The purpose of this toolkit is to provide technical support on conducting Youth-Led Labour Market Assessments (YLLMA) in South and Central Syria. The document includes a brief overview of key assessment terms and concepts, as well as sample tools for assessment planning and research activities.

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UNDERSTANDING YOUTH-LED LABOUR MARKET ASSESSMENTS: KEY CONCEPTS & TERMS

**What is a Labour Market Assessment?**

A Labour Market Assessment (LMA) is a research activity that examines the constraints, capabilities and potential for expanding labour opportunities within a local market system. In humanitarian contexts, this includes examining the existing labour realities and economic coping strategies of a crisis-affected community, as well as identifying ways to recover, strengthen and expand viable labour opportunities for this population. As a result, LMAs provide conflict-sensitive and market-driven insights that can inform the design and implementation of livelihoods interventions. LMAs help us answer questions like:

- How has the crisis negatively impacted labour opportunities in the area? How has the crisis created new labour opportunities in the area?
- How do males and females use labour opportunities and economic coping strategies to meet their basic needs or make a living? Can we support or expand upon these practices to provide labour opportunities to other individuals in the community?
- Which sectors are most active in the area? Who are the key actors and stakeholders in each sector? What is the relationship between these sectors and stakeholders?
- What are the immediate opportunities for income generation in the community? What knowledge and skills do males and females need to access these opportunities?
- What are the common barriers and constraints that limit males and females access to labour opportunities in the local market? How can these barriers be addressed or overcome?

**What is a Youth-Led Labour Market Assessment?**

Youth-led Labour Market Assessments (YLLMAs) focus on understanding the labour realities of young people by utilizing a participatory approach to engage youth in planning, conducting and analyzing assessment activities and outcomes. YLLMAs enable young people to gain firsthand knowledge about local labour opportunities, hiring trends, skills in demand, as well as a deeper understanding of the constraints they face in entering the local economy. The process of gathering market information builds knowledge of the economy as well as skills in effective communication, teamwork, and self-confidence.

**What is a ‘labour market’?**

A market, or ‘market system’, is a network of producers, suppliers, processors, traders, buyers, laborers and consumers involved in producing, exchanging, and consuming a particular item(s) or service(s). To put it simply, it’s a place where sellers (supply) and buyers (demand) engage with one another. This can be a formal or informal arrangement, like a physical market space with market stalls, or a market of public goods, such as water, energy, sanitation, health services, financial services and education.

The ‘labour market’, then, is the system through which workers (supply) and employers (demand) engage with one another. Like all market systems, the labour market operates within a set of rules and norms that shape the system’s environment. This includes hiring trends and employment practices that impact both the supply and demand of labour. In humanitarian contexts, traditional labour market rules and dynamics are often disrupted, and may change in rapid and unpredictable ways.

**What is ‘labour’?**

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1 This section has been adapted from (1) *Labour Market Analysis in Humanitarian Contexts: A Practitioner’s Guide*, Mercy Corps, Save the Children and International Rescue Committee 2015; and (2) Mercy Corps’ Labour Market Assessment Tip Sheets.
Labour is defined as the work, effort or activities people engage in to meet basic needs, earn an income and purchase assets. Labour can occur anywhere: at home, in fields, in factories, or in shops. Unlike the term ‘employment’ – which traditionally refers to formal, long-term and paid work – ‘labour’ refers to the full range of labour types. This includes short and medium-term labour; paid or unpaid labour undertaken in exchange for other goods or services; and skilled or unskilled labour done by individuals or in groups. Examples of youth labour may include:

- A young man infrequently takes paid but casual and unskilled labour to help an agricultural supply distributor with pick-up and delivery work.
- A young woman undertakes skilled labour in a family dairy business that is unpaid, but that supports income generation or subsistence at the household level.
- A young man runs a single-person, sole trade enterprise of selling hygiene products after school.
- A young woman helps with the wheat harvest at a local farm in exchange for a small share of the crop for herself and her family.

**What about types of ‘labour’ that are unsafe?**

In humanitarian settings, the informal economy may represent a primary source of economic opportunity. This is because times of crisis often disrupt formal employment opportunities and reshape the types of labour that individuals use to meet basic needs or make a living. In such instances, it is important to understand the concepts of safe and decent work. According to the International Labour Organization (ILO), decent work includes opportunities for work that are productive and deliver fair income, provide security in the workplace and social protection for families, and ultimately offer better prospects for personal development. Decent work ultimately respects human and workers’ rights. In this respect, when examining the local market and analyzing labour opportunities to support, expand upon or strengthen, it is of paramount importance to consider issues of safety, security and an individual’s ability to earn a decent wage.
TOOL 1: DEVELOPING AN YLLMA METHODOLOGY GUIDE

An YLLMA Methodology Guide is a reference document that guides the assessment activities. It serves as a coordination and management tool, helping to focus the assessment and instill necessary bounds to the scope of the LMA. The guide is important because if well done, it acknowledges the context and helps identify what we know and don't know about that labor market. An effective LMA methodology answers the following questions:

- What are the key objectives for the assessment?
- Where do we want to assess and implement?
- Who are the key stakeholders?
- What kinds of constraints do we face including time, budget, and staff capacity?
- How will we carry out the assessment?
- Who will we engage to execute this?

Review the guidance below and provide responses under each category to summarize your assessment practices and approach.

1) **Project Objectives:** State the broad objectives of the youth livelihood project that the assessment aims to support or inform. These objectives should align with the objectives found in the project log frame or concept note.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2) **Assessment Objectives:** State the objectives of your youth-led market assessment. In nearly all cases, assessment objectives will revolve around three key areas: (1) identifying existing and potential youth labour opportunities, (2) determining in demand technical and soft skills, and (3) understanding barriers to youth labour and income generation. The sample tools provided in this toolkit are based on the following three objectives:

   A. **Opportunities:** To determine current and potential labour opportunities for youth by identifying (1) pre-crisis labour opportunities that can be viably recovered; (2) existing labour opportunities and economic coping strategies that can be strengthened or expanded; and (3) new potential growth sectors that can be supported and developed.

   B. **Skills:** To determine the technical and transferable skills that youth need to successfully pursue existing or anticipated labour opportunities in the local market.

   C. **Barriers:** To identify barriers and constraints to youth access and participation in the local labour market, including social barriers (ex. negative employer perceptions of young people, cultural norms that limit female youth participation, etc.) and physical or structural barriers (ex. lack of safe transportation services, no child care for young mothers, safety concerns and limitations on physical mobility).

Partners should revise these objectives to align with the broader objectives of their project. For example, if the project is focused primarily on youth small business grants, consider adapting objective A.3 to “… new potential growth sectors for small businesses and entrepreneurs”.

What are your assessment objectives?
3) **Constraints and limitations:** Consider all the possible obstacles that are present or may arise that could negatively impact the success of the assessment. Focus on those that seem less likely to be easily overcome; those that we accept and will have to incorporate into our work, or to work around as we execute our assessment. Examples include:

   A. **Protection Concerns:** It is unsafe for youth and adult assessors to conduct field research outside of the center, or it is unsafe for youth to engage with key market stakeholders as most are involved with armed groups.

   B. **Capacity:** There are no individuals in the target area with experience in conducting assessments.

   C. **Time:** We do not have sufficient time to process the findings of the assessment prior to beginning project activities.

   D. **Community Trust and Buy-in:** Market stakeholders are hesitant to provide information to field assessors because they are unfamiliar with the organization or individual.

What are your constraints and limitations?

4) **Geography/Location:** Partners should have a clear understanding of where the assessment will be implemented, taking into account issues of mobility as well as protection concerns for youth and adult assessors. When possible, the assessment location should cover key commercial/market locations in the target area.

What is the geography/location of your assessment?

5) **Research tools:** Labour Market Assessments may involve a range of research tools to collect data and information about the target community and market, including business surveys, value chain mapping and market observation tools. In constrained environments, SCS recommends that partners use two tools: Youth Focus Group Discussions (FGDs) and Youth-led Key Informant Interviews (KIIs):

   A. **Youth Focus Group Discussions:** FGDs are used to assess program participants’ perceptions of their current skills and opportunities for labor and economic engagement. It is used to help determine gaps between these perceptions and the larger labor market. FGDs bring the voice of our participants directly into our assessment and should segregated by gender.

   B. **Youth-led Key Informant Interviews:** These are individual interviews conducted a cross-sections of targeted stakeholders to help understand the larger ecosystem, enabling environment and opportunities for program linkages, related to labour and self-employment in specific communities where we are implementing our programing.
Partners are encouraged to review the sample FGD and KII guides provided by Mercy Corps, and adapt these tools based on their specific research objectives and needs.

What research tools will you use?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

6) **Assessment team and technical capacity**: Describe the field assessment team: What is the structure of the team and the responsibilities of each team member? How will the organization identify and hire team members? How will field assessors be trained? Partners should take into account age, gender and background of the team to ensure that its members reflect the composition and diversity of their community. Mercy Corps suggests that partners adapt the following approach:

A. **Structure & Responsibilities**: Teams are made up of two adult coordinators (one male and one female) and 6-12 youth enumerators (half male, half female). Adult coordinators are responsible for overseeing assessment activities, including identifying and training youth enumerators, coordinating and conducting FGDs, and coordinating and supervising key informant interviews. Youth enumerators are responsible for supporting with FGDs and conducting key informant interviews.

B. **Identification**: Ideally, adult coordinators should have some experience or exposure to assessment practices, M&E, NGOs/humanitarian activities or research, or have a desire and eagerness to learn. Youth enumerators should be drawn from the project’s target community and be diverse in age, gender, religion, ethnicity (ex. Syrian and Palestinian) and displacement status (ex. host community and IDPs).

C. **Capacity Development**: All team members – and especially youth – should receive some training on market research. In highly constrained environments, use this toolkit to structure the training: discuss the key concepts and terms, review the implementation guide, and practice using the research tools in role play activities. Refer to Mercy Corps LMA Tip Sheets for additional guidance and best practices.

How will you structure, identify and train your assessment team?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

7) **Stakeholders**: Define the key stakeholders that you will engage in the assessment. This may include any individual who is active in the local or regional market, and who can provide information and insight on the constraints and opportunities for labour in the area. Examples of stakeholders include:

A. **Regional**: national and multi-national companies; financial institutions, formal and informal; training providers; national women or youth organizations, NGOS and humanitarian organizations

B. **District, local and community level**: Formal and informal employers and business owners; job seekers; community leaders; training institutions; CBOs, CSOs and community leaders.
Stakeholder planning should also account for strategies to build market actor interest, trust and engagement in assessment activities.

Who will you target as ‘stakeholders’ in your assessment?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

8) **Data and Analysis:** Describe how the data will be collected and managed during fieldwork, and the analysis and report writing process that will follow. In addition to engaging youth as enumerators for fieldwork, provide an opportunity for young people to participate in the analysis of primary data, including developing program recommendations based on group findings.

How will you handle data collection, storage and analysis?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

9) **Timeline, schedules and coordination:** The methodology should include a summary of the assessment work plan including preparation, field work, analysis, and reporting. This can range from a simple table including key milestones and dates to a more structured work plan including responsibilities and dependencies between activities.

What is the time, schedule and coordination approach for your assessment?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
TOOL 2: YOUTH FOCUS GROUP DISCUSSION GUIDE ON LIVELIHOODS AND ECONOMIC OPPORTUNITY

FGDs are used to assess program participants' perceptions of their current skills, opportunities and constraints surrounding labour and economic engagement. It is used to help determine gaps between these perceptions and the larger labor market, and to gain insight into the challenges and barriers that they face. FGDs should be segregated based on gender and age. For tips on conducting a Focus Group Discussion, see Mercy Corps’ Focus Group Discussion Tip Sheet.

### GROUP DEMOGRAPHIC INFORMATION

*In addition to written or verbal consent, collect the following information from all participants prior to beginning the FGD*

<table>
<thead>
<tr>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of the group</td>
</tr>
<tr>
<td>Male / female</td>
</tr>
<tr>
<td>Number of participants by age</td>
</tr>
<tr>
<td>15-19 years</td>
</tr>
<tr>
<td>20-24 years</td>
</tr>
<tr>
<td>25-30 years</td>
</tr>
<tr>
<td>Number of participants by educational attainment</td>
</tr>
<tr>
<td>No formal schooling</td>
</tr>
<tr>
<td>Primary School</td>
</tr>
<tr>
<td>Secondary School</td>
</tr>
<tr>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Number of participants by years of experience working in skilled labour</td>
</tr>
<tr>
<td>Participants w/ no work experience</td>
</tr>
<tr>
<td>Participants w/ less than 1 year of experience</td>
</tr>
<tr>
<td>Participants w/ 1-2 years of experience</td>
</tr>
<tr>
<td>Participants w/ 3+ years of experience</td>
</tr>
</tbody>
</table>

### YOUTH LIVELIHOODS FOCUS GROUP DISCUSSION QUESTION GUIDE

**OPPORTUNITIES & STRATEGIES**

What are the most common ways that youth in your community earn money? How does this differ between males and females?

*For example, male youth are most likely to work as day laborers at construction sites, while female youth work in home-based businesses around food production and canning.*
<table>
<thead>
<tr>
<th>Are there other ways do youth in your community ‘work’ that do not result in payment? How does this differ between males and females?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, some female youth may work on local farms and are not paid in cash but receive a share of the crop; or male youth may work in family electrical repair businesses and do not receive payment directly but rather work to support household income generation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do youth in your community find information about work opportunities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, youth may use family connections, social media or word-of-mouth to find work opportunities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who are the main/potential employers of young people in your community? Provide names and give details, if possible and when safe to do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, prominent owners of small businesses and local shops, farmers who hire casual laborers, NGOs looking for outreach workers, self-employment, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BARRIERS &amp; CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges do youth face in earning money in your community? How do these challenges differ for males and females?</td>
</tr>
<tr>
<td>For example, male youth face social biases in the community based on their religion or status as an IDP, etc. They also face physical challenges in that they are unable to leave the house because of shelling and safety concerns. Female youth, on the other hand, face challenges because the community believes that young women should only work at home, which limits their access to most economic opportunities. Female youth also face harassment and issues of sexual assault when working outside of the home.</td>
</tr>
<tr>
<td>How has the lack of work opportunities in your community contributed to problems or negative behaviors among youth? How do these problems or negative behaviors differ between males and females?</td>
</tr>
<tr>
<td>For example, young men feel frustrated and angry because they cannot help their families financially, which leads them to engage in illegal activities like drugs or smuggling. Young women feel extremely isolated because they are not permitted to leave the house to work, or socialize with friends, which has led to depression and a loss of hope for the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS &amp; CAPACITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What technical skills or experience do most youth have to offer the local economy?</td>
</tr>
<tr>
<td>For example, youth may have skills or experience working with children, which is relevant in areas with a high need for teachers and childcare workers. Or youth may have be technically trained in agriculture and livestock production from years of working on family farms.</td>
</tr>
<tr>
<td>What technical skills or experience do youth lack that they need to enter the local economy?</td>
</tr>
<tr>
<td>For example, few young people in the area have ever worked in or run a</td>
</tr>
</tbody>
</table>
**PERCEPTIONS & INTERESTS**

Who does your community define as ‘youth’?

*For example, ‘youth’ may be defined in some communities as an age, like persons between 15-25; in other areas, ‘youth’ may be defined by a person’s life experience: whether or not they are married, have a job, graduated from secondary school, etc.*

How do local employers and businesses perceive youth in your community?

*For example, young people feel that since the start of the conflict, youth in their community have gained more respect from employers for their ability to learn new skills quickly and work hard.*

What types of work opportunities (including self-employment, home-based work, informal work and small businesses) do you think are the most promising for the youth in your community? How is this different for males and females?

*For example, youth believe that part-time work with local farmers is the best option for work in the community.*

What types of work or jobs are youth most interested in? What types of work or jobs are youth least interested in?

*For example, youth are least interested in agriculture work. Female youth are most interested in home-based food production while male youth are most interested in electrical repair and construction.*
RESOURCE TOOL 3: YOUTH-LED KEY INFORMANT INTERVIEWS

Youth-led key informant interviews are conducted across sections of targeted stakeholders to help understand the larger market ecosystem, enabling environment and its opportunities and constraints. These interviews should be entirely youth-led, often in pairs, and all relevant protection concerns should be accounted for. For general tips on conducting key informant interviews with market stakeholders, see Mercy Corps’ Conducting a Business Survey: Tip Sheet.

INTRODUCTION & INFORMED CONSENT

The interviewer should read the following text allowed prior to beginning the interview

Hello. My name is ____________________ and I am conducting an assessment for [name of project]. The project is overseen by [name of organization] and works closely with [name of other groups or institutions involved, like local councils or youth centers] to provide [list of key project activities/services, like vocational and soft skills training] for youth ages [target age range]. In my role as youth assessor, I am helping [organization name] conduct important research about youth in our community. As apart of my research, I am interviewing community stakeholders like yourself to learn more about our local economy. I would therefore like to request 30 minutes of your time to discuss a few questions that I have prepared.

Your personal information will not be shared outside of the organization, and you do not need to respond to any question that you are uncomfortable with. Are you willing to speak with me today?

# QUESTIONS | ANSWERS & CODING | NOTES/COMMENTS
--- | --- | ---
**ABOUT THE RESPONDENT**
1 Name:
2 Position of the respondent, if applicable Owner Manager Salesperson/ Employee Other (Specify)
3 Age: 16-19 20-24 25-30 31-59 60+
4 Sex: Male Female
5 Educational Attainment: No formal schooling Primary School Secondary School
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Tertiary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Contact Information:</td>
<td></td>
</tr>
<tr>
<td><strong>ABOUT THE SECTOR &amp; BUSINESS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | What is the sector of the business/enterprise? | Agriculture  
Construction  
Craft  
Education  
Humanitarian Services  
Livestock  
Manufacturing/processing  
Public Administration  
Public Health  
Social Services  
Trade & Commerce  
Other (*please specify*) |   |
| 2 | Who are the main stakeholders in this sector? | Government  
Local Council  
I/NGO  
Non-Civilian Groups ("Armed groups")  
Local businesses  
Other (*please specify*) |   |
| 3 | How long has this business/enterprise existed? | Less than 6 months  
6-12 Months  
1-2 Years  
3-4 Years  
5 or more years (pre-crisis) |   |
| 5 | How many businesses similar to this one existed in the community prior to the conflict? | Unknown  
1-2  
2-3  
4-5  
Other (*please specify*) |   |
| 6 | How many businesses similar to this one exist in the community now? | Unknown  
1-2  
2-3  
4-5  
Other (*please specify*) |   |
| 7 | Is this business home-based? | Yes  
No |   |
<p>| 8 | Who are the main buyers and suppliers? | Individuals or households |   |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the biggest challenge that the business faces in sourcing the</td>
<td>Access to technology, Appropriate skilled labour force, Availability of labour, Availability of raw materials, Availability of tools/equipment, Competition in the market, Constrained physical mobility, Financial Services, Labour costs, Lack of infrastructure, Low purchasing power of community, Market information, Operating costs, Other (please specify), Security concerns, Transportation</td>
</tr>
<tr>
<td>raw materials (or “inputs”) needed for production of its goods/services?</td>
<td></td>
</tr>
<tr>
<td>What is the biggest challenge that the business faces in producing its</td>
<td>Access to technology, Appropriate skilled labour force, Availability of labour, Availability of raw materials, Availability of tools/equipment, Competition in the market, Constrained physical mobility, Financial Services, Labour costs, Lack of infrastructure, Low purchasing power of community, Market information, Operating costs, Other (please specify), Security concerns, Transportation</td>
</tr>
<tr>
<td>goods/services?</td>
<td></td>
</tr>
<tr>
<td>What is the biggest challenge that the business faces in marketing and</td>
<td>Access to technology, Appropriate skilled labour force, Availability of labour, Availability of raw materials, Availability of tools/equipment, Competition in the market, Constrained physical mobility, Financial Services, Labour costs, Lack of infrastructure, Low purchasing power of community, Market information, Operating costs, Other (please specify), Security concerns, Transportation</td>
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<tr>
<td>selling?</td>
<td></td>
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</tbody>
</table>
| **its goods/services?** | Availability of labour  
|                  | Availability of raw materials  
|                  | Availability of tools/equipment  
|                  | Competition in the market  
|                  | Constrained physical mobility  
|                  | Financial Services  
|                  | Labour costs  
|                  | Lack of infrastructure  
|                  | Low purchasing power of community  
|                  | Market information  
|                  | Operating costs  
|                  | Other (please specify)  
|                  | Security concerns  
|                  | Transportation  

<table>
<thead>
<tr>
<th><strong>ABOUT LABOUR OPPORTUNITIES &amp; SKILLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> How many people in total work in the business, including yourself and all other full and part-time workers/laborers:</td>
<td>(Number of people)</td>
</tr>
<tr>
<td><strong>2</strong> Out of the total number of workers in the business, how many are female?</td>
<td>(Number of females)</td>
</tr>
</tbody>
</table>
| **3** Which age category best represents the majority of the total number of workers in the business? | 17 years and below  
|                  | 18-24  
|                  | 25-30  
|                  | 31-45  
|                  | 45 and above  |
| **4** Does the business plan to hire any new workers for full, part-time, formal or informal work in the near future (within the next six months)? | Yes  
|                  | No  |
| **5** If you had to hire someone for your business, what is the ideal profile for a new worker? (Choose one answer for each question from 6.a-6.d) |   |
| **6.a** Age | 24 years and below  
|                  | 25-30  
|                  | 31-45  
|                  | 45 and above  
|                  | No preference  |
| **6.b** Gender | Male  
|                  | Female  |
| **6.c** Marital Status | Unmarried  
| | Married  
| | No preference  
| **6.d** Education | Completed primary school  
| | Completed secondary school  
| | Completed vocational school  
| | Completed university  
| | No preference  
| **7** What are the three most important technical skills for your business and sector? (ex. making fertilizer, rearing sheep, canning food) | 1.  
| | 2.  
| | 3.  
| **8** What are the three most important soft skills for your business and sector? (conflict-resolution, interpersonal communication, leadership, etc) | 1.  
| | 2.  
| | 3.  
| **9** How much do you currently pay (or plan to pay) young workers per day in your business? | ________ SYP  
| **10** Which of the following statements do you most agree with? (circle) | Youth are reliable  
| | Youth are unreliable  
| **11** Which of the following statements do you most agree with? (circle) | Youth are hardworking  
| | Youth are lazy  
| **12** Which of the following statements do you most agree with? (circle) | Youth have skills and knowledge for work  
| | Youth lack skills and knowledge for work  
| **13** Which of the following statements do you most agree with? (circle) | Young men and women should be paid equally  
| | Young men should be paid more than young women  
| | Young women should be paid more than young men  
| **ABOUT THE LOCAL MARKET** |  
| **1** Which sectors were most active and profitable in the area prior to the crisis? (Circle all that apply) | Agriculture  
| | Construction  
| | Craft  
| | Education  
| | Humanitarian Services  

|   | Which of these pre-crisis sector(s) have remained active and profitable throughout the crisis? (Circle all that apply) | A: Agriculture  
B: Construction  
C: Craft  
D: Education  
E: Humanitarian Services  
F: Livestock  
G: Manufacturing/processing  
H: Public Administration  
I: Public Health  
J: Social Services  
K: Trade & Commerce  
L: Other (please specify) |
|---|---|---|
| 2 | Livestock  
Manufacturing/processing  
Public Administration  
Public Health  
Social Services  
Trade & Commerce  
Other (please specify) |   |
| 3 | Have new opportunities for men emerged as a result of the conflict? If yes, in which sector(s): (Circle all that apply) | No  
A: Agriculture  
B: Construction  
C: Craft  
D: Education  
E: Humanitarian Services  
F: Livestock  
G: Manufacturing/processing  
H: Public Administration  
I: Public Health  
J: Social Services  
K: Trade & Commerce  
L: Other (please specify) |
|   |   |   |
| 4 | Have new opportunities for women emerged as a result of the conflict? If yes, in which sector(s): (Circle all that apply) | No  
A: Agriculture  
B: Construction  
C: Craft  
D: Education  
E: Humanitarian Sector  
F: Livestock  
G: Manufacturing/processing  
H: Public Administration  
I: Public Health  
J: Social Services  
K: Trade & Commerce  
L: Other (please specify) |
<p>| | | |
|   |   |   |</p>
<table>
<thead>
<tr>
<th>Manufacturing/processing</th>
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<tbody>
<tr>
<td>Public Administration</td>
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<tr>
<td>Public Health</td>
</tr>
<tr>
<td>Social Services</td>
</tr>
<tr>
<td>Trade &amp; Commerce</td>
</tr>
<tr>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>