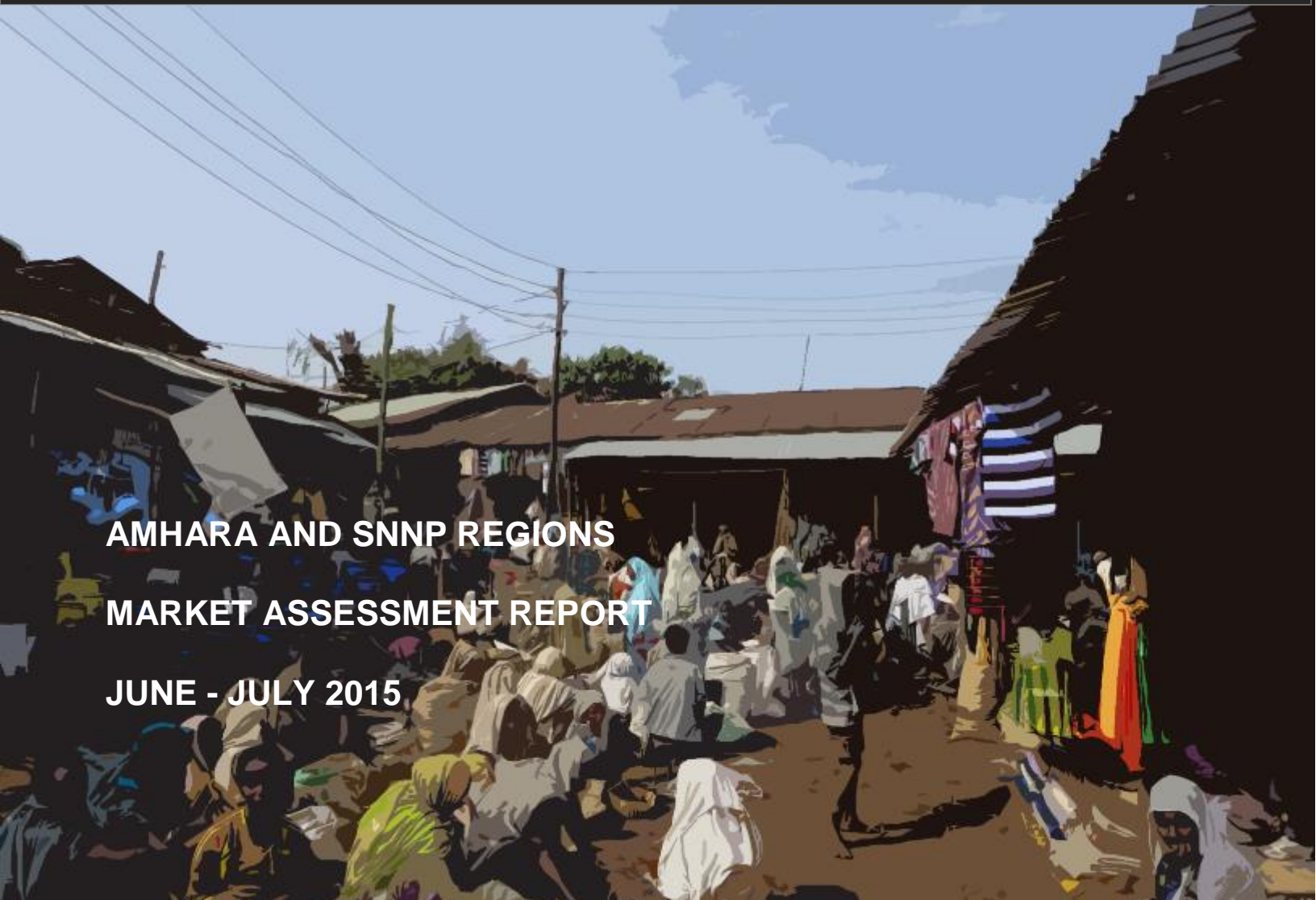




ENGAGED, EDUCATED AND EMPOWERED ETHIOPIAN YOUTH [E4Y] PROJECT



**AMHARA AND SNNP REGIONS
MARKET ASSESSMENT REPORT
JUNE - JULY 2015**

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EXECUTIVE SUMMARY

This report summarizes the findings and analysis for the initial E4Y project market assessment in the SNNP and Amhara regions. One of the objectives of the project is to improve access to acceptable and decent work opportunities for target youth ages 14-17. To this end, this market assessment was designed to inform the strategy with relevant market information that indicates which economic sectors the youth should focus on in order to achieve success. From June 21 through July 4, 2015, IRC and World Vision staff carried out the assessment in SNNP (Hawassa, Hosanna, Durame) and Amhara (Bahir Dar, Gondar, Dera) regions.

Youth Profile

In both regions, there were stark differences between rural and urban youth. Youth within rural kebeles lived with family and/or relatives, while the lives of urban youth entailed more varied survival strategies.

Though most were unemployed, young people had some experience with a wide range of low skill or entry-level activities that often meant long hours and physically demanding tasks. There was a diverse range of experience among youth—from physical labor to entry-level assistant shoe shining jobs—but few were economically promising. Youth often described activities such as hired labor, loading and unloading goods at markets, and domestic service. Self-employment was generally restricted to necessity entrepreneurship or types of work requiring little capital and skill, such as shoe shining and car washing.

Though stigma and norms were seen as major obstacles to female youth and youth with disabilities, many felt that there were few occupations that were categorically off limits for these groups. That is, most felt that almost all types of work could be appropriate after controlling for working conditions and context. For example, high potential vocations in both regions—such as catering, construction, agriculture-related work and businesses, and hospitality and services—were open to girls and youth with disabilities (depending on the disability). Though sectors such as construction may be impossible depending on the type of disability and proper care would need to be taken to protect girls from risk (e.g., in hospitality and services), it is not recommended that any one sector be ruled out categorically for any girls or youth with disabilities.

The 14-17 age group is challenging to reach, given they are old enough to work legally though not old enough to have a government issued identification card. This meant that many youth could not access a lot of services. Target youth felt they lacked marketable skills to gain productive and safe employment, and they often cited business and entrepreneurship skills as major needs. Lack of tools, loans and capital were also considered major barriers to employment and self-employment. Nevertheless, youth attitudes and motivation were often seen as the largest barrier to opportunity.

Labor Market

SNNP – Hawassa

Along the shores of Lake Hawassa in the Great Rift Valley, 270 km south of Addis Ababa, lies the capital of SNNPR, Hawassa. Home to a local airport, Hawassa University, Hawassa Kenema Stadium, and over 250,000 residents, the city is a vibrant place where domestic tourists, including those from Addis, come to spend weekends and holidays. The bustling city draws not only tourists, but also many residents from neighboring rural towns in search of economic opportunity. Construction and fishing are important sectors for the area. Given its strategic location, appeal to visitors, government investments in infrastructure, and important sectors like fishing, there appear to be a wide range of economic opportunities that will lure young people towards the city.

SNNP – Hosanna

Hosanna is a bustling city serving as a major trading hub. Given the various government and diaspora investments and construction projects, and the growing economy, there seem to be a wide range of economic opportunities within Hosanna.

SNNP – Durame

Durame is a small, idyllic town nestled within the mountains. Durame's main sectors are agriculture, livestock, agro-processing and services. Given the city's dependence on Shashemene, many consumers are unable to get basic goods and businesses are limited.

Amhara – Bahir Dar

The city's investment in parks and infrastructure is impressive. The large football stadium under construction, as well as the high end resorts and boutique shops reveal a growing middle and upper class or tourist clientele. Heavy government investment and incentivizing of the hospitality, construction, manufacturing (e.g., plastic pipes, flour mill) and floriculture industries foreshadows further growth.

Amhara – Gondar

The city's geographic location makes it an important hub for cross border trade and the base for several large companies. The local markets are well stocked and there is a well-developed marketing service for export commodities through ECX (Ethiopian Commodity Exchange). The government and diaspora populations are investing heavily in infrastructure and residential homes, fueling a construction boom throughout the city.

Amhara – Dera

Despite its proximity to Bahir Dar, Dera does not have much economic activity, and most residents rely on some form of agricultural activity. The two local markets in Ambesamme and Hamusit are characterized predominantly by food stuffs and locally made handicrafts.

The following table summarizes the vocations, both for employment and self-employment, with the highest potential opportunities for a large number of youth (Please see main report for more details.):

Location	Vocation	Employment	Self-employment	Potential for girls ¹	Potential for youth with disabilities ²
SNNP Hawassa	Catering	Yes	Yes	Yes	Yes
SNNP Hawassa	Construction ³	Yes	No	Yes	Yes
SNNP Hawassa	Fruit and vegetable shops	Yes	Yes	Yes	Yes
SNNP Hawassa	Poultry	Yes	Yes	Yes	Yes
SNNP Hosanna	Catering	Yes	Yes	Yes	Yes
SNNP Hosanna	Construction ⁴	Yes	No	Yes	Yes
SNNP Hosanna	Fruit and vegetable shops and baltina shops	Yes	Yes	Yes	Yes
SNNP Hosanna	Juice café/shops	Yes	Some	Yes	Yes
SNNP Hosanna	Poultry	Yes	Yes	Yes	Yes
SNNP Durame	Agro-processing	Yes	Some	Yes	Yes
SNNP Durame	Baltina shops	Yes	Yes	Yes	Yes
SNNP Durame	Construction ⁵	Yes	No	Yes	Yes
Amhara Bahir Dar	Animal fattening / livestock	Yes	Yes	Yes	Yes
Amhara Bahir Dar	Construction ⁶	Yes	No	Yes	Yes
Amhara Bahir Dar	Floriculture	Yes	No	Yes	Yes
Amhara Bahir Dar	Poultry	Yes	Yes	Yes	Yes
Amhara Gondar	Bakery	Yes	Some	Yes	Yes
Amhara Gondar	Catering / hospitality	Yes	Some	Yes	Yes
Amhara Gondar	Construction ⁷	Yes	No	Yes	Yes
Amhara Gondar	Household instrumentation	Yes	Some	Yes	Yes
Amhara Gondar	Poultry	Yes	Yes	Yes	Yes
Amhara Gondar	Vegetable and fruit stalls	Yes	Yes	Yes	Yes
Amhara Dera	Bee keeping / honey production	Yes	Yes	Yes	Yes
Amhara Dera	Poultry	Yes	Yes	Yes	Yes
Amhara Dera	Small ruminants fattening	Yes	Yes	Yes	Yes
Amhara Dera	Wood work / carpentry and metal work	Yes	Some	Yes	Yes

¹ Provided necessary safety precautions are taken.

² Provided youth with disability is able and willing to do the job.

³ Non-hazardous finishing works, such as painting, materials installation, pipeline installation, etc.

⁴ Non-hazardous finishing works, such as painting, materials installation, pipeline installation, etc.

⁵ Non-hazardous finishing works, such as painting, materials installation, pipeline installation, etc.

⁶ Non-hazardous finishing works, such as painting, materials installation, pipeline installation, etc.

⁷ Non-hazardous finishing works, such as painting, materials installation, pipeline installation, etc.

Recommendations

In both the SNNP and Amhara regions, there was a number of similar high potential⁸ occupation areas. In both regions and throughout the diverse woredas, housing and infrastructure development was widespread, given immense government and foreign investment. As such, the **construction** and other related sectors are expected to provide a wide range of economic opportunities.

→ Given the physically demanding nature of a lot of work, however, special care will need to be taken to ensure that youth are not engaged in hazardous work. Finishing works, such as painting, could be appealing, profitable and appropriate. Opportunities in this area would mainly be restricted to vocational training, apprenticeships and employment.

Manufacturing work is considered a government priority, as this is the base for many industries. Carpentry and metal work are traditionally overused strategies for workforce development. However, there is anticipated demand for such work in line with the heavy development ongoing in both regions.

→ E4Y should facilitate vocational training and apprenticeships for youth in these areas as appropriate.

Agriculture is vital to the economy in both regions, and there is a diverse range of economic opportunities for youth, such as in agro-processing, fruit and vegetable selling, and livestock rearing. In particular, poultry production emerged in all areas—including in urban areas, given its relative low space requirements—as a highly demanded and profitable venture that could be taken on as micro-enterprise work.

→ The E4Y program should promote a wide range of agriculture related micro-enterprises.

→ Some work such as in honey production or dairy distribution could allow some youth to supplement income streams.

→ Short-term trainings, utilizing the expertise of local experts, will support youth to upgrade their skills and produce higher yields.

Hospitality and services was on the rise, thanks to heavy investments from the government and the Ethiopian diaspora.

→ Vocational training and apprenticeships in these areas can be more cost-effective than some traditional, equipment heavy trainings (e.g., metal work). The program should promote on-the-job or apprenticeship trainings whenever possible to promote practical, real life skills.

→ The E4Y project should promote employment and training opportunities in these areas when possible, but must take special care to avoid putting youth in potentially exploitative situations.

General recommendations

→ The local economies in many of the project sites present great challenges for economic opportunity, especially for this age group. It will not be realistic to come up with a fixed list of economic opportunities for youth to pursue in terms of training, employment or self-employment, and the E4Y project will need to **promote a diverse range of professions**.

→ Stakeholders recognized that services are lacking for this group—an age group that is old enough to work but too young to have government issued identification—to benefit from micro-enterprise development support. And stakeholders and youth alike recognized the importance of **not only job specific vocational skills, but also foundational business and entrepreneurship skills**. The E4Y project should equip all program participants with these foundational skills.

→ Stakeholders repeatedly called attention to the need to **motivate and change the mindset of this age group towards work and self-employment**. E4Y should consider engaging inspirational speakers and

⁸ Criteria for determining high potential are described in detail under the data analysis part of the methodology section.

mentors to inspire and motivate youth. And youth should be exposed to a wide array of professions. Exposure to other youth success stories can also be a great inspiration to young people.

- Recognizing that households, particularly in rural areas, **employ a number of livelihoods strategies to make ends meet**, the E4Y project should promote some economic opportunities even if they have not yielded high market matrix scores. For example—handicrafts, including but not limited to production of baskets, leather goods, brooms, and hats—could be good opportunities to supplement income. These activities are also recommended for young women or those with disabilities who might be restricted in mobility.

INTRODUCTION

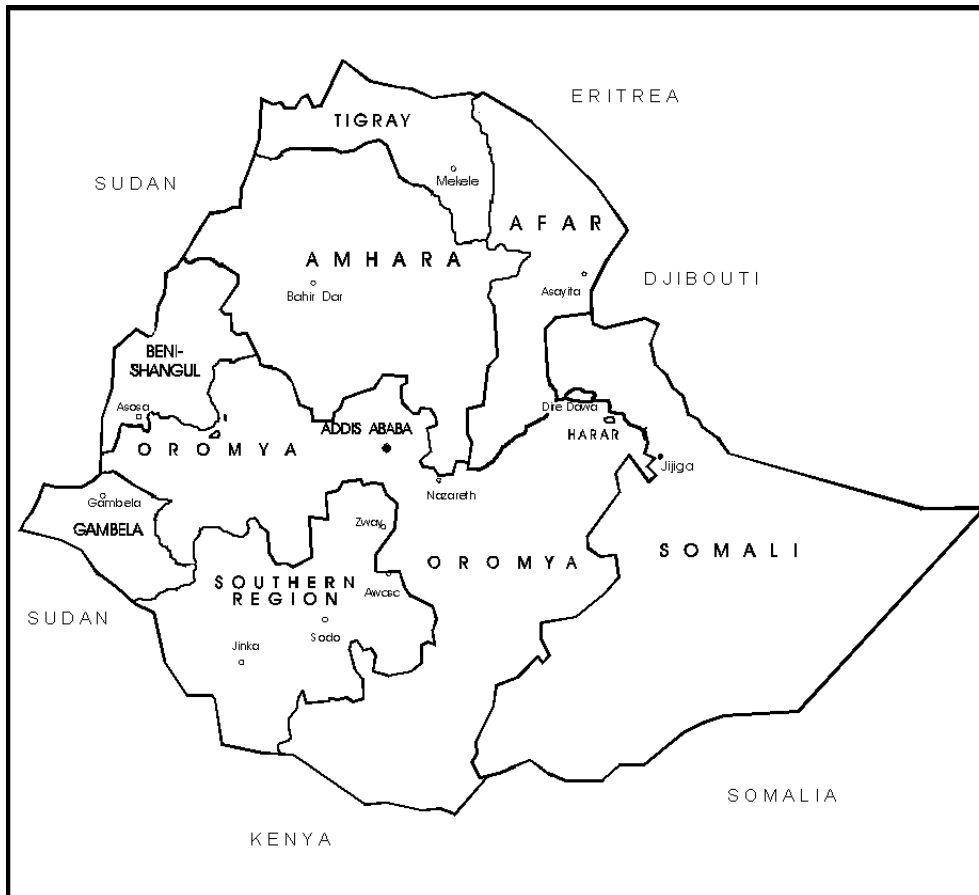
The E4Y project aims to address exploitative child labor in Ethiopia, by promoting educational and vocational training opportunities for targeted youth and enhancing livelihoods opportunities and access to social programs for youth and their households. The project targets 12,000 male and female youth and aims to reach 7,500 households in the Amhara and Southern Nations, Nationalities and Peoples (SNNP) regions of Ethiopia. One of the key objectives of the project is to improve access to acceptable and decent work opportunities for target youth ages 14-17 and to enhance access to livelihoods for youth and their households. To this end, we conducted a labor market assessment to inform the youth employment and livelihood strategy of the E4Y project with up-to-date, relevant, and reliable market information that indicates which economic sectors the youth should focus on in order to achieve success.

The goal of the market assessment was to inform opportunities for short-term vocational training courses (3-4 months), apprenticeships, and/or potential income generating entrepreneurship. We also sought to inform project design with insights into the skills, services, and/or products that were in demand in each region, as well as into the needs and aspirations of the youth themselves. To this end, the market assessment laid out the following objectives:

1. To analyze a range of business sectors and vocations in the targeted regions, looking specifically at youth needs (paying attention to opportunities for males, females, and those with disabilities), consumer demand, skilled labor demand, local business needs, and major markets, products, and services.
2. To conduct an analysis of the current and potential economic opportunities for entrepreneurship, vocational training, or employment in the specified target regions.
3. To analyze the major constraints for youth in pursuing entrepreneurship or employment opportunities in the target regions (particularly for girls or youth with disabilities). This analysis will include the following questions:
 - a. What are the key success factors for the different types of businesses and vocations assessed/surveyed?
 - b. What are the entry requirements in terms of employers' expectation about skill levels, training, etc.?
 - c. What types of behavior, skills, attitudes, and/or attributes do successful business owners display across the different sectors?
4. To identify potential private sector partners to serve as apprenticeship providers or employers.
5. To prepare World Vision staff to continue market assessments at the woreda level by training all key staff on relevant tools, methodologies, and analysis.

From June 21 through July 4, 2015, IRC and World Vision staff carried out the assessment in SNNP and Amhara regions. Led by the IRC's technical advisor for youth enterprise and employment, the assessment team consisted of five other IRC Ethiopia staff and seven World Vision E4Y livelihoods specialists per region. (Please see Annex 1 for a list of the assessment team members.) Staff were organized into three separate teams per region as outlined below:

SNNP		Amhara			
Hawassa	Hosanna	Durame	Bahir Dar	Gondar	Dera



Map of Ethiopia Regions⁹

METHODOLOGY

The study was designed to triangulate data from a wide array of data sources. The assessment team engaged stakeholders using the following methods in each of the study locations. (Please see Annex 6 for assessment tools used.):

1. *Focus group discussions* – The assessment team conducted focus groups with target youth (engaged, at risk, female youth, and disabled youth) in all of the study sites. (Please see Annex 2 for information on focus groups and Annex 6 for focus group discussion questions.) Questions were designed to uncover the needs and aspirations of different groups of youth, including but not limited to their employment preferences, financial needs, work experience, constraints, and challenges. The maximum number of participants per focus group was 10, and we spoke with as many youth as possible to reach data saturation within the time frame. Efforts were made to keep groups homogenous to understand the different needs of young boys, girls and youth with disabilities.
2. *Market observations* – The assessment team made market observations at various points of each day, recording their notes on the data collection sheets. These tools, including questions and a

⁹ <http://www.africa.upenn.edu/Hornet/strp0198.html>

checklist for data collectors, were designed to understand which goods, services, or skills were in demand and which businesses were most successful.

3. *Consumer surveys* – Consumer demand surveys were conducted using semi-structured questionnaires to understand consumers’ perceptions and needs about the types of goods and services in the local market. Data collectors used the short questionnaire and spoke to random consumers in various markets to gather data and insights on consumer preferences and habits.
4. *Local business surveys* – Interviews/surveys with local businesses and entrepreneurs were collected to understand what type of skills were highly demanded and to understand potential employer expectations. Interview questions were formatted in a semi-structured format. Data collectors approached a diverse range of businesses and entrepreneurs to get insights into the skills, networks, and resources required for economic success.
5. *Key informant interviews* – From government agencies to private sector actors, the team also interviewed a wide range of stakeholders. Key stakeholders included staff at Trade and Industries; Micro and Small Enterprises Agency/TVETs; Municipality; Bureau of Women, Children and Youth Affairs; Bureau of Labor and Social Affairs; Agency of Labor and Social Affairs; chambers of commerce; and rural employment creation offices. We used semi-structured interview guides to ask stakeholders about the opportunities and constraints in the market, as well as specific insights into the needs of and opportunities for our target populations. (Please see Annex 4 for a list of key informants.)
6. *Data analysis* – Team leads conducted debrief discussions at the end of each data collection day. (Please see Market Assessment Handbook for debrief questions.) After the three days of data collection, each team was required to use the provided template to take notes on preliminary findings and to begin shortlisting opportunities for youth. Drawing on all of the above sources of information, the assessment team participated in a final, all-day analysis workshop. Building on the work conducted over the daily debriefs, each team then completed market assessment matrices to rank the various opportunities across a number of pre-identified levers, as shown in the table below:

Feasibility – Adequate Supply	The feasibility of getting supplies to do this type of work easily. E.g., availability of tools and materials to start work in construction.
Feasibility – Enabling regulatory and operational environment	Whether there are any laws, regulations or customs that might hinder work in this area. E.g., need for license to operate taxis.
Competition – Level of saturation (vendors or service providers)	How much competition there will be in any given profession.
Profitability – Unmet demand / market size	How much demand is expected for any given profession.
Profitability – Potential for volume of sales (daily, weekly, seasonal)	Volume and frequency of sales is important for youth starting off with work in order to ensure adequate revenue. Whether this line of work will provide an adequate level of regular revenue.
Profitability – Meets youth income requirements	Whether this line of work would allow youth to generate enough income based on their perspectives from focus groups.
Entry – Youth interest	Whether youth would be interested in doing this type of work.
Entry – Ease of entry for youth (capital, knowledge, skill) / availability of training providers	How easy or challenging it would be for youth to start work in this area, including capital needed, skills needed and how easy or difficult it is to attain those.

Each of the levers were scored on a scale of 1-4 with 1 being high risk and 4 being highly conducive for economic opportunity.

Each of the occupations were then given an average score to allow for ranking and comparing occupations within a given site. However, scores were not meant to be the sole determining factor for recommendations. Further analysis and nuance was required to inform final recommendations, based on considerations such as hours required for work and how many youth could do a given activity in a given area. Moreover, scores are not comparable across different study sites, as they were assessed by different teams, which invariably led to some scoring disparities. As such, ranking scores are only appropriate for consideration within each site.

Limitations

The teams in both SNNP and Amhara regions worked hard to successfully meet the ambitious targets of the assessment. Given the timeframe of the assessment, however, market observations were limited to weekdays and the participants' prior experience and insights. In some areas where we did not have a programming presence, it was difficult to arrange focus groups, and the lack of female colleagues made it more challenging to conduct focus groups with young women.

FINDINGS – YOUTH NEEDS ASSESSMENT

SNNP Region

In the SNNP region, there were, unsurprisingly, clear differences between youth living in rural versus urban areas. *In both Durame and Hosanna, rural youth typically lived with their families, while urban youth relied on various survival strategies.* Youth migrating to urban areas lived with family, relatives, on their own, or in groups with other street children. Youth who lived near the cities and who could afford to do so came into town only for market days in pursuit of various economic opportunities. Cities were seen to attract youth with disabilities, given the services available to them there (e.g., boarding schools for the deaf).

In most areas within SNNP, young people had some type of livelihoods experience through a wide range of low skill or entry-level activities, many often requiring long hours and physical exertion. From cleaning and separating cereals to digging holes for wells or loading and unloading hand carts, youth were used as cheap labor to support local market activities. In urban areas, those who could get employment at coffee shops or restaurants often worked for room and board, and few received additional wages. Many youth had a general sense of the differences between decent and hazardous work, citing dangerous and physically demanding work—such as heavy duty construction, making charcoal, and long hours carrying heavy loads—or exploitative work, such as commercial sex, as harmful and hazardous.

Youth as well as a wide range of stakeholders confirmed that there was a diverse range of employment opportunities for youth—from physical labor to entry-level assistant jobs at taxi/bus stands, small retail shops, and barber shops and beauty salons—but few that were economically promising. Self-employment was generally restricted to types of work requiring little capital and skill, such as shoe shining and car washing.

Youth interests and aspirations varied widely though not too much across Durame and Hosanna. *Hosanna, given the larger size of the city and more economic activity, was seen to have more opportunity*

than Durame, but youth interests in both towns were focused on professions that were perceived to be fun, profitable and/or requiring little physical exertion. For example, many young men expressed interest in running youth recreation centers; hotel management; or working as drivers, entrepreneurs, or office workers. Young women often cited beauty salons, cosmetics, photography, and entrepreneurship. The success of others was greatly influential. In Durame, for example, many young women aspired to become professional football players after being inspired by a local young woman who had made the national team. Youth with any education or training (e.g., from TVED) had higher expectations and often aspired towards office work and other employment that they deemed prestigious. Youth and stakeholders noted that disabilities did not have to restrict youth from many vocations; the main barriers were perceived to be related to social stigma.

In the SNNP Region, several common barriers and challenges to youth realizing economic opportunities emerged repeatedly. *Target youth, given their limited schooling and formal training, felt they lacked marketable skills to gain productive and safe employment.* In addition to specific vocational skills, they often cited business and entrepreneurship skills as major needs. *Lack of tools, loans and capital were also considered major barriers to employment and self-employment. Though many stakeholders agreed with these sentiments, many cited youth attitudes as the largest barrier to opportunity.* Many explained that youth lacked the motivation and perseverance to follow through and often wanted the easiest route to high paying white collar jobs. For example, stakeholders saw potential in agriculture, the region's top economic sector, yet they felt that youth were not interested in agricultural activity, and most youth perceived agricultural businesses to be unprofitable.

Amhara Region

The living situations of youth in Amhara region were similar to those in SNNP. *Youth within rural kebeles lived with family and/or relatives, while the lives of urban youth varied from living with family, with relatives, on their own, or in groups with other street children.* Some urban youth were local and were working in the streets to supplement their household income. Most urban youth had come from afar to settle permanently, though some youth who lived near urban areas and who could afford to do so came into town only for market days or during agricultural off-peak periods in pursuit of various economic opportunities. Similar patterns were observed in terms of urban areas attracting youth with disabilities, given the services available to them there.

As in SNNP, youth in Amhara had a diverse range of basic livelihoods experience, though most were restricted to entry level work that often meant long hours and physically demanding tasks. Youth described activities such as shoe shining, hired labor, loading and unloading goods at markets, selling fruits and vegetables, washing cars, washing dishes, selling lottery tickets, domestic service, and weeding. Youths' understanding of hazardous work were shaped by their perceptions about the physically demanding or exploitative nature of the activities.

Youth as well as a wide range of stakeholders confirmed that there was a diverse range of employment opportunities for youth—from physical labor to entry-level assistant jobs at taxi/bus stands, small retail shops, and barber shops and beauty salons—but few that were economically promising. Self-employment was generally restricted to types of work requiring little capital and skill, such as shoe shining and car washing. Most youth of this age group, if they were able to secure employment, worked for room and board and extremely low wages (e.g., Birr 10 / USD 0.50 a day for washing dishes at a coffee shop/restaurant).

Though stigma and norms were seen as major obstacles to female youth and youth with disabilities, many felt that there were few occupations that were categorically off limits for these groups. That is, most felt that almost all types of work could be appropriate after controlling for working conditions and context. For example, deaf youth might still be able to do many physical tasks such as carpentry or masonry, and young women could work in a wide range of professions including home-based strategies, such as poultry rearing, livestock rearing, gardening, and handicrafts. However, many also acknowledged the discrepancies in pay based on age and gender.

Youth interests in all three locations were focused on professions that were perceived to be less physically demanding. Youth expressed their desire to learn job-specific technical skills that they perceived would enhance their economic opportunities. Popular vocations included carpentry, metal work, masonry, electrical work, barber shop, beauty salon, poultry rearing, beekeeping, tailoring, auto mechanics, driving, and hospitality. There was also a great demand from youth for foundational business and entrepreneurship skills (e.g., budgeting, customer service).

Stakeholders acknowledged that the 14-17 age group was challenging to reach, given they are old enough to work legally though not old enough to have a government issued identification card. This meant that many youth not only lacked skills and experience but also could not access a lot of services. *The lack of work materials and capital were again seen as barriers to accessing opportunities, and many stakeholders repeated the need for instilling youth with perseverance and motivation.*

FINDINGS – LABOR MARKET

This section presents regional summaries and findings from each of the study sites in SNNP (Hawassa, Hosanna, Durame) and Amhara (Bahir Dar, Gondar, Dera), based on data collected from focus groups, market observations, consumer surveys, and key informant interviews. Each site contains a general description of the area, along with opportunities for training, employment or self-employment. Each section also contains a market matrix (as described in the methods) with a ranking of high potential occupations.

SNNP Region

SNNPR lies south of Addis Ababa and borders South Sudan and Kenya. Ninety percent of its 14million inhabitants live in rural areas.¹⁰ As such, nearly all of the produce found in the region comes from its villages and towns, while imported and industrial products are brought in from Addis Ababa. As an indication of its heavy reliance on agriculture, SNNPR, unlike in Amhara, has a rural job creation and development offices at zonal and woreda levels, under the Bureau of Agriculture.

Key informants from the sector offices in Hawassa confirmed various realities about the potential growth sectors and labor market in the region. Given the rural nature of most of the region, they saw self-employment opportunities in activities such as livestock, gardening, poultry production, and beekeeping. Stakeholders also cited the importance of fishing in Hawassa (though not in Durame or Hosanna), and SNNPR is the largest coffee producing region in the country.¹¹

¹⁰ http://www.csa.gov.et/index.php?option=com_rubberdoc&view=doc&id=273&format=raw&Itemid=521

¹¹ <http://www.csa.gov.et/surveys/National%20statistics/national%20statistics%202005/Agriculture.pdf>

All key informants confirmed that construction and the hospitality and services industry (including hotels and tourism) were promising areas for economic activity, given increased government and private investment. The government has also prioritized manufacturing (e.g., carpentry, metal work, leather production), and urban agriculture (animal fattening, poultry, dairy production, bee keeping, vegetable gardening, etc.) was seen as promising, particularly for youth and for both market and household consumption.

Regarding employment opportunities for rural youth, stakeholders mentioned coffee, cotton, tea, banana harvest in commercial farms, and floriculture (light works and non-hazardous including cutting and packing) despite the seasonality nature of such work. However, many recognized the potential for exploitation in these opportunities and cautioned for closely monitoring working conditions (e.g., hours worked, safety precautions, wages).

In urban areas, many stakeholders mentioned employment opportunities that fall under construction, manufacturing, and service industry including hotels and restaurants. Whereas for self-employment, they saw opportunities in areas such as agro-processing, including fast food preparation; small coffee shops; motor cycle/bajaj/bicycle repair; poultry; and ornamental flowers production and sales—all of which require short-term training with relatively low start-up costs.

SNNP – Hawassa

Along the shores of Lake Hawassa in the Great Rift Valley, 270 km south of Addis Ababa, lies the capital of SNNPR, Hawassa. Home to, Hawassa University, Hawassa Kenema Stadium, and over 250,000 residents, the city is a vibrant place where domestic tourists, including those from Addis, come to spend weekends and holidays. The bustling city draws not only tourists, but also many residents from neighboring rural towns in search of economic opportunity. Construction and fishing are important sectors for the area. Given its strategic location, appeal to visitors, government investments in infrastructure, and important sectors like fishing, there appear to be a wide range of economic opportunities that will lure young people towards the city.



The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Catering** businesses (opportunities for employment and potentially some self-employment) will be in high demand as the city continues to grow. Scores were somewhat or highly conducive in all levers. As such, this is generally recommended for any youth willing to undergo a short-term vocational training or apprenticeship.
2. **Construction** (opportunities for employment) will be an important sector moving forward, though there is potential for hazardous work (e.g., youth should not be transporting heavy loads as per Labor Proc #377/2003.) Finishing works, however, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing and profitable work for many young people. This would require a full TVET/apprenticeship training.
3. **Fruit and vegetable stalls** (opportunities for employment and self-employment) could do well. Entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required. Though youth interest may be low, the marketability and

potential regularity and volume of sales make this a good opportunity for a large number of youth who may be interested and have the aptitude for entrepreneurship.

4. **Poultry** (opportunities for employment and self-employment) scores high overall for its demand, competition and sales requirements. Though youth interest may be relatively low, ease of entry is somewhat conducive, there is little risk of saturation, and it is an activity that can be done at home with little space as a supplemental income generating activity. As such, this activity is recommended as a training, employment or enterprise activity for as many youth who might be interested.

The following occupations present some enterprise or employment opportunities for select number of youth:

5. **Auto repair** (mainly opportunities for employment) has fair demand given the urban nature of the city; however, competition is also high. Capital requirements may be restrictive for entrepreneurship; however, youth could start with small tire repair stalls, and there are opportunities for many youth in apprenticeships and employment.
6. **Bakery and product sales** (opportunities for employment and self-employment) – Demand is high and competition moderate for baked goods. Revenue and profit is expected to be high with moderate training required. This could be a self-employment, employment or microfranchise opportunity. Initial investment could be high for self-employment (e.g., to buy an oven and pay rent), so youth should be encouraged to share resources and to create self-selected group businesses when appropriate. Youth should also be encouraged to think of other approaches, including working from their homes and using the typical home oven or working for or in partnership with larger bakeries.
7. **Baltina shop / food processing (e.g., injera, pepper, flour)** (opportunities for employment and self-employment) engaged in food processing (e.g., making injera, flour/besso, shiro, pepper) could do well. Entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required. Though youth interest may be low, the marketability and potential regularity and volume of sales make this a good opportunity for a large number of youth who may be interested and have the aptitude for entrepreneurship.
8. **Dairy products** (opportunities for employment and self-employment) are in high demand though supply is low. Yet despite the challenge in getting the products, there is a strong demand, albeit from a select middle class market, for these products. A select number of youth could engage in micro-enterprise or microfranchise, working with existing suppliers and establishing micro-distribution networks. This would need to be piloted before scaling up with more youth.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

9. **Electronics** (mainly opportunities for employment) is popular among male youth. However, there is considerable risk in profitability, and youth entry will require significant TVET and/or apprenticeship training. As such, this occupation is only recommended for a few youth who understand the risks.
10. **Fast food preparation** (mainly opportunities for self-employment) has some potential with high demand and profits. However, the regulatory environment may prove restrictive for youth entrepreneurs, as they will need a permit to set up shops on the streets. As such, this is limited to only older youth who understand these risks and show an acumen for entrepreneurship.
11. **Fishing related work** (opportunities for employment and self-employment) is an important industry for the region and the lakes are underexploited. However, deep water “fishing and freight transportation on seas and water bodies” is prohibited by law for children 14-17. Nevertheless, there are some ancillary opportunities for youth, for example, in the buying and reselling of fish or in selling fried fish.

12. **Furniture / wood working** (mainly opportunities for employment) has high competition and questionable profitability. It is only recommended that a few youth who are motivated and willing to undergo a TVET training/apprenticeship pursue this line of work.
13. **Handicrafts (e.g., baskets, leather goods, brooms, hats)** (opportunities for mainly self-employment) receives an overall low composite score and is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.
14. **ICT internet café / photocopy shops and youth recreation (e.g., video games, DSTV, foosball, pool) centers** (some potential opportunities for employment and very few for self-employment) are extremely popular among youth and in demand. There is some potential here, but the capital and operating costs required to run such a business make it a limited opportunity for a select group of youth.
15. **Leather products** (mainly opportunities for self-employment) carry some risk with all profitability levers and receive an overall low composite score. Ease of entry scored high, meaning there were few requirements for starting this line of work; however, many believed that technical skills training would be required to improve product quality and make the initiative profitable. Therefore, this is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.
16. **Metal work** (mainly opportunities for employment) has high competition and questionable profitability and volume of sales. It is only recommended that a few youth who are motivated and willing to undergo a TVET training/apprenticeship pursue this line of work.
17. **Traditional coffee house** (opportunities for employment and self-employment) are in demand but competition is high and wages low. This activity is only recommended for select youth who understand the risks and are motivated to start their own businesses in promising locations.

Hawassa Training and Employment Opportunities at a Glance

Vocation	Potential training providers / employers	Potential Scale	Notes / Considerations
Catering / Hospitality	Lewi Resort Haile Resort Pina Hotel Central Hotel	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Construction	Private contractors Housing enterprises Micro and Small Enterprises Rural road construction enterprise	Recommended for many youth.	- Potential for hazardous work but finishing works (e.g., painting) could be feasible. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetable stalls	Private local businesses	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Auto repair	Moenco Hawassa branch Private local businesses	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Bakery and product sales	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Manufacturing	Hawassa textile factory Tabor Ceramic factory Hawassa Flour mill Moha soft drink factory Saint George Brewery	Recommended for some youth but avoid saturation.	Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Baltina shop / food processing (e.g., injera, pepper, flour)	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Electronics	Private local businesses	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Private local businesses	Recommended for some youth but avoid saturation.	- Potential for hazardous work but opportunities around buying and selling of fish, etc.

			- Appropriate for any girls or disabled youth if willing and able.
Furniture / wood working	Private businesses	local	Recommended for some youth but avoid saturation. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
ICT internet café / photocopy shops and youth recreation	Private businesses	local	Recommended for very few youth; limited opportunities. - Appropriate for any girls or disabled youth if willing and able.
Metal work	Private businesses	local	Recommended for some youth but avoid saturation. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Traditional coffee house	Private businesses	local	Recommended for few youth; potential oversaturation. - Appropriate for any girls or disabled youth if willing and able.

Hawassa Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Catering	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetable stalls	Recommended for many youth.	- Appropriate for any girls or disabled youth if willing and able.
Poultry	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Bakery and product sales	Small startups or micro franchises possible with local bakeries.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Baltina shop / food processing (e.g., injera, pepper, flour)	Group businesses to share capital costs could be helpful.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	Recommended for some youth but avoid saturation.	-- Short-term vocational training or apprenticeship. Appropriate for any girls or disabled youth if willing and able.
Fast food preparation	Recommended for few youth; some risk.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Recommended for few youth; some risk.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Handicrafts	Recommended for any youth for supplemental income but unlikely to be sole source of income.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Leather products	Recommended for any youth for supplemental income but unlikely to be sole source of income.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.

Traditional coffee house	Recommended for few youth; potential oversaturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
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Business type	Feasibility		Competition	Profitability			Entry		average
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers	
Auto repair	4	4	3	3	3	3	4	3	3.4
Bakery and product sales	4	4	3	3	3	3	3	3	3.3
Baltina shop / food processing (e.g., injera, pepper, flour)	4	4	3	3	4	3	2	4	3.4
Beauty salon	4	4	2	2	2	2	4	3	2.9
Catering/hospitality	4	4	3	4	4	3	4	3	3.6
Construction	4	4	3	4	4	4	3	3	3.6
Dairy products	4	4	4	3	4	3	3	3	3.5
Electronics	4	4	2	3	2	3	4	3	3.1
Fast food preparation	4	3	3	3	3	2	3	3	3.0
Fishing related	4	3	4	4	3	3	3	2	3.3
Fruit and vegetable stalls	4	4	3	4	4	3	3	4	3.6
Furniture/ wood working	4	4	3	3	2	3	4	3	3.3
Handicrafts (baskets, leather, brooms, hats)	4	4	2	2	2	2	3	4	2.9
ICT internet café / photocopy	4	4	3	4	4	2	4	2	3.4
Leather products	4	4	3	3	3	2	3	3	3.1
Metal work	4	4	3	3	3	2	4	3	3.3
Poultry	4	4	4	4	4	4	3	3	3.8
Traditional coffee house	4	4	2	3	4	3	4	3	3.4

SNNP – Hosanna

An administrative center of Hadiya zone in SNNPR, Hosanna is a bustling city of 75,000¹² serving as a major trading hub for neighboring cities and zones. Goods come in daily from places like Addis Ababa, Shashemene and Hawassa. Hosanna is a rapidly growing city, as the government has invested in urban



development, road construction, and other housing construction projects over recent years, and the recent development of the Model Industries Village is fostering microenterprise development within small scale automotive manufacturing industries.

The city is home to several public and private learning institutions, including Wachamo University, a polytechnic college, and a teachers college. Hosanna Polytechnic, providing technical vocational education and training (TVET), is considered one of the four model TVET centers in the region. Renowned for its excellence in developing the TVET courses, Hosanna Polytechnic

offers over 28 short and long term training courses from level I to V. Hosanna Polytechnic has signed MOUs with 58 private and public organizations (including hotels, private construction companies, Hawassa Textile Industries, METEC, Moenco) to provide apprenticeship opportunities for trainees.

Hosanna is home to over nine private banks offering a wide range of financial services, hinting at the deep connections that many residents have to diaspora connections in South Africa and the Middle East. Young men often move to South Africa for the allure of higher wages while young women are often drawn into domestic work around the Middle East. This dynamic has made many youth weary of hard work for little pay, affecting motivation for schooling, training or work. Dropout rates are high at learning institutions, and many households (estimates of around 20%) expect to supplement household income with remittances. This has resulted in inflated prices for many goods. Rent and basic food is significantly higher than even cities like Hawassa.

Given the various government and diaspora investments and construction projects, and the growing economy, there seem to be a wide range of economic opportunities within Hosanna; however, youth between 14-17 will face additional constraints or barriers to entrepreneurship or employment given their young age. For example, government programs supporting youth enterprise and employment through provision of work permits, licenses, training, inputs, market linkages, and business development services exist, yet these are only available to youth above the age of 18.

The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Catering** businesses (opportunities for employment and potentially some self-employment) will be in high demand as the city continues to grow. Scores were somewhat or highly conducive in all levers. As such, this is generally recommended for any youth willing to undergo a short-term vocational training or apprenticeship.
2. **Construction** (opportunities for employment) will be an important sector moving forward, though there is potential for hazardous work (e.g., youth should not be transporting heavy loads as per Labor

¹² http://www.csa.gov.et/index.php?option=com_rubberdoc&view=doc&id=273&format=raw&Itemid=521

Proc #377/2003.) Finishing works, however, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing and profitable work for many young people. This would require a full TVET/apprenticeship training.

3. **Fruit and vegetable shops and baltina shops** (opportunities for employment and self-employment) engaged in food processing (e.g., making injera, flour/besso, shiro, and pepper) could do well. Entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required. Though youth interest may be low, the marketability and potential regularity and volume of sales make this a good opportunity for a large number of youth who may be interested and have the aptitude for entrepreneurship.
4. **Juice café/shops** (opportunities for employment and self-employment) will also be a good option for similar reasons though for a more select number of youth.
5. **Poultry** (opportunities for employment and self-employment) scores high overall for its demand, competition and sales requirements. Though youth interest may be relatively low, ease of entry is somewhat conducive, there is little risk of saturation, and it is an activity that can be done at home with little space as a supplemental income generating activity. As such, this activity is recommended as a training, employment or enterprise activity for as many youth who might be interested.

The following occupations present some enterprise or employment opportunities for select number of youth:

6. **Dairy products** (opportunities for employment and self-employment) are in high demand though supply is low. Yet despite the challenge in getting the products, there is a strong demand, albeit from a select middle class market, for these products. A select number of youth could engage in micro-enterprise or microfranchise, working with existing suppliers and establishing micro-distribution networks. This would need to be piloted before scaling up with more youth.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

7. **ICT internet café / photocopy shops and youth recreation (e.g., video games, DSTV, foosball, pool) centers** (some potential opportunities for employment and very few for self-employment) are extremely popular among youth and in demand. There is some potential here but the capital and operating costs required to run such a business make it a limited opportunity for a select group of youth.
8. **Small handicrafts (e.g., baskets, leather goods, brooms, hats)** (opportunities for mainly self-employment) receives an overall low composite score and is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.

Hosanna Training and Employment Opportunities at a Glance

Vocation	Potential training providers / employers	Potential Scale	Notes / Considerations
Catering	Private local businesses	Recommended for many youth.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Construction	Private contractors Housing enterprises Micro and Small Enterprises Rural road construction enterprise	Recommended for many youth.	<ul style="list-style-type: none"> - Potential for hazardous work but finishing works (e.g., painting) could be feasible. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetable stalls and baltina	Private local businesses	Recommended for many youth.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Juice cafe	Private local businesses	Recommended for many youth.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Auto repair	Private local businesses	Recommended for some youth but avoid saturation.	<ul style="list-style-type: none"> - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Bakery and product sales	Private local businesses	Recommended for some youth but avoid saturation.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	Private local businesses	Recommended for some youth but avoid saturation.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
ICT internet café / photocopy shops	Private local businesses	Recommended for very few youth; limited opportunities.	<ul style="list-style-type: none"> - Appropriate for any girls or disabled youth if willing and able.

Hosanna Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Catering	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Juice cafe	Recommended for many youth.	- Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetable stalls and baltina	Recommended for many youth.	- Appropriate for any girls or disabled youth if willing and able.
Poultry	Recommended for many youth.	- Appropriate for any girls or disabled youth if willing and able.
Dairy products	Recommended for some youth but avoid saturation.	- Appropriate for any girls or disabled youth if willing and able.
Handicrafts and leather	Recommended for any youth for supplemental income but unlikely to be sole source of income.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.

Business type	Feasibility		Competition	Profitability			Entry		average
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers	
Baltina shop (food processing)	4	4	3	3	4	3	2	3	3.3
Beauty salon	4	4	2	3	3	2	3	3	3.0
Catering	4	4	3	4	3	3	4	3	3.5
Construction	3	4	4	4	4	2	3	3	3.4
Dairy products	2	4	4	3	3	3	3	3	3.1
Fruit and vegetable stalls	3	4	4	4	4	3	2	4	3.5
ICT internet café / photocopy	4	4	3	4	4	1	4	1	3.1
Juice café	3	4	4	4	3	3	3	4	3.5
Poultry	4	4	4	4	4	4	2	3	3.6
Small crafts	4	4	4	2	2	2	2	3	2.9
Youth recreation (video games, DSTV)	4	4	3	4	4	1	4	1	3.1

SNNP – Durame

With a population of about 24,000, Durame is a small, idyllic town nestled within the mountains.¹³ Its small town feel is reinforced by the two banks and one hospital in the area. There are no major firms in the town, and aside from the main road, infrastructure is basic, though, as in many Ethiopian cities, local government is investing in local cobble stone streets.



Though many people have a basic education, few value the payoffs of formal schooling. Unemployment is high, and many rest their hopes in relatives whom they have supported to go abroad (e.g., South Africa) in order to send back remittances.

Durame's main sectors are agriculture, livestock, agro-processing and services. Goods come mainly from Shashemene, and the hilly geography mean that homes are spread out and residents spend much time getting around. Given the city's dependence on

Shashemene, many consumers are unable to get basic goods and businesses are limited. For instance, there is no supermarket and there are a limited number of garages for auto repair. This situation presents opportunities for growth though the same factors that allow for these will also remain as barriers.

The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Agro-processing (e.g., jam, honey, juice, dairy)** (opportunities for employment and some self-employment) scores high on most levers, though capital requirements bring down the ease of entry score. For youth who might group together to buy initial equipment or who are interested in working for others, this could be a viable opportunity.
2. **Baltina shops** engaged in food processing (e.g., making injera, flour/besso, shiro, Kolo, pepper) (opportunities for employment and self-employment) are considered a moderate growth opportunity and should be recommended to some youth. Youth interest may be low and competition high. However, entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required.
3. **Construction** (opportunities for employment only) will be an important sector moving forward, though there is potential for hazardous work (e.g., youth should not be transporting heavy loads as per Labor Proc #377/2003.) Finishing works, however, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing and profitable work for many young people. This would require a full TVET/apprenticeship training.

The following occupations present some enterprise or employment opportunities for select number of youth:

4. **Dairy** (opportunities for employment and self-employment) products are expensive for most residents and given the competition, this activity is recommended to a few select, motivated youth.
5. **Furniture / woodworking** (mainly opportunities for employment) has high competition and questionable profitability. It is only recommended that a few youth who are motivated and willing to undergo a TVET training/apprenticeship pursue this line of work.

¹³ http://www.csa.gov.et/index.php?option=com_rubberdoc&view=doc&id=273&format=raw&Itemid=521

6. **Garage and spare parts** (mainly opportunities for employment) are in high demand given the traffic going through and about the city. Capital requirements may be restrictive for entrepreneurship; however, youth could start with small tire repair stalls and there are some opportunities for youth in apprenticeships and employment.
7. **General electronic maintenance** (mainly opportunities for employment) is popular among male youth. However, there is considerable risk in profitability, and youth entry will require significant TVET and/or apprenticeship training. As such, this occupation is only recommended for a few youth who understand the risks.
8. **Honey** (opportunities for self-employment) products have somewhat conducive demand but competition is high and profitability questionable. Honey production, therefore, may not be a reliable single source of income, though it can help supplement flows for some households.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

9. **Handicrafts (e.g., baskets, leather goods, brooms, hats)** (mainly opportunities for self-employment) receives an overall low composite score and is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.
10. **ICT internet café / photocopy shops** (some potential opportunities for employment and very few for self-employment) are extremely popular among youth but demand is lower compared to larger cities. There is some potential here but the capital and operating costs required to run such a business make it a limited opportunity for a select group of youth.

Durame Training and Employment Opportunities at a Glance

Vocation	Potential providers / employers	training /	Potential Scale	Notes / Considerations
Agro-processing (e.g., jam, honey, juice, dairy)	Private businesses	local	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Baltina shops	Private businesses	local	Recommended for many youth.	--Apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Construction	Private contractors Housing enterprises Micro and Small Enterprises Rural road construction enterprise	local	Recommended for many youth.	- Potential for hazardous work but finishing works (e.g., painting) could be feasible. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Dairy	Private businesses	local	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Furniture / wood working	Private businesses	local	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Garage and spare parts	Private businesses	local	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
General electronic maintenance	Private businesses	local	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
ICT internet café / photocopy shops	Private businesses	local	Recommended for very few youth; limited opportunities.	- Appropriate for any girls or disabled youth if willing and able.

Durame Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Agro-processing (e.g., jam, honey, juice, dairy)	Recommended for many youth.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Baltina shops	Recommended for many youth.	<ul style="list-style-type: none"> --Apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Dairy	Recommended for some youth but avoid saturation.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Honey	Recommended for many youth.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Handicrafts	Recommended for any youth for supplemental income but unlikely to be sole source of income.	<ul style="list-style-type: none"> - Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.

Business type	Feasibility		Competition	Profitability			Entry		average	
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers		
										4) highly conducive or high potential for growth
										3) somewhat conducive or has potential for growth
										2) some risk
1) high risk										
Agro-processing	4	4	4	3	3	4	3	2	3.4	
Baltina shop / food processing (e.g., injera, pepper, flour)	4	4	2	3	3	2	3	3	3.0	
Construction	3	4	3	4	4	2	3	3	3.3	
Dairy processing	4	4	4	2	2	2	3	3	3.0	
Furniture/ wood working	4	4	4	3	2	3	2	2	3.0	
Garage and spare parts	3	4	3	4	4	3	2	3	3.3	
General electronic maintenance	3	4	4	3	3	2	4	2	3.1	
Handicrafts	4	4	4	2	2	2	2	3	2.9	
Honey (transitional)	3	4	4	3	2	2	3	3	3.0	
ICT internet café / photocopy	3	4	3	3	4	2	4	2	3.1	
Tailor	4	4	1	1	2	2	3	3	2.5	

Amhara Region

Bordering Sudan on its East and situated north of Addis Ababa, the region of Amhara is home to Ethiopia's largest body of water, Lake Tana, the source of the Blue Nile. Amhara has a rich history, dating back to its geographic importance as the center of the Ethiopian Empire. Vestiges of this grandeur are found in the castles of Gondar and the monasteries atop of the many islands dotting Lake Tana. It also boasts several UNESCO world heritage sites, such as the Semien Mountains National Park.

Key informant interviews with a range of sector offices in Bahir Dar confirmed various realities within the region regarding promising economic opportunities and the labor market. As in SNNPR, given that 90% of the population live in rural areas,¹⁴ almost all of the agricultural produce is sourced from the region's villages and towns, while other imported and manufactured goods come from or through Addis Ababa.

Given the rural nature of most of the region, stakeholders and youth alike saw self-employment opportunities in activities such as livestock, gardening, poultry production, and beekeeping. All viewed construction and the hospitality and services industry (including hotels and tourism) as promising given increased government and private investment. The government has also prioritized manufacturing (e.g., carpentry, metal work, leather production). Urban Agriculture (animal fattening, poultry, dairy production, bee keeping, vegetable gardening, etc.) is also seen as promising, particularly for youth and for both market and household consumption

Employment in rural areas, particularly for this age group, was widely recognized as an immense challenge. Findings pointed to coffee, cotton, sesame harvest in commercial farms and floriculture (light works and non-hazardous including cutting and packing) despite the seasonality nature of such work. It was noted that these employment opportunities could potentially be exploitative for target children, and many cautioned for closely monitoring working conditions (e.g., hours worked, safety precautions, wages).

With regard to urban youth, the stakeholders mentioned employment opportunities that fall under construction, manufacturing, and service industry including hotels and restaurants. Whereas for self-employment, they listed activities such as agro-processing (including fast food preparation), small coffee shops, motor cycle/bajaj/bicycle repair, poultry, and ornamental flowers production and sales, requiring short-term training with relatively small start-up costs.

Amhara – Bahir Dar

Awarded the UNESCO *Cities for Peace Prize* in 2002 for its handling of rapid urbanization, Bahir Dar, the capital of Amhara Region, is a large city of over 300,000 residents.¹⁵ These days, palm trees still line its wide roads, but the rapid construction of resorts around the lake belies the grit and unemployment that characterize the urban center.

¹⁴ http://www.csa.gov.et/index.php?option=com_rubberdoc&view=doc&id=266&format=raw&Itemid=521

¹⁵ <http://unesdoc.unesco.org/images/0012/001252/125255e.pdf>



The city center is full of markets, vendors and shops both large and informal, and one can find virtually anything one wants in the city. From brick-and-mortar shops selling knock-off brand items (e.g., Nike shoes and Timberland clothing) catering to the tourists to the seemingly endless horde of bajaj drivers, to the streets filled with daily laborers seeking work and children offering to weigh customers on their scales, the hustle in Bahir Dar is notably different from those of other cities.

The challenge will be to continue growth while being inclusive of groups such as youth. The city's investment in parks and infrastructure is impressive. The large football stadium under construction, as well as the high end resorts and boutique shops reveal a growing middle and upper class or tourist clientele. Heavy government investment and incentivizing of the hospitality, construction, manufacturing (e.g., plastic pipes, flour mill) and floriculture industries also foreshadows further growth.

The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Animal fattening / livestock** (mainly opportunities for self-employment) is profitable and interesting to youth. However, youth will need to consider the time it takes to realize dividends. This will also require some initial capital and some short-term training. This is an ideal opportunity for youth who can engage in activities while working on other responsibilities at home.
2. **Construction** (mainly opportunities for employment) will be an important sector moving forward, though there is potential for hazardous work (e.g., youth should not be transporting heavy loads as per Labor Proc #377/2003.) Finishing works, however, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing and profitable work for many young people. This would require a full TVET/apprenticeship training.
3. **Floriculture** (mainly opportunities for employment) industries is also booming with private investment and there are many anticipated employment opportunities. Some youth may be able to engage in some activities, such as cutting and packaging. However, the work is potentially hazardous depending on work conditions, and youth should not be exposed to toxic chemicals/pesticides.
4. **Poultry** (opportunities for self-employment) products are in high demand though there is some moderate competition. Given the profitability and ease of entry, this activity and short-term training is recommended for any youth who are interested.

The following occupations present some enterprise or employment opportunities for select number of youth:

5. **Auto repair** (mainly opportunities for employment) is in high demand given the traffic going through and about the city. Competition is also somewhat high, however. Capital requirements may be restrictive for entrepreneurship; however, youth could start with small tire repair stalls, and there are opportunities for many youth in apprenticeships and employment.
6. **Bee keeping / honey production** (mainly opportunities for self-employment) is moderately profitable and interesting to youth. This will also require some initial capital, access to some land/space, and some short-term training. This is an ideal opportunity for some youth who can engage in activities while working on other responsibilities at home.

7. **Dairy products** (opportunities for employment and self-employment) are in high demand in the city, though the market is limited to high-end clientele. Youth living and/or working in the urban areas should have no challenges finding customers within town and in the relatively wealthy suburbs. Given the emergence of these products, however, there will be opportunity only for a limited number of youth to pilot micro-distribution.
8. **Fast food preparation** (mainly opportunities for self-employment) has some potential with high demand and profits. However, the regulatory environment may prove restrictive for youth entrepreneurs, as they will need a permit to set up shops on the streets.
9. **Fishing related work** (opportunities for employment and self-employment) is an important industry for the region and the lakes are underexploited. However, deep water “fishing and freight transportation on seas and water bodies” is prohibited by law for children 14-17. Nevertheless, there are some ancillary opportunities for youth, for example, in the buying and reselling of fish or in selling fried fish.
10. **Fruit and vegetables (value add, e.g., juices and smoothies)** (opportunities for employment and self-employment) scores high on competition and profitability levers. The capital requirements required to set up a sanitary brick-and-mortar shop can be restrictive. As such, despite the high composite score, this opportunity is limited to a few youth who can come up with the capital costs and rent to run a shop.
11. **Hospitality / catering** (opportunities for employment and self-employment) has high competition but is seen as a growing area with good profits. Youth entry levers also score high. Many youth could enter this line of work but will need, at minimum, a short-term training to avoid very low paying, entry level jobs (e.g., dishwashing). Moreover, there is potential for exploitation in this industry so it is recommended for older youth and only under proper, decent work conditions.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

12. **Parking services and taxi driver assistance** (mainly opportunities for employment) has high demand given the movement of people within the city. The latter is perceived as easier for youth entry and more profitable. Opportunities for employment will be somewhat limited in both areas, however, given the competitive landscape.
13. **Handicrafts (e.g., baskets, leather goods, brooms, hats)** (mainly opportunities for self-employment) receives an overall low composite score and is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.

Bahir Dar Training and Employment Opportunities at a Glance

Vocation	Potential training providers / employers	Potential Scale	Notes / Considerations
Construction	-Private contractors -Housing enterprises -Micro and Small Enterprises -Rural road construction enterprise	Recommended for many youth.	- Potential for hazardous work but finishing works (e.g., painting) could be feasible. - Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Floriculture	Private local businesses	Recommended for many youth.	- Potential for hazardous work Finishing works (e.g., painting) could be feasible. - Job specific training. - Appropriate for any girls or disabled youth if willing and able.
Auto repair	Moenco Bahir Dar branch Private local businesses	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	-Sora Dairy Milk Processing -Tsigie Milk Processing	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetables (value add, e.g., juices and smoothies)	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Hospitality / catering	-Grand Resort -Kuriftu Resort -Blue Nile Hotel -Papyrus Hotel	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Parking services and taxi driver assistance	Private local businesses	Recommended for very few youth; limited opportunities.	- Appropriate for any girls or disabled youth if willing and able.

Bahir Dar Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Animal fattening / livestock	Recommended for many youth.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Poultry	Recommended for many youth.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Bee keeping / honey production	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fast food preparation	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Recommended for some youth but avoid saturation.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.
Fruit and vegetables (value add, e.g., juices and smoothies)	Recommended for some youth but avoid saturation.	- Appropriate for any girls or disabled youth if willing and able.
Hospitality / catering	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Handicrafts	Recommended for any youth for supplemental income but unlikely to be sole source of income.	- Short-term training only. - Appropriate for any girls or disabled youth if willing and able.

Business type	Feasibility		Competition	Profitability			Entry		average	
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers		
										4) highly conducive or high potential for growth
										3) somewhat conducive or has potential for growth
2) some risk										
1) high risk										
Animal fattening / livestock	4	4	4	4	2	3	4	2	3.4	
Auto repair	4	4	3	3	4	2	4	3	3.4	
Beekeeping / honey production	4	4	3	3	3	3	3	3	3.3	
Commission agents	3	3	2	2	3	2	3	3	2.6	
Construction (finishing)	4	4	2	4	3	4	4	3	3.5	
Dairy products	3	4	4	4	4	3	3	3	3.5	
Fast food preparation	4	2	3	3	4	3	3	3	3.1	
Fishing	4	2	4	4	4	4	3	1	3.3	
Floriculture industry	4	4	3	4	4	3	4	4	3.8	
Fruit and vegetables (value add)	3	4	4	4	4	4	3	2	3.5	
Garments / tailoring	3	4	1	1	2	3	3	3	2.5	
Handicrafts (baskets, leather, brooms, hats)	4	4	3	2	2	2	3	4	3.0	
Hospitality / Catering	4	4	3	4	4	3	4	3	3.6	
ICT related business	3	3	3	3	3	3	3	2	2.9	
Manufacturing (e.g., plastic pipes, flour mill)	4	4	3	3	3	3	2	3	3.1	
Parking services	4	3	3	3	3	3	3	3	3.1	
Poultry	3	4	3	4	4	4	3	3	3.5	
Seedling production (ornamental)	4	2	2	4	3	3	2	3	2.9	
Taxi driver assistance	4	4	2	4	4	4	4	4	3.8	
Weaving	4	4	2	2	3	3	2	3	2.9	

Amhara – Gondar

A former capital of the Ethiopian Empire and home to the UNESCO World Heritage site, Fasilides Castle, Gondar town has a population of over 350,000¹⁶ and is poised to attract tourists every year. The castle, ancient churches, and nearby national park have spawned a related tourism industry (e.g., cultural shows, hospitality). The city is home to over 40 privately owned hotels, 10 tour agents and 100 tour guides.



The city's geographic location makes it an important hub for cross border trade and the base for several large companies. Dashen Brewery and Pepsi Cola have factories in Gondar. Other major companies, including oil, shoe, steel, cotton, flour, soap and dairy companies have all set up operations in Gondar. Trade with Sudan remains an important source of income with daily cross border trade in livestock, vegetables, spices, cereals, shoes, electronics, and fuel. The local markets are well stocked and there is a well-developed marketing service for export commodities through ECX (Ethiopian Commodity Exchange).

There are other sources of growth. The government and diaspora populations are investing heavily in infrastructure and residential homes, fueling a construction boom throughout the city. Several private and government banks, insurance companies and MFIs are operational, and the expansion of University of Gondar is estimated to bring another 20,000 students per year.

There are a wide range of corresponding training and earning opportunities, though they are more limited for youth ages 14-17. Gondar Polytechnic (TVET) offers range of marketable skill training identified by business and industries/companies and link youth with cooperative training/apprenticeship opportunities. And the enabling environment for micro and small enterprises is conducive for youth success.

The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Bakery** (opportunities for employment and self-employment) – Demand is high and competition moderate for baked goods. Revenue and profit is expected to be high with moderate training required. This could be a self-employment, employment or microfranchise opportunity. Initial investment could be high for self-employment (e.g., to buy an oven and pay rent), so youth should be encouraged to share resources and to create self-selected group businesses when appropriate. Youth should also be encouraged to think of other approaches, including working from their homes and using the typical home oven or working for or in partnership with larger bakeries.
2. **Catering / hospitality** (opportunities for employment and self-employment) will continue to be in high demand given the growing economy and tourism. Scores were somewhat or highly conducive in all levers. As such, this is generally recommended for any youth willing to undergo a short-term vocational training or apprenticeship.
3. **Construction** (opportunities for employment) will be an important sector moving forward, though there is potential for hazardous work (e.g., youth should not be transporting heavy loads as per Labor

¹⁶ http://www.csa.gov.et/index.php?option=com_rubberdoc&view=doc&id=266&format=raw&Itemid=521

Proc #377/2003.) Finishing works, however, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing and profitable work for many young people. This would require a full TVET/apprenticeship training.

4. **Household instrumentation (e.g., dish installation/maintenance, stove, refrigerator repair)** (opportunities for employment and self-employment) is expected to be in regular demand given the growing city and economy. There is risk in revenue and volume of sales but this is outweighed by youth interest and the amount of work anticipated. Youth would need to undergo TVET and/or apprenticeship training.
5. **Poultry** (opportunities for self-employment) scores high overall for its demand, competition and sales requirements. Though youth interest may be questionable, ease of entry is somewhat conducive, there is little risk of saturation, and it is an activity that can be done at home as a supplemental income generating activity. As such, this activity is recommended as a short-term training, employment or enterprise activity for as many youth who might be interested.
6. **Vegetable and fruit stalls** (opportunities for employment and self-employment) - Entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required. Though youth interest may be low, the marketability and potential regularity and volume of sales make this a good opportunity for a large number of youth who may be interested and have the aptitude for entrepreneurship. Though there may be high volume sales, promising regular revenue, there is some risk in profitability.

The following occupations present some enterprise or employment opportunities for select number of youth:

7. **Dairy** (opportunities for employment and self-employment) products are in demand though competition is high. Given relatively low youth interest, perishability of goods and limited clientele, this is recommended as an activity for some youth who are motivated and willing to work with existing suppliers.
8. **Traditional coffee houses** (opportunities for employment and self-employment) are in demand but competition is high and wages low. Many youth employed at coffee houses reported that they worked for room and board and extremely low stipend/wage. This activity is only recommended for select youth who understand the risks and are motivated to start their own businesses in promising locations.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

9. **Handicrafts, leather** products and **soap and wax candle** making (mainly opportunities for self-employment) carry some risk with all profitability levers and receive an overall low composite score. Ease of entry scored high, meaning there were few requirements for starting this line of work; however, many believed that technical skills training would be required to improve product quality and make the initiative profitable. Therefore, this is not recommended for most youth. However, this could be a good income supplementing activity for youth who are at home, female youth or youth with disabilities.
10. **ICT related business** and **youth recreation centers** (few opportunities for employment) are extremely popular among youth but demand is inadequate. There is some potential but the capital and operating costs required to run such a business make it a limited opportunity for a select group of youth.
11. **Souvenir shop** and **tour guides** (opportunities for employment and self-employment) are somewhat in demand but competition is high. The main prohibitive factor will be English and other language

skills required to interact with foreign tourists. This may be appropriate for a few select youth who can fulfill these requirements.

Gondar Training and Employment Opportunities at a Glance

Vocation	Potential training providers / employers	Potential Scale	Notes / Considerations
Bakery	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Catering / hospitality	Private local businesses	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Construction	-Private contractors -Housing enterprises -Micro and Small Enterprises -Rural road construction enterprise	Recommended for many youth.	- Potential for hazardous work Finishing works (e.g., painting) could be feasible. - Appropriate for any girls or disabled youth if willing and able.
Household instrumentation	Private local businesses	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Vegetable and fruit stalls	Private local businesses	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Dairy products	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Coffee House	Private local businesses	Recommended for some youth but avoid saturation.	Apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
ICT internet café / photocopy shops	Private local businesses	Recommended for very few youth; limited opportunities.	- Appropriate for any girls or disabled youth if willing and able.
Souvenir shop and tour guides	Private local businesses	Recommended for small number of select youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.

Gondar Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Bakery	Recommended for some youth but avoid saturation	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Catering / hospitality	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Household instrumentation	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Poultry	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Vegetable and fruit stalls	Recommended for many youth.	- Appropriate for any girls or disabled youth if willing and able.
Dairy products	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Coffee House	Recommended for some youth but avoid saturation.	- Apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Handicrafts, leather	Recommended for any youth for supplemental income but unlikely to be sole source of income.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Souvenir shop and tour guides	Recommended for small number of select youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.

4) highly conducive or high potential for growth	Feasibility		Competition	Profitability			Entry		average	
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers		
										3) somewhat conducive or has potential for growth
										2) some risk
1) high risk										
Business type										
Automotive maintenance) (Bajaj)	3	3	2	3	3	2	3	3	2.8	
Back yard gardening	3	4	3	3	2	2	3	3	2.9	
Bakery and product sales	4	4	3	4	4	4	3	3	3.6	
Beauty salon	4	4	1	2	2	2	4	3	2.8	
Car décor	3	4	3	2	2	2	3	3	2.8	
Car wash	4	4	2	3	3	1	2	4	2.9	
Catering/hospitality	4	4	3	4	3	3	3	3	3.4	
Commission agents	4	3	2	3	3	2	3	3	2.9	
Construction	4	4	3	4	4	3	3	3	3.5	
Dairy product	3	4	4	3	3	3	2	3	3.1	
Handicraft	4	4	3	2	2	2	3	4	3.0	
Household instrumentation	4	4	3	3	2	3	4	3	3.3	
ICT related business	3	4	3	2	3	2	4	2	2.9	
Leather products	4	4	3	2	2	2	3	3	2.9	
Poultry	4	4	3	4	4	4	3	4	3.8	
Soap and wax candle making	4	4	3	2	2	2	3	4	3.0	
Souvenir shop	3	4	3	3	3	2	4	2	3.0	
Tour guide	4	4	2	3	2	2	4	2	2.9	
Traditional coffee house	4	4	2	3	3	2	3	4	3.1	
Vegetable and fruit stalls	4	4	3	3	4	2	3	4	3.4	
Youth recreational center (DS TV show, pool, table tennis, jiteny, play station, etc.)	3	4	3	2	3	2	4	2	2.9	

Amhara – Dera

Dera is a woreda in South Gondar zone, 600km from Addis Ababa and 35km from Bahir Dar, bordering the western side of Lake Tana. Despite its proximity to Bahir Dar, Dera does not have much economic activity, and most residents rely on some form of agricultural activity. Teff, maize, sorghum, onion, tomato and potato are important crops grown in the area. The two local markets in Ambesamme and Hamusit are characterized predominantly by food stuffs and locally made handicrafts.



Those with skills or capital migrate to Bahir Dar or Gondar in search of opportunity. Though some make this commute during market days or during the agricultural off-season, many go in search of a permanent better life. Ironically, many stakeholders observe that migrants to cities quickly realize that they are unqualified for the few opportunities that exist and many end up in worst situations than the ones they left in the woredas.

A TVET program started functioning about one year ago. However, many residents continue to seek out ways to upgrade their skills and in search of more profitable livelihoods strategies.

The following occupations present high potential enterprise or employment opportunities for a large number of youth:

1. **Bee keeping / honey production** (opportunities for self-employment) is moderately profitable and interesting to youth. This will also require some initial capital, access to some land/space, and some short-term training. This is an ideal opportunity for rural youth who can engage in activities while working on other responsibilities at home.
2. **Poultry** (opportunities for self-employment) products are in high demand. Given the profitability and ease of entry, this activity and short-term training is recommended for any youth who are interested.
3. **Small ruminants fattening** (opportunities for self-employment) is profitable and interesting to youth. However, youth will need to consider the time it takes to realize dividends. This will also require some initial capital and some short-term training. This is an ideal opportunity for rural youth who can engage in activities while working on other responsibilities at home.
4. **Wood work / carpentry** and **metal work** (opportunities for employment and self-employment) is in demand in Dera. Competition is low and demand is moderate. Youth will need to consider moderate revenue/volume of sales and go through a TVET and/or apprenticeship training.

The following occupations present some enterprise or employment opportunities for select number of youth:

5. **Fishing related work** (opportunities for employment and self-employment) is an important industry for the region and the lakes are underexploited. However, deep water “fishing and freight transportation on seas and water bodies” is prohibited by law for children 14-17. Nevertheless, there are some ancillary opportunities for youth, for example, in the buying and reselling of fish or in selling fried fish.
6. **General electronic maintenance** (opportunities for employment and self-employment) is popular among male youth. However, there is considerable risk in profitability, and youth entry will require

significant TVET and/or apprenticeship training. As such, this occupation is only recommended for a few youth who understand the risks.

7. **Vegetable and fruit seedling selling** (opportunities for self-employment) – Entry into this line of work—whether as an employee or an entrepreneur—is relatively simple with little or no prior experience or training required. Though youth interest and profitability carry some risks, the potential regularity and volume of sales make this a good opportunity for some youth to supplement their income streams. If growing their own products, then access to land may also be a significant hurdle for young people.

The following occupations present a few enterprise or employment opportunities for a limited number of youth, under certain circumstances:

8. **Irrigation farming** as well as **vegetable and fruit production** (opportunities for employment and self-employment) is important for this agriculture based woreda. However, there are profitability risks and youth will need access to land.

Dera Training and Employment Opportunities at a Glance

Vocation	Potential training providers / employers	Potential Scale	Notes / Considerations
Wood work / carpentry	Private local businesses	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Metal work	Private local businesses	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Private local businesses	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
General electronic maintenance	Private local businesses	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Irrigation farming as well as vegetable and fruit production	Private local businesses	Recommended for some youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.

Dera Self-Employment Opportunities at a Glance

Vocation	Potential Scale	Notes / Considerations
Bee keeping / honey production	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Poultry	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Small ruminants fattening	Recommended for many youth.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Wood work / carpentry	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Metal work	Recommended for many youth.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Fishing related work	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
General electronic maintenance	Recommended for some youth but avoid saturation.	-Full TVET and/or apprenticeship training. - Appropriate for any girls or disabled youth if willing and able.
Vegetable and fruit seedling selling	Recommended for some youth but avoid saturation.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.
Irrigation farming as well as vegetable and fruit production	Recommended for some select youth who may have access to land.	- Short-term vocational training or apprenticeship. - Appropriate for any girls or disabled youth if willing and able.

4) highly conducive or high potential for growth 3) somewhat conducive or has potential for growth 2) some risk 1) high risk Business type	Feasibility		Competition	Profitability			Entry		average
	Adequate supply	Enabling regulatory and operational environment	Level of saturation (vendors or service providers)	Unmet demand / market size	Potential for volume of sales (daily, weekly, seasonal)	Meets youth income requirements	Youth interest	Ease of entry for youth (capital, knowledge, skill) / availability of training providers	
Beekeeping	3	4	4	3	3	2	2	3	3.0
Electronics	4	4	4	3	3	4	4	3	3.6
Fishery	4	4	4	3	3	3	2	2	3.1
Irrigation farming	2	3	2	3	3	2	2	2	2.4
Metal work	3	4	4	3	2	4	4	2	3.3
Poultry	4	4	4	4	3	3	2	2	3.3
Sand collection and selling	2	2	3	3	3	3	2	2	2.5
Small ruminants fattening	4	4	4	2	3	3	3	2	3.1
Vegetable and fruit production	3	1	3	3	3	2	3	2	2.5
Vegetable and fruit seedling selling	3	3	4	4	3	2	2	2	2.9
Wood work	4	4	4	3	2	4	4	2	3.4

RECOMMENDATIONS

This section provides an overview of major trends in both regions and recommendations for the way forward. In both the SNNP and Amhara regions, there was a number of similar high potential occupation areas. In both regions and throughout the diverse woredas, housing and infrastructure development was widespread, given immense government and foreign investment. As such, the **construction** sector is expected to provide a wide range of economic opportunities for youth.

- Given the physically demanding nature of a lot of work, however, special care will need to be taken to ensure that youth are not engaged in hazardous work, as per Ethiopia labor law (Labor Proc #377/2003). Finishing works, such as painting, materials installation, pipeline installation, gypsum works (i.e., boards and partitions for walls and ceilings) could be appealing, profitable and appropriate so long as the working conditions are monitored. Opportunities in this area would mainly be restricted to vocational training, apprenticeships and employment.
- Other related trainings in plumbing or electrical installation may also be appropriate.
- The E4Y program should work to place youth in apprenticeships whenever possible to foster on-the-job learning.
- Though there will be stereotypes and stigma to overcome, work in this area is agnostic of gender or ability and the program should work to recommend these types of work to all types of youth, including young women and youth with disabilities (as long as they are willing and able).

In line with the construction boom, **manufacturing work** is considered a government priority, as this is the base for many industries. Traditionally, carpentry and metal work are overused strategies for workforce development. Quality of training can be low and training programs can be expensive. However, there is anticipated demand for such work in line with the heavy development ongoing in both regions.

- E4Y should facilitate vocational training, apprenticeships and employment opportunities for youth in these areas as appropriate.

Agriculture is an important part of the economy in both SNNP and Amhara regions and there are a diverse range of economic opportunities for youth in agricultural sector and the agricultural sub-sector. These might include though are not limited to agro-processing, baltina shops or food processing, fruit and vegetable selling, and livestock rearing. In particular, poultry production emerged in all areas as a highly demanded and profitable venture that could be taken on as micro-enterprise work.

- The E4Y program should promote a wide range of agriculture related micro-enterprises, particularly in poultry production.
- Agricultural work should not be limited to rural areas, as there was demonstrated demand and capacity in urban areas to engage in some activities.
- Some work such as in honey production or dairy distribution may be limited in profitability but could allow some youth to supplement income streams and should be encouraged.
- Short-term trainings, utilizing the expertise of local experts, will support youth to upgrade their skills and produce higher yields.

In several areas of study, **hospitality and services**, sometimes related to tourism was on the rise, thanks to heavy investments from the government and the Ethiopian diaspora. There are a wide range of employment opportunities from hotels to restaurants and cafes, and youth are highly interested in many of these occupations.

- Vocational training and apprenticeships in these areas can be more cost-effective than some traditional, equipment heavy trainings (e.g., metal work). The program should promote on-the-job or apprenticeship trainings whenever possible to promote practical, real life skills.
- The E4Y project should promote employment and training opportunities in these areas when possible, but must take special care to avoid putting youth in potentially exploitative situations. Training and apprenticeship opportunities should be carefully planned with trainers and employers and monitored closely and regularly.

General recommendations

- The local economies in many of the project sites, particularly in rural woredas, present great challenges for economic opportunity, especially for this age group. It will not be realistic to come up with a fixed list of economic opportunities for youth to pursue in terms of training, employment or self-employment, and the E4Y project will need to **promote a diverse range of professions**.
- Stakeholders recognized that services are lacking for this group—an age group that is old enough to work but too young to have government issued identification—to benefit from micro-enterprise development support. And stakeholders and youth alike recognized the importance of **not only job specific vocational skills, but also foundational business and entrepreneurship skills**. The E4Y project should equip all program participants with these foundational skills.
- Lack of tools, loans and capital were considered major barriers to employment and self-employment. The E4Y project should consider providing **workshops on savings and linkages to financial services**. **Business plan competitions and grants** are also good ways to provide initial support to necessity entrepreneurs.
- Stakeholders repeatedly called attention to the need to **motivate and change the mindset of this age group towards work and self-employment**. E4Y should consider engaging inspirational speakers and mentors to inspire and motivate youth. And youth should be exposed to a wide array of professions. Exposure to other youth success stories can also be a great inspiration to young people.
- Recognizing that households, particularly in rural areas, **employ a number of livelihoods strategies to make ends meet**, the E4Y project should promote some economic opportunities even if they have not yielded high market matrix scores. For example—handicrafts, including but not limited to production of baskets, leather goods, brooms, and hats—could be good opportunities to supplement income. These activities are also recommended for young women or those with disabilities who might be restricted in mobility.

CONCLUSION / NEXT STEPS

This document presents the findings from the market assessment conducted jointly by World Vision and IRC in June and July 2015. There is currently a number of high potential areas for youth within the SNNP and Amhara regions, but it is important to consider that labor markets and context are dynamic, and this report captures a snapshot. The recommendations listed above will provide a great starting place for promoting training, employment and self-employment among youth in the E4Y program; however, the World Vision team will need to carry out further market assessments throughout the woredas and continue identifying new opportunities, as the program evolves over time.

Moreover, fostering economic opportunities for youth in the 14-17 age group will be challenging, and the team will need to remain creative to ensure success. This will undoubtedly entail a holistic strategy that promotes not only market-based trainings and linkages, but also foundational and soft skills development.

E4Y project success will also hinge on the quality of the partnerships with local institutions and stakeholders. It is recommended that E4Y staff share preliminary findings and recommendations from this report with regional stakeholders, including but not limited to the TVED agency, BOLSA, BoWCYA. Stakeholders should have the opportunity to review, digest and take part in further refining these findings and recommendations.

In addition to continual engagement of stakeholders, the E4Y project should make efforts to further engage private sector companies—both small, large, informal and formal, as well as in rural and urban areas—to begin cultivating working relationships. Engaging the private sector will be critical to set up apprenticeships, on-the-job learning and employment opportunities for youth.

World Vision and IRC should take all of this information and further validate the findings and recommendations. A follow up workshop will allow for optimizing this process and ensuring the most accurate and insightful results.

As noted, the dynamic nature of markets will necessitate an iterative market assessment process throughout the project lifetime. World Vision staff played an instrumental role in the initial market assessment data collection and subsequent analysis. They will need to continue refining their skills with the guidance of the E4Y youth employment and livelihoods specialist. In particular, certain tools, such as the market matrix, will require repeated use and practice and should be used under the facilitation and guidance of the E4Y youth employment and livelihoods specialist and the IRC technical support team.

Annex 1. List of assessment team members

SNNP

Hawassa

1. Shewaye Tike
2. Daisuke Funai

Hosanna

1. Adam Tefera
2. Zemenu Tadesse
3. Mulatu Shomere
4. Delelegn Shanko
5. Keab Legesse

Durame

1. Ayalew Legesse
2. Tigist Teketel
3. Abraham Abebe
4. Semayesus Alemu
5. Lemelemneh Zekariyas
6. Arega Mulachew

Amhara

Bahir Dar

1. Shewaye Tike
2. Daisuke Funai
3. Ayele Jemaw
4. Desalew Kassa

Gondar

1. Adam Tefera
2. Zemenu Tadesse
3. Zufan Gebeyaw
4. Abebe Zainawi
5. Kefyalew Terefe

Dera

1. Ayalew Legesse
2. Tigist Teketel
3. Tewodros Zeleke
4. Nunu Melese

Annex 2. List of focus group discussion, detailing number and gender of participants, date, time, and location

Region	Location of FGDs	# of FGDs conducted		Participants			Youth with disabilities			Grant total
				Male	Female	Total	Male	Female	Total	
Amhara	Bahir Dar	Only Boys	1	7	0	7	1	0	1	8
		Only Girls	1	0	6	6	0	0	0	6
		Mixed	0	0	0	0	0	0	0	0
	Gondar	Only Boys	1	6	0	6	0	0	0	6
		Only Girls	1	0	10	10	0	0	0	10
		Mixed	2	4	5	9	5	4	9	18
	Dera	Only Boys	1	10	0	10	0	0	0	10
		Only Girls	2	7	0	7	0	0	0	7
		Mixed	0	0	0	0	0	0	0	0
SNNPR	Hosanna	Only Boys	2	13	0	13	0	0	0	13
		Only Girls	3	0	16	16	0	10	10	26
		Mixed	2	5	4	9	5	4	9	18
	Durame	Only Boys	2	17	0	17	0	0	0	17
		Only Girls	2	0	19	19	0	0	0	19
		Mixed	0	0	0	0	0	0	0	0
Grand Total			20	69	60	129	11	18	29	158

Annex 3. List of market observation sites

Region	Location	Market observation sites
Amhara	Bahir Dar	Bahir Dar town Central market
	Gondar	Gondar town central market
	Dera	Ambesamme, Hamusit and Dera markets
SNNPR	Hosanna	Hosanna town central market place
	Durame	Durame town central market place

Annex 4. Key Informant Interviews

S/B	List of participants	Organization	Title
1	Ato Mulugeta	SNNPR – ALSA	
2	Ato Esayas Sebba	SNNPR – Chamber of commerce	Secretary General
3	Ato Niguesse Asres	SNNPR – Trade and industries	EDE manager
4	Ato Zewdu Mengesha	Hawassa TVET	
5	W/ro Aberash	SNNPR – TVET Agency	Curriculum expert
6	Fantu Siyum	Hosanna – WYC office	
7	Birhanu Ashebo	Hosanna – Trade and industries	
8	Workneh Terfashu	Hosanna poly tech	
9	Abyi	Hosanna – Zonal Agri Office Job creation for youth expert	
10	Tameru Laolto	Durame – Trade and industry Development head	
11	Selamu Sulano	Durame – Municipality	Mayor
12	Mesfin Eshetu	Durame – Job Opportunity creation	
13	Abera	Durame – Zonal Women, Youth and Children department	
14	Ato Mesfin Desalegn	Amhara – BOWCY	
15	Ato Atnafu Ato Adelew Fante Ato Alem Segete Tilahun	Amhara – BOLSA	
16	Ato Neguse Gezu	Amhara – Micro and small enterprise/TVET	
17	Ato Assefa Woreta	Amhara – Regional Chamber of commerce	Secretary General
18	Ato Yeshambel Nibret	Belay Zeleke sub city one stop shop	
19	Ato Gizaw Tadesse	Bahirdar chamber of commerce	President
20	W/ro Melkae Alemu	Dera Trade and Transport office	
21	Ato Mengistu Zewdu	Dera Agri office	
22	Ato Tewodros Haile Ato Belay Abtew	Dera TVET and Enterprise Development Office	
23	Tsedalu Melak	Dera TVET	
24	Sisay Demoz Zelalem Siyum	Dera – Youth affair officer Dera – Women affair officer	
25	Ato Tesfahun Mekonnen	Gondar Poly Tech (TVET)	
26	Ato Tizazu Betiha	Gondar town Micro and Small enterprise development office	
27	Ato Wolde Mena	Gondar Chamber of Commerce	
38	W/ro Mare Gule	Gondar WCYA	



TERMS OF REFERENCE

TO CONDUCT A MARKET ASSESSMENT

for the

**ENGAGED, EDUCATED AND EMPOWERED ETHIOPIAN
YOUTH [E4Y] PROJECT**

In AMHARA AND SNNP REGIONS

June 2015

Addis Ababa

1. Background

In December 2014, the United States Department of Labor (USDOL) awarded a World Vision-led consortium of international organizations a 4-year grant to implement the “Engaged, Educated and Empowered Ethiopian Youth (E4Y) Project” in two regions of Ethiopia, focusing on three urban and 11 rural implementation sites.

The International Rescue Committee (IRC) and the Center for Creative Leadership (CCL) are members of this consortium. The project aims to address exploitative child labor by promoting educational and vocational training opportunities for targeted youth and enhancing livelihoods opportunities and access to social programs for youth and their households. The project targets 12,000 male and female youth and aims to reach 7,500 households in the Amhara and Southern Nations, Nationalities and Peoples (SNNP) regions of Ethiopia. In collaboration with partners, local government and communities, the project will engage efforts to: (1) increase educational attainment and address education gaps for male and female youth; (2) improve access to acceptable and decent work opportunities for target youth ages 14-17; (3) achieve enhanced access to livelihoods for youth and their households; (4) increase community engagement and leadership opportunities for targeted youth; and, (5) improve access to social protection programs for targeted youth and their households.

The IRC is the technical lead for the project’s youth employment and livelihoods aspects and is responsible for developing the overall framework for effective youth employment and livelihood support interventions that can be scaled up throughout the targeted areas. The IRC’s role is to: (1) conducting market assessments to inform the short-term vocational training courses (3-4 months), opportunities for apprenticeship, and potential income generating ideas for the entrepreneurship training participants; (2) develop entrepreneurship, business, and life skills training manuals; (3) organize and conduct training of master trainers on entrepreneurship, business development, and life skills; and, (4) develop and support the implementation of pilot micro-franchising models for targeted youth.

To this end, IRC developed this ToR to conduct a general market assessment in the two regions of the project. The market assessments will help to inform project design by enabling an increased understanding of the skills, services, and/or products that are in demand in each region. Findings of the market assessment will therefore assist the project beneficiaries to realize these opportunities by designing the youth employment and livelihoods interventions accordingly, with a focus on the different needs, challenges, and opportunities for male and female youth as well as youth with disabilities (male and female).

2. Rationale for the Market Assessment

Training programs have little impact on success if they are not market driven. Traditional vocational training programs have often ignored the demands of labor markets, often over-saturating challenging economic contexts with too many tailors and carpenters. The market study will help to ensure that the youth employment and livelihood strategy of the E4Y project is tied to up-to-date, relevant, and reliable market information that indicates which economic sectors the E4Y-supported businesses/vocations for youth ages 14-17 should focus on in order to achieve market success, profitability, and sustainability.

Hence the timing of this study, to be completed before the start of vocational skills training, scheduled to provide key inputs for the fine-tuning of the E4Y short-term vocational skills trainings, apprenticeship opportunities, and in particular for the orientation and entrepreneurial options recommended to the targeted youth entrepreneurs.

3. Purpose and Scope of the Market Assessment Study

This study is intended to provide practical inputs for the E4Y project by guiding youth ages 14-17 towards businesses and vocational employment sectors that have a sufficient market, while helping them avoid over-saturated areas.

A second key objective for this study is to provide information on potential future economic and market opportunities to allow youth ages 14-17 to proactively position themselves to seize them. It is further intended that, at the same time as identifying opportunities, the study will identify the real barriers and requirements to accessing these opportunities.

The study will also validate and build on the findings of the labor market assessment of the regional TVET agency and the World Vision pre-award rapid market assessment for this project.

This study is intended as a starting point for exploring the different options for the E4Y project team to implement this more systematically going forward. It will ultimately contribute towards improving access to acceptable and decent work opportunities for target youth ages 14-17.

Finally, the market assessment study will serve as an intense market assessment training and hands-on learning opportunity for WV Livelihood Specialists. Before beginning the market assessment, the IRC will provide a one-day training for these key WV staff on the market assessment process, methodologies, and tools, to prepare them to participate in the data collection alongside IRC specialists. This training will be provided by IRC's Technical Advisor for Youth Enterprise and Employment. Immediately following the three days of data collection in each region, WV staff will have the opportunity to join IRC experts in a full day process of reviewing and analyzing the data that was collected. This live training, supervised experiential learning, and collective debriefing and analysis will provide these key WV staff with a unique opportunity for learning and will equip them with the skills and tools required to carry out similar market assessments in their respective woredas.

4. Structure of the E4Y Market Assessment

The E4Y market assessment will be organized in two levels:

- (1) *Regional level* – This will include the preliminary mapping of key economic sectors, businesses, or vocations for youth employment and economic engagement.
- (2) *Local level* – This will include replication by trained WV staff in each targeted woreda. This should also be conducted during the business skills training courses by the trainees to directly collect local information on the kinds of businesses that they are considering as part of their individual business selection process.

The current assessment is aimed at the regional level.

5. General Objectives

The market assessment study objectives can be summarized as follows:

- Analysis of a range of business sectors and vocations in the targeted regions, looking specifically at youth needs (paying attention to opportunities for males, females, and those with disabilities), consumer demand, private and other sector skilled labor demand, local businesses, and major markets, products, and services.

- Robust analysis of the current and potential future economic/business opportunities for entrepreneurship, vocational training, or employment in the specified target regions:
 - What types of business/vocational opportunities are likely to exist in the target regions in the near future?
- Analysis of the major constraints for youth in pursuing entrepreneurship or employment opportunities in the target regions. The IRC will take special measures to ensure that girls and youth with disabilities are included in the focus group discussions, and will ensure their active participation in these discussions and that their views and opinions are considered. This analysis will include the following questions:
 - What are the key success factors for the different types of businesses and vocations assessed/surveyed?
 - What are the entry requirements in terms of employers’ expectation about skill levels, training, etc.?
 - What types of behavior, skills, attitudes, and/or attributes do successful business owners display across the different sectors?
- Identify potential private sector partners to receive youth for apprenticeship or job placement in decent work opportunities in vocations of their choice.
- Prepare World Vision staff to continue market assessments at the woreda level by training all key staff on relevant tools, methodologies, and analysis.

6. Methodology

6.1 Study setting

The E4Y project is being implemented in Amhara and SNNP Regions, and targets a total of 80 kebeles in 11 rural woredas and 3 urban woredas across the two regions. The Amhara regional capital of Bahir Dar is located 560km from the national capital of Addis Ababa, and the SNNPR regional capital of Hawassa is located 270km from Addis Ababa.

6.2 Study area selection procedures

Two-stage sampling methods were used to select the study areas while working with limited resources. At the first stage, the woredas/towns targeted under the project were clustered into six groups by administration zones. Two urban sites and one rural site were purposely selected from each region (Amhara and SNNPR) to represent the project implementation areas. The market assessment will be conducted in six sites where the E4Y project will be implemented: Bahir Dar Town, Gonder Town, Dera Woreda, Hossana Woreda, Durame Woreda, and Hawassa Town.

Table 1: Market Assessment Study Sites

Region	E4Y target woreda/town	Zone	Selected sample for study	Sample size
Amhara Region	Bahir Dar Town	West Gojam	Bahir Dar Town	2 central market visits
	Yelemena Densa			4 focus group discussions with youth 4 in-depth interviews with business owners 5 in-depth interviews with stakeholders 2 in-depth interview with consumers

	Gonder Town	North Gonder	Gondar Town	1 central market visit
	Gonder Zuria			4 focus group discussions with youth
	Chillga			4 in-depth interviews with business owners
	Libo Kemkem	South Gonder	Dera Woreda	4 in-depth interviews with stakeholders
	Dera			2 in-depth interview with consumers
SNNPR	Kedida Gamela (Durame)	Kembata Timbaro	Kedida Gamela	1 central market visit
	Quacha Bira			4 focus group discussions with youth
	Damboya			3 in-depth interviews with business owners
	Hossana	Hadyia	Hossana Town	3 in-depth interviews with stakeholders
	Lemo			2 in-depth interview with consumers
	Gombora			1 central market visit
	Shashego			4 focus group discussions with youth
Hawassa Town	Hawassa Town	Hawassa Town	4 in-depth interviews with business owners	
			4 in-depth interviews with stakeholders	
			2 in-depth interview with consumers	

6.3 Sample size

Table 2: Market Assessment Sample Size

Amhara Region					
Study location	Central market places	FGDs with youth (boys/girls and youth with disabilities)	In-depth interviews with business owners/employers	In-depth interviews with stakeholders	In-depth interviews with consumers
Bahir Dar Town	2	4	4	5	2
Gondar Town	1	4	4	4	2
Dera Woreda	1	4	4	3	2
Sub-total	4	12	12	12	6
SNNPR					

Study location	Central market places	FGDs with youth (boys/girls and youth with disabilities)	In-depth interviews with business owners/employers	In- depth interviews with stakeholders	In-depth interviews with consumers
Hawassa Town	2	4	5	5	2
Hosanna Town	1	4	4	4	2
Kedida Gamela	1	4	3	3	2
Sub-total	4	12	12	12	6
Total	8	24	24	24	12

The IRC will aim to target 8-10 youth per focus group, for a total of approximately 96-120 youth per region. Time permitting, the IRC team may add additional data sources should it find major discrepancies in the findings. As the focus groups will be homogenous, the IRC will aim to have one or two focus groups with young men, one or two with young women, and one or two with disabilities.

6.3 Data collection tools

As a guide, the study will use different participatory market assessment methodologies at the regional level. Data collection will pay close attention to gender considerations and opportunities for youth with disabilities. In particular, we will have focus groups with each of the target groups and will include questions to uncover opportunities and strengths when speaking with local businesses and other stakeholders, and will seek a gender balance among participants.

- (a) **Focus group discussions** will be conducted with target youth (engaged, at risk, female youth, and disabled youth) to collect qualitative information. Questions will be designed to uncover the needs and aspirations of different groups of youth, including but not limited to their employment preferences, financial needs, work experience, constraints, and challenges. The IRC and the full market assessment team will follow the ethical guidelines outlined by the United States Department of Labor while engaging with these youth, and will only work with youth following the consent of their caregivers.
- (b) **Market observations** will be conducted at selected major market centers at various times to understand which goods, services, or skills are in demand and which businesses are most successful. To that end, the market observation tool includes questions and a checklist for data collectors.
- (c) **Consumer demand surveys** will be conducted using semi-structured questionnaires to understand consumers' perceptions and needs about the types of goods and services in the local market. Data collectors will use the short questionnaire and speak to random consumers in various markets to gather data and insights on consumer preferences and habits.

- (d) Interviews/surveys with local businesses and entrepreneurs** will be collected to understand what type of skills are highly demanded and to understand the business expectations. Interview questions are formatted in a semi-structured format. Data collectors will approach a diverse range of businesses and entrepreneurs to get insights into the skills, networks, and resources required for economic success.
- (e) Stakeholders to be consulted** include those listed below. We will use semi-structured interview guides to ask stakeholders about the opportunities and constraints in the market, as well as specific insights into the needs of and opportunities for our target populations.
 - Government agencies (regional trade and industry, MSED, agriculture, TVET, BOLSA, BOFED, BoWYCA, etc.);
 - Business/trade associations, where active;
 - NGOs and donors supporting economic strengthening or value chain development;
 - Private sector individuals who are “in the know”;
 - Secondary information/desk review (reports, websites, etc.);
 - Target group representatives (youth ages 14-17).
- (f) Debrief to regional stakeholders TVET agency, BOLSA, BoWCYA (who will join remotely)** using either a draft set of results or PowerPoint presentation to summarize preliminary findings and recommendations.
- (g) Debrief with World Vision and IRC** at national level in Addis Ababa to validate the findings and recommendations.
- (h) Submit a draft study report** that corresponds to the requirements outlined below in the ‘Deliverables’ section
- (i) Submit a final report** incorporating any relevant feedback from the project team.

Please see Annex 2 for the set of guiding questionnaires that will be utilized for conducting focus group discussions, market observations, and in-depth interviews of employers, stakeholders, and consumers.

6.4 Data Analysis

The process of data collection will be followed by data analysis, interpretation, and presentation. Accordingly, the data collected by different methods will be analyzed and interpreted in order to meet the objectives of the market assessment. Each of the data collection tools will be accompanied by discussion questions to be used during the daily debrief. We will cull from these various sources and use matrix and ranking analyses to better understand our findings. All data collectors/participants will be expected to actively engage in all of these analysis workshops and discussions.

7. Study Team

The IRC’s Daisuke Funai will lead the market assessment in the two regions. Daisuke is a Technical Advisor for Youth Enterprise and Employment, and is based at the IRC headquarters. Study team co-facilitators from the IRC Ethiopia office will include Shewaye Tike, Children and Youth Protection and Development (CYPD) Coordinator; Tigist Teketel, Youth & Livelihoods Manager; and Adam Tekeste, E4Y Project Youth Employment & Livelihood Specialist. As this market assessment will serve as a live training for WV’s field-level E4Y project Livelihoods Specialists, the IRC expects that all of these specialists (seven per region) will actively participate in the market assessment training, data collection, and debriefing and data analysis. If possible, the IRC also requests the participation of WV’s E4Y project

Education Specialists in this training and market assessment, as this will ensure that additional WV staff receive the training and supervised practical experience required for carrying out market assessments in their respective woredas, and will enable the collection of additional data within the limited time-frame of this market assessment. In total, the IRC anticipates that the study team will consist of a minimum of 18 members.

8. Work plan and Schedule

Location/Region 1: SNNPR

Market Assessment 1 for vocational skills trainings, apprenticeship opportunities, and potential youth business ideas (June 21 - 27, 2015)

21/6	IRC staff travel from Addis Ababa to Hawassa Regional WV Livelihoods Specialists travel from their respective posts to Hawassa
22/6	Training for WV Livelihoods Specialists on market assessment tools, methodologies, and analysis
23/6	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
24/6	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
25/6	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
26/6	Regional data analysis and debriefing with assessment team (in Hawassa)
27/6	IRC staff travel from Hawassa to Addis Ababa WV Livelihoods Specialists travel from Hawassa to their respective posts

Location/Region 2: Amhara Region

Market Assessment 2 for vocational skill trainings, apprenticeship opportunities, and potential youth businesses ideas (June 28 - July 4, 2015)

28/6	IRC staff travel from Addis Ababa to Bahir Dar Regional WV Livelihoods Specialists travel from their respective posts to Bahir Dar
29/6	Training for WV Livelihoods Specialists on market assessment tools, methodologies, and analysis
30/6	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
1/7	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
2/7	Data collection Debrief on findings – IRC staff split to each woreda, coordinate and lead the analysis and debrief
3/7	Regional data analysis and debriefing with assessment team (in Bahir Dar)
4/7	IRC staff travel from Bahir Dar to Addis Ababa / IRC team leaders overall analysis and debrief Regional WV Livelihoods Specialists travel from Bahir Dar to their respective posts
6/7	Debrief with World Vision and IRC in Addis Ababa

Please see Annex 1 for complete details of the market assessment itinerary.

9. Deliverables

A Market Assessment Final Report, including findings and recommendations, will be produced and shared with World Vision by July 31, 2015. This Final Report will contain the following key components:

- I. Cover page.
- II. Table of Contents.
- III. An executive summary that can be used as a document in its own right, and that includes the major findings of the MA and summarizes the conclusions and recommendations.
- IV. Objectives of the MA.
- V. Justification of the methods and techniques used, with a justification of the selections made (i.e. of persons interviewed, and villages or activity sites visited).
- VI. Presentation and analysis of the findings. All research questions will be addressed, with attention to gender issues.
- VII. Conclusion.
- VIII. Recommendations, as related to the conclusion but presented separately. Recommendations made will be practical and, if necessary, divided according to various activities such as short-term vocational skill trainings, apprenticeship opportunities, and business ideas for youth on decent work.
- IX. Annexes of figures and tables as appropriate.
- X. Data collection tools and analysis guides as described above.

Please note that IRC can provide WV with raw data for further review and analysis upon request.

10. Logistics Arrangements

The IRC expects that WV will cover the per diem and accommodation expenses for WV staff during field-level data collection, as well as transportation costs for these staff to travel to and from the regional centers of Hawassa and Bahir Dar. The IRC will cover the cost of the venue rental for the market assessment training, vehicle rental during the market assessment, and other minor field level costs incurred during the market assessment.

Annex 6. E4Y Market Assessment Handbook (Tools)

Introduction

The *Engaged, Educated, Empowered Ethiopian Youth* (E4Y) project aims to address exploitative child labor by promoting educational and vocational training opportunities for target youth and enhancing livelihoods opportunities and access to social programs for youth and their households. The project targets 12,000 male and female youth and aims to reach 7,500 households in the Amhara and Southern Nations, Nationalities and People (SNNP) regions of Ethiopia. In collaboration with partners, local government and communities, the project will engage effort to: (1) increase educational attainment and address education gap for male and female youth, (2) improve access to acceptable and decent work opportunities for target youth aged 14-17, (3) achieve enhanced access to livelihoods for youth and their households, (4) increase community engagement and leadership opportunities for targeted youth, and (5) improve access to social protection programs for targeted youth and their households.

For programs focused on youth employment and livelihood support like the E4Y project, accurate market information will inform curriculum development and determine course offerings, shape the complementary services offered during training and provide information on post-training linkages necessary to improve youths' prospects for sustainable livelihoods. For youth participants in vocational skill training programs, information about current and emerging market needs is essential to making more informed decisions and selecting an appropriate and marketable vocation.

The E4Y project market assessment handbook includes resources and tools to assist project staff and youth to gather information on market demand and translate it into programming that responds to a dynamic business environment and youth needs. As such, the toolkit offers a roadmap for a range of stakeholders, including youth, TVET providers, and other local actors. Increased access to information will guide service providers in a demand-driven approach, matching youths' interests, skills and available resources to market opportunities for employment and self-employment. Many of the tools have multiple purposes and all rely on using a combination of desk research and interviews with key actors. The toolkit ultimately aims to help youth in the vocational skill training programs to find employment or self-employment opportunities. The market assessment tool kit includes three parts:

1. The first component, the ***Market assessment tool for providers***, is a tool that helps E4Y project staff better understand the supply and demand for goods and services in the community. It also helps identify which businesses are most successful and which sectors have the most competition. After conducting the market assessment, practitioners can use the **analysis guides** to identify appropriate marketable skill training and decent work opportunities through apprenticeship design and adapt business and life skills trainings. Ultimately, a well-conducted and implemented assessment leads to an increase in employment and business opportunities for youth.
2. The second component is the ***Market assessment tool for youth***, which helps youth become active participants in determining which vocation or business best matches their skills and needs. It guides youth through a self-assessment and encourages them to evaluate local market realities in order to make a skill and livelihood selection. Structured, market-based guidance for youth when they enter into an entrepreneurship program will help them to make informed decisions about which business or vocation to pursue and ensure they are aware of the complementary skills needed to enter their chosen industry. A solid understanding of the demand for goods and

services will allow youth to make the most of entrepreneurship programs and to make informed decisions.

3. The third and final component is the ***Work development (labor market) study tools***, which are designed to enable the E4Y team to assess and analyze major economic activities and potentially growing sectors in the target area and to identify which specific sectors (formal or informal) seem to have impact or potential impact on youth livelihood options. It also helps to understand what the characteristics of these sectors are, and what opportunities are for the target youth to integrate into these sectors etc.

This handbook helps E4Y program staff and youth understand dynamic market conditions and facilitate engagement and empowerment of the youth in determining which vocation or business best match their skills and needs as well as to assess and analyze major economic activities and potentially growing sectors in the target area to identify which specific sector seem to have impact or potential impact on youth livelihoods.

MARKET ASSESSMENT TOOLKIT FOR PROVIDERS

- **Youth Needs Assessment**
- **Market Observation Survey and Analysis Guide**
- **Consumer Demand Survey and Analysis Guide**
- **Local Business Survey**

Section I: Market Assessment tool kit for providers

Youth Needs Assessment

Purpose of this tool: The purpose of this tool is to enable E4Y project staff understand the needs of the youth in the community. This tool should be conducted before the project begins vocational skill training, apprenticeship, business and life skills training and inform program design.

Sources of Information: targeted youth engaged or at risk of WFCL

Who will administer this tool? The trained E4Y project staffs are expected to use this tool and conduct youth need assessment information, analyze and interpret findings further to design appropriate interventions

Focus Group Discussions Tips

General

- **Properly inform participants.** Participants should have a good sense of what they are getting into. Facilitators need to give an accurate estimate of time required and respect participants' time. Always thank participants for their participation.
- **Have enough staff.** There should be at least two facilitators: one to engage discussion and one to take notes. If possible, recording the conversation can help free up the facilitator. (If you record, remember to ask for permission first.)
- **How many focus group discussions?** There is no set rule for how many focus groups you should conduct, but in general, when you begin to hear similar responses from every group, you can feel confident that you have an accurate picture.
- **How to assemble focus groups.** Groups should be homogenous. They should reflect a sample of the population you want to learn more about. Consider further grouping youth by gender or other common characteristics. Try to keep groups at a maximum of 10 participants.

Facilitating a discussion is an art.

- **Break the ice.** It's important that participants feel comfortable sharing their opinions and stories. Consider playing a game or telling a little about yourself before starting. Be aware of body language. Facilitators should avoid calling on individuals. Participants can offer personal information, but questions should target the group and population more generally.
- **Encourage discussion.** Focus groups are designed to facilitate discussion. You should avoid asking questions and trying to get individual answers from each participant. Rather, you should try to get participants to react to others' statements so as to facilitate rich discussion. This will give you much better quality data.
- **Probe for more information.** Probing is a difficult but important skill. Avoid asking yes/no questions. If you receive one word answers, try probing with "Why?" or "How?" or ask for an example.
- **Stay on point.** Each facilitator will have a different style. That's okay, but it is important for each facilitator to keep the objectives of the focus group and questions in mind. Avoid going off on tangents.
- **Allow reflection.** It is okay to pause for a bit and allow for reflection. Give participants time to think.

Instructions: Invite youth participants (14 -17 years age) to participate in a group discussion or focus group. Follow the prompts and questions below to lead the discussion. Record participants' responses and use these to guide your programming.

Introduction

Welcome to our focus group discussion. Thank you for your time today. My name is _____ and I work with the E4Y Youth Entrepreneurship program.

The purpose of this discussion is to learn from you about what skills you think you need to find a job or start your own business. We want to improve the E4Y programs by making sure it is relevant to your needs and the opportunities in the market.

Everything you say will be kept within this group and will not be shared with others. We will use the information to improve our programs, but we will not use your name. Please know that participation is voluntary. You may leave at any time, and you do not have to answer any questions you do not want to. However, we hope you stay because we are very interested to hear your valuable opinions.

This discussion will take approximately ____ minutes. Whenever you have an opinion or something to say, please speak up. You do not need to speak in order. There are no right answers and no wrong answers; we just want to hear your opinions. It is also okay to disagree with other people; we want to know what everyone thinks.

Do you understand what we are trying to do? Do you agree to participate? Do you have any questions for us before we start?

If they are willing, please start the discussion.

Youth Needs and Interests

1. What types of work are available to young men and women in your community? (probe whether respondent differentiated decent and hazardous work)
2. What kinds of work do you think youth would be interested in or enjoy doing? Why?
3. Do you think youth can get these jobs? How? Why or why not? Is this the same for all youth? [e.g., age (14 – 17 years), sex (girls or boys), youth with disabilities]
4. How much money do you think youth need in one day to support themselves? (To support their family?)
5. How much money do you think youth would need to earn in one day to be motivated to work?

Employment success or challenges

6. What are other youth your age doing to make money? How much money do they make?
7. Do you know of other youth who are successfully employed (focus on decent work)? If yes/no, please explain.
8. Do you know other youth who have started their own businesses? How is their business doing?

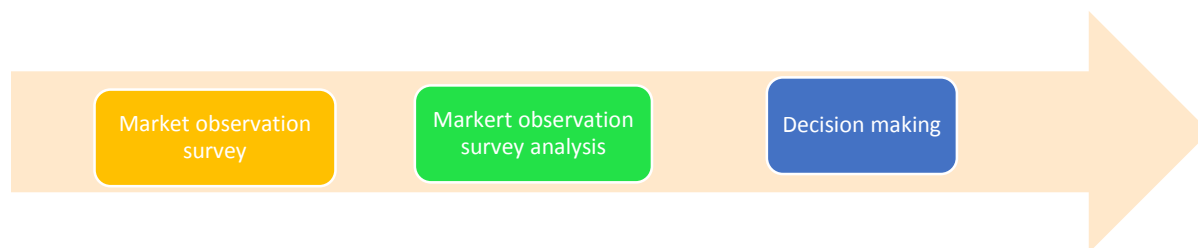
Skills

9. What do you think is the most important skill for finding a job? Why?
10. What do you think is the most important skill for starting a business? Why?
11. What skills do you think youth would be most interested in learning? Why?
12. How can these skills help youth earn money now in your community?
13. How can these skills help youth earn money in the future?
14. What makes it difficult for youth to learn these skills?

Closing

15. Is there anything else you'd like to say?

Thank you!



Market Observation Survey

Purpose of this tool: The purpose of this tool is to help E4Y project staff understand which goods and services are in greatest and least demand, which businesses in town are most successful and which sectors have the most competition. The Market Observation can be conducted simultaneously with the Consumer Demand tool.

Information Source: Select and visit randomly local market, central town /city business centers where majority of business are located, and by observing the activities going on in the market answer the questions listed below, talk with sellers and producers.

Who will administer this tool? The trained E4Y project staffs are expected to use this tool and conduct market observation survey, analyze and interpret findings further to design appropriate interventions

Instructions: Visit the local market, central business district and/or the center of town where the majority of businesses are located. Answer the questions below by observing the activities going on in the market and talking to sellers and producers. If possible, return to these sites later in the day to observe differences in consumer activity. The tool can be completed over a number of days.

Location:

Date:

Time of day:

1. Which five items have the most vendors/sellers?
2. Which five items have the fewest vendors?
3. In which five sectors/vocations do the most people work?
4. In which five sectors/vocations do the fewest people work?
5. Which stores/stocks have the most customers? What goods or services are they selling or providing?
6. What are some characteristics of these stores that make them successful? (*Consider factors such as: Location, quality of goods/services, store appearance, prices, staff, time of day, local supply*)
7. Which stores/stalls have the fewest customers? What goods or services are they selling or providing?
8. What are some characteristics about these stores that contribute to them having few or no customers? (*Consider factors such as: Location, quality of goods/services, store appearance, prices, staff, time of day, local supply*)
9. What goods or services are offered mainly by women? By men? By both women and men?
Men:
Women:
Both:
10. Take another walk through the market at the end of the day, paying close attention to the areas you visited during the morning tour. Which stalls have the most items remaining?

Market Observation Analysis Guide

Instructions: In the left-hand column, list all businesses which youth participants are currently pursuing, as well as other businesses mentioned when gathering information using this tool. Based on information gathered in the Market Observation Survey E4Y the appropriate answer to each question.

Business Type <i>To be inserted by practitioner</i>	What is the local level of supply?	What is the local level of demand?	Does local demand exceed local supply?	Are there realistic opportunities for expansion?
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No
	High Med Low	High Med Low	Yes Maybe No	Yes Maybe No

Questions to Guide Program Planning. After completing the chart, answer the following questions. Consider how your training program can best prepare youth to succeed in the marketplace in their community.

1. Judging from the number of customers, which goods/services are most in demand locally?
2. What similarities can you draw about the stores with few customers?
3. What similarities can you draw about the stores with many customers?
4. Are there any other sectors where you think young people could be successful? Which ones?
5. What are five skills necessary to be successful in businesses with the greatest demand in this community? How will your program train youth to develop these skills?
6. What are five characteristics of successful businesses in the community? How will your program prepare youth to develop business plans with these characteristics?
7. Is there greater opportunity for youth employment or self-employment in the most successful sectors in the community?
8. What kinds of partnerships can your program form with successful businesses in the community? (i.e., job placement, mentorship/apprenticeship, etc.)



Consumer Demand Survey

Purpose of this tool: purpose of this is to help E4Y project better understand local routines, record community needs and identify the goods and services that community members rely on. Understanding the products and services used locally provides a picture of what sectors are most important in the local economy as well as what might be missing from the local economy.

Information Source: Select randomly ordinary customers /shoppers present on the local market, and ask them these questions about the activities going on in the market.

Who will administer this tool? The trained E4Y project staffs are expected to use this tool and conduct consumer demand survey information, analyze and interpret findings further to design appropriate interventions

Instructions: Stop a person who is shopping in the market, at the bus or taxi park or in another area in town. Introduce yourself and ask if you can take five minutes to ask a few questions to help you understand more about the local market. Ask all of the questions in the survey, adapting them as necessary to make sure they are easily understood and specific to the context. Record the shopper's answers, writing down all relevant details. Repeat this process with as many people as possible. Try to speak with all different types of people, including men and women, older people and younger people, and others you choose.

Location:

Date:

Consumer Gender:

Consumer Estimated Age:

Introduction

Hello, my name is _____, and I work with an E4Y Youth Entrepreneurship Program. We are collecting information to design employment programs for youth in the community. We want to better understand youth participation and improve our programs. The interview/questionnaire will take 20 minutes. All the information we obtain will remain strictly confidential and will only be used for programming purposes. Are you willing to participate? If he/she is willing you can start the interview.

- 1) What things or services do you and people in your community buy or use every day?
- 2) What things or services do you and people in your community buy or use every week?
- 3) What things or services do you and people in your community need every day? Is it easy to find them?
- 4) Are there things that people need or want but cannot get? Why can't they get them?
- 5) Think about a relative or friend in another village, town or city. Are there other items they can get that you need or want but cannot get here? What are they? Why can't you get them? Where do you go to get these services?
- 6) Are there things you can't get depending on the season?
- 7) Do you prefer one vendor or service provider to others? If yes, why do you prefer this vendor or service provider? *(For example: Quality, Personality, Proximity, Friend or family, Price?)*
- 8) In general, what makes people choose certain vendors or service providers over others? *(For example: Quality, Personality, Proximity, Friend or family, Price?)*
- 9) Are there any stores where you choose not to shop? If yes, why do you avoid these stores? *(For example: Quality, Personality, Proximity, Friend or family, Price?)*

Thank you for your participation.

Consumer Demand Analysis Guide

Summary Chart Instructions: In the left-hand column, list all businesses which youth participants are currently pursuing, as well as any other businesses mentioned when gathering information using this tool. Do not fill out the chart after each interview. Instead reflect on the answers of all interviews completed using this tool and think about overall trends. Based on information gathered in this tool, E4Yle the appropriate answer to each question.

Business Type <i>To be inserted by practitioner</i>	How high is the customer demand for goods or services in this sector:		
	On a daily basis?	On a weekly basis?	For special occasions or seasonal?
	High Med Low	High Med Low	High Med Low
	High Med Low	High Med Low	High Med Low
	High Med Low	High Med Low	High Med Low
	High Med Low	High Med Low	High Med Low
	High Med Low	High Med Low	High Med Low
	High Med Low	High Med Low	High Med Low

Questions to Guide Program Planning: After completing the summary chart, answer the following questions. Consider how your training program can best prepare youth to meet consumer demand in their community.

1. In which sectors is there high demand for goods and services on a daily basis? On a weekly basis?
2. Are there general traits or skills that separate profitable vendors or service providers from less profitable ones?
3. How will your Youth Entrepreneurship program teach youth these skills?
4. What are the goods and services that are in high demand and not fully served by the market currently?
5. How will your Youth Entrepreneurship program prepare youth to provide these goods and services?



Local Business Survey

Purpose of this tool: purpose of this is to help E4Y project gain insight directly from local business owners and/or employees about their successes and challenges, which goods and services are most in demand in their community, and specific skills which are beneficial in a given sector. Information gathered can provide useful information for youth as they decide which careers and/or businesses to pursue.

Information Source: Select randomly business owners or manager from local market, and ask them these questions about their business activities.

Who will administer this tool? The trained E4Y project staffs are expected to use this tool and conduct local business survey, analyze and interpret findings further to design appropriate interventions

Instructions: Find a local business in the market, on main roads near the market, or possibly in smaller urban centers. Approach the business owner or manager and ask if you can ask them a few questions about their business or work. Ask all of the questions in the survey, adapting them as necessary to make sure they are easily understood and specific to the context. Record the answers.

Location:

Date:

Time Spent:

Name of business:

Introduction: Hello, my name is _____, and I work with a Youth Entrepreneurship Program. We are collecting information to design employment programs for youth in the community. We want to better understand youth participation and improve our programs. The interview/survey will take 20 minutes. All the information we obtain will remain strictly confidential and will only be used for programming purposes. Are you willing to participate? If he/she is willing you can start the interview.

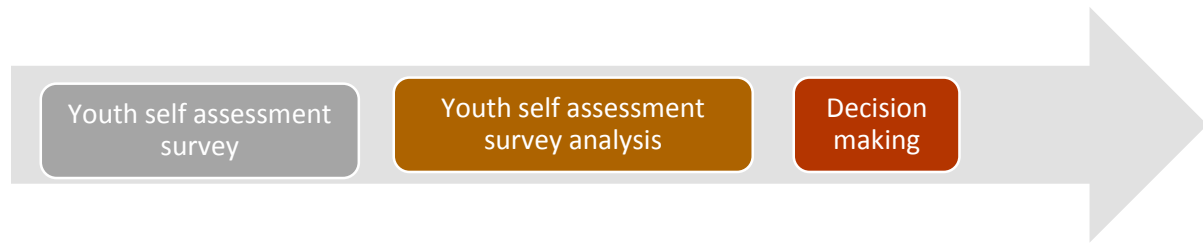
1. Why did you choose to do this business?
2. How long have you been doing this?
3. How did you start this business? Who supported you?
4. Where do you get your product/service supplies?
5. Where do you sell your product and/or services?
6. What do people buy most/least?
7. What is the busiest time of day for you? The busiest time of year? Are there seasonal fluctuations in your profits?
8. Do you think other people can easily find jobs in this sector? Why or why not?
9. Do you recommend that other people work in this sector? Why or why not?
10. What skills do you need to do your work?
11. How hard is it to find qualified workers? Why?
12. What are the biggest challenges you are facing as a businessperson in this community?
13. Do you think men, women and youth (include youth with disabilities) have different work opportunities? Why?
14. What advice would you give to youth who are starting a business or looking for work?

Thank you for participating.

MARKET ASSESSMENT TOOL KIT FOR YOUTH

- **Youth Assessment survey and analysis guide**
- **Youth Market assessment Survey and analysis guide**
- **Sector specific Interview and Analysis Guide**

Section II. MARKET ASSESSMENT TOOLKIT FOR YOUTH



Youth Self-Assessment Survey

Purpose of this tool: purpose of this tool is to help targeted youth take an active role in determining which business or vocation they will pursue. It encourages youth to think about and articulate information regarding their educational level, natural abilities, work history, background, health and plans for the short-term future and select a business or vocation which fits with their interests, skills, abilities and needs.

Information Source: targeted youth of legal working age (16-17) who are engaged at WFCL (boys and girls) try to includes youth with disabilities from the project targeted words .

Who will administer this tool? The trained E4Y project staffs or older, literate youths are expected to use this tool and conduct youth self-assessment survey information, analyze and interpret findings further to design appropriate interventions.

Instructions: A facilitator or an older, literate youth should ask the questions below to each youth participant individually. Read all questions aloud and record answers in the space provided. Give youth enough time to think about each answer. Use a new questionnaire with each youth.

READ ALOUD: The following self-assessment will help you to choose which type of business or vocation is most appropriate for you to plan for during your time in this program. I will ask you a series of questions. The more honest and in-depth your answers are, the more helpful this exercise will be in helping you to choose a skill.

Skills, Abilities and Preferences

1. What activities do you do on a daily/weekly basis? (For example, cooking, cleaning, fixing things, playing a sport)
2. Which of these activities are easy for you to do? Which activities are hard?
3. Of the activities you listed, which three are your favorite?
4. Do you prefer doing activities alone or with others?
5. Do you prefer doing activities indoors or outdoors?
6. Do you find it easy to do one concentrated task for long periods of time or do you get bored?

Education, Training and Resources Background

7. Have you ever attended an entrepreneurship program, skills training program or done an apprenticeship? If so, what skills did you learn?
8. Did you ever attend formal schooling? Which level of schooling have you completed?

Resources

9. Do you have access to land you can use for growing crops?
10. Does your household have any of the following resources which could be useful in a business: animals (pack animals, oxen, small ruminants, dairy, bee, chicken, etc.), hand tools, bicycles, mobile phones, etc.?
11. Do you know anyone who owns or runs a business? If so, what types of businesses do they run?
12. Some money-making activities require a lot of physical labor and some require very little physical labor. How often do you usually do physical labor? How difficult is physical labor for you?

Community

13. What are three main activities that people in your community do to earn money? Are you interested in doing any of these?
14. What types of jobs, businesses, or money-making activities are you interested in?
15. In what type of jobs/work/economic or non-economic activities do you currently engaged? How many hours do you actually work in normal day? How much do you earn in a day? Do you have a rest time in a day?
16. In what town/village do you currently live?
17. How far is the nearest town or marketplace from your home?

Thank you for participating!

Youth Self-Assessment Analysis Guide

Facilitator Instructions: Meet with each youth participant individually to review a list of common businesses that they may focus on during the Youth Entrepreneurship program. Encourage youth to reflect on what they learned and thought about during the self-assessment. Ask youth to think about what they learned about their personal interests, skills, community and resources during this exercise that might make it easier or harder for them to pursue each business or vocation.

Ask the following questions and write responses below:

1. What are your strengths?
2. What are your interests?
3. Where do you already have some skills?
4. What jobs and/or businesses are you most interested in?
5. What jobs and/or businesses do you think are the best fit for you?
6. Do you think there are opportunities for these jobs and/or businesses?



Youth Market Assessment Tool

Purpose of this tool: purpose of this tool allows youth to observe the market firsthand and record data about local business and employment trends.

Information Source: town or woreda business centers in the targeted project sites.

Who will administer this tool? The trained E4Y project staffs or small group of youth are expected to use this tool and conduct youth market assessment, analyze and interpret findings further to design appropriate interventions.

Instructions: Determine a central area, such as the central business district, that you will explore with a small group of youth. Give each youth a copy of the assessment and a pen or pencil. An older, literate youth or staff member should ask the questions below out loud.

Activity 1: Businesses in Our Community

Instructions: As you walk around the market, draw a picture or write the name of each business you see in the left column. Complete each column of the chart.

Business	Make a mark for each shop or stall you see in this sector	Make a mark for each person you see working in this sector	Make a mark for each person purchasing a product or service from someone in this sector

Activity 2: Successful Businesses

Instructions: Now look for businesses which look the most successful. Perhaps they have the many customers or appear to be selling the most. Write the name of each business and the type of business in column A on the left. Complete the chart below.

A. Type of Business and name of Business	B. What goods or services is this business selling?	C. Who buys these goods or services?	D. How are these goods used? (Daily life, for recreation, to make money, for a special occasion, etc.)	E. How often are these used?	F. What are the prices for the goods or services?

Activity 3: Group Discussion

Instructions: Once you are done with your walk through the market, facilitate a group discussion with your youth participants. Encourage youth to think more critically about the different roles they observed during their interactive market assessments. Read the following questions aloud and take notes on the common answers and themes, and other important points below.

1. What types of money-making activities do youth do? [Probes: Do they sell goods? Do they apprentice with any of the shop/stall owners? Do they transport goods for the vendors or buyers?]
2. What do youth do in local businesses? [Probes: Do they sell goods? Do they apprentice with any of the shop/stall owners? Do they transport goods for the vendors or buyers?]
3. Which types of businesses are typically run by women? By men? Could they each be run by either gender?
4. Which businesses seem to be the most successful?
5. What could you imagine yourself doing?

Youth Market Assessment Analysis Guide

Facilitator Instructions: Now it is time to encourage youth to reflect on what they learned, saw and thought about during the Market Assessment. Upon completion of the above market assessment activities, ask participants as a group to think about what they learned about each of those businesses and vocations during this exercise.

Ask the following questions and reword as needed:

1. What did you learn about the types of goods and services that people buy?
2. What did you learn about how different times of day and/or seasons affect businesses sales?
3. Think about businesses you saw that were providing the same product or service (this is called competition). What did you learn?
4. Think about the availability of products or services that people in the community need (this is called supply). What did you learn?
5. What differences did you notice between successful businesses and unsuccessful businesses?
6. Were there any businesses that had potential for more sales? Which products or services sold often and in volume?
7. Do you think any of these broader sectors will be growing in coming years?
8. Did you see or think of any areas where there is room for innovation or new ideas (new products, services, or ways of doing things)?

Now, based on the information youth gathered and analyzed in both the Self-Assessment and Market Assessment, ask the youth to start thinking about **which vocation or business they are most interested in**. This selection will inform who they will interview in the next activity, the **Sector-Specific Interview**.



Sector-Specific Interview

Purpose of this tool: The purpose of this tool gives youth an opportunity to talk with people employed in their vocation or business of interest. Youth will talk directly with local business people or employees to gain a better understanding of the requirements, expectations, challenges and benefits of their chosen profession.

Sources of Information: business people who work in each vocation of interest to targeted youth in your project areas.

Who will administer this tool The trained E4Y staff are expected to use this tool and talk with business people who give targeted youth an employment opportunity in their vocation or business of interest information, analyze and interpret information to advise ME operators.

Facilitator Instructions: Identify business people who work in each vocation of interest to your youth. Recruit business people who would offer helpful guidance and work well with your participants. Set up interview time slots with each willing business person at their place of work. Explain that youth will ask them a series of questions in order to get a better sense of the specific sector they are interested in and understand the challenges, requirements and local realities. Group youth according to their vocational preference and set up interviews with between one and three youth at a time. If youth are not literate, a literate youth or program staff member should accompany them to assist with reading questions and taking notes.

Opening interview script for youth: Hello, my name is _____ and I am attending E4Y's Youth Entrepreneurship Program. I am trying to decide what kind of work I want to do, and I am interested in this work. Talking with you will help me to gain a better understanding of the challenges and benefits of this type of work. I will only use this information for this purpose. Would you be willing to speak with me? Thank you very much for your help and time.

1. What type of business do you work in?
2. How did you start working in this field?
3. Did you receive any training? If yes, where? And for how long?
4. What are the most important personal qualities in this business?
5. How many months/years of training (vocation or on-site training) are needed to work and earn money in this field?
6. What materials or tools are necessary to start working in this industry?
7. How many businesses like yours are there in town?
8. What other services do you rely on to support your business? [For example, electricians, plumbers, movers, drivers, tailors, accountants, porters, etc.]
9. Who are your main customers?
10. What are the greatest challenges in starting to work in this industry?
11. How has this industry changed in the last year?

12. How do you think it will change in the next few years? [Probe: increase/decrease in customers, prices up/down, more/less competition]

13. What advice do you have for someone who would like to start working in this industry?

Thank you for your time!

Sector-Specific Interview Analysis Guide

Facilitator Instructions: After the interview youth should think about whether their selected vocation is in fact appropriate. Encourage youth to think back to the Self-Assessment and what they learned about their specific strengths and weaknesses. If possible, meet with each participant individually to review their selected vocations and discuss what they learned in the Sector-Specific Interview.

Ask the following questions and reword as needed:

1. What qualities are required to be successful in this vocation or business?
2. What level of training do you think is needed to work in this vocation or business?
3. Will this program provide you with the training you think is needed?
4. What challenges do you think you will face working in this sector?
5. What changes are expected in this vocational sector?
6. Do you still want to be trained in this vocation or business? Why or why not?
7. If not, what other vocation or business would you like to work in?

Youth who decide to continue with their selected vocation are now finished with the Market Interaction Toolkit for Youth. Youth who have decided to consider another vocation should reflect on which other vocations they are interested in and which other vocations make sense given all they have learned. Once they have selected a new vocation, set up a meeting with a business person in that sector. They should conduct another interview to ensure that their new choice is appropriate. Once they are confident about their decision they will be finished with the tool.

Section III: Workforce Development (labor market)

Purpose of this tool: The purpose of this tool is to enable the E4Y team to assess and analyze **Major Economic activities and potentially growing sectors in the target area** and to identify which specific sectors (formal or informal) seem to have impact or potential impact on Youth Livelihood options. It also helps to understand what the characteristics of these sectors are, and what opportunities are for the target youth to integrate into these sectors etc.

Sources of Information: Government agencies (trade & industry, MSED, agriculture, etc.), chambers of commerce, business/trade associations, relevant ministries, NGOs and donors supporting economic strengthening or value chain development, private sector individuals who are “in the know”; secondary information (reports, websites, etc.)

Who will administer this tool The trained E4Y staff are expected to use this tool and assess the local market sector information, analyze and interpret information to advise ME operators.

Work force Development (labor market)

Key Sectors for Job Growth

1. Where do you see the largest job-growth opportunities in the target area (region /woreda)?
 - What are the largest and fastest growing sectors? What sectors are in decline in terms of employment?
 - Who are the major lead firms in each of those industries? What are their priorities in terms of the labor force helping them meet their operational/growth needs?
2. What are the key demographics of the employment service trend?
 - Age, education levels, current employment, unemployment, geographic distribution, etc.
3. What do you see as the most important youth needs?
4. What are the main challenges for youth employment?
 - How are these different for refugee youth?
 - How are these different by gender?
 - How many are skilled/educated?
5. What are the most important gaps in the skills needed? Are skilled workers being found from inside the area? Outside the area? Country wide? For which sectors and which positions?

Employment Opportunity trends/ needs moving forward

6. What ***Employment Opportunity*** demands do you expect to see going forward? Why?

Vocational skill Development in the target areas

7. What technical and vocational training is offered in the formal education institutions (secondary & post-secondary)? Please specify the type of each training, cost, duration, seasonality -----and feedbacks on the quality-----

- What institutions are most used by private sector employers in the target area?
- What institutions have a good reputation for providing the skills needed by industry?
- Which have the best performance in terms of job placement of students?
- What institutions have the strongest use and reputation with workers / students?

8. What are the opportunities for adult education if one has left school?

9. What training and education is available to the informal sector?

10. Stakeholder priorities for youth and livelihoods programming

- What are you or others doing in the field of youth and livelihoods programming?
- What challenges have you faced?

11. How do various training and education institutions targeting special needs groups? E.g. youth with disability?

12. Which organizations provide apprenticeship opportunities and/or job matching services?

13. Which organizations have relationships with the private sector?

14. What is the state of training infrastructure in the area? What are the needs?

- What are the strengths of the area's ***Vocational skill training center*** including its training system?
- What are the major weaknesses of the ***Vocational skill training center*** including its training system?
- What are the challenges to get the required skills from the ***Vocational skill training center*** and economic growth?

Government Initiatives

15. What are the local government's priorities regarding ***Vocational skill Development***?

- What is needed to meet priorities?

16. How does the government support workers to find a job, stay employed and advance economically?

- What is the state of the employment service?
- What are the mechanisms for labor exchange, career counseling, and employment services?

17. How is ***Vocational skill development*** information spread and used in the market?

- What are the most successful of these partnerships? Why are they successful?
- What are the most important challenges to partnering?