure 8– Financial Living Conditions of Youth After Y@R

Average Time to Find Employment or Paid Work After Y@R

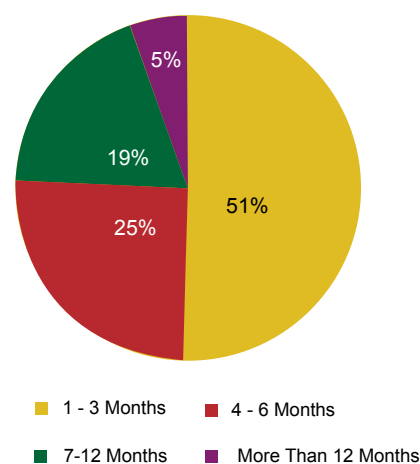


Figure 9– Average Time to Find Employment or Paid Work After Y@R

5.2.1 Social Rehabilitation

The study reached significant findings in terms of social rehabilitation. When asked what kind of changes Y@R brought into the youths lives, a clear majority of respondents (83%) thought that the training they received. had contributed to positive changes, with the most positive effect seen in Burao, where 93% thought the training contributed to positive changes¹⁴. In Mogadishu 67% felt the training had positive life changes, while a small number (7%) of youth thought that the training they received had a negative effect.

Similarly, the majority of those interviewed expressed genuine appreciation for the program and mentioned positive changes in their lives on resilience factors such as increased skill development, building of self-efficacy, and better social relations with peers, family and the community. These positive perceptions of the program's impact on their lives was despite the fact that many of them still had not secured

Vocational and Business Skills Training Contributed To What Kind of Life Changes ? %

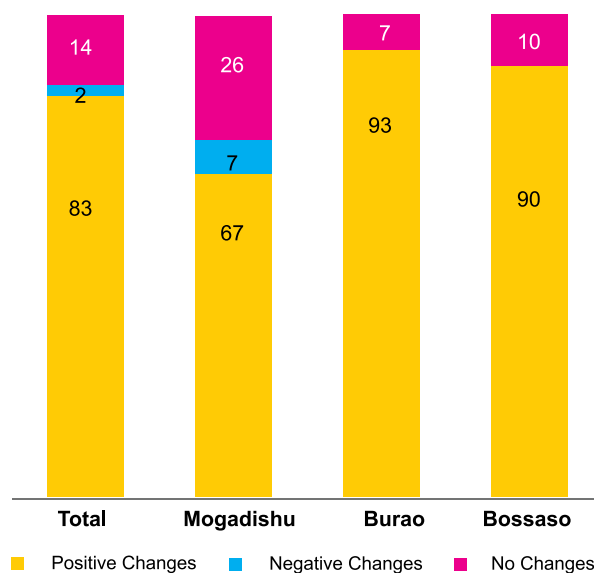


Figure 10– Vocational and Business Skills Training Contributed to What Kind of Life Changes?

Attitude Changes Regarding Self, Family and Community After Y@R, %

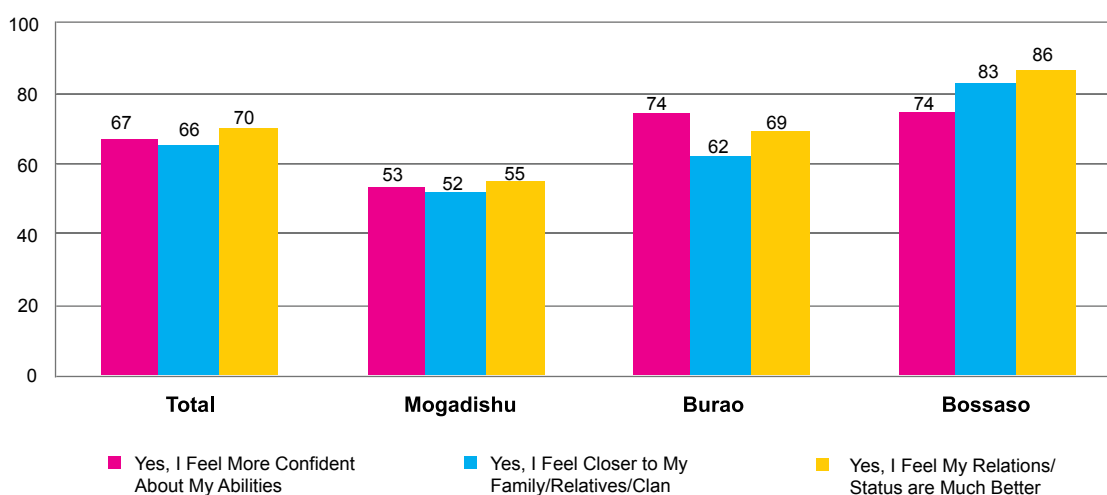


Figure 11 – Attitude Changes Regarding Self, Family and Community after Y@R

Note: The graph shows the share of respondents that chose the most positive response out of five possible to the following three questions: 1) “Has your life changed by learning vocational and business skills?” 2) “Has your relationship with your family changed after completing the Y@R Pilot Project?” 3) “Has your status or relations with the community changed after completing the Y@R Pilot Project?”

consistent or sustainable employment, demonstrating that the value of participating in the training went beyond employability factors.

The perceived positive impact of the Y@R training extended from the youth's attitude towards themselves, their families and the community; and the families' and community's attitudes towards the youth. Figure 11 shows that a significant majority of surveyed beneficiaries overall feel more confident about their abilities (67%); feel a closer connection to their families (66%), and feel that their status in the community has improved (70%) after Y@R. The effect is most pronounced in Bossaso and Burao, where almost none of the respondents chose negative responses to the three questions. Mogadishu stood out as the location, where 14% of the respondents felt that "I feel worse because I lack too many skills" (related to the 'self' question). However, the general picture is positive in terms of the three realms of youth resilience presented previously.

Responses from the youth in the FGDs give a sense that the impact of training goes deeper than the mere training aspect. In Burao, interviewed youth reported that the program "enabled us to go back into society." Furthermore, they spoke of a lot of perceived changes, they "were in a desperate situation" and all became "responsible and valuable members of society," making a "complete transformation." Youth interviewed in Bossaso shared similar opinions that for the most part they had somehow improved their general situation, and had a new confidence and strength, and could see a brighter future for themselves. Youth in Mogadishu also mentioned that the future outlook had changed with a new confidence, for example "before the program, I have had no skill, but now I have and may write application any company advertised a vacancy" because "trained people have a future" and can contribute to the community. Likewise, these statements were often made in relation to the community and 'reintegrating' into society, the youth in Burao, remarked that they now "get respect from our families and communities". In Bossaso and Mogadishu, a majority of the youth agreed that after the program, they not only had closer relations with their families, but they are also received acceptance, recognition and a warmer reception from the community.

From the FGDs we also know that the communities around the youth noticed an increased sense of responsibility towards the community after Y@R. This, in turn, increased the community's trust towards the youth. One example from Mogadishu was that a group of youth that had occupied a house by force chose to hand it over to the local authority after the Y@R pilot project. This type of improved perception of the youth as more trustworthy could, in turn, help the youth get credit with traders. It was a general perception that the program offered the youth an alternative to petty crime and drug use, and gave them the chance to be seen as something other than a burden on society. Two examples from Mogadishu were a former khat addict, who got hired as an electrician, and a known burglar who became a "good mechanic".

Youth interviewed in Bossaso stated that before the program they did not feel equipped to deal with the challenges they were facing, and had nowhere to go for help.. One participant said that they felt like the more they tried things seemed to worsen and had nowhere to go for help. Several youth also mentioned lacking the confidence to manage all those challenges prior to the program. Youth in Burao also directly linked this feeling with a change after the program, "we became educated persons, we got knowledge on how to solve problems". In Mogadishu, youth valued having learned new skills and were "proud of what they [had] been taught" and further mentioned that "trained people have a future".

The FGDs also support the quantitative data, showing a narrative regarding a reconnection between the youth and their families. A majority of the parents interviewed described changes in youth after being in the program that they perceived as positive and significant. They mentioned many examples such as no longer taking money from their parents, becoming active (as opposed to staying idle at the house) and passionate about their businesses and other activities (e.g. the football league organized



CASE STUDY

Abdikadir Abokor Ahmed – Burao, Somaliland

Recent Y@r beneficiary, Abdikadir Abokor Ahmed, was interviewed in December 2013 as part of the site visits with youth beneficiaries. Prior to Y@R, he was living on the streets in Burao and addicted to glue sniffing. He was enrolled early in the program in 2011 and received basic literacy, numeracy, and masonry skills training. After Y@R he was contracted as a daily mason as part of NRC's shelter projects. He has now advanced in skills and is currently a foreman, getting NRC contracts on his own to build permanent shelters (and having oversight of his own team of daily labourers/masons). The research team observed him working on-site for a NRC Shelter Project at a Returnee/IDP Settlement Aden Suleiman, in Burao. According to NRC, there are two Y@R beneficiaries working at this site. Abdikadir's direct comment to us (translated from Somali) was "I had no life, I was nothing before Y@R." And when asked about his enjoyment working as a mason, he replied that "the choice of a career to train for is a very personal one, but I would really recommend masonry to other at-risk youth as a viable occupation."

by Y@R). Other examples of changes in behaviour that surprised parents were: a. Youth, from their own initiative, starting to contribute to basic needs for the family (e.g. buying sugar, rice, or even giving money to the parents); and b. General increase in engagement of youth in family affairs and sense of responsibility (e.g. one woman told the story of what she thought was a dramatic change in that her son now gives \$1 a day to his younger sister to help pay for her school fees and other basic needs).

These changes according to the parents, have also contributed to better relations between the youth and their families, neighbours, and the larger community. These contributions especially have earned the youth newfound respect as a member of the family and community. This confidence in the youth also provided an opportunity for parents to get more involved in the youth's lives and help support livelihoods activities. Now that their activities were seen as productive, parents would offer advice and loans to their children. This was especially true for the micro-enterprise trainees who received start-up grants from Y@R, because according to a respondent in Burao these were often used to "top off" an existing family business or create new ones in the family's name. Some parents and community members also reported that the program could have provided an alternative to dangerous migration, and kept the youth in their local areas, close to their families and to support the community in local development.

Conversely, Y@R pilot project dropouts had a different experience. When asked about their current economic situation, the majority of dropouts were idle. Most of the surveyed dropouts in Mogadishu did not find changes or improvement after the program in livelihood opportunities or level of income. Most of the youth were still unable to support themselves and their families with an income level below what is needed to meet basic needs. Although most of the dropouts from Burao did not have stable and skilled employment, most of the youth were working an average of 8-12 days per month in daily wage (mostly unskilled) jobs, while a third of the respondents interviewed were able to work with mechanics and masonry, using the skills they learned in Y@R. Most notable was that the type and quality of the daily work had improved and was different from the livelihood activities that they were engaged in prior to the program. This also impacted their outlook on their current economic situation, in which a majority of the youth in the FGDs stated had improved since the program. Despite this progress, similar to Mogadishu, the Burao dropouts were not currently able to earn enough income to provide for more than themselves, or contribute to basic needs for their families.

Generally, most of the non-working youth surveyed are looking for work, especially in Burao and Bossaso, whereas Mogadishu had a high proportion (45%) of youth who reported being idle. In the FGDs the youth from Mogadishu did not specifically address reasons for being idle, however from various discussions it was clear that youth in South Central felt that they faced a number of barriers to employment (discussed further in section 5.3.). About a fifth of the youth, overall, are helping their families or households while they search for employment. In the time after completing the Y@R pilot project, the majority (74%) of the non-working youth haven't had any income at all.

5.3 Challenges Facing the Graduates

Surveyed youth identified a number of significant challenges facing their employment. The most frequently mentioned challenges were the lack of work available in the local area (23%), the beneficiaries' lack of experience (18%), the beneficiaries' lack of network (17%) and clan issues/discrimination (12%). Exactly 10% of the respondents in each location also mentioned lack of resources as challenge. The variances across location are depicted in Figure 13 below.

For example, in both Bossaso and Burao, employers adamantly expressed a need for more on-the-job training where youth are “tested out” by employers in order to be able to engage employers more in supporting employment of youth. In Burao, employers also highlighted that the job placement period in Y@R was inadequate to build trust between the youth and the employers. At least a six months job placement was quoted as necessary, since these youth were perceived as “street children” that couldn’t easily be trusted. This suggests that such trust issues, even if clan-based, could be overcome by both opportunities for exposure and cooperation. Consequently the data could be interpreted as indicating the prevalence of a considerable share of social mistrust in all areas, Bossaso (32%), Burao (31%) and Mogadishu (30%), making this challenge as significant as no work being available in most areas.

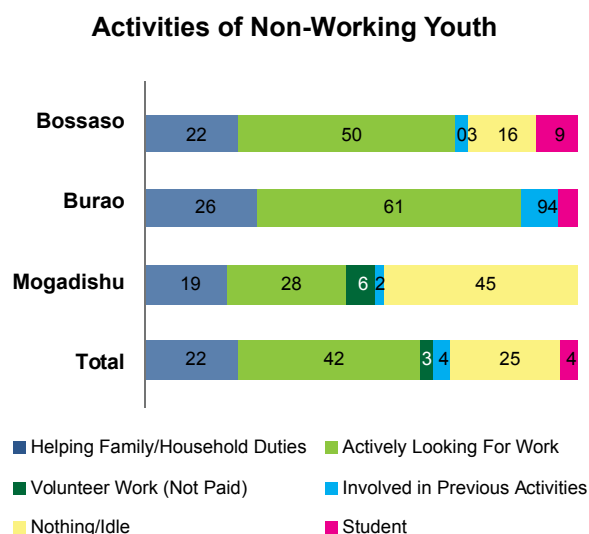


Figure 12 – Activities of Non-Working Youth

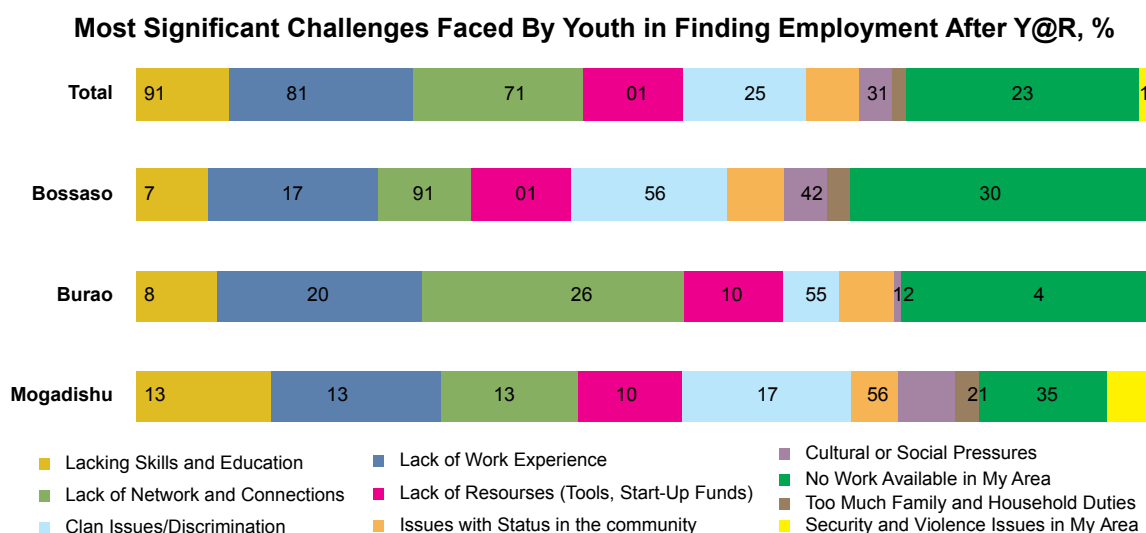


Figure 13 – Most Significant Challenges Faced by Youth in Finding Employment after Y@R

Note: Respondents could choose up to three responses, so percentages reflect the share of responses, not respondents.

GDs with the dropouts of the project highlighted unique issues not mentioned in other discussion. Issues identified include: distance to the training centre and lack of transportation cost to and from the training centre; a constantly changing and volatile security environment in Mogadishu, resulting frequently in limited access to the training centres; lack of funds to cover daily expenses for both themselves and families during the training; inflexibility of training schedule; a perception that the added value of the training in term of employability was low; an expectation that the training would result in professional certification, business start-up funds, and job placements.

5.4 Relevance of the training acquired to the employment market

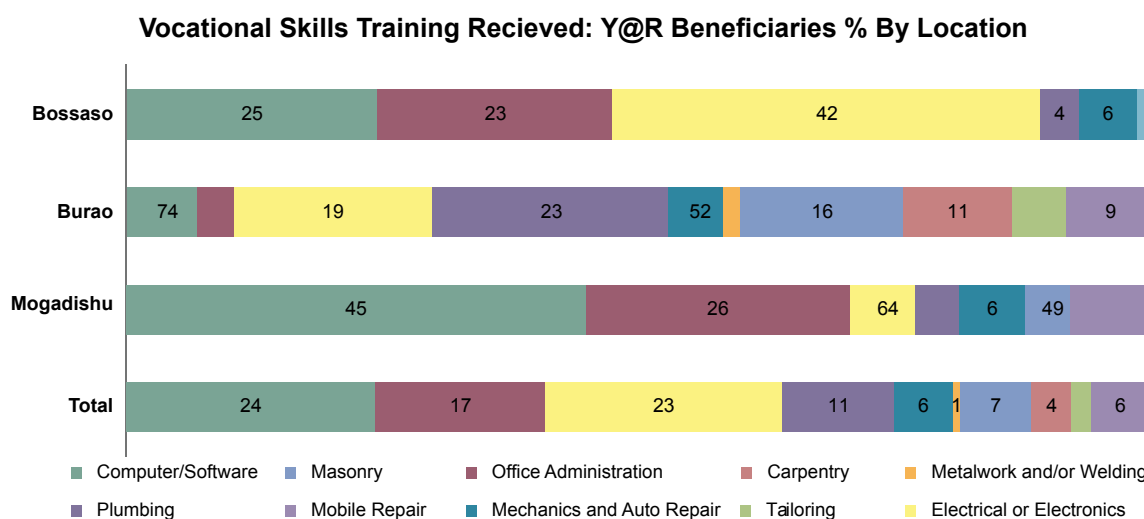


Figure 14– Vocational Skills Training Received

Note: A number of respondents (17), a majority from Mogadishu, misunderstood this question and gave an invalid answer, which has been removed. Therefore the percentages are based on a total of 157 valid responses.

Nearly all the surveyed beneficiaries (93%) from the quantitative questionnaire completed all components of the Y@R program pilot project. Figure 14 represents the vocational skill areas that youth reported learning in the various regions. The most popular skills were Computer/Software (24%), Electrical or Electronics (23%) and Office Administration (17%).

Although the market is reportedly more dynamic and provides more diverse economic opportunities in Mogadishu¹⁵, the youth were trained in similar skill areas as in Bossaso, such as computer/software (45%) and office administration (26%). The rest of the beneficiaries were spread out across various skills such as: mobile repair (9%), electrical (6%) and auto mechanics (6%). According to the DRC LMS report from 2012 for Mogadishu, the sectors with opportunities were construction, communication, fishing, livestock, transport, hospitality and beauty care. In light of this, many of the skills areas offered in the Y@R pilot project may have been less applicable to the local labour market than in the other two locations.

Figure 15 depicts the usefulness of the vocational and business skills learned in Y@R in the respondents' current job or job search. While an overall majority (61%) of the youth found the skills to be useful, regional variances reveal that a majority (67%) of the youth in Mogadishu did not find the skills useful.

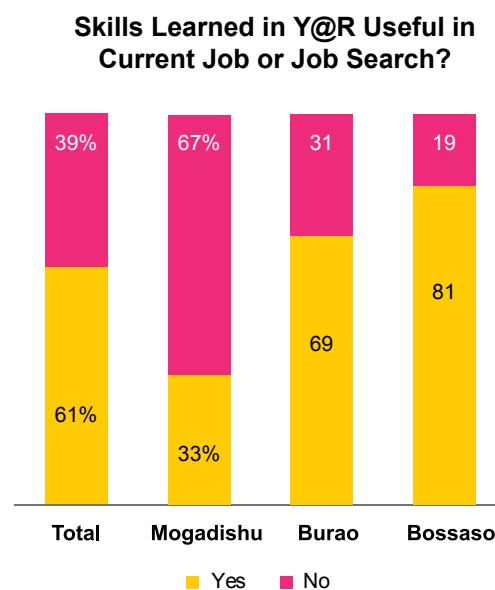


Figure 15 – Skills Learned in Y@R Useful in Current Job or Job Search?

However, interpreting the differences between locations in this case is constrained by the low number of respondents, especially in Mogadishu, where no final conclusions can be made. Figure 16 shows that a clear majority (55 out of 72) of the youth surveyed who are currently employed attribute this fact to the skills they learned during the Y@R pilot project.

In general the youth had similar perspectives concerning the overall usefulness of the vocational skills training. Beneficiaries interviewed in the FGDs had a very favourable impression of the vocational skills training they received as a part of Y@R. Since most did not have any background in the area

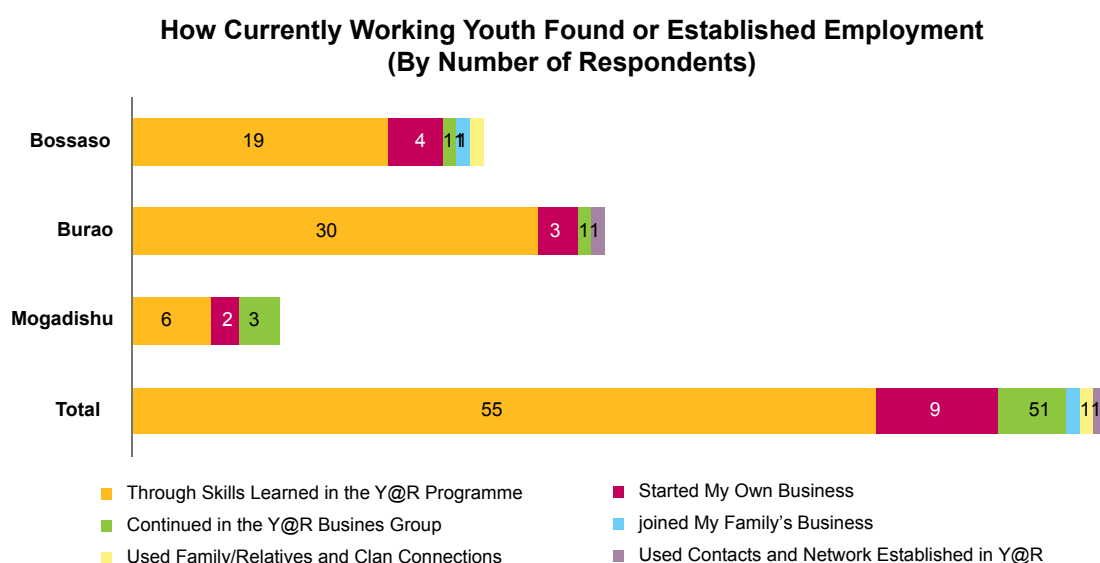


Figure 16 – How Currently Workin Youth Found or Established Employment

of training, they were very happy to learn new skills. Youth in Burao felt that they learned new and useful skills both personally and professionally which could improve their chances of gaining employment. Especially mechanics, electrical, and computer training was mentioned as useful. One youth in Burao used the example that he could even use his new electrical skills to help his family and community (neighbours) with small electrical issues.

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5.4.1 Overall Program Quality

In general youth, parents, the community and institutional stakeholders surveyed in the FGDs

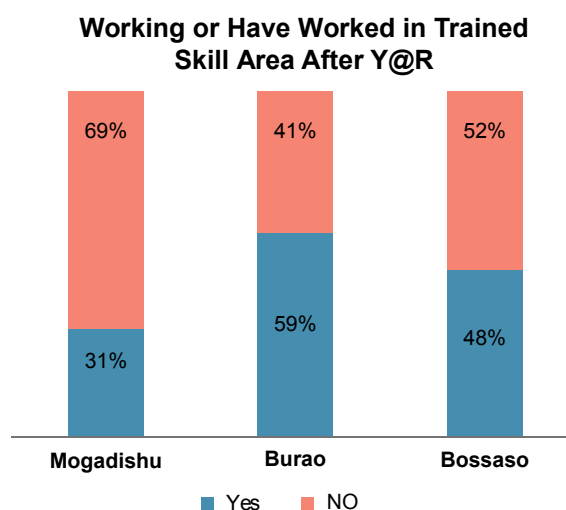


Figure 17 – Working or Have Worked in Trained Skill Area Sfter Y@R?

had a favourable opinion regarding the overall Y@R pilot project quality. The results from the quantitative questionnaire confirms this, with 71% of youth stating they were “very satisfied” and 23% said they were “somewhat satisfied” with the program. Hence the vast majority of youth (94%) were satisfied with the program, which also correlates with the number of surveyed respondents that completed the program (93%).

When asked specifically about their opinions on the lessons, materials, and organization of training, youths responses were also quite favourable. Youth in Bossaso mentioned that the teachers in the training centre were very supportive which motivated them to learn. In Burao, beneficiaries really enjoyed the skills training classes and being in the school environment. In Mogadishu, the youth in the FGDs said that the activities at the training centre were overall good and they really enjoyed them. Since a lot of the curriculum was new for them, youth in several locations (who completed Y@R) saw the benefits of education and training as a direct result of the program.

Despite the overall satisfaction, the findings of the FGDs in all locations indicate some shortcomings with the perceived overall program quality. 60% of all respondents stated that the duration of the vocational training was too short, and found that the congested schedule negatively impacted on the overall program quality. In addition, respondents perceived that there was a general lack of information sharing with the community and business awareness and participation in the program. The lack of awareness or participation in the planning process for the program also affected beneficiaries as well as the community. Employers mentioned that closer communication with employers about the skills the youth are learning could lead to more job placements and an opportunity for the business community to help youth be more prepared for the job market. In Bossaso, a lack of communication and awareness between the project and local institutions, made stakeholders feel that they didn’t have enough information about the youth in order to support them or the project. Similar feedback came from Burao and local community and institutional stakeholders agreed with employers, in that they did feel involved enough in the planning process and structuring of the training. Local employers and the community wanted to be included earlier in the process of planning and in also implementation of the project. The lack of information sharing also affected youth within the project. Many of the FGDs with beneficiaries mentioned miscommunications that affected their understanding and expectations of the project. Two critical misunderstandings were regarding the lack of professional certification after the training and what kind and levels of financial support they would receive while in the training.

Figure 19 depicts the overall youth beneficiary perspectives on the training environment. Both the qualitative and quantitative data demonstrates that a majority of youth perceived that the way Y@R was implemented at the vocational training centres, created a positive impact in the school and learning environment. Overall, the youth surveyed agreed that: the teachers were competent and committed (96%); they felt safe and supported during the training (94%); they learned to cooperate with each other and the community better (94%), resolve conflicts without violence (95%); and they

General Satisfaction with the Y@R Pilot Project, %

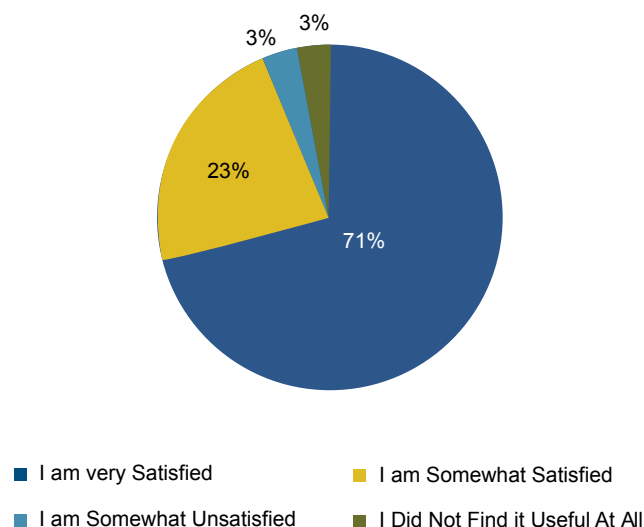


Figure 18 – General Satisfaction with the Y@R Pilot Project

discovered their strengths and learned to use them (95%). Interestingly, the youth that finished the program had a different take on the security situation in Mogadishu (than the dropouts for example). They also felt that the learning centre was very secure and safe, and they never faced any problems with limited access to the centre, with the police, or the moryaan in the area.

In Burao, several youth interviewed said they learned conflict and problem solving skills, which was very helpful for them, stressing that now they knew how to work with others. Furthermore, they mentioned that the program brought together “drug addicted groups” and “normal youth groups”, and that learning together they became friends and are still friends now. And in their perception, conflict among different youth groups and crime in Burao has declined, especially because youth have been given an alternative to the activities they were engaged in before. This is significant in that more vulnerable groups of youth, become less isolated or marginalized, and more part of a community with other youth. Interviewed youth in Mogadishu also mentioned that they were now “integrating” with other youth, “playing together and sharing experiences.

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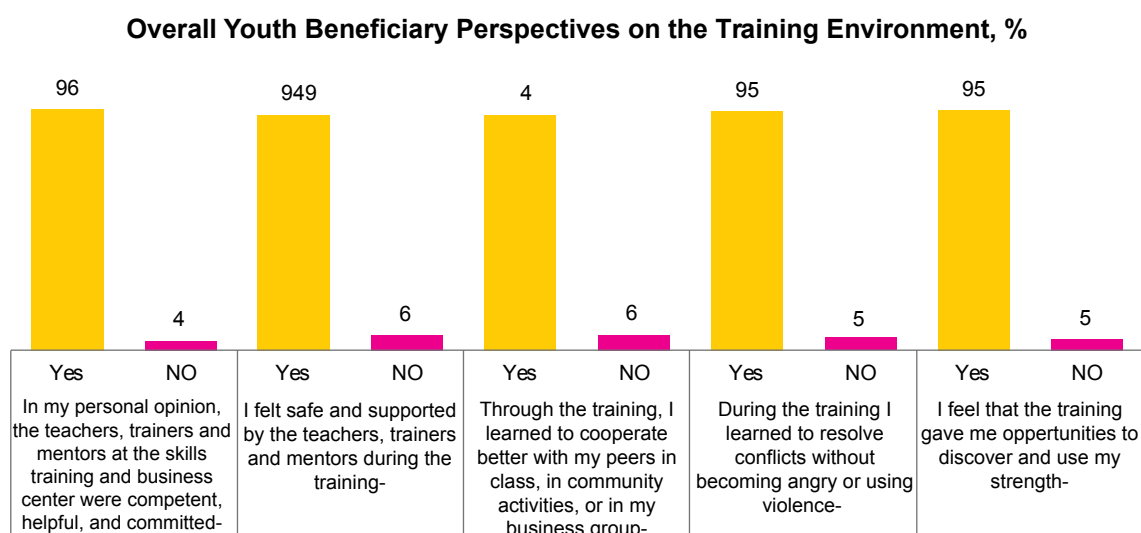


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Youth who participated in the micro-enterprises had similar experiences. The majority of youth interviewed in all three locations felt they had gained greater confidence and belief in the prospects of supporting themselves through their own business. The program seemed to have increased the participants’ awareness about group dynamics and the need to manage these using problem-solving skills. Through the business training and coaching and the experiences running a micro-enterprise, youth recognized that internal agreements, a clear division of labour, and listening to the group members’ ideas was important for success. Additionally the enterprises started under the Y@R pilot project functioned as a valuable first experience for many of the youth that had no prior business experience.

5.4.2 Feedback on the Community Projects

The short-term job opportunities or labour intensive Cash for Work (CfW) module of Y@R was aimed to employ youth beneficiaries (i.e. short-term livelihoods support), while contributing to community development and public works projects, as well as to further strengthen their integration into the community. Feasibility studies were conducted with the participation of the community and institutional stakeholders to objectively prioritise projects according to real community needs. The majority (83%) of the youth that had participated in the community projects found it helpful “to some degree”¹⁸ in terms of financial support while in the program. This includes the average 57% of youth saying that the extra income definitely helped cover basic needs, and the additional 26% overall that said the income ‘helped somewhat’. More than half the youth surveyed in Burao and Bossaso felt that the income from the projects helped with basic needs, as opposed to almost half of Mogadishu youth who felt it only helped somewhat.

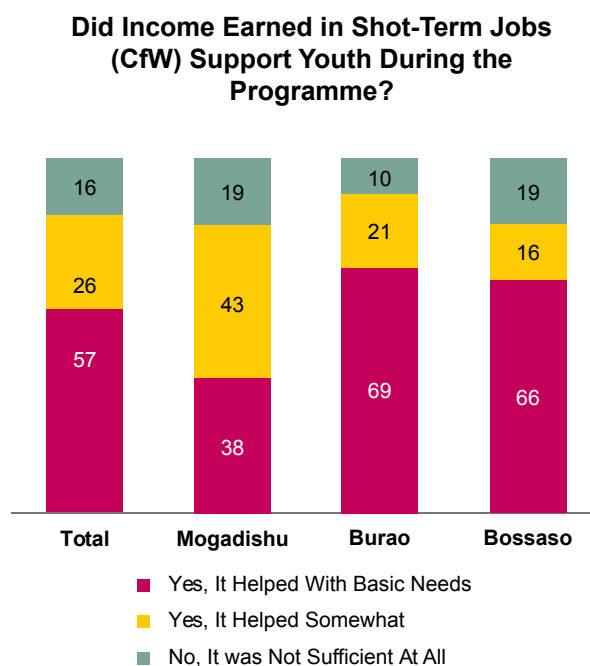


Figure 20 – Did Income Earned in Short-Term Jobs (CfW) Support Youth During the Programme?

17. Also in Mogadishu, several youth beneficiaries interviewed said they enjoyed all the activities, and even brought up some of the other courses in the social reintegration programme, such as art courses, and football matches between districts as things they really enjoyed. They found the football tournaments so engaging that they were continuing the activity after the Y@R pilot project on their own.
18. “to some degree” was the term used in the questionnaire.

It is interesting to note that the dropout youth interviewed in FGDs had a lot to say regarding using community projects as a short-term income generating activity. Considering that multiple sources in the literature review pointed to the unpopularity of the CfW projects¹⁹, this feedback can hopefully give program administrators a new and insightful perspective on this topic. Although youth did acknowledge that the financial support provided through the CfW projects was crucial during training (as seen in the above chart), they were still dissatisfied with the chosen labour-intensive activities for primarily two reasons: a. In their opinion, the activities they were engaged in were not linked with, or added any value to, the training they were undertaking as a part of Y@R; and b. Some of the activities were similar to what they had been doing when living in the streets (e.g. waste disposal management).

Their expectation was that as a part of the Y@R pilot project they would be learning new skills and “changing” or improving their lives. In their words, for example the Burao respondents felt that they were not learning anything further (e.g. applying the skills they were being taught) by cleaning the streets, or waste management. They found these all-too-familiar tasks irrelevant and counterproductive to ‘changing’ to their ‘new’ lives, and were disappointed when “we were asked to go back to the streets to sweep roads and collect garbage...we see this is no difference with what we were doing before”.

5.4.3 Other Components of Economic Reintegration in Y@R

As depicted in Figure 21 there were differing opinions amongst employers on which parts of the trainings and job support activities were most useful. On average, the business skills training and vocational training was more favoured than the numeracy and literacy components; there was nearly a tie overall between vocational (37%) and business training (39%), as most useful for beneficiaries in obtaining employment.

Surveyed parents of youth in Mogadishu mentioned that they valued the business training more than the vocational skills component of Y@R. A majority of them found this to be the critical part of increasing employability and stated that the business training and micro-enterprise grant was the most useful for their youth’s current livelihood situation. Furthermore nearly all of the surveyed parents stated that their youth were now working in areas related to business and micro-enterprises.

In general, youth respondents from FGDs in Burao thought the combination of business training with micro-enterprise start-up grants was the most useful, and projected that these youth would have a comparatively better economic situation and higher chance of being employed than youth that only received vocation skills training. This perspective corresponded with the youth surveyed in the quantitative questionnaire. When asked which kind of economic support offered during the program had been most useful for gaining employment or generating income, a majority of youth (55%) overall chose the business start-up grant.

Most Useful Education/Training for Employment, %

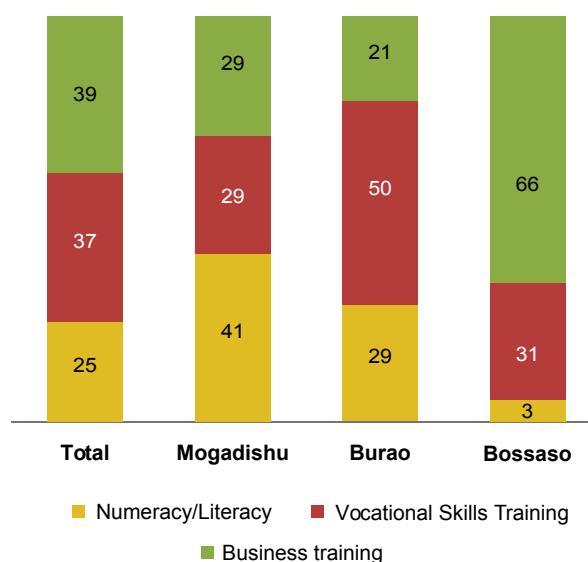


Figure 21 – Most Useful Education/Training for Employment

In order to receive the business start-up capital, youth in Y@R had to form micro-enterprises and participate in a business plan competition. This was part of the entrepreneurship and business training, and 26% (N=45) of respondents in the survey report joining a micro-enterprise group, more than half of which were in Mogadishu (N=24). Most of the micro-enterprise groups consisted of an average of 4 youth. About two thirds of the groups participated in a business plan competition, where the group competed to receive start-up capital for their business idea. In the FGDs with youth involved in the micro-enterprises, it came up more than once that the youth thought that the micro-enterprises who received grants generally had a better chance of generating income for its members in comparison to beneficiaries who received vocational training and then tried to gain employment. Approximately half of the groups (N=21) in the quantitative survey were still together and earning money.

Breakdown of Youth in Micro - Enterprises by Location

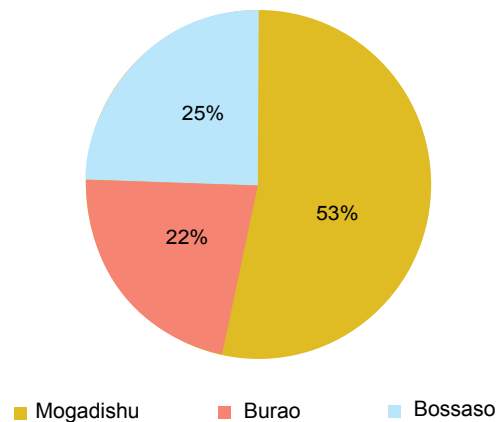


Figure 22 – Breakdown of Youth in Micro-Enterprises

5.4.4 Youth Experiences in Micro-Enterprise Groups

There were three critical initial challenges in the establishment of the micro-enterprises that were faced by youth in all areas implementing Y@R: location for the business, size of the start-up grant, and trust. Firstly, finding a good location for establishing and running the business proved to be a challenge, especially due to high rents. Secondly, the size of the initial grant was not of a sufficient size to create and develop a business, and support all members of the cooperative. Finally, the issue of mistrust and misunderstandings between group members and with those external to the group was a hindrance to running a successful business. However, the majority of respondents felt that the business training and start-up grant contributed the most in terms of meeting the challenges of a business start-up.

The survey also found a noticeable difference between business groups that included members who had experience from previous businesses or other types of cooperation/teamwork compared to businesses which did not. In micro-enterprises with previous experience, respondents noted that there was always a willingness to move the business forward with new ideas emerging from members. Several youth remarked that being able to share problems or experiences of loss with group members was an advantage, which is in conjunction with some beneficiaries mentioning trust and confidentiality as a positive experience. In both functioning and non-functioning enterprises, mistrust and conflict was mentioned as the principal negative feature in group work, and something that had the potential to ruin the cooperation.

The Y@R business training taught youth the importance of utilizing formal agreements on which established rules and values of the business were agreed upon. It is worth noting that this attention to making agreements and a division of labour was only mentioned by the youth in the currently running enterprises, underlining the importance of group cooperation as a sustainable business practice.

When asked their general opinion relating to follow up support in the Y@R pilot project, a slight majority responded that it was “not enough”. As a concrete follow-up program was not identified in the program documents, the results of youth neither being extremely satisfied nor dissatisfied by the follow-up as the extent of business mentorship activities was unclear. In Bossaso the data was leaning towards dissatisfaction of the overall figure as 60% of youth did not feel there was enough follow-up after the skills training.

5.5 Views of the employers on the quality of the trainees produced by the project

The employers had some unique perspectives in terms of personal impact of Y@R on youth. The majority of employers interviewed reported both higher levels of employability²⁰ and work performance after the program. In both Bossaso and Burao, the employers were pleased with the interns and employees they had hired. In Bossaso there was a general feeling that the youth employed were trustworthy and effective, learning faster and able to more easily adapt to the rules of the workplace. Employers in Bossaso also felt that students had become more loyal to the company, showed more ownership and initiative after Y@R and attributed these improvements to the business, social and life skills taught in the training centre. The employers interviewed also mentioned that the youth became better at taking initiative and presenting new ideas at work, sensing that the youth got a sense of pride and dignity from “becoming a worker”²¹.

The police representative in Burao also said that the youth going through the program were much less likely to be seen doing crime afterwards. Several of the youth also got married after the program, which was judged by the community as sign of better decision-making and maturity. In Burao, the vocational training centres were also using former graduates as guest speakers for the new students, so they could function as role models. The quantitative survey revealed that 94% of youth surveyed would be interested in being mentors for future students in the Y@R pilot project, and that a large majority (89%) felt that they would be able to train others in the skills they learned. This can be seen as a sign of the change in both confidence levels, sense of responsibility and of ‘community’ in that youth are interested in contributing to the program.

While the employers interviewed in Bossaso were quite positive regarding the skills taught in Y@R, they still ascertained that the overall effect of the program would be only average in terms the beneficiaries’ employability, due to the existing competition in the labour market. In Burao, the employers’ went further in saying that the market was already “saturated” with some of the skills taught in the project, namely carpentry and plumbing. However, they did highlight electricity, electronics and masonry as marketable skills in the area. These reflections by the employers in both Bossaso and Burao mirror the results from the 2011 Save the Children LMS, which stated that the urban job market in both Somaliland and Puntland for vocational training graduates is limited and saturated, especially in the lower-skilled service-based jobs, such as carpentry and plumbing, especially for those at only a basic vocational skills level. Unfortunately the vocational positions that are available require a higher skill set and education beyond what the Y@R pilot project is currently able to provide.

20. Although recall that employers also felt that this increase in employability was marginal, and that youth only had ‘average’ employability because of existing competition and the saturation of the market for basic vocational skills.

21. Employers in Bossaso rated teamwork, quality orientation, taking initiative and being punctual as most important for good performance at work.

6. Conclusion and Recommendations

6.1 Conclusions

Based on the findings of the research undertaken, this tracer study report concludes that;

- The Youth at Risk (Y@R)pilot project was largely successful as the majority of the youth that underwent the training are currently employed or self-employed.
- While the youth have experienced challenges in securing their economic integration, the general perception of the beneficiaries is that the program made a positive impact on their lives.
- Majority of employers reported that the youth had higher levels of employability²² and work performance after the program. The employers assessed the youth as trustworthy and effective, learning faster and able to more easily adapt to the rules of a workplace after the program.
- As regards social integration, communities have since developed positive attitudes towards the youth and have an improved perception of the youth as more trustworthy. Moreover, the youth themselves have founded closer relationships with their families and also recognise the warmer reception from the community.

Research has shown that knowledge instruction alone is a poor agent for influencing changes in behaviour. Successful outcomes in education and training interventions involve much more than knowledge gains. A multi-dimensional approach to assessment evaluates not only knowledge, but attitude and behavioural change as well. Additionally, research shows that in the realm of employability, social factors and attitude are equally important as competencies in skill areas. Significant impact was reported again and again across the different FGDs in this study regarding overall changes in knowledge, attitudes and behaviour (KAB) among the youth after Y@R. There's a clear consensus that the program inspired and challenged youth in different ways, while also giving them some tools to enhance their sense of agency over their lives and vision for the future. For example in Mogadishu the youth explain that although they are not currently able to find employment in the skill they were trained in, they somehow have more hope that they will be able to work in their trained field, or as also stated by the Burao youth, work in another field. In the course of pursuing training and business opportunities provided by the program, youth also improved their relationship to the community and their families, gained self-confidence, and to some degree learned to cope with conflict and foster higher social trust, even with members of other clans. In the end, there is a distinct reason why all of these experiences are important they foster social integration aspects along with the technical skills improvement.

6.2. Recommendations

In line with the objectives of the tracer study for the Y@R pilot project and the findings of it, the below recommendations are made for future programming.

Undertake a comprehensive labour market survey prior to new phases of the project: Views expressed by both the trainees and employers indicate a lack of demand for some of the skills offered as part of the training. Depending on the location, the skills being offered were either already saturated in the market, and so there was extremely stiff competition or not suitable at all. In order to improve the impact of the intervention, it is recommended that the next phase of the project be prefaced by a comprehensive labour market survey that will identify gaps in the market and offer evidence-based, marketable skills that can be easily absorbed in each of the target locations.

22. Though this level of employability was marginal, and the youth had only "average" employability due to the existing competition and saturation of the market for basic skills.

Improve and make information sharing channels available between the youth, employers and the community: A recurring finding among beneficiaries and stakeholders was the lack of information sharing and community participation in the project. Employers were particularly concerned that this lack of awareness was creating a culture of poor trust, because of the criminal past of many of the beneficiaries, and was resulting in a limited interest among employers in hiring trainees after the conclusion of the training. In order to address these concerns, it is recommended that the Y@R pilot project make concerted efforts to create linkages with the private sector, to bring the business community on board with the objectives of the training before it commences. Moreover, closer and regular communication between the trainees and employers during the course of the project is likely to create a platform for the continued engagement of the two groups throughout the course of the training and is likely to create an opportunity for the business community to inform the trainees on the realities of the business market in their localities. Supported by the program, trainees should be encouraged to use existing youth networks and community fora to create awareness about their efforts to reintegrate into the community and to showcase their newly acquired skills. The program should also advocate for the involvement of the Government and local administration in putting in place policies for absorbing and integrating young people identified as ‘at-risk-youth’.

Adapt the training curriculum to take into account variances in education backgrounds of the youth: Beneficiaries noted that the training curriculum did not take into account the variances in educational backgrounds of the youth. All were grouped together and offered the same training, including basic literacy and numeracy, which some beneficiaries found irrelevant for their needs. It is recommended that the training program offers tailored training according to the trainees specific educational needs. Where certain groups are more advanced in their education, resources can be spent on building other skills within the curriculum. The inflexibility of the training schedule was also of concern for the trainees, which can be addressed through a joint consultation with the beneficiaries.

Increase the length of the business training component: Both beneficiaries and stakeholder groups identified the business training as one of the most valuable components of the training, but found the duration of the vocational training limited; employers particularly found the job placement too short. Both in Bossaso and Burao, employers reported that on-the-job training was essential, and most adamantly in Burao, where employers also highlighted that the job placement period was inadequate to build trust²³ between new young employees and the employers. At least six months job placement was quoted as necessary, since these youth were perceived as “street children” that couldn’t easily be trusted. This study recommends an extension of the overall training period, focusing more efforts on the vocational and business training, which were identified as most useful for the labour markets in all areas.

Strengthen the monitoring system: It is highly recommended that the program adopt a robust monitoring mechanism that will ensure quality standards are being maintained throughout the course of the training for the project to enable redirection of its course during the implementation period.

23. Employers that were interviewed stated that a minimum of six months for the job placement was quoted as necessary, since these youth were perceived as “street children” that couldn’t easily be trusted.

Annex 1: TOR for Tracer study

Terms of Reference

Youth at Risk Programme Tracer Study in Burao, Bossaso and Mogadishu

Background

Somalia has been affected by insecurity, violence and complex conflict dynamisms for more than twenty years. The Somali conflict dynamism is not only at the national level where youth have been leading the al Shabaab group, but there are also a myriad of more localized conflicts the communities engage in and the gun holders remain mostly the youth. With very little access to education, employment and livelihood opportunities the youth are particularly vulnerable to engagement in crime and violence contributing to constant destabilization of the Somalia society.

The “Youth for change” project is an ambitious and much needed project in the Somali context as it aims to address, in an inclusive manner, and through a community based approach, the root causes of some aspects of insecurity in Somalia notably by engaging minorities such as youth, women and clan minorities. The project focuses on the status of youth and women in the cycle of violence in Somalia.

The project was designed as a pilot phase, targeting four regions namely Mogadishu, Galkayo, Bossaso and Burao. The specificities of these regions reflect the fragmentation of the Somali context, and the differences in the conflict dynamics, needs, opportunities and constraints within Somalia.

Objectives of the project

The project was designed as a pilot phase to address insecurity in Somalia, linking numerous actors together at the community and aid organizations’ level. The project brings together UNDP, ILO, UNICEF, a number of local NGOs, the local authorities and various key stakeholders of the community. The wide inclusion aspect was a target of the project to provide long term stabilization effect through a community based project.

The project is articulated around the following components.

- **The Resource Center for Peace (RCP)** focused on male youth “at risk”, above or below 18 years old, and provided social rehabilitation, some skills or business training, and the possibility for some reintegration support within the community.
- **District peace committees** were established in each district and represent an inclusive platform of decision making where minorities such as clan based, women, youth, etc. are expected to be more represented.
- In Mogadishu, a **women civilian protection unit (WCPU)** was set up to empower women through basic training, income generation and security information reporting mechanisms, through a neighborhood watch concept. This concept is remarkable in light of the level of SGBV cases women are victims of, and the lack of justice within Somalia over these specific cases, and can also contribute to prevent other types of security incidents. The main objectives of the WCPU are to: (1) improve community security by preventing crime and violence, and carrying out mediation and reconciliation; (2) support the work of the police; (3) reinforce a reporting mechanism for victim assistance through referral support; and (4) mentor the beneficiaries of the Youth for Change project.
- The overall lack of security information in Somalia implies that there is no overall knowledge management of security information, thus the follow up and understanding of security concerns, and its evolution is not available due to lack of data consolidation. An **Observatory of Conflict**

and Violence Prevention (OCVP) was therefore supported to consolidate and provide overall security analysis. The plan was to link the observatory to each component of the project. The Observatory has three main pillars: (1) research and analysis (2) training on peace and conflict related issues (3) knowledge management.

- Youth were offered vocational skills training and enterprise training on the outcomes provided by economic reintegration component, particular emphasis on the usefulness of the skills trainees acquired, the views of the current employers, youth satisfaction levels relating to the type of training and identification of attitude change towards employment among the trainees

For the purpose of this TOR we will dwell on the Resource Center for Peace (RCP) focused on male youth “at risk”, above or below 18 years old, and provided with social rehabilitation, some skills or business training, and the possibility for some reintegration support within the community

1. CURRENT SITUATION

The project has trained and certified a total of 500 youth in the three zones of Somaliland, Puntland and South Central Somalia. The youth graduated in July 2012 and September 2012.

2. OBJECTIVES OF THE TRACER STUDY

Accordingly, the study will focus on:

- To identify number of youth who have been rehabilitated and to establish the employment status of the graduates – both in informal, formal and self-employment.
- To identify the challenges facing the graduates.
- To identify the relevance of the training acquired to the employment market.
- To identify the views of the employers on the quality of the trainees produced by the project

3. SCOPE OF WORK

The consultant will:

- Desk review of appropriate project documents/materials: This will involve project log frame, previous tracer studies, and other relevant documents/materials
- Develop an information/data collection framework, tools and plans to undertake the tracer study. The developed tools will be discussed and agreed with the NRC Regional Office and the project agencies UNDP, ILO and UNICEF)
- Undertake information/data collection using agreed upon methodologies and tools as well as supervise the enumerators during the data collection
- Undertake a detailed analysis of the collected information/data using appropriate data analysis framework/tools, compile and tabulate the data.
- Prepare a first draft to the Youth for Change project agencies and possible submit findings in a presentation to the agencies.
- Prepare a comprehensive report detailing findings, challenges, lessons learnt and recommendations
- Organize and facilitate separate validation workshops for the relevant authorities, partner organizations, project staff and other relevant stakeholders in Somaliland, Somalia and Puntland respectively.

4. STUDY APPROACHES AND METHODOLOGIES

The Consultant shall be required to carry out a tracer survey of completers/graduates of Youth at risk programme and a limited survey of employers that employed the Project graduates. It is expected that the consultant will design an appropriate sample, develop sampling methodology and appropriate data collection tools. The following are proposed as some of the key data collection methodologies:

a) Documents Review

Desk study review of all relevant documentation, including but not limited to:

- The project document (proposal)
- Past Tracer Study reports conducted by project or other actors in the three zones
- Labour Force Survey report
- TVET Policy Documents

b) Qualitative Techniques

- Focus Group Discussions (FGD): Focus Group Discussions will be held with Youth development/Education Programme graduates (employed and unemployed)
- Semi-Structured Interview (SSI): SSI will be carried out with selected individual of the Project graduates (employed and unemployed), Centers Instructors, managers, concerned government authorities (MoLSA and MoE&HS), Program staff, partners etc.
- Observations: Careful and systematic observation regarding the employment trends/patterns, working conditions (employer and employee relations), female employees at workplaces in selected sample work stations as well as visit some of the training institutes to observe training sessions
- Key Informant Interviews: This method is important to capture the views and professional opinions of people who know about the circumstances on the ground and issues pertaining to youth employment and labor markets in general. Such persons should be identified and consulted from agencies like UNESCO, CARE, NRC, EDC, UNDP, ILO, MoLSA, the chamber of commerce, Ministry of Labour, Ministry of Education, Universities and employers from both the public and private sector if possible

c) Quantitative data collection: The would-be consultant is also expected to use and apply quantitative research techniques such as questionnaire technique (structured way of data collection). It is expected that the consultant will identify an appropriate sample structure and sampling methodology.

d) Data Analysis: Data gathered using various methods and tools have to be collated, analyzed, and interpreted systematically. The consultant/s will be expected to come up with detailed data/information analysis methods. It is also expected that the analysis and interpretation shall be made along with the key issues of participation and labour demands. It is suggested that the consultant employ triangulated data analysis procedures. It would be possible to utilize social

science data analysis software such as the Statistical Package for the Social Sciences (SPSS) as appropriate and to supplement this with qualitative techniques of data analysis. This will help to triangulate and support the information/data that will be gathered by other methods. This is particularly important for gathering information from Trainees, instructors, managers, employers etc.

A satisfactory geographical coverage should be ensured. The consultant will be supported by three national consultants from Somaliland, Puntland and South Central Somalia.

6. DELIVERABLES

- Three days of debriefing meetings (one in Burao, one in Bossaso and one in Mogadishu) with project staff and management representatives from project partners and key stakeholders
- An electronic copy of all data collection tools, programs and process descriptions, materials from meetings, presentations etc.
- The draft reports are expected 14 days to the end of the exercise to NRC for validation before final approval.
- The final reports will be presented in softcopy and hardcopy

7. DURATION AND TIMEFRAME

The duration of the assignment will be a total of 45 days in Burao, Bossaso and Mogadishu. The itinerary will be worked out with the selected consultants.

8. QUALIFICATIONS AND EXPERTISE REQUIRED

- Post-graduate degree in Social Sciences, Education, Economics, Project Management, Statistics or related field
- Minimum of 5 years relevant professional experience in research or tracer studies
- Strong experience in conceptualizing and implementing tracer studies within the context of TVET and preferably in the context of Somaliland/Somalia
- Excellent communication and report writing skills
- Fluency in English
- To be considered eligible, you must send a technical and financial proposal to the contact person below.

9. CONFIDENTIALITY

All information received by NRC from UN Agencies under this joint initiative and any material derived from the study, which is not of public nature, shall be considered confidential.

Osman Hassan
Human Resource Officer
Norwegian Refugee Council
Email: isman.hassan@nrc.no

10. TECHNICAL PROPOSAL

The technical proposal should include:

- CV detailing key qualifications of the professional as outlined above.
- A brief explanation about the Consultant/s with particular emphasis on previous experience in this kind of work; profile of the Consultant/s to be involved in undertaking the tracer study; understanding of the TOR, the tasks to be accomplished as well as draft tracer study framework and plan.

NRC Tracer study framework and or activity plan (tentative)

SN	Activity/task	Duration	Comments	Responsible
1	Advertising , selecting and contracting of the consultants	15 days	NRC will advertise through the NGO consortium/relief web and select one lead consultant and three national consultants.	NRC
2	Literature review and planning process	6 days	Drawing a list of people and sites to contact and visit. Reviewing existing literature on the subject.	Lead Consultant
3	Developing data collection tools	5 days	Generating questionnaires Preparing and organizing material needed for field work.	NRC/ lead consultant
4	Selection and Training of the enumerators data collection and entry	6 days	Train the enumerators on the data collection techniques that will be used.	Lead /National consultant
5	Data collection process	6 days	holding three separate consultative workshops with project stakeholders for the three zones Meeting “youth at risk” graduates, visit the youth centers, employers and other stakeholders	Lead/national consultants’ and NRC
6	Initial analysis and validation workshop	5 days	Data analysis and preparation of presentation for validation workshop Holding Validation workshops. Incorporating workshop contribution to the report.	
7	Final Analysis and report writing , submission and getting feedback from NRC	6 days	Organize and analyze data and findings. Writing first draft the report Submitting the draft report to NRC Incorporating comments to the report	Lead Consultant
8	Submission of the final report (both narrative and financial reports)	3 days	Sharing the reports with UNDP	NRC

11. FINANCIAL PROPOSAL

The financial proposal should provide professional fees for undertaking this consultancy. Other costs such as accommodation, food, transport, per diems, and communication within the country will be met by UNDP. The Consultant is also expected to use his/her own lap top computer.

Sn	Description	Unit	# Of Units	Unit Cost In USD	Total Cost In USD	Remarks
1	Lead consultant	Days	45	350	15750	350USD per day for 45 days
2	National consultants (3)	Days	15	450	6750	150 USD per day per person for 15 days
3	Consultation workshops	Persons	60	40	2400	USD 20 per day per person for two days
4	Additional workshop costs (venue rental, refreshments, travel costs, lunch, etc.)	Lump sum	1	2500	2500	Lump sum to cover for 3 workshops – one in each location
5	Enumerators	Persons	20	300	6000	USD 20 per day per person for one month
6	Flight costs for international and three national consultants	Lump sum	1	5000	5000	lump sum
7	Rent of vehicles	Lump sum	6	1500	9000	Three land cruisers one for each zone and occasional additional vehicles for escort when on field mission.
8	Sub-total				47400	
11	Contingency (25%)				11850	(in particular in light of changing security context)
	TOTAL				59250	

Annex 2: Methodology

Often the biggest challenge in conducting a tracer study is contacting and engaging the beneficiaries from the program and developing the most relevant and constructive indicators for study. Accordingly, a multi-faceted study strategy was utilized with the following components:

- i. **A comprehensive and in-depth literature review** of critical project documents (desk literature review) created a deeper understanding and appreciation of the program background, the key characteristics of the targeted beneficiaries, context-specific and region-specific challenges, and, the gap between expected versus actual outcomes and projected next steps.
- ii. **Pre-field work awareness and sensitization meetings** between field research staff and relevant Y4C stakeholders. Consultations with implementing agencies and relevant stakeholders facilitated the planning and development of context-specific Tracer Study tools and implementation plans.
- iii. **Use of diverse data collection methods and research instruments** including both qualitative and quantitative data, targeted collection and analysis of both firsthand and second-hand data, and strategic face-to-face dialogue and observation.
- iv. **Participatory methods and engagement of program beneficiaries** in the Tracer Study process further empowered and involved youth in the Y4C program to have a voice in the assessment and future direction of the program.
- v. **Consensus building** regarding the Tracer Study findings, and implications on the future direction and implementation of the Y4C program through a validation and analysis workshop with youth beneficiaries and key stakeholders.
- vi. **Do no harm** principles and ethical research practices that keep in mind the best interests of, and respect for the viewpoints of children and youth involved in the program, were strictly adhered to. The research team was trained to be always cognizant of possible risks and safety issues, to be responsible for the protection from harm as a result of this study, and for upholding the rights and interests of the research participants.

Technical Framework of the Tracer Study

A variety of methods, evaluation approaches and data collection and analysis techniques are utilized in this Tracer Study to effectively meet the proposed objectives and validate and enhance the credibility of findings in the study.

Key Evaluation Approaches and Research Methods

A combination of four evaluation/research approaches was leveraged to ensure an inclusive and participatory process as well as address the issue of data validity:

- i. The over-arching evaluation approach was Responsive Evaluation, commonly used in assessment of education programs and with the essential feature being responsiveness to critical issues, concerns and information needs recognized by various audiences and key stakeholders. To be responsive the methods must fit the 'here and now', attentive to localized circumstances and serving the evaluation needs for the various parties concerned. The major question guiding this type of evaluation is, "how (and what) does the program or the context of the intervention look like to different people?"

- ii. Related to the first evaluation approach is the social sciences research method of Triangulation, a technique that facilitates validation of data through crosscheck and verification from more than two sources. As both qualitative and quantitative data are collected simultaneously, combining multiple observers, methods, and research tools allows for effective comparison of data from different sources. As with the Responsive Evaluation, this method provides a more complete picture of the status of program from various viewpoints, which enhances credibility of the data.
- iii. The emphasis of the Participatory and Collaborative Evaluation approach is deliberately engaging various stakeholders and program participants in every aspect of the assessment process, as was also described in the Study Strategy section above. This results in better understanding and involvement of the program itself and the evaluation process (and its purpose), as well as greater awareness in the future to guide participatory decision-making. The critical question guiding this type of evaluation is, “what is useful for the people closest to the program to find out from this evaluation?”
 - As a part of the collaborative and participatory process, and towards further community/field-level ownership of the Tracer Study process and results, three Stakeholder Validation Workshops were held, one in each operating region. The purpose of the workshops was to present initial study findings to key stakeholders and encourage open dialogue and participation in the data validation process.
- iv. Lastly, a technique and tool that is not a stand-alone methodology but is a great assistance in both triangulation (corroborating other findings) and participatory methods is the Most Significant Change (MSC) technique. It involves program stakeholders on a deeper level through involvement in deciding both what type/degree of data is recorded and in the process of analyzing it. Essentially it entails the collection of significant change stories originating from the field, and then the systematic selection of the most important stories of change resulting from the program, by panels of stakeholders, beneficiaries, and staff involved in the program. The technique is participant-driven and focused on exploring the ‘human’ impact of the intervention on beneficiaries, as the collection, discussion and selection process requires a great deal of reflection, which promotes ongoing dialogue and learning. This qualitative tool combines well with other evaluation methods and provides a case study component to supplement quantitative data. The selected MSC case studies from each of the three validation workshops are presented in various locations in this report.

Data Collection Techniques and Tools

The principal part of the Tracer Study prior to the development of the report was approximately 56 days, mostly in the field in various locations. Following is a rough breakdown of key tasks:

- 4 days to prepare, disseminate the technical framework and share with joint partners
- 3 days to revise and finalize the technical framework, workplan and budget
- 6 days to hire research staff in 3 regions of Somalia
- 6 days to conduct a comprehensive literature review
- 5 days to develop the quantitative and qualitative data collection toolkit
- 7 days to develop and facilitate training (ToT) of field research staff²⁴
- 4 days to facilitate KIs and stakeholder meetings
- 2 days to recruit and train enumerators/data entry staff
- 3 days to pre-test, and then revise the quantitative questionnaire

24. This includes several cycles of training with various staff in several of the study locations due to the complexity of the quantitative tools, and also training for the main data compilation and processing vendor.

- 9 days to collect and enter both quantitative and qualitative data in all three locations
- 3 days to review preliminary raw data and prepare for the validation workshops
- 2 days to facilitate the validation workshops in all three locations
- 2 days to compile information from the validation workshops, verify compilation of data and then conduct a final debrief, and release field research staff

A range of data collection methods and tools were carefully selected and utilized based on the approaches described above to ensure the compilation of sufficient, reliable, relevant and valid information. Typically a tracer study gathers information from four main sources: program staff and key stakeholders, former beneficiaries, the families of the former beneficiaries, and the local community. This study utilized both primary and secondary data sources, as well as both quantitative and qualitative data collection techniques. Quantitative data collection allows for larger data sets and representative sampling of the targeted beneficiaries, while qualitative techniques tend to generate richer and more multifaceted data, although these findings are not usually generalizable.

- To set the context for the Tracer Study, a Literature Review was undertaken. Exploratory in nature, primary activities included an in-depth desk analysis of relevant program documents and informal discussions with key informants to generate operational definitions of study variables to be used in the development and design of study instruments. The following secondary data sources were critically reviewed included:
 - Y@R (from UNDP and ILO) program documents and status reports
 - DFID Final Programmatic Evaluation of Y@R (December 2012)
 - Relevant programmatic evaluations and tracer studies by other actors in the three regions involved with a similar target group and intervention (NRC YEP, and Save the Children PETT)
 - Labour market surveys and enterprise reports for each targeted region
 - Relevant vocational training, employment, economic integration, DDR, and Somali-context specific literature
 - Food security and livelihoods documents for for each targeted region
- Qualitative research*approaches seek to understand the study topic from the perspectives of program participants and key stakeholders at the local level. Specific Qualitative Data Collection techniques include:
 - Focus group discussions (FGD) with beneficiaries, program drop-outs, families of beneficiaries, local community stakeholders, and employers
 - Face-to-Face Key Informant Interviews (with semi-structured interview guide) and informal meetings to capture various viewpoints of individuals who are closely involved with vocational skills training at each of the three regional/local levels
 - Collection and identification of 3 Most Significant Change individual case studies from the program (presented through this report)
 - Site visits to functioning youth micro-enterprises

*The comprehensive Y@R Tracer Study Quantitative Toolkit, MSC Reports, and Site Visit Reports are included in the Appendix.
- Quantitative Data Collection in this study focused on the collection and analysis of numerical facts and statistics on the Y@R graduates. Through the use of the structured questionnaire, data was collected on a sufficient sample of vocational training graduates to be statistically relevant

in order to draw – with some degree of confidence – inferences on the general population. An adapted questionnaire was developed during the pre-field work awareness and sensitization part of the study framework in accordance with the objectives presented above, submitted for approval to both NRC and the Y@R Joint Partners, and then pre-tested in the field prior to full implementation (a copy of the Y@R Beneficiary Questionnaire is included in the Appendix). With the specific overall purpose of documenting the number of vocational training graduates currently employed and unemployed, in summary the data collected delineated:

- General demographic information on surveyed beneficiaries
- Information on specific training/business support activities youth participated in
- Retrospective evaluation of quality and relevance of training (curriculum, teaching, study conditions, length, satisfaction, challenges)
- Current livelihoods activity including location, duration, skills area and satisfaction
- Transition period to employment (activities since graduation, timeframe, and challenges to obtaining employment)
- Changes in income (activities, level from before and after training, and in relation to HH income contribution)

Target Population and Sample Size

The key target population of this study is 424 youth (aged 18 and above), who received vocational skills training as a part of the Y@R pilot project in Burao, Bossaso and Mogadishu. These targeted youth are a subset of the total number of youth who participated in the pilot phase of Y@R, in accordance to the main TOR objectives to find the current status of employment of Y@R graduates, and the relevance of the training to the employment market in the respective regions. Due to the suspension of Y@R pilot project activities as of December 2011 in Gaalkacyo, an additional caseload of 110 youth²⁵ in this location who received vocational skills training are excluded from the study. As a part of the pilot phase for Y@R, there were two intakes (intervention groups) of youth who graduated in July and September 2012.

Also included, but only in the qualitative data collection, are a very small group of 65 adolescents (15-18 years) who received vocational training in Bossaso (25) and Burao (40) as a part of the UNICEF-implemented activities. There was not a lot of data on this caseload and we did not receive any further clarification on this group from UNICEF. The 40 adolescents in Burao studied plumbing, electrical and carpentry. Since this small group of beneficiaries did not go through the same ILO-developed economic reintegration curriculum as the over-18 caseload, it was not valid to use the same questionnaire to collect quantitative data. In addition, the data collected could not have been compiled, analyzed and generalized with the 174 responses from the over-18 program participants, since the program components were different and not standardized. Results from focus group discussions with adolescents from each location are included in the research findings section of this report.

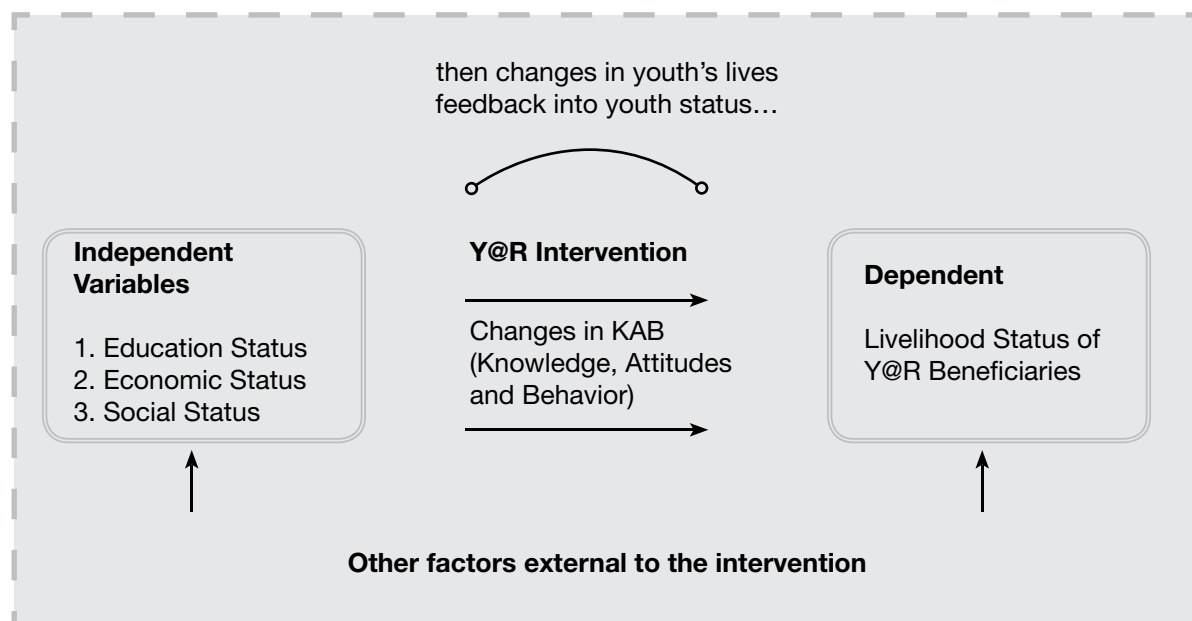
As the different Y@R regions were operating in very diverse contexts and enrolled youth of varying profiles, the study sample was comprised of beneficiaries from all regions of the program. With a targeted population of 424 total beneficiaries, a 5% margin of error, a 90% confidence level, and 50% response distribution, the minimum correct statistical sample size was 166. The field staff ended up collecting 174 total questionnaires, and 58 per location, so the extra data collected increased the study's confidence level by 1%. In general this study achieved a large enough sample size to have a low margin of error and reasonably high confidence level, which normally tends to be challenging

in most tracer studies due to the difficulties of tracking down beneficiaries. Three sampling methods were used in combination depending on the availability of beneficiary data and ease of tracing: 1) simple random sampling, 2) snowball sampling, and 3) convenience sampling.

Scope and Limitations of the Study

This tracer study was somewhat different than other tracer studies in that there were explicit indicators and measures beyond simply livelihoods and income factors. Furthermore there was a strong focus on social factors and measuring youth development beyond employment. Although there was a concerted effort through the research methodology to incorporate more factors to give a broader picture of beneficiaries post-intervention, it is important to note it is out of the scope of tracer studies to determine or infer causal attribution (i.e., explicitly link attainment of employment with the skills training intervention in Y@R). Rather, the study explores and describes the changes in the youth's lives in terms of livelihood coping strategies. As mentioned earlier, a tracer study is not a programmatic evaluation, and is more concerned with impact. What happened? How did things change? How did the beneficiaries perceive the change?

In fact, the study also points to the fact that there are often numerous “other factors” (as seen in the below graph) that can be considered and identified, external to the skills training component which can increase or decrease the chances of market insertion of new graduates. This makes the ‘success’ of the intervention difficult to define.



For example, whose perspective of success do we apply? Do we follow the standard program log frame and evaluate the objectives to define success. Or, can we consider the experiences and perspectives of the beneficiaries? What does ‘success’ of a program look like to them?

Although Y@R is a unique economic reintegration program that is both concerned with reduced criminality and employment, examining the impact of training equally cannot make causal inferences about the training's effect on youth criminality. As such, recidivism of youth is outside the scope of tracer studies, even in skills training programs for post-combatants.

External to Study Scope

Recidivism is also hard to define, measure and use as definitive success/failure indicators for skills training and economic support programs. In the future, the Crime and Victimization Surveys, community crime reports, and police records can be used together to get some idea of youth re-engagement in negative coping mechanisms. The sensitivity of the information and lack of ability to cross-reference key beneficiary data with compiled police criminal records from the various regions make it almost impossible to compile or evaluate in a meaningful way. In the future, more in-depth studies into youth's perceptions and motivations for engaging in criminal or violent behaviour maybe be more helpful to tailor 'treatment-based' interventions as a part of Y@R.

It is also outside the scope of this tracer study to evaluate or assess the quality of the Y@R pilot project education and training components (e.g., business skills, literacy, peace-building), the curriculum, or teaching methods. The study simply reflects on and presents beneficiaries' perspectives on the usefulness of training. Furthermore changes in mindset and perceptions of youth who are rehabilitated, and changes in perceptions and experiences of crime and violence at the community level are external to this study. Examination of these types of programmatic components and outputs/outcomes are already covered in conducted evaluations (e.g., Y@R Final Report, September 2012), and should probably be more consistently monitored as originally planned by the OCVF.

Study Limitations

There are many limitations in this tracer study due to lack and inconsistency of data collected on the project and beneficiary profiling information. Trying to find even simple programmatic data (e.g. summary reports) proved to be quite challenging and a lot of time was spent crosschecking different reports that had varying and conflicting facts and figures. As the researcher for the Y@R Final Evaluation discovered through the course of his study, data management in the pilot phase for Y@R, data management was a key issue and various baseline data (e.g. literacy, skill level, employment status, income) for child and youth beneficiaries was not collected during the pilot phase.

For example, improvements in literacy²⁶, and changes in livelihood strategies and household income are difficult to measure without comparison to key baseline figures. Both the quantitative and qualitative data collection tools and methods must rely on beneficiary recall to provide 'baseline' data, which could be inaccurate due to recall or response bias. Recall bias represents a major threat to the internal validity of studies using self-reported data. Consequently, the main tool for quantitative data collection will attempt at compiling a variety of data but exclude collecting information that is only useful in comparison to pre-intervention statistics. Lastly, due to lack of girls/women participating in the Y@R pilot project, data disaggregated by gender is not pertinent to this study and a gender perspective will be unfortunately missing from the employability figures on the youth at-risk.

The lack of data on both the programs and beneficiaries add enormous challenges to a tracer study on top of the already difficult task of finding beneficiaries nearly 12 to 18 months after the intervention. The ideal timing for a tracer study is between six and nine months after the training has been completed. Especially in extreme displacement contexts such as Somalia, where movement is frequent, and considering the poverty and lack of employment opportunities, we can guess that many vulnerable youth have migrated to other areas and outside the country in pursuit of livelihood opportunities. Due to these challenges, snowball and convenience sampling was used in several cases, especially due to lack of data on beneficiaries. This could greatly affect the reliability of data in that there may be a difference between the easily contactable beneficiaries versus those that

could not be reached. Snowball and convenience sampling are subject to numerous biases such as community bias and lack of random selection and ability to accurately represent the full population.

Prior research highlights that tracer studies have specific challenges and difficulty in the ‘tracing’ part of quantitative data collection process for numerous reasons such as: poor recordkeeping, extended timeframe between intervention and tracer study, context-specific migration and displacement patterns. In the context of tracing the beneficiaries for Y@R, we faced all of these challenges and more. Results from previous tracer studies, such as those conducted by ILO, show that in quantitative data collection, there is a low average per day that the data collection and entry team can attempt to trace with the result of successfully interviewing and collecting, entering and verifying the data on former beneficiaries. Furthermore, approximately only 50% of searched for individuals can be successfully traced (found), so with a targeted final sample size of 166, it was necessary for the tracing staff to attempt to trace of 332 beneficiaries (e.g. double the amount), to be assured that the final sample amount is achieved, especially considering that Somalia is particularly difficult context for tracing.

For the collection of quantitative data in this study, with a targeted ‘reach’ sample size of 332, a tracing sample of 166, and accounting for limitations in time and access in the tracing process, we hired a field team of 15 enumerators and six data entry staff. Each enumerator was targeted to search for and contact at least 24 former beneficiaries and collect complete data on a minimum of 12. Broken down into three locations, the data team from each area (5 enumerators) will attempt to search for 20 beneficiaries each day with the target of collecting quality data on 10. Taking into account instances of unsuccessful tracing incidences and partially completed surveys, we had estimated that 6 days total of tracing implemented simultaneously in each location, plus 2 days of pre-testing²⁷ the study tools, would be sufficient to complete the task. However these estimates were assuming that youth would be available within the area/region of training, or close enough to drive and visit where they reside. In cases where the data team discovered that beneficiaries had moved very far out of the area, or into areas that are insecure for staff to travel to, or the overall security situation changes and limits movement, if possible, enumerators were expected to trace beneficiaries and administer the full questionnaire over the phone.

In reality, once the tracing began, we found that the original workplan with a total of 8 days of tracing activities were insufficient due to:

- i. A constantly fluctuating security situation in the field locations leading to delays and limitations in movement
- ii. Delays in receiving usable beneficiary registration lists and contact information
- iii. Difficulty in tracing beneficiaries due to extended length of time, 12-18 months, since the end of the intervention
- iv. Difficulty in tracing beneficiaries due to constant displacement in migration in the intervention areas
- v. Far distances required to travel to reach beneficiaries
- vi. Lack of resources for travel/security due to a limited study budget
- vii. Difficulties in transcribing the data due to translation/language issues in the different regions

Ensuring Reliability, Credibility and Validity (and Safety)

Beyond the challenge of tracing former beneficiaries, all data collection activities undertaken in this study had unique difficulties depending on the area, as continued re-escalation of conflicts remain an issue, especially in South Central Somalia. To minimize both personal security risks of expatriate

27. The field researchers were required to document the results on the pre-test in a report. The Y@R Beneficiary Questionnaire Pre-Test Reports from all locations are in the Appendix.

staff and NRC staff involved in the study as well as the risk of incompleteness of study activities, an in-depth training that incorporated information regarding: the background of the study and the related tools (e.g. questionnaires, FGD guides); ensuring quality in data collection, entry and verification; and participatory methods and effective facilitation of FGDs and multi-stakeholder meetings was developed as a ToT module to ensure standardization and effective use of study methods in all three areas. The three field researchers that were recruited for each area came to Hargeisa to attend an intensive and participatory 4-day training. Role-playing and participatory techniques, and small-scale pre-testing of study tools was also utilized to test the field researchers skills in practice and incorporate observation and feedback mechanisms. Also materials and methods for training data collection staff (enumerators) were presented and provided.

In order to ensure reliability, validity and corroboration of the data collected, the data collection instruments were piloted. During qualitative data collection, special care was taken to ensure that credibility was achieved by reflecting and documenting the real perceptions of the participants as given during the interviews. Field research staff were also trained in facilitation techniques to ensure attention was given to the voices of survey participants and their statements were directly quoted where necessary and as far as possible. Attention was given to the depth and richness of the description of the data to provide detailed and comprehensive descriptions, to enable the stakeholders and beneficiaries to benefit from transferability in terms of similarities of situations and processes.

The quantitative data was collected through utilization of a structured questionnaire in a face-to-face interview with individual beneficiaries. The quantitative data collection staff was comprised of a mix of staff with different responsibilities: tracing, interviewing, data entry, quality checking the data recorded on the questionnaires (data cleaning), entry, and then checking the output of compiled data for inaccuracies. Having data collection staff with different roles beyond solely tracing, guarantees that checks and balances are in place with a systematic method for ensuring the quality of the data collection and compilation at every step. According to the final data management report submitted by the study data entry staff, the data cleaning was conducted in two parts to review and correct: 1) errors that occurred during the data collection process, and 2) errors occurred during data entry. The data collection errors were corrected in a recall process, where the data quality manager called corresponding enumerator to clarify missing or confusing information, and when further contact from the enumerator to the survey participant and obtain the correct information. In filtering questions on the questionnaires when it is the enumerator making procedural errors (e.g. a question that should be skipped is marked) a logical correction is suggested by data entry staff, but in most cases the enumerator was contacted for further clarification. After entry, the data analysis was systematically handled: transcribed from the questionnaires, entered, cleaned, validated and then processed with SPSS. The quantitative analysis has been tabulated and graphically presented in clear and succinct form to corroborate and validate the qualitative data findings.

The qualitative data collected in the Tracer Study included open-ended responses on questionnaires, FGDs, case studies and interviews, which was processed through a multi-step method for analysis including: data reduction, coding, organization and interpretation. The resulting narrative is presented in this report according to critical themes that supplement the quantitative analysis and provide a thick descriptive form.

Lastly, comprehensive Validation Workshops were held in every region following the fieldwork. This included a top line debrief sharing the initial study findings, both quantitative and qualitative data, with the key stakeholders and beneficiaries. These workshops provided a local-level forum in each intervention site for participatory validation of the data collected, to enhance credibility and dependability. Three validation reports (one from each region) were generated to summarize the exercise and are included in the Appendix of this report.

Annex 3: Questionnaire

SECTION A: Enumerator Information

Q.N.	Question	Coding	Q.N.	Question	Coding
A101	Enumerator ID				
A102	Name of Enumerator				
A103	Location ID				
			(Mogadishu –1; Burao – 2; Bossaso – 3)		
A104	Date of Interview		A105	Interview Start Time	

SECTION B: Y@R Economic Reintegration Beneficiary Information

For multiple choice responses, please choose only 1 (the most applicable) answer, unless otherwise specified.

Q.N.	Question	Coding	Skip To
B101	How old were you on your last birthday?	Age _____	
B102	Sex	Male Female	1 2
B104	How many people live in your household (HH)?	Number _____	
B105	What were you doing for employment/work before starting the Youth At-Risk (Y@R) Pilot Project? (Select a maximum of 2 which apply)	Formal Wage/Salary Self-Employed Informal or Daily Work In Education/Training Without Employment Other _____	1 2 3 4 5 99
B106	Did you fully complete vocational skills training in the Y@R Pilot Project?	Yes No	1 2
B108	What is the highest level of formal education you have received?	No Formal Education Primary Secondary University	1 2 3 4 B111

Q.N.	Question	Coding		Skip To
B105	Did you fully complete vocational skills training in the Y@R Pilot Project?	Yes No	1 2	
B107	When did you graduate from or leave the Youth At-Risk Pilot Project?	Month/Year: _____		
B108	What is the highest level of formal education you have received?	No Formal Education Primary Secondary University	1 2 3 4	
B109	What is the last grade level of formal education you completed?	Grade _____		
B110	Which specific types of education and training did you receive in the Y@R Pilot Project?	Numeracy/Literacy Vocational Skills Business Training ICT Training Life Skills Training Other _____	1 2 3 4 5 99	
B111	If you received vocational skills training, in which field or trade did you receive training?	Computer/Software Office Administration Electrical or Electronics Plumbing Mechanics and Auto Repair Metalwork and/or Welding Masonry Carpentry Tailoring Mobile Repair Auxiliary Nursing/First Aid Other _____	1 2 3 4 5 6 7 8 9 10 11 99	
B112	Did you have prior knowledge or experience in the skill or trade area in which you received training?	Yes No	1 2	
B113	Which specific business training did you receive? (Please choose all you received. If none, choose option 4.)	Business Plan Training Entrepreneurship Training Finance and Accounting No Business Training	1 2 3 4	
B114	Which specific job support activities did you receive? (Please choose all you received. If none, choose option 4.)	Business Mentorship Apprentice or Internship Job Placement Support No Job Support	1 2 3 4	
B115	Did you join a group business enterprise as a part of the Youth At-Risk Pilot Project?	Yes No Not Sure	1 2 3	B120 B120

Q.N.	Question	Coding		Skip To
B116	How many members were in your business group?	Number _____		
B117	Did your business group participate in a Business Plan Competition?	Yes No Don't Know	1 2 3	
B118	Is your business group still together and functioning? (Are you still earning money from this business?)	Yes No Don't Know	1 2 3	
B119	What specific economic support did you or your business group receive? (Please choose all you received. If none, choose option 4.)	Short-Term Job (CfW) Business Start Grant Vocational Tool Kit I Did Not Receive Any	1 2 3 4	
B120	Which awareness raising or community mobilization activities did you participate in, or observe? (Please choose all activities that apply. If none, choose option 6.)	Child or Youth Rights Women's Rights HIV/AIDS Prevention Peace/Armed Violence Reduction Substance Abuse (Khat) I Did Not Participate/Observe Any	1 2 3 4 5 6	

SECTION C: Current Livelihood Activities and Economic Situation

For multiple choice responses, please choose only 1 (the most applicable) answer, unless otherwise specified.

Q.N.	Question	Coding		Skip To
C101	Before starting the Y@R pilot project, did you make enough money to provide basic needs (food, soap, water, medicines etc.) for yourself?	Yes, Most of the Time Yes, But Only Sometimes No, Not at All	1 2 3	
C102	In general, do you contribute to your HH or family expenses?	Yes No	1 2	C103 C104
C103	Before starting the Y@R pilot project, did you and your HH members together make enough money to pay for basic needs for the family?	Yes, Most of the Time Yes, But Only Sometimes No, Not at All	1 2 3	

Q.N.	Question	Coding	Skip To
C104	What are the main reasons you need or want to work or earn income?	Supplement or Main Source of Household Income Learn Skills or Get Experience 1 I Do Not Feel That Education is Useful 2 I Have Limited Access to Education (Cost/Distance) 3 Temporary Help Disabled/Missing Family Member 4 To Earn Money for Myself 5 To Earn Money to Get Married 6 Other 7 99	
C105	Did the income earned during the short-term employment (CfW) in community projects help support you during the project?	Yes, It Helped With Basic Needs 1 Yes, It Helped Somewhat 2 No, It Was Not Sufficient At All 3 I Didn't Participate in CfW 4	
C106	Are you currently working or earning money?	Yes 1 No 2	C109 C107
C107	If you are not working now, what are you doing? (Choose a maximum of 2 main activities.)	Helping Family/Household Duties 1 Actively Looking For Work 2 Volunteer Work (Not Paid) 3 Involved in Previous Activities 4 Doing Nothing 5 Other _____ 99	
C108	If you are not currently working, have you worked or earned any income since the completion of the Y@R Pilot Project?	Yes, Less 3 Months 1 Yes, More Than 3 Months 2 Have Not Worked at All 3	
C109	If you are currently working (or worked for a period) after the Y@R Pilot Project, what kind of job is or was it?	Formal Job with Salary 1 Self-Employment 2 Informal or Daily Work 3 Other _____ 99	
C110	Have you worked in the past, or are currently working in, the same skill area or trade as the training provided during the Y@R Program?	Yes 1 No 2	
C111	After the Y@R Pilot Project, was it difficult for you to find a job?	Yes 1 No 2	

Q.N.	Question	Coding		Skip To
C112	Whether or not you are currently working, which are the most significant challenges you faced in finding employment or opportunities to earn income?	Lacking Skills and Education Lack of Work Experience Lack of Network and Connections Lack of Resources (Tools, Start-Up Funds) Clan Issues/Discrimination Issues with Status in the Community Cultural or Social Pressures Too Much Family and Household Duties No Work Available in My Area Security and Violence Issues in My Area I Have an Illness or Disability Other _____	1 2 3 4 5 6 7 8 9 10 11 99	
C113	How long did it take for you to find paid work or employment after the completion of the Y@R Pilot Project?	1-3 Months 4-6 Months 7-12 Months More Than 12 Months I Still Did Not Find Work	1 2 3 4 5	
C115	Your current income after the Y@R Pilot Project is: (Choose a maximum of 2 that apply in your situation.)	Is Sufficient to Buy Basic Needs for Yourself Is Sufficient to Buy Basic Needs for the HH Allows You to Save Money for Future Allows You to Invest in a Business Is Insufficient for You and/or Your HH I Have No Income At All	1 2 3 4 5 6	
C116	After the Y@R Pilot Project, can you purchase more, less or the same amount of items you need and want?	I Can Purchase More I Can Purchase Less I Can Purchase the Same	1 2 3	
C117	Financially, have your living conditions improved, remained the same, or worsened after participating in the Youth At-Risk Pilot Project?	They Have Improved There is No Difference It Has Worsened	1 2 3	

The following questions in section C, are only for beneficiaries who are currently working or earning income.

Q.N.	Question	Coding		Skip To
C118	If you are currently working, how did you find or establish employment? (Choose a maximum of 2 that apply in your situation.)	Through Skills Learned in the Y@R Pilot Project Started My Own Business Continued in the Y@R Business Group Joined My Family's Business Used Family/Relatives and Clan Connections Through a Y@R Job Placement/Apprenticeship Used Contacts and Network Established in Y@R Applied Directly to Open Job Adverts Other _____	1 2 3 4 5 6 7 8 99	
C119	In which skill area or trade are you currently working now?	Computer/Software Office Administration Electrical or Electronics Plumbing Mechanics and Auto Repair Metalwork and/or Welding Masonry Carpentry Tailoring Mobile Repair Auxiliary Nursing/First Aid Other _____	1 2 3 4 5 6 7 8 9 10 11 99	
C120	How many different types of jobs, or ways to earn money, do you currently have?	1 main job 1 main job/1 side job More than 2 jobs	1 2 3	
C121	How many hours per week are you working on average for all jobs (including wage/self-employed)?	Hours/week _____		
C122	How are you paid for your work?	Cash Food/Other Items Both Cash and Items Other _____	1 2 3 99	
C123	Where is your job (s) or work located?	In an Urban Area In a Rural/Nomad Area In Many Different Locations	1 2 3	
C124	Is your main job or work located more than 2 kilometers from your home?	Yes No	1 2	
C125	Please rate your current work environment in terms of safety (i.e. Is there dangerous machinery or chemicals, are safety standards in place?)	It is Very Safe It is Somewhat Safe It is Somewhat Unsafe It is Very Unsafe	1 2 3 4	

Q.N.	Question	Coding		Skip To
C126	Please rate your current work environment in terms of security (i.e. Is it far from clan conflict or general violence, is security protocol in place?)	It is Very Secure It is Somewhat Secure It is Somewhat Insecure It is Very Dangerous	1 2 3 4	
C127	Please rate your current work conditions (i.e. Do you have fair wage, hours and employment policies?)	It is Very Fair It is Somewhat Fair It is Somewhat Unfair It is Completely Unfair	1 2 3 4	

SECTION D: Beneficiary Perceptions and Overall Well-Being

For multiple choice responses, please choose only 1 (the most applicable) answer, unless otherwise specified.

Q.N.	Question	Coding		Skip To
D101	Please rate your satisfaction with the vocational skills and business training and job support received in the Y@R Pilot Project.	I am Very Satisfied I am Somewhat Satisfied I am Somewhat Unsatisfied I Did Not Find it Useful At All	1 2 3 4	
For the statement in items D102-D110, ask beneficiaries if they either agree or disagree with this statement.				
D102	I am happy with my current job field or skill area. (From C119)	Yes No	1 2	
D103	In my personal opinion, the lessons at the skills training and business center were interesting:	Yes No	1 2	
D104	In my personal opinion, the training materials (manuals, handouts) provided were relevant/useful:	Yes No	1 2	
D105	In my personal opinion, the teachers, trainers and mentors at the skills training and business center were competent, helpful, and committed:	Yes No	1 2	
D106	I felt safe and supported by my teachers, trainers and mentors during the training:	Yes No	1 2	
D107	In my personal opinion, the training included enough practical application and school lessons:	Yes No	1 2	

Q.N.	Question	Coding		Skip To
D108	Through the training, I learned to cooperate better with my peers in class, in community activities, or in my business group:	Yes No	1 2	
D109	During the training I learned to resolve conflicts without becoming angry or using violence:	Yes No	1 2	
D110	I feel that the training gave me opportunities to discover and use my strengths:	Yes No	1 2	
D111	Did you find it difficult to attend or follow the vocational skills or business training classes?	Yes, Very Difficult Yes, A Little Difficult No, Not Difficult	1 2 3	D112 D112 D113
D112	What are two main reasons it was difficult to attend or follow vocational skills/business training classes?	1. _____ 2. _____		
D113	In my opinion, the total duration of the vocational skills training and business support activities were:	The Right Amount Took Too Long Was Not Enough Time	1 2 3	
D114	Which specific education and training was most useful to you in establishing employment after Y@R? (Choose a maximum of 2.)	Numeracy/Literacy Vocational Skills Training Business Plan Training Entrepreneurship Training Finance and Accounting Other Training: _____	1 2 3 4 5 99	
D115	Which specific job support activity was most useful to you in establishing employment after Y@R? (If you did not receive job support, choose option 4.)	Business Mentorship Apprentice or Internship Job Placement Support I Did Not Receive	1 2 3 4	
D116	Which specific economic support was most useful to you in establishing employment after Y@R? (If you did not receive economic support, choose option 4.)	Short-Term Job (CfW) Business Start Grant Vocational Tool Kit I Did Not Receive	1 2 3 4	
D117	Do you think there was enough follow-up support after skills training to help you find employment or income opportunities?	Yes No	1 2	
D118	Are you currently still interested in engaging in your previous income earning activities prior to the Y@R Pilot Project?	Yes, I Am Maybe Sometimes No, I'm Not	1 2 3	

Q.N.	Question	Coding	Skip To
D119	Did vocational skills and business training contribute to positive, negative or no changes in your life?	Positive Changes Negative Changes No Changes	1 2 3
D120	Has your life changed by learning vocational and business skills?	Yes, I Feel More Confident About My Abilities Yes, I Feel More Hopeful About the Future No, I Feel the Same as Before Yes, I Feel Less Hopeful About the Future Yes, I Feel Worse Because I Lack Too Many Skills Other	1 2 3 4 5 99
D121	Has your relationship with your family changed after completing the Youth At-Risk Pilot Project?	Yes, I Feel Closer to My Family/Relatives/Clan Yes, My Family Has More Confidence/Trust in Me There is No Change in My Relations With My Family Yes, My Family is More Unhappy With Me Yes, My Relations with My Family Are Worse Other	1 2 3 4 5 99
D122	Has your status or relations with the community changed after completing the Youth At-Risk Pilot Project?	Yes, I Feel My Relations/Status are Much Better Yes, The Community Has More Trust in Me No, There is No Change in My Status or Relation Yes, The Community is More Suspicious of Me Yes, My Relations with the Community Are Worse Other	1 2 3 4 5 99
D123	Are you able to train others (family members, friends, or community) on any skills or knowledge learned in the Y@R pilot project?	Yes No	1 2
D124	Would you be interested in mentoring other youth who are future participants of the Youth At-Risk (now Youth For Change) Pilot Project?	Yes No	1 2
D125	What are two suggestions for additions to, or improvements of the Y@R Pilot Project?	1. _____ 2. _____	

Note:

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