



MARKET ASSESSMENT, SKILLS GAP AND YOUTH
NEEDS ASSESSMENT STUDY IN SELECTED PAYAMS
OF JUBA AND TORIT COUNTIES IN SOUTH SUDAN

June 2014

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MARKET ASSESSMENT, SKILLS GAP AND YOUTH NEEDS ASSESSMENT STUDY IN SELECTED PAYAMS OF JUBA AND TORIT COUNTIES IN SOUTH SUDAN

The World Bank, in coordination with the Directorate of Vocational Training, Ministry of Labour, Public Service and Human Resource Development (MoLPSHRD), conducted an expedient market assessment, skills gaps and youth needs assessment in selected payams in Juba and Torit Counties. Forcier Consulting were contracted to support this work. This research is expected to support effective and relevant skills training and employment with respect to a pilot scheme for the first phase skills component of the Safety Net and Skills Development Project (SNSDP). The study was funded by the World Bank.

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ACRONYMS

CPA	Comprehensive Peace Agreement
GoSS	Government of South Sudan
IDPs	Internally Displaced Persons
SNSDP	Safety Net and Skills Development Project
NGOs	Non-Governmental Organizations
DVT	Directorate of Vocational Training
MoLPSHRD	Ministry Of Labor, Public Service & Human Resources Development
WB	World Bank
ILO	International Labour Organization
VTCs	Vocational Training Centers
FCS	Fragile and Conflict-affected States
TVET	Technical and Vocational Education Training

EXECUTIVE SUMMARY

Vocational Training in South Sudan Context:

On December 15th 2013, fighting amongst members of the Presidential Guard in Juba led to the start of a prolonged conflict between opposing political factions, affecting much of the country. The current crisis has exacerbated the formidable challenges facing South Sudan. Vocational training programmes are particularly relevant in the fragile-state context where skills are often the binding constraint to employment. Vocational training programmes have been a focal point for South Sudanese development interventions, particularly due to the low-levels of education and high illiteracy rates.

SNSDP Skills Development Component:

The Government of South Sudan (GoSS) will implement the Safety Net and Skills Development Project (SNSDP). The project is supported by the World Bank. Skills development is one of the three components of SNSDP. This component is expected to provide access to income opportunities for 3,500 poor and vulnerable youth in the 18-30 age group in the next 4 years. The Directorate of Vocational Training, Ministry of Labour, Public Service and Human Resource Development (MoLPSHRD) will lead the coordination for the skills development component of the SNSDP.

Skills Development Component Phase 1 Pilot in Juba and Torit Counties:

The Skills Development component will be implemented in two phases: Phase 1 will target 600 youth from Juba and Torit Counties and Phase 2 will target 2,900 youth across Bor and Ayod Counties in Jonglei state, Gogrial West, and Tonj South Counties in Warrap state; Torit and Kapoeta East Counties in Eastern Equatoria state; and Juba city in Central Equatoria state. Juba County is situated in the Central Equatoria State and Torit County in the Eastern Equatoria State. Juba and Torit Counties have 15 and 7 Payams respectively. Juba has rural and urban Payams, whereas Torit has only rural Payams.

Market assessment, skills gaps and youth needs assessment in Juba and Torit for Phase 1:

The World Bank, in coordination with MoLPSHRD, conducted a market assessment, skills gap and youth needs assessment in Juba and Torit. Forcier Consulting were contracted to support this work and identify the most viable trades and activities for skills training and livelihood development for vulnerable youth. This research is expected to support effective and relevant skills training and employment with respect to a pilot scheme for the first phase skills component of the SNSDP.

Study methodology:

This study was conducted using the simple market assessment tool developed by the ILO for South Sudan and tested by NGOs working on skills development in the country. Some modifications to this tool were made in order to determine the most relevant skills and trades in the Juba and Torit Counties in South Sudan, thus allowing a more informed perspective for the implementation of phase 1 of SNSDP Skills Component.

Two phase study:

This study was conducted in two phases. Due to time constraints, limitations imposed by the rainy season and security issues, it was decided to first complete an infrastructure mapping exercise, and then limit the in-depth survey to only those payams where sufficient Boma or NGO infrastructure exists to support a training programme under phase one of the SNSDP pilot. The Payam mapping exercise resulted in the selection of four Payams in Juba County (Juba Town, Munuki, Northern Bari, Rejaf) and two in Torit County (Hiyala, Torit) where in-depth quantitative and qualitative survey data was collected.

Respondent characteristics:

A total of 199 individuals participated in the youth survey. 28% of those surveyed in Torit had no school education compared to only 7% in Juba. Furthermore, the youth survey findings highlighted the necessity of sustainable income generation with 68% of respondents not earning enough to meet the basic needs of their households. The market supply survey comprised of 232 individual respondents, 156 in Juba County and 76 in Torit. Of the individuals surveyed, 74% were men. The education status of respondents showed variation across the two Counties, with the majority of Juba business respondents having completed secondary education whilst the majority of Torit business respondents having no formal education.

STUDY FINDINGS

Livelihoods status

- Agriculture is the predominant income generator for youth in both Juba and Torit payams, with over 60% of respondents in both Counties identifying this as their primary activity. The other main income generating activities are tailoring, animal rearing, customer services, including work at tea stalls, restaurants and bars, carpentry, bricklaying, teaching, barber, car repair and beautician.
- In Juba, service-related activities were often noted as dominant sources of income, as were more highly skilled vocations such as teaching, carpentry and tailoring. In Torit, animal rearing was cited by 38% of respondents as a form of income generation available in the area. Other business activities, linked to food services, were also seen to be popular income generating activities in Torit.

¹ A number of the categories offered for participants to choose from relate to business activities. These are separated into 4 categories: customer service, entrepreneurship/management, marketing and finance/accounting. Though these do not correspond to exact businesses, they offer some perspective on the type of skills required to run a specific business. What's more, it is likely that customer service and marketing, as a sub-category of business, relate to the food services sector, including bars, restaurants and food stalls.

- Short-term work opportunities also dominated, reflecting the seasonal nature of many of the income generating activities available to youth.
- Gender-specific income generating activities were tailoring, teaching and agriculture. In Torit, relatively fewer people, as a proportion of the total, had preferences for female-specific opportunities, reflecting the more traditional nature of the rural payams surveyed. In Juba, a more diverse range of livelihood options were considered as suitable for women. Over 50% of respondents selected tailoring, agriculture and beautician and over 40% teaching and nursing responsibilities.
- Women are willing to learn skills in variety of trades but traditional barriers and household responsibilities do not allow women to explore other opportunities. Only few women work outside the home and those who do are generally engaged in selling fruits, vegetables and tea at the market places. Few women work in restaurants. During the cultivation season, women are more likely to be engaged in agricultural work.
- The more cosmopolitan nature of Juba county seems to have strongly influenced the acceptable roles available for women in these communities. Despite this, qualitative data collected in Torit also points to relatively higher levels of acceptability about the livelihood functions women may engage with, though these are not reflected in the quantitative data, perhaps reflecting the slower nature of change to cultural norms in this region due to the rural nature of the area.
- Most youth are unable to save their earnings. The three items youth spend the most money on in Juba are food, medicine, and charcoal. In Torit, the corresponding items are food, medicine and clothes and footwear. The qualitative survey suggests that young people often spend their limited disposable income on buying clothes, alcoholic drinks and dining out.

Skills training capacity and status

- 68% respondents in Juba and 27% in Torit, who had received vocational training said that the skills they learnt in training were useful in their current job or small business. More youth in Juba find vocational training useful in their current jobs or small business compared to Torit.
- Youth who have received vocational training in the past have mostly been trained in tailoring, business entrepreneurship/management, agriculture, car repair, customer service which includes tea stalls, eateries etc., carpentry, nursing, reading/writing, accounting, computers, construction, numeracy and teaching.
- The two main factors that prevent youth from accessing vocational or skills training are the non-availability of training programmes and the cost of those programmes which are available. In Torit, the former constraint is more prominent, whereas affordability is considered a major barrier in the Juba Payams.
- Youth often learn skills while working or from friends and family members. Very few youth have undertaken formal vocational training. Of those youth who have received vocational training, the training is largely provided by NGOs.
- Most of the youth completed the full length of the training programme. 83% of respondents in Juba and 62% in Torit, who have received some type of vocational training, said that they completed the full length of their training programme.
- Drop-out rates were widely influenced by a need for income generation during the course of the training. Some of the main issues are linked to transportation, no provision of lunch or breakfast, and a lack of understanding of English which is the medium of instruction. Due to long training hours trainees are unable to find work and earn money to support families. Vocational training is often viewed as a last resort for youth who don't want to engage in the traditional labour market.
- Drop-out rates are far higher for women than for men due to constraints imposed by marriage and pregnancy, as well as the fact that vocational training programmes are often not suitable for women and do not provide support for their families.

- The intake capacity of four existing Vocational Training Centre's (VTCs) surveyed in the target Payams is limited to approximately 700 candidates per year. The VTCs offer long term courses ranging from 11 months to 2 year in mechanics, welding, civil engineering, plumbing, masonry, bakery, tailoring, electrical, building and construction, carpentry and joinery, brick-laying and computer training. They are either funded or accredited by the Government.
- Business skills were considered most important for a business owner to have a successful business. Other important skills are language skills, literacy and numeracy, and trade skills.

Opportunities for livelihoods development

- 83% of youth surveyed in Juba and 95% of those surveyed in Torit indicated that they would be interested in starting a business.
- The results suggest that for those youth who completed training in the Juba payams over 50% found work or started a business in the month following the completion of training.
- According to respondents, if they had the relevant skills, the three best employment opportunities available to them in the Juba Payams would be agriculture, tailoring, and car repair. The corresponding opportunities in Torit were seen to be agriculture, tailoring, and business marketing which includes owning a market school to sell produce. The main sources of income in Juba Payams are agriculture, barber, customer service, car repair and teaching. Tailoring and agriculture are top sources of income in the Torit payams.
- The three most suitable employment opportunities for women in both the Juba and Torit payams are seen to be tailoring, agriculture, and beautician.

Barriers to livelihoods development

- Significant barriers were seen to thwart potential for livelihood development, particularly with respect to business development. In particular, access to capital was seen as a significant barrier with over 75% of youth selecting this option. The study suggests that low wages and lack of skills to start a business also act as barriers to livelihoods development.
- In addition, security issues, poor roads for transporting goods, high renting fees, lack of tools and machinery, and discouragement from families act as impediments to livelihood development.

Mobility status

- Respondents in the focus groups and interviews consistently pointed to the fact that skilled jobs were often taken by skilled foreigners living in the capital, a similar trend was also noted with respect to business owners in the market places.
- The migration status of youth across both counties showed a relatively high willingness to relocate. In both Juba and Torit, 42% of individuals were very willing to migrate.
- Of those who were very willing or somewhat willing to move, the predominant reason was a lack of jobs in the individual's existing location and better pay in other areas. In Juba, security and violence was also a major concern, reflecting the impact of recent conflict.
- The qualitative survey suggests that youth are willing to migrate outside of their Counties for training and employment and, in some cases migration willingness extends to other Countries.

KEY RECOMMENDATIONS:

Planning Stage:

There is existing training centre infrastructure in Juba Town, Rejaf, Northern Bari, Hiyala Payams in Juba County, and Torit and Hiyala Payams in Torit County.

For the systematic implementation of this pilot, resource payam approach may be followed. This approach allows for learning by doing, developing the proof of concept and building capacities of communities and youth beneficiaries in a specific payam within a County, where training centre infrastructure exists. This payam later acts as a 'resource' for replicating and scaling up the pilot across other Payams in the target Counties in a systematic and organic manner.

Pre-Training Stage:

Community mobilization: Implementing partners are advised to adhere to a systematic rolling out of the mobilization drive, while ensuring that the concerned Payam Executive Directors and Boma chiefs are made aware of the project and its implementation details. Boma Chiefs play an important role in community awareness, mobilization and engagement, and should be fully involved in the mobilization process.

Identification of potential trainees: As a best practice, Boma Chiefs and Community Education Committees of local Churches should prepare a list of all unemployed youth and identify most vulnerable/disadvantaged youth within a Boma /community. Based on the list, community should identify potential trainees.

Youth Counseling: Implementing partners should organize information and counselling sessions for youth and their parents. The Boma chief should be involved in the counselling process. Only interested and most needy candidates should be enrolled for the training program.

Training Stage:

Trades for training: Following trades have demand in the market –

- Juba County: Growing and selling agriculture produce like pumpkin, seeds of maize and groundnuts, millet and wheat; and exotic food items, Hospitality (customer services, waiters, catering etc.), Auto mechanics (car repairing), Carpentry, Bricklaying, Tailoring (garments) Beautician, Saloon services , Taxi driving, and Bakery
- Torit County: Growing and selling agriculture produce like tomatoes, onions, seeds of maize and groundnut, beans, local vegetables, whole fruits and cut fruits, Auto mechanic, Tailoring (garments) and Fishing

Training components: The following training components are recommended: trade specific training; business/entrepreneurial training; Life skills training; and Soft skills training. The medium of instruction should be local language and not English. This was one of the reasons for student dropout.

Linking training to market: The study suggested that the training content and related activities in the existing vocational training centers is not primarily market linked. The implementing partners should do following to make training market linked: Involve potential employers in training content development, expose trainees to market and Involve employers as guest lecturers.

Training duration: Training duration should ideally be for 3 to 4 months, 4 to 5 hours per day, and 5 days a week. The training should be avoided in rainy season when planting is taking place and training centres are inaccessible.

Support services during training: The training should be free of cost and should include a stipend support during the training for transportation and meals for trainees.

Support services close to completion of training (last month of training):

- **Certification and Assessment of trainees:** Certification and assessment acceptable to the industry or employers should be mandatory for SNSDP Skills component to ensure high quality standards and employment. This should also be vetted by the Directorate of Vocational Training, Ministry of Labour, Public Service and HRD.
- **Placement services:** The SNSDP Skills development program should therefore appoint full time placement coordinators through the implementing partners to liaise with potential employers, and support youth with placement services close to the completion of the training.

Post-Training Stage

Support services after completion of training for youth trained for self-employment:

- **Business startup capital:** The study suggests that access to capital is the main barrier to business development. Therefore, the SNSDP Skills development component should make additional funds available to eligible candidates for starting a micro-enterprise.
- **Follow up Business development advisory support services:** The study suggests that young entrepreneurs need constant handholding support in managing their income generating activities at least in the initial phase. The project should provide handholding and business development advisory support services to youth entrepreneurs for a period of one year after completion training.

Support services after completion of training for youth trained for wage-employment:

- **Facilitation centre:** A placement facilitation centre can be set up in Juba city to cater to the immediate needs of youth who join the companies in and around Juba City. This facilitation centre can provide basic required support services to youth to sustain in Juba including finding an accommodation, opening a bank account, post-placement counseling and following up with the employers. Providing support services at early stages of youth exposure to city atmosphere will improve the chances of youth retaining their jobs.

1.1 BACKGROUND ON SOUTH SUDAN

On July 9, 2011, six years after the signing of the Comprehensive Peace Agreement (CPA), South Sudan seceded from Sudan following more than two decades of devastating civil war. On December 15, 2013 fighting amongst members of the Presidential Guard in Juba led to the start of a prolonged conflict between opposing political factions, affecting much of the country. The current crisis has exacerbated the formidable challenges facing South Sudan. Between 1983 and 2002 an estimated 2 million people in Sudan died as a result of war, with an estimated 3% dying as a result of direct battle.² As a result, South Sudan has a youthful population with over half of the population under the age of 18 with high rates of youth unemployment and underemployment.³

Following independence South Sudan has been faced with widespread development challenges. During the conflict with Sudan successive generations were denied any formal education; just over a third (37%) of the population report they attend or have attended school, by gender this breaks down to 47% of males and 28% of females.⁴ As a result, illiteracy rates are high with only a quarter (27%) of the population aged 15 and older report being able to read and write.⁵ In addition, South Sudan faces significant political and socio-economic challenges, particularly internal and external instability. This has become particularly pertinent in light of the outbreak of conflict in December 2013. Furthermore, inter-communal conflict remains problematic. Adding additional pressure, since independence South Sudan has seen a high influx of returnees, as well as experiencing other population migration issues.⁶ These pressures increase the need for stable, functioning livelihoods so that individuals can support both themselves and their families.

Limited infrastructure also continues to restrict development in South Sudan with extremely poor road infrastructure and weak linkages between markets. This severely diminishes the potential trade links between different parts of South Sudan and across borders, enhancing the difficulties for local businesses to develop sustainable enterprises and access goods demanded by local communities. Overcoming the infrastructure deficit is also expected to enhance growth per capita in the non-oil sector by 3.5%.⁷

As a result of violent unrest which led to fighting in Juba in December 2013, instability has worsened in South Sudan. Since the violence began an estimated 1.1 million people have been reported as internally displaced, as of June 2014, with sporadic fighting continuing. Many more are believed to have crossed the borders into neighboring countries as refugees. In particular, the number of IDPs has spiked in Jonglei and Unity states but decreased in Upper Nile and Central Equatoria. Over 114,000 refugees are currently situated in Uganda, followed by Ethiopia with over 147,000 and Sudan hosting 86,000 displaced refugees.⁸

² Bethany Lacina and Nils Petter Gleditsch, "Monitoring Trends in Global Combat: A New Dataset of Battle Deaths," *European Journal of Population* 21 (2005): 159. doi 10.1007/s10680-005-6851-6.

³ National Bureau of Statistics (NBS), <http://ssnbs.org/>. ⁴ Ibid, 42. ⁵ Ibid, 41.

⁶ According to the Relief and Rehabilitation Commission, 1,812,300 internally displaced people and refugees returned to South Sudan between 2004 and 2008, with an additional 301,903 people returning between October 2010 and May 2011, with rates expected to continue. This information was taken from the Statistical Yearbook of Southern Sudan, 2010, and the South Sudan Statistical Yearbook 2011, pages 23 and 109, respectively.

⁷ www.afdb.org/fileadmin/uploads/afdb/Documents/Generic-Documents/South%20Sudan%20Infrastructure%20Action%20Plan%20-%2020A%20Program%20for%20Sustained%20Strong%20Economic%20Growth%20-%20Full%20Report.pdf

⁸ <http://reliefweb.int/sites/reliefweb.int/files/resources/south%20sudan%20snapshot.pdf>

Despite the signing of a cessation of hostilities agreement on 23 January 2014, fighting between government and opposition forces continued, particularly in the Upper Nile region.⁹ Peace talks, resuming in May 2014, led to a further agreement between the government and opposition forces.¹⁰ The recent outbreak of conflict has put the population of South Sudan, particularly the most vulnerable, at great risk, emphasising the need for sustainable forms of income generation and livelihoods. Limited security and lack of resources have severely constrained the humanitarian response which is required to aid the estimated 4.9 million people in need of humanitarian assistance.¹¹ Post-conflict South Sudan will have to rebuild and diversify the economy and provide economic opportunities for its citizens with specific attention to the large youth population. South Sudan has a high agricultural potential, owing to its rich natural resources, this has been under-exploited to date.

1.2 LIVELIHOOD AND VOCATIONAL TRAINING: INTERNATIONAL CONTEXT

In an international context more broadly, vocational training, or Technical and Vocational Education and Training (TVET), has been a part of the development discourse for the past two decades, taking on various other names in the years preceding the more fluent use of TVET.¹² The term has become useful in defining the type of educational support which is often required in low-income countries since this is more likely to be about technical and applied skills than formal education. This does not discount the value of formal education but does allow for more potentially relevant training programmes as part of the core development agenda. This focus is also key in the post-conflict context where youth have often been denied access to formal education, leaving them deficient of applicable skills in the reconstruction period.

Vocational training programmes are thus particularly relevant to post conflict or fragile environments, where skills are the binding constraint to employment. The availability of good employment opportunities is a key element for social cohesion and political stability in fragile and conflict-affected states (FCS). Where these opportunities are lacking, instability is likely to worsen as youth become less encouraged to engage with functioning society and become more susceptible to insurgent groups if there is potential for conflict to emerge.

High levels of unemployment and lack of opportunities for income generation clearly have the propensity to lead to instability, something which can in some ways be resolved by education or TVET programmes. However, it is also important to recognize that TVET programming itself has the potential to exacerbate tensions amongst a community rather than make them better, particularly if one particular group is prioritized above another or the outcomes of TVET lead to increased inequalities across different members of the population.¹³

Another important point to bear in mind is how successful TVET programming has been in alleviating youth unemployment. Mixed results have been found across countries and across different types of programming and there is no agreed process for how to implement TVET that is guaranteed to be successful. Tripney and Hombrados (2013) conducted a systematic review and meta-analysis for TVET programming in low and middle-income countries. This review highlights some of the inherent problems in evaluating these programmes, as well as the need for more thorough evaluation methods to be employed as more and more schemes get underway across the globe. They found that many of the programmes studied targeted a youth, or specifically defined population. The authors also found that, on average,

⁸ <http://reliefweb.int/sites/reliefweb.int/files/resources/south%20sudan%20snapshot.pdf>

⁹ "South Sudan Crisis: Situation Report No. 29". OCHA South Sudan. 27 March 2014. Available at: http://reliefweb.int/sites/reliefweb.int/files/resources/South_Sudan_Crisis_Situation_Report_29_as_of_27_March_2014.pdf

¹⁰ <http://www.reuters.com/article/2014/05/10/us-southsudan-unrest-idUSBREA480UX20140510> ¹¹ OCHA p. 2

¹² <http://www.unevoc.unesco.org/go.php?q=more+about+What+is+TVET&context=>

¹³ <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/EducationSupplement/03.pdf>

training programmes were seen to have a positive result on overall paid employment, formal employment and earnings, with each of these results being statistically significant at the 5% level.¹⁴ These positive findings go some way towards elucidating the success of vocational training, though clearly, context-specific factors will be extremely important, even more so in the case of South Sudan.

1.3 LIVELIHOOD AND VOCATIONAL TRAINING: SOUTH SUDAN

One of the predominant ways utilised by the Government of South Sudan (GoSS) and Non-Governmental Organizations (NGOs) to support livelihood development is through vocational training programmes. These programmes have been a focal point for South Sudanese development interventions, particularly due to the low-levels of education and high illiteracy rates. As such, these mechanisms are primarily developed to support the youth population who are often comprised of a range of ex-combatants, returnees and Internally Displaced Populations (IDPs). In this sense, understanding the requirements of these unique groups in the population is fundamental for developing effective programming. In particular, the refugee experience of youth is also likely to affect their preferences for livelihood functions, particularly if they have been previously based in more cosmopolitan regions with less traditional income generating opportunities. This may mean the preferences of youth returnees is for emerging sectors or vocations in the more profitable parts of the agricultural value chain. It is also important to ensure vocational training is socially and culturally compatible and takes into account the ethnic composition of different regions.

The people of South Sudan are among the World's poorest, with more than half the population living on less than 1 USD per day.¹⁵ South Sudan, while having abundant natural resources, is heavily reliant on oil revenue. The GoSS has put significant emphasis on promoting agricultural development in order to diversify revenue and enhance livelihood opportunities for individuals living in poverty and improve food security.¹⁶ The majority of the population depends on agriculture, livestock, or forestry for their daily livelihoods, and despite this the sector provides less than 30% of gross domestic product.¹⁷

Vocational training programs have been employed in South Sudan to develop human capital, though this has often been in an uncoordinated and ad hoc manner. The vocational training sector has also been overlooked for many years in terms of government policy, with no clear structures and policies to oversee the sector in the longer term. A need to coordinate and harmonize vocational training programs is seen to be essential for efficient and effective development. As a result, the Directorate of Vocational Training was recently established in the Ministry of Labour, Public Service and Human Resource Development by the Government of South Sudan.

Despite the pertinent nature of vocational training in South Sudan, this sector alone is unlikely to ensure sustainable livelihoods and economic growth. Vocational training must be well targeted, demand-driven and ideally, lead to viable and sustained employment. These factors result in a need for well-planned and structured programming which meets the needs of local communities.

The recent Youth Labour Market in South Sudan report estimates that three out of five youth have entered the labour market by age 10, primarily in unpaid family work in the agriculture and livestock sectors and with an urgent need for second chances in learning opportunities for acquiring job relevant skills. As a result of these conditions, rural-urban migration in South Sudan has become a common phenomenon, with widespread movement to urban centres on

¹⁴ Tripney and Hombrados (2013). Technical and Vocational Education and Training (TVET) for Young People in Low-and Middle-Income Countries: a Systematic Review and Meta-Analysis. Empirical Research in Vocational Education and Training, 5:3.

¹⁵ "UNDP in South Sudan". available at http://www.undp.org/content/south_sudan/en/home.html

¹⁶ "USAID, Agriculture and Food Security". available at <http://www.usaid.gov/south-sudan/agriculture-and-food-security> ¹⁷ Ibid.

the rise. This is especially true among young, trained and/or educated individuals in search of employment, as many youth feel it necessary to migrate to urban centres in order to earn a living from any newly acquired skills.¹⁸ Reflecting these challenges, the rate of employment in South Sudan, as a percentage of the active population, is only 11.5%.¹⁹

The population in Juba, for example, is estimated to have doubled from 2005 to 2010²⁰, with an influx of returnees and IDPs following the Comprehensive Peace Agreement (CPA) in 2005. This escalating urbanisation brings with it numerous challenges but also a number of opportunities. Of particular importance is ensuring that the needs of residents and returnees are met and that communities have access to viable livelihood functions to support themselves and their families.

A further challenge to communities desiring sustainable livelihood functions is the situation of recurring crisis that continues to have a devastating impact on livelihoods and food security.²¹ The effect of this is that communities' asset bases are eroded and any ability to realize a productive agricultural cycle, on which the majority of the population depend for subsistence, is severely diminished.²² Intermittent but regular conflict, natural disasters, and lack of economic opportunities place fragile communities in danger of extreme poverty and food insecurity, meaning that households are only able to meet the most basic of needs.

1.4 SAFETY NET AND SKILLS DEVELOPMENT PROJECT (SNSDP)

The Government of Republic of South Sudan will implement a Safety Net and Skill Development Project (SNSDP). The project is supported by the World Bank. The objective of SNSDP is to provide access to income opportunities and temporary employment to the poor and vulnerable and to put in place building blocks for a social protection system. The project has three main components, one of which is skills development²³

As one of the focal components of the SNSDP, an understanding of the most appropriate skills development programming is essential for South Sudan. The Directorate of Vocational Training, Ministry of Labour, Public Service and Human Resource Development (MoLPSHRD) will lead the coordination of skills development component of SNSDP project. The objective of this component is to provide youth from poor and vulnerable households with access to livelihood opportunities through comprehensive skills development training comprised of technical, entrepreneurship and life skills. Through this component, short term skills training, based on market demand, would be provided to rural and urban poor youth. The training will target male and female youth, aged 18-30 years. This component is expected to provide access to income opportunities for 3500 poor and vulnerable youth in next 4 years.

The Skills component will be implemented in two phases: Phase 1 will target 600 youth from Juba and Torit and Phase 2 will target 2900 youth across Bor and Ayod Counties in Jonglei state, Gogrial West, and Tonj South Counties in Warrap state, Torit and Kapoeta East Counties in Eastern Equatoria state, and Juba city in Central Equatoria state.

In this context, the World Bank, in coordination with MoLPSHRD, conducted an expedient market assessment, skills gaps and youth needs assessment study in Juba and Torit (details in Fig 1.) to determine the most relevant skills and trades for phase 1 of SNSDP Skills Development Component.

¹⁸ http://www.ucw-project.org/attachment/Labour_market_in_South_Sudan_childlabour_youthemployment20120131_173344.pdf

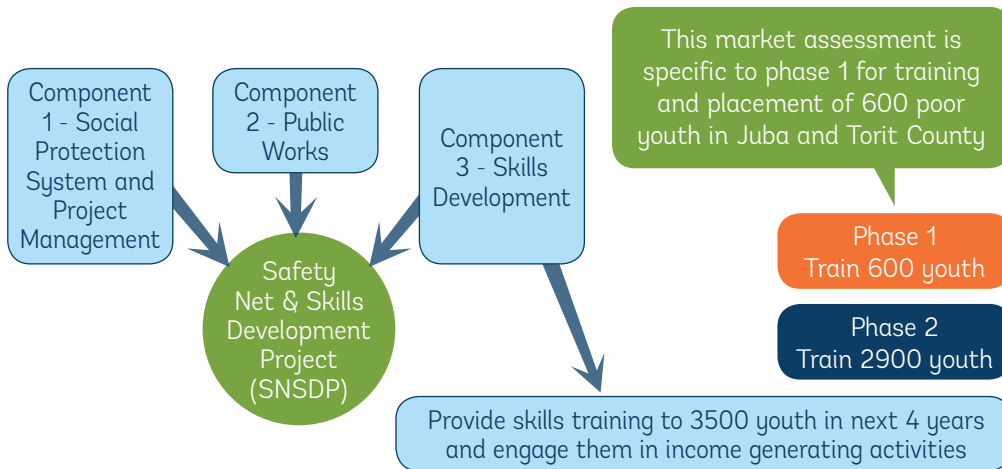
¹⁹ http://www.youthpolicy.org/national/South_Sudan_2012_Youth_Unemployment_Briefing.pdf

²⁰ Martin, E. and Mosel, I. (2011). City Limits: Urbanisation and Vulnerability in Sudan (Juba Case Study).

²¹ FEWS Net South Sudan, South Sudan Food Security Outlook, July-December 2013. ²² Ibid.

²³ <http://documents.worldbank.org/curated/en/2013/06/17835914/south-sudan>

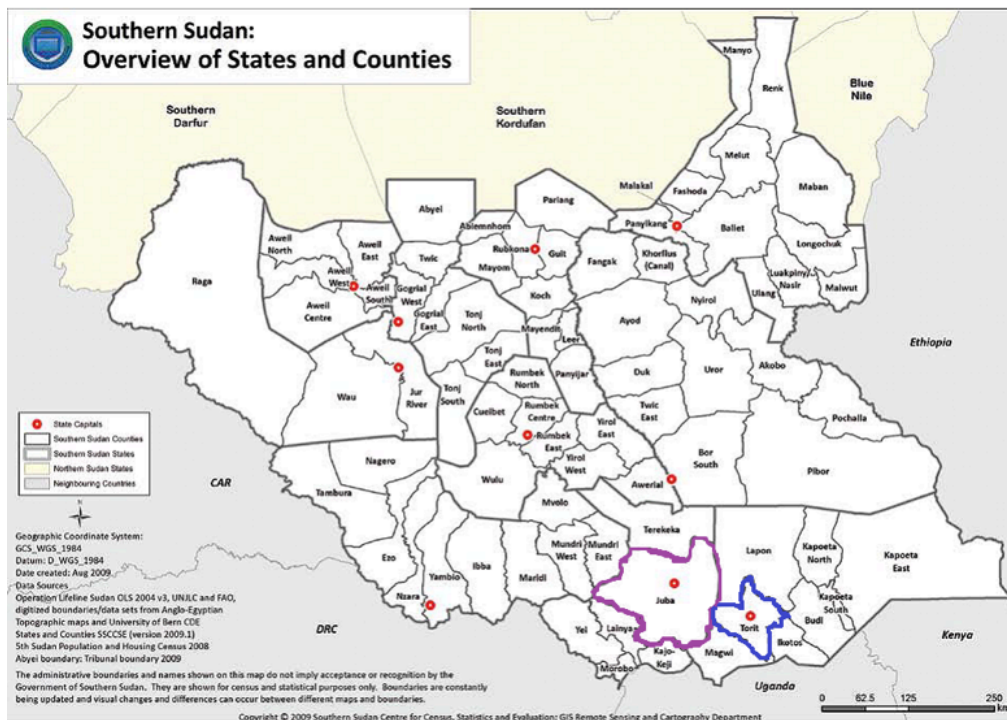
Figure 1: SNSDP Structure and Focus of Market Assessment



1.5 SNSDP PHASE 1 COUNTIES: JUBA AND TORIT

Juba County is situated in the Central Equatoria State in the south of Sudan, bordering Uganda to the East and the Democratic Republic of Congo to the West (refer Fig 2.). 65% of the population lives in rural areas, though this is relatively lower than across the rest of South Sudan where 83% of the population lives in rural areas (details in Table 1). 44% of the population lives below the poverty line, though this figure tends to be relatively lower in urban areas. Livelihood activities tend to be more diverse in Central Equatoria State, with more opportunities available due to the higher levels of demand for services in the urban centres. This is reflected in the contrastingly lower proportion of households who are dependent on crop farming or animal husbandry, 58% compared to the South Sudan average of 78%.²⁴

Figure 2: Counties and States of South Sudan



²⁴ http://ssnbs.org/storage/key-indicators-for-southern-sudan/Key%20Indicators_92.pdf

Table 1: Central Equatoria and Eastern Equatoria State-Level Characteristics

	Juba County	Torit County
State	Central Equatoria	Eastern Equatoria
Total number of Payams	15	7
Proportion of rural population (state-level)	83%	91%
Total Population (county-level)	372,413	99,740
Population aged 0-16 years (county-level)	151,623	48,800
Population below the poverty line (state-level)	44%	50%
Proportion of households dependent on crop farming or animal husbandary	58%	86%
Population above the age of 6 who have never attended school	58%	27%

Juba County is an administrative region within the State with a population of 368,436.²⁵ It is the largest County in the State and hosts the capital city where fast-paced urbanization has been underway over the previous decade. This dynamic changes the range of livelihood opportunities within the region, with higher demand for service-based activities and less reliance of the agricultural sector.

Torit County is situated in the Eastern Equatoria State in the south of Sudan, bordering Uganda and Kenya. 91% of the population lives in rural areas, this is slightly higher than the national average and highlights the risk of isolation within the State.²⁶ The dominance of rural communities in Eastern Equatoria is reflected in the proportion of households, 86%, who are dependent on crop farming or animal husbandry, exceeding the national average.²⁷ This duly influences the potential livelihood activities, meaning that subsistence farming plays a dominant role in everyday life. In light of this, it is interesting to note that 72% of the working population was unpaid family workers with only 7% of individuals in the state working as paid employees.²⁸

Both Central and Eastern Equatoria make up part of what is known as the Greenbelt Zone, due to its fertile land and the inhabitants' dependence on agriculture. What's more, this region is designated as an agricultural surplus zone meaning there is potential for intra-regional trade in South Sudan, as well as potential exports. A reliance on less technically efficient agricultural methods and limited resources for enhancing the productivity of crop cultivation has meant that these areas are not living up to their full production potential.²⁹ Opportunities for trade are constrained by limitations to the existing infrastructure and weather shocks. Despite this, both regions are benefiting from emergent infrastructure development, which has improved links to Uganda and Kenya, as well as within South Sudan in general, and with less extreme weather conditions, which mean that either region is not entirely isolated during the rainy season.

²⁵ South Sudan Statistical Yearbook 2010 ²⁶ http://ssnbs.org/storage/key-indicators-for-southern-sudan/Key%20Indicators_93.pdf
²⁷ *Ibid.* ²⁸ http://ssnbs.org/storage/key-indicators-for-southern-sudan/Key%20Indicators_92.pdf
²⁹ <http://www.odi.org/publications/6672-south-sudan-social-protection-livelihoods-basic-services>

In order to facilitate the start of the skills component of the SNDSP, the World Bank, in coordination with the MoLPSHRD, commissioned a market assessment in Juba and Torit counties to assess the range of trades and activities currently being undertaken by youth in these communities. While looking to identify current skills and income-generating activities was seen as important, understanding demand factors was also prioritised as part of the study to highlight opportunities for skills development and employment. This section of the report details the aims of the assessment and the methodology employed to achieve these aims.

2.1 Aim of Assessment

The market assessment is expected to support an effective and relevant pilot, to be implemented following the findings of this report and show impact. This assessment therefore sought to understand how and where livelihood development can best be targeted to support the youth population in Juba and Torit. The core objectives of this assessment were as follows:

- **To assess the capacity and impact** of existing formal or informal skills training institutes in the Torit and Juba Counties;
- **To understand the existing and potential** opportunities for youth in terms of skills development;
- **To assess the migration status** of youth, particularly with respect to their willingness (or not) to relocate for employment opportunities;
- **To detail the existing livelihood status** of youth in the designated payams, including income-generating activities, key barriers to employment and areas where additional training would add support youth to access opportunities;
- **To understand challenges for small businesses** who are trying to establish and realize the key support services which may support business development;
- **To assess gender-specific income-generating activities** which may allow for targeted funding for skills development;
- **To assess existing community practices** with respect to mobilization and targeting of youth in the community for employment;
- **To identify payams** within Juba and Torit where vocational training is likely to be well-received and effective and where implementing partners may facilitate training.

2.2 Methodology

This section of the report outlines the methodology employed to undertake the market assessment. The two phases of the study are: the first, a payam mapping exercise to determine the locations deemed most viable for vocational training centres to be located; and second, detailing the process used for a more detailed survey in the payams chosen in Phase One. Finally, the limitations of data collection are briefly discussed.

³⁰ A more detailed version of these objectives can be found in Appendix 5.3.1.

2.2.1 Two Phase Study

This study has been conducted using the simple market assessment tool developed by ILO for South Sudan and tested by NGOs working on skills development in the country. Some modifications to this tool were made in order to determine the most relevant skills and trades in the Juba and Torit Counties in South Sudan, allowing a more informed perspective for the implementation of phase 1 of SNSDP Skills Component.

This study was conducted in two phases. Due to time constraints, rainy season and security issues, it was decided to first complete an infrastructure mapping exercise, and then limit the in-depth survey to only those payams where sufficient Boma or NGO infrastructure exists to support a training program under phase 1 of SNSDP pilot.

2.2.2 PHASE 1: Payam Mapping Exercise

In phase 1, payam mapping/infrastructure assessment exercise was conducted in Juba and Torit Counties (details in Table 2). This exercise covered 5 Juba payams and 7 Torit payams. Based upon the findings, 4 payams in Juba were selected and 2 in Torit for the market assessment. In Torit, the exercise was conducted in the following payams: Bur, Himodonge, Ifwotu, Imurok, Kudo, Torit and Hiyala. In Juba it was conducted in Juba Town, Kator, Munuki, Northern Bari and Rejaf.

Table 2: Overview of Payam Mapping Exercise

County	Number of Payams	Number of Accessible Payams	Number of Payam where mapping exercise was conducted	Payams where mapping exercise was	Payams selected for phase 2 of study
Juba	15	7	7	Juba Town, Kator, Munuki, Northern Bari, Rejaf, Rokon, Gondokoro	Juba Town, Munuki, Northern Bari, Rejaf
Torit	7	5	5	Himodonge, Hiyala, Imurok, Kudo, Torit	Hiyala, Torit

The payam mapping exercise was supported by Payam level government officials and was conducted in a collaborative and participatory manner. The payam mapping exercise was conducted with Payam level Government officials, community leaders and community members to identify the general resources and infrastructure of the payam to assist in the sampling process for the study and future implementation. As a result of this process, payam level resource maps were prepared with the help of community members and Payam officials.

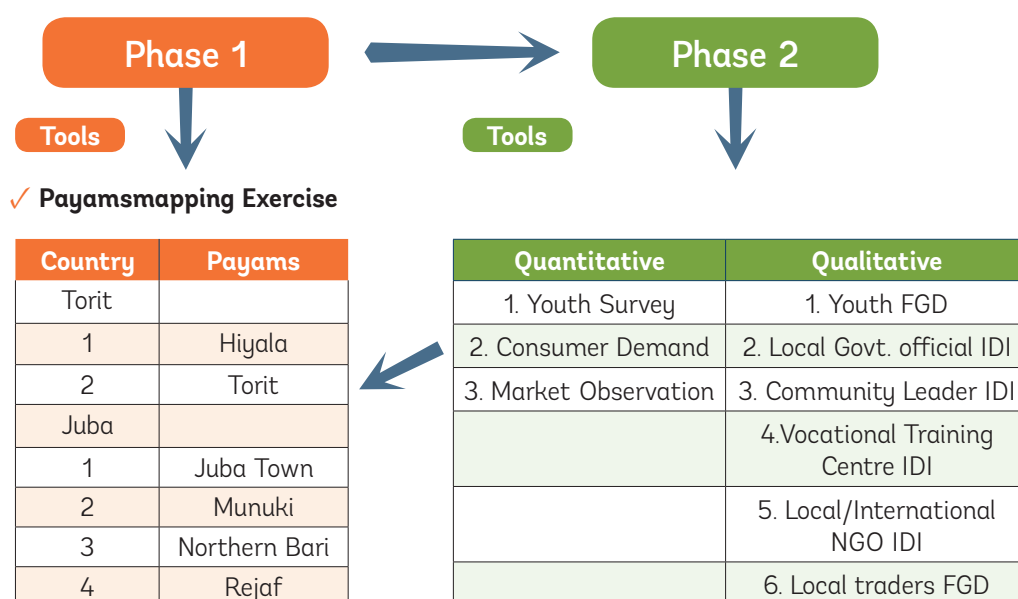
One of the main purposes of this exercise was to find out if there is enough Boma or NGO infrastructure in the Payam to support a training program under phase 1 of SNSDP pilot. Additionally, this mapping exercise was also designed to find out whether any vocational training centers already existed within the payam, where these were located and the relevant contact persons therein. Further information was also gathered on the condition of the premises and the likelihood that they, or other buildings in the payam, might be used for future training in implementing the SNSDP programme. Criteria were set for this assessment with the buildings needing to be concrete and to have capacity for 30-60 youths for training purposes.

Based on results from payam mapping exercise, it was determined to do an in-depth market assessment survey in four payams in Juba County and two payams in Torit County. The four payams selected for phase 2 survey were Juba Town, Munuki, Northern Bari and Rejaf and two payams in Torit were Torit and Hiyala.

2.2.3 PHASE 2: In-depth Survey in Selected Payams in Juba and Torit Counties

Figure 3 presents an overview of Phase 2 in-depth survey conducted in 6 selected Payams in Juba and Torit Counties.

Figure 3: Methodology Overview for Phase 1 and Phase 2 of Study



2.2.4 Quantitative Data

For the quantitative component, three questionnaires were administered amongst select groups of the local population. The first, a youth survey, was primarily undertaken to collect data from local youth between the ages of 18-30. The second and third were designed to collect consumer demand and market supply data in order to identify opportunities within the market place.

In order to collect the youth survey data, respondents were selected at the household level with data collectors randomly selecting houses using set intervals, which were dependant on the number of residences in each location. With respect to each household, a respondent was required to fulfill a number of criteria before being relevant for the survey. In particular, the respondent had to be between the age of 18 and 30. Furthermore, data collectors were required to fulfill quotas of a 50 percent gender split and 50 percent of respondents having received vocational training. This process added further complexities to the data collection. Similarly, in collecting consumer demand and market supply data, a representative sample was required so as to provide relevant information for different types of business and different types of consumer within each market place. This was particularly true of the business respondents on the market supply side. To the extent possible, random sampling was employed in the field. Table 3 details the sampling strategy employed in the data collection process.

Table 3: Sampling Strategy for Data Collection (Juba and Torit Counties, May and June 2014)

Tool	Quotas	Qualification Criteria
Youth Survey	30 per selected payam 30-50% female ~50% received VT ~50% not received VT	Resident of payam Age 18-30
Youth FGD	2 per selected payam 1 FGD female 1 FGD male	Resident of payam Age 18-30
Community Leader IDI	2 per selected payam	Community leader(Boma Chief)
Local Government Official IDI	1 per selected payam	Payam Administrator/Official
Vocational Training Centre IDI	Urban: min. 2 per payam Rural: universe	Active formal or informal training center
Local/International NGO IDI	Urban: min. 1 per payam Rural: universe	Active NGO engaged in vocational training, livelihoods training, women's empowerment programming and/or career counseling
Local Traders FGD	1 in each market serving selected payams	Active trader in selected market
Market Observation Questionnaire	1 in each market serving selected payams	Selected market
Consumer Demand/Market Opportunity Survey	15 consumers in each market serving selected payams 35 businesses in each market serving selected payams	Selected market is primary market or primary place of business; Respondents from each occupational category will be targeted (see note below)

In all payams approval was granted by the relevant personnel within the local administration either via a letter of introduction or meetings with payam level administration staff or local boma chiefs.

Fieldwork took place in late May 2014 and early June 2014 and the data collected was deemed to be representative of the target population with random sampling techniques being employed in each location, taking into account relevant respondent criteria.

Data was primarily analysed using excel and statistical software with technical guidance provided by SwissPeaks, an independent quality control firm, to ensure that data could sustain further reliability and verification checks during data processing.

2.2.5 Qualitative Data

Qualitative focus group discussions and interviews were conducted with relevant stakeholders in each payam based on the prior designed and approved qualitative data collection formats. Interviewees were selected based on the advice and guidance of community leaders and local administrative staff in each payam. Table 4 details the participants in the qualitative data collection and the sampling strategy is detailed in Table 3 above.

Table 4: Qualitative Data Collection Overview (Juba and Torit, May and June 2014)

Interview Classification	Person/Group	Location (Payam/Boma)
Youth FGD (Female)	7 participants	Juba Town
Youth FGD (Male)	6 participants	Juba Town
Community Leader IDI 1	Community Leader: Jada	Juba Town
Community Leader IDI 2	Tax Collector/Community Leader: James Cirino	Juba Town
Local Government Official IDI	Unavailable	Juba Town
Vocational Training Centre IDI	MTC	Juba Town
Local/International NGO IDI	Cordaid	Juba Town
Local Traders FGD	5 participants: 2 male, 3 female	Juba Town
Youth FGD (Female)	8 participants	Munuki
Youth FGD (Male)	7 participants	Munuki
Community Leader IDI 1	Boma Chief: Angelo Lubajo Waran	Munuki
Community Leader IDI 2	Boma Chief: Losiyo Scopas Martine	
Local Government Official IDI	Administrator: Santine	Munuki
Vocational Training Centre IDI	Gudele (YEP) Centre	Munuki
Local/International NGO IDI	Unavailable	Munuki
Local Traders FGD	5 participants: 4 male, 1 female	Munuki
Youth FGD (Female)	6 participants	Northern Bari
Youth FGD (Male)	7 participants	Northern Bari
Community Leader IDI 1	Boma Chief: Alphones	Northern Bari
Community Leader 2	Shiekh/Chief: Gurei	Northern Bari
Local Government Official IDI	Deputy Director Northern Bari: Amal Rajab Juma Wani	Northern Bari
Vocational Training Centre IDI	Unavailable	Northern Bari
Local/International NGO IDI	Unavailable	Northern Bari
Local Traders FGD	6 participants: 3 male, 3 female	Northern Bari
Youth FGD (Female)	6 participants	Rejaf
Youth FGD (Male)	9 participants	Rejaf
Community Leader IDI 1	Boma Chief: Jachia Pitiya	Rejaf
Community Leader IDI 2	Boma Chief: Daniel Ladu Bureng	Rejaf
Local Government Official IDI 1	Inspector for the department of Social Welfare: Sarah Michael	Rejaf
Vocational Training Centre IDI	St Vincent Vocational Training School	Rejaf
Local/International NGO IDI	Unavailable	Rejaf
Local Traders FGD	6 participants: 4 male, 2 female	Rejaf

CONTINUED - Table 4: Qualitative Data Collection Quotas and Observations Collected (Juba and Torit, May and June 2014)

Interview Classification	Person/Group	Location (Payam/Boma)
Youth FGD (Female)	8 participants	Torit
Youth FGD (Male)	8 participants	Torit
Community Leader IDI 1	Boma Chief: Elia Otwari	Torit
Community Leader IDI 2	Boma Chief: Louis Ohuro	Torit
Local Government Official IDI	Payam Administrator: Alphonse Bashir	Torit
Vocational Training Centre IDI	Unavailable	Torit
Local/International NGO IDI	Itwak Women's Group	Torit
Local Traders FGD	9 participants: 4 male, 5 female	Torit
Youth FGD (Female)	6 participants	Hiyala
Youth FGD (Male)	Unavailable	Hiyala
Community Leader IDI 1	Boma Chief: Daniel Oburak Bortel	Hiyala
Community Leader IDI 2	Boma Chief: John Oromo	Hiyala
Local Government Official IDI	Payam Chief: Benjamino Ohide	Hiyala
Vocational Training Centre IDI	Hiyala Lifeskills Centre	Hiyala
Local/International NGO IDI	Unavailable	Hiyala
Local Traders FGD	10 participants: 8 male, 2 female	Hiyala
Local Traders FGD	10 participants: 8 male, 2 female	Hiyala

Regarding the selection of the focus group discussions (FGD), researchers were provided with a set of criteria depending on the focus group or interview being undertaken. More details on this criteria can be found in Appendix.

2.3 Fieldwork Limitations

Quantitative and qualitative data was collected in the relevant Juba and Torit payams at the end of May and the beginning of June 2014. While every effort was made to ensure that quantitative and qualitative surveys were carried out in a timely, accurate, and detailed fashion, there are a number of issues with data collection which are now briefly discussed. Enumerators made every effort to collect all the relevant data, even in cases where they initially met resistance.

The field reports noted a number of issues with data collection in the payams, particularly in ensuring the sustained attention of interviewees. Due to the volume of data being collected, it was often difficult for enumerators to sustain the attention of the participants in the quantitative surveys and the interviewees. What's more, when interviewing more senior level officials at the payam level, there was a reluctance to provide much time for the interviews, often because individuals had other priorities to attend to in the day. This may have led to less robust data being collected as individuals had a tendency to rush through the questions. The limitations of self-reported data should also be noted, in that this is often less reliable. Issues with this are likely to be more pertinent around any culturally or politically sensitive questions.

This section presents the findings of the quantitative and qualitative surveys. Based on the breadth of the findings, results are presented for the youth population, consumers and business owners separately. The results are also disaggregated across both Counties, Juba and Torit, and where results differed significantly between payams this is shown or discussed. The results follow themes on the supply and demand for skills in both Torit and Juba.

3.1 Respondent Characteristics

Respondents differed across the three quantitative data sets: youth, consumer and business. In the following section the characteristics of respondents are presented for across both Counties and with reference to gender, education, age and indicators of income.

Youth Respondent Characteristics

A total of 199 individuals participated in the youth survey, 45% (n=90) of whom have participated in some form of vocational training program and 50% (n=99) who have not undertaken any vocational training. Correspondingly, the proportion of respondents in both Juba and Torit who had undertaken vocational training was approximately half, with 49% (n=64) having received training in Juba and 44% (n=26) in Torit. 28% of those surveyed in Torit had no school education compared to only 7% in Juba. Furthermore, the youth survey findings highlighted the necessity of sustainable income generation with 68% of respondents not earning enough to meet the basic needs of their households.

Business Respondent Characteristics

The market supply survey comprised of 232 individual respondents, 156 in Juba County and 76 in Torit. Of the individuals surveyed, 74% were men. The education status of respondents showed variation across the two Counties, with the majority of Juba business respondents having completed secondary education whilst the majority of Torit business respondents have had no formal education. This reflects the fact that in obtaining a representative sample for different types of businesses, a non-equal gender split was necessitated. Furthermore, a number of business owners were not of South Sudanese origin, reflecting the diverse number of business people operating in South Sudan. In the Juba payams surveyed, 63% (n=98) of business respondents were South Sudanese, with 19% (n=29) being Ugandan and 9% (n=14) being Sudanese. In the Torit payams, there are slightly less foreign business owners in the market with 74% (n=56) being South Sudanese whilst 7% (n=5) are Ugandan and 9% (n=7) Sudanese.

Another important factor in determining the likelihood of an individual starting a business is education. The education levels of business respondents are shown in Figure 4 (for Juba) and Figure 5 (for Torit).

³⁰ A more detailed version of these objectives can be found in Appendix 5.3.1.

As with the youth survey data, we see relevant differences between business respondents in Juba when compared to Torit. The majority of business respondents in Juba (over 40) have completed secondary-level education whereas the majority of business respondents in Torit (n=23) have no school education. The distribution also varies significantly between the two counties, with the education levels for business respondents in Juba showing a skewed distribution towards higher levels of education while the distribution across Torit respondents is variable. Again, these results are reflective of the different socioeconomic statuses in each area.

Figure 4: Business Respondent Education Levels in Juba Payams (May/ June 2014)

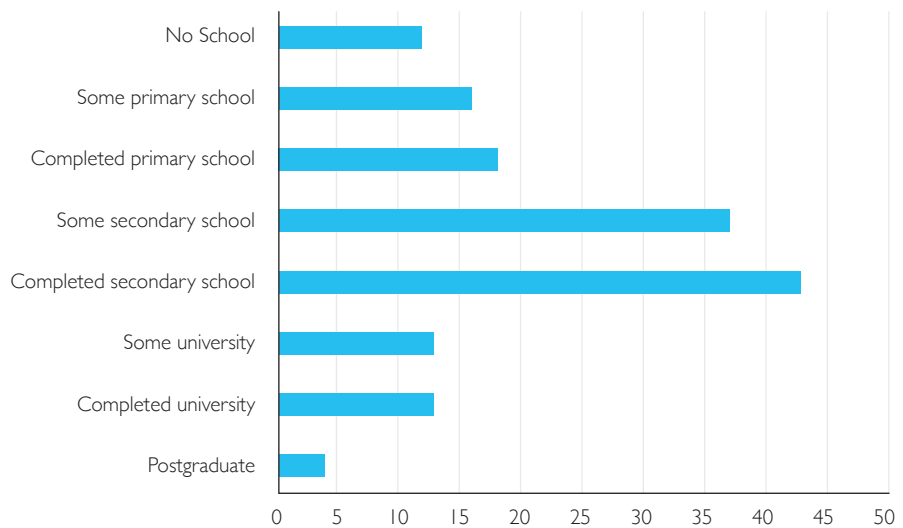
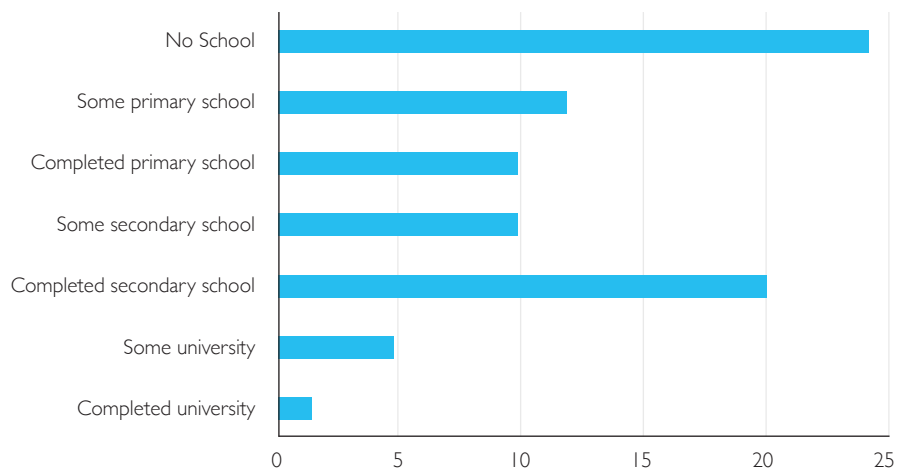


Figure 5: Business Respondent Education Levels in Torit Payams (May/ June 2014)



3.2 Livelihood Status

This section presents data on the current livelihood status of youth in Juba and Torit Payams. Further findings are also considered by gender in order to better understand the different livelihood opportunities for men and women. This section of report focuses on following with regard to the livelihood status of youth in Torit and Juba Payams:

- 1) Income generation for youth
- 2) Gender specific income generation
- 3) Savings of income amongst youth

3.2.1 Income Generation for Youth in Juba and Torit Counties

The quantitative survey went some way to assess the current livelihood activities undertaken by youth in each of the payams surveyed. This first looked to assess what people in each community were able to do to earn an income. Table 5 shows the results from the quantitative data collected when respondents were asked what people in their community could do to earn and income.

Table 5: Income Generating Activities in Juba and Torit (May/June 2014)

What are the most suitable employment opportunities for women?					
	Juba		Torit		Total
	n=x	%	n=x	%	n=x
Agriculture	78	60%	34	57%	112
Tailoring	70	54%	1	2%	71
Animal rearing	29	22%	23	38%	52
Business - Customer Service ³¹	39	30%	12	20%	51
Carpentry	49	38%	0	0%	49
Construction- Brick Laying	45	35%	4	7%	49
Teaching	48	37%	1	2%	49
Barber	46	35%	0	0%	46
Car repair	42	32%	1	2%	43
Beautician	38	29%	3	5%	41
Business - Entrepreneurship/Management ³²	29	22%	3	5%	32
Business - Marketing ³³	20	15%	11	18%	31
Electrician	27	21%	0	0%	27
Doctor/Nurse ³⁴	24	18%	2	3%	26
Computers	25	19%	0	0%	25
Plumbing	24	18%	0	0%	24
Fishing/Fish Preservation	22	17%	0	0%	22
Other	5	4%	17	28%	22
Blacksmith	16	12%	1	2%	17
Crafts	17	13%	0	0%	17
Construction - Other	11	8%	1	2%	12
Business - Finance/Accounting	9	7%	1	2%	10
Dairy farming	2	2%	0	0%	2

³¹ A number of the categories offered for participants to choose from relate to business activities. These are separated into 4 categories: customer service, entrepreneurship/management, marketing and finance/accounting. Though these do not correspond to exact businesses, they offer some perspective on the type of skills required to run a specific business. What's more, it is likely that customer service and marketing, as a sub-category of business, relate to the food services sector, including bars, restaurants and food stalls.

³² See footnote 28 for general comments on this classification. Further to this, entrepreneurship and management is likely to refer to businesses where the owner is not also the sole employee since the term relates to management capabilities.

³³ See footnote 28 for general comments on this classification. Further to this, marketing is seen to be any stall which sells multiple products, as a combination of foodstuffs and other produce.

³⁴ Doctor/nurse is not assumed to refer to the professional qualification as a doctor but instead to any roles which may be available in local clinics, considering these as livelihood functions. This may involve some nursing and clerical duties.

Unsurprisingly, the proportion of respondents who selected agriculture was high across both Counties, with approximately 60% of respondents (n=78 in Juba; n=34 in Torit) selecting this option. In Torit, animal rearing was also a significant form of income generation with 38% of respondents identifying this activity as a key form of income generation. This was also reflected in the qualitative interviews where a youth participating in the FGDs highlighted animal rearing as a prime source of income, particularly for young men. Business activities, specifically customer service and marketing³⁵, were also significant sources of income in Torit (20%, n=12 and 18%, n=11, respectively), in all likelihood recognizing the high number of food stalls, bars and restaurants in the markets surveyed in the Torit payams. Besides these income generating activities, little other options were available for youth in terms of income generation in the Torit payams.

Conversely, the Juba payams surveyed highlighted a more diverse range of income generating activities available to youth in the area. Of particular interest, the more technical vocations and service-related sectors were selected as being viable income-generating options within the local community. Professions such as tailoring (54%, n=70), teaching (37%, n=48) and carpentry (39%, n=49) all elicited good responses. Similarly, service based and business-related activities were seen to be potential options for income generation. For example, 35% (n=46) and 29% (n=38) of respondents selected barber and beautician respectively.

The quantitative survey suggests that the main sources of income in Juba Payams are Agriculture, barber, business – customer service, car repair and teaching. The tailoring and agriculture are top sources of income in Torit Payams. When respondents were asked indicate three things they spend most money on, respondents in Juba said the three items they spend most money on are food, medicine and charcoal, whereas respondents from Torit said they spend most money on food, medicine and clothes and footwear.

The qualitative survey suggests that youth generally are engaged in short term work. Most youth, especially males, are engaged in agriculture, construction, boda boda driving, and other occupations like driving and fishing. In Torit, youth are also engaged in cutting firewood, as well as selling coconut and other bush produce. On average male youth can be employed from 3 to 6 months based on season and type of economic activity. Through the qualitative survey, we found the youth are unable to save much from their earnings and that they spend what limited disposable income they do have on buying clothes, alcoholic drinks and dining out.

3.2.2 Gender Specific Income Generation in Juba and Torit Counties

This section of the report considers gender specific aspects of income generation, both with respect to current livelihood activities and potential opportunities for livelihood development. It should be noted that training tends to be targeted at specifically at men and women, depending on its content. This imposes certain cultural norms on the training available to either sex. Though this may be relevant to these particular contexts, understanding perceptions within the community is particularly useful for knowing whether these presuppositions are verifiable. All respondents were asked to indicate the most suitable employment opportunities available for women in the community (Table 6).

³⁵ customer service and marketing, as a sub-category of business, relate to the food services sector, including bars, restaurants and food stalls

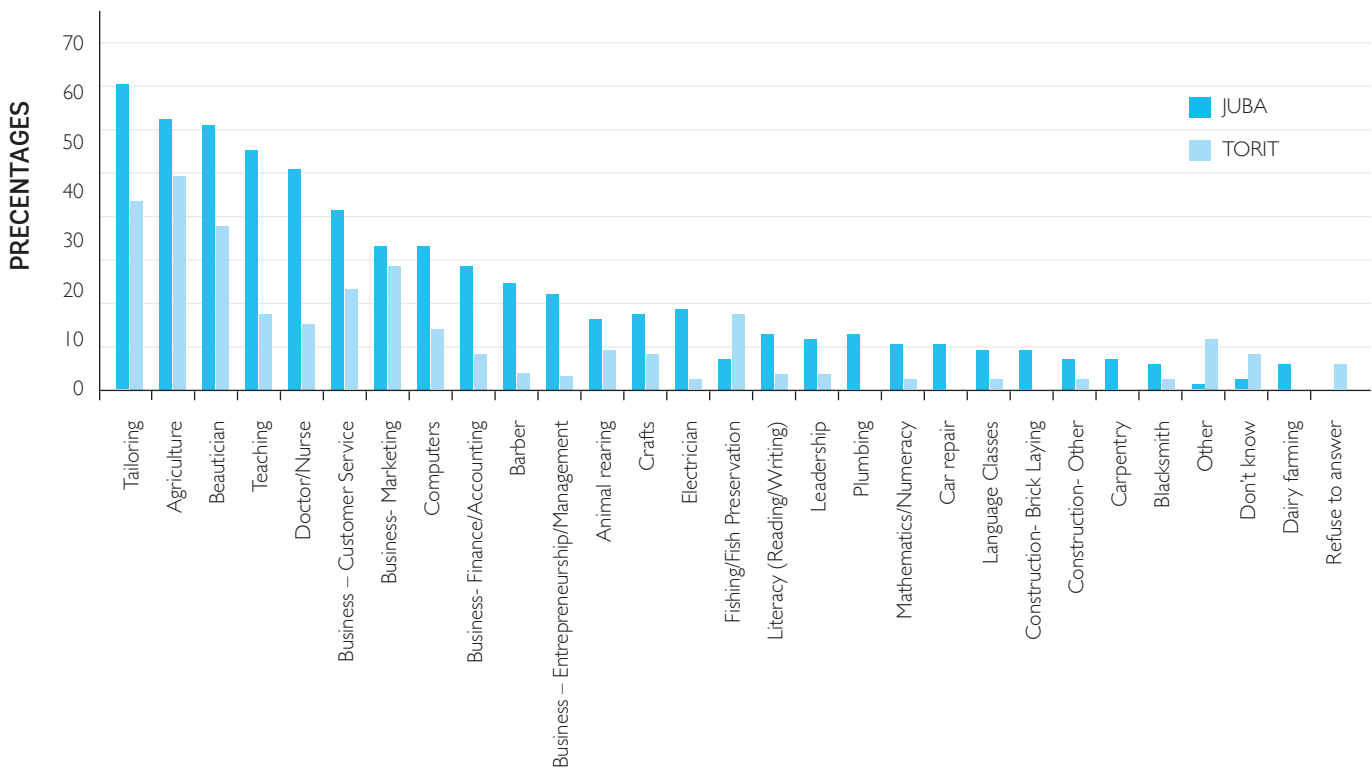
Table 6: Most Suitable Employment Opportunities for Women in Juba and Torit (May/June 2014)

What can people in your community do to earn income? [Select all that apply]					
	Juba		Torit		Total
	n=x	%	n=x	%	n=x
Tailoring	79	61%	23	38%	102
Agriculture	70	54%	26	43%	96
Beautician	69	53%	20	33%	89
Teaching	62	48%	9	15%	71
Nurse	57	44%	8	13%	65
Customer Service	47	36%	12	20%	59
Business- Marketing	38	29%	15	25%	53
Computers	38	29%	7	12%	45
Business- Finance/Accounting	32	25%	4	7%	36
Barber	27	21%	2	3%	29
Business –Management	25	19%	2	3%	27
Animal rearing	18	14%	5	8%	23
Crafts	19	15%	4	7%	23
Electrician	21	16%	1	2%	22
Fishing/Fish Preservation	8	6%	9	15%	17
Literacy (Reading/Writing)	14	11%	2	3%	16
Leadership	13	10%	2	3%	15
Plumbing	14	11%	0	0%	14
Mathematics/Numeracy	12	9%	1	2%	13
Car repair	12	9%	0	0%	12
Language Classes	11	8%	1	2%	12
Construction- Brick Laying	11	8%	0	0%	11
Construction- Other	8	6%	1	2%	9
Carpentry	8	6%	0	0%	8
Blacksmith	6	5%	1	2%	7
Other	1	1%	6	10%	7
Don't know	3	2%	4	7%	7
Dairy farming	6	5%	0	0%	6
Refuse to answer	0	0%	3	5%	3

Some clear trends emerge from these responses, as well as some significant differences in the results across Juba and Torit Counties. Firstly, agricultural activities are clearly seen as suitable for women in both Juba and Torit, with 54% (n=70) and 43% (n=26) of respondents selecting this option in the respective county-level results. In contrast, animal rearing is seen as a male-specific activity, with less than 10% of respondents selecting this in both areas. These results are also reflective of the qualitative interviews and discussions in which it was suggested that less labour-intensive agricultural work, such as planting and weeding, were suitable for female members of the household while animal rearing was a predominant activity for male youth in each community. Women in the focus group discussions supported these assertions.

Secondly, as with the potential opportunities in communities based in Juba or Torit, there is significant variation in the activities seen as being suitable for women in Juba as compared to Torit (refer Figure 6) with Juba having a number of activities, typically seen as being suitable to men, for which a number of respondents support female engagement. This is particularly notable across certain business areas, particularly entrepreneurship and finance/accounting (19% and 25% in Juba compared to 3% and 7% in Torit, respectively) and across more technical and skilled professional areas where in Juba there are often a proportion of respondents who believe these are suitable for women whilst in Torit no respondents believed women were suited to these livelihood functions. For example, car repair, brick-laying and carpentry. These results are also supported by the qualitative survey responses where women indicated, in the focus group discussions in Juba payams, a higher level of interest in engaging with less traditionally female areas of employment and where male interviewees were seen to be more accepting of this potential.

Figure 6: Most Suitable Employment Opportunities for Women in Juba and Torit Counties (May/June 2014)



Finally, in both Juba and Torit, tailoring was seen as a suitable livelihood for women: 61% (n=79) and 38% (n=23) in Juba and Torit respectively. This is highly reflective of the qualitative interviews where women often indicated that tailoring was one of their primary options for income generation. Despite this, it should be noted, that this option was also not seen as particularly profitable with some respondents noting the relative poor quality of clothing produced in South Sudan in favour of imported alternatives. This points to a need for more training in this area since the one centre which spoke about these skills specifically had strong ties to a Chinese employer locally and was able to provide sufficient training to produce more advanced tailors. In Juba, teaching was also seen as highly suited to women with over 48% (n=62) respondents selecting this option.

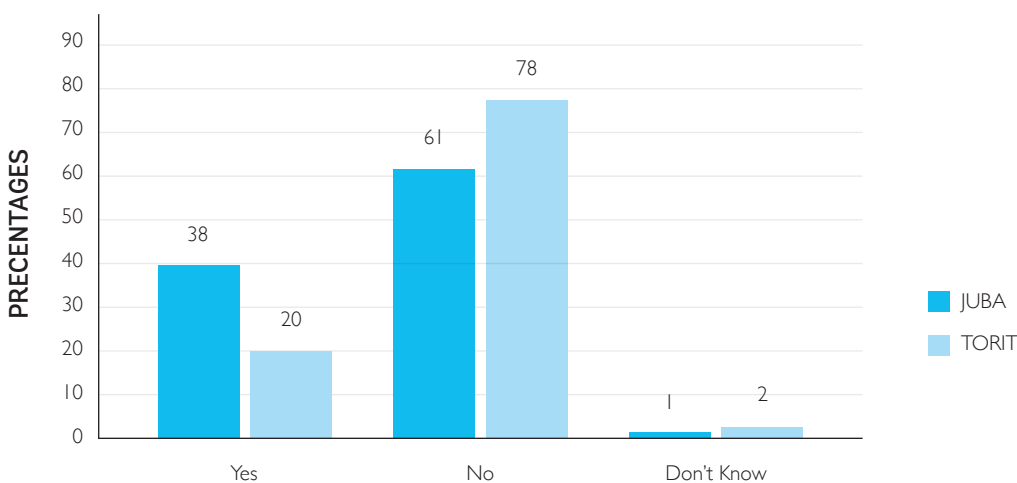
Fundamentally, the more cosmopolitan nature of the Juba county seems to have strongly influenced the acceptable roles available for women in these communities. Despite this, qualitative data collected in Torit also points to relatively higher levels of acceptability about the livelihood functions women may engage with, though these are not reflected in the quantitative data, perhaps reflecting the slower nature of change to cultural norms in this region due to the rural nature of the area.

The qualitative survey suggests that women are willing to learn skills in variety of trades but traditional barriers and household responsibilities do not allow women to explore other opportunities. Only few woman work outside home and these are generally engaged in selling fruits, vegetables and tea at the market places. Few women also work in restaurants. During the cultivation season, women are also involved in the fields.

3.2.3 Savings of Income Amongst Youth in Juba and Torit Counties

Understanding the savings among youth is important especially when most of work for short term and income are limited. 78 % respondents in Juba and 61 % in Torit said they don't save some of their every month. Overall, most youth are unable to save their earnings (refer Figure 7). The qualitative survey suggests that most youth spend whatever limited disposable income they do have on buying clothes, alcoholic drinks and dining out. All respondents were asked to indicate if they save some of their income every month.

Figure 7: Monthly saving of income by youth in Juba and Torit (May/June 2014)



3.2.4 Key Findings:

The following are the key findings on from analysis of the livelihood status of youth respondents. The findings presented herein make use of both quantitative data as collected in the youth survey and qualitative data from focus group discussions and key informant interviews.

Income generation for youth

- Agriculture is the predominant form of income generation for youth in both the Juba and Torit payams, with over 60% of respondents in both Counties highlighting this activity. The other main income generating activities are tailoring, animal rearing, customer service, carpentry, bricklaying, teaching, barber, car repair and beautician.
- In Juba, service-related activities were also sources of income, as were more highly skilled vocations such as teaching, carpentry and tailoring. In Torit, animal rearing was cited by 38% of respondents as a form of income generation available in the area. Other business activities, linked to food services, were also seen to be popular income generating activities in Torit.
- Short-term work opportunities also dominated, reflecting the seasonal nature of many of the income generating activities available to youth.

Gender specific income generation

- Gender-specific income generation preferences were tailoring, teaching and agriculture. In Torit, relatively fewer people, as a proportion of the total, had these preferences for female-specific opportunities, reflecting the more traditional nature of the rural payams surveyed. In Juba, a more diverse range of livelihood options were considered as suitable for women. Over 50% of respondents selected tailoring, agriculture and beautician and over 40% teaching and nursing responsibilities.
- Women are willing to learn skills in variety of trades but traditional barriers and household responsibilities do not allow women to explore other opportunities. Only few women work outside home and are generally engaged in selling fruits, vegetables and tea at the market places. Few women also work in restaurants. During the cultivation season, women are also involved in the fields.

Savings of income amongst youth

- Most youth are unable to save their earnings. The three items youth spend the most money on in Juba are food, medicine and charcoal, compared to Torit where the top three responses were food, medicine and clothes & footwear. The qualitative survey suggests they spend whatever limited disposable income they do have on buying clothes, alcoholic drinks and dining out.

3.3 Skills Training Capacity and Status

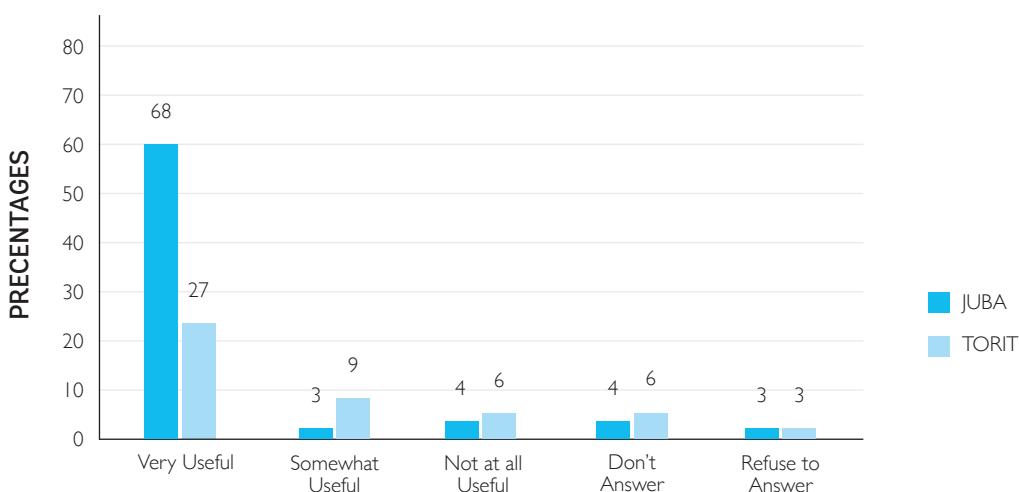
This section of the report details the perceptions of respondents with regard to valuable skills training options, the current levels of training in the Juba and Torit payams surveyed and the status of the relevant vocational training centres in each area. This discussion in this section covers the following primary areas in selected Payams of Juba and Torit:

- 1) Usefulness of vocational training for trained youth
- 2) The type of training received by youth
- 3) What has prevented youth from receiving vocational or skills training
- 4) Which organisations have provided vocational or skills training to youth
- 5) Whether youth complete the full length of the training
- 6) Youth drop-out rates and reasons
- 7) Vocational training capacity

3.3.1 Usefulness of Vocational Training for Trained Youth

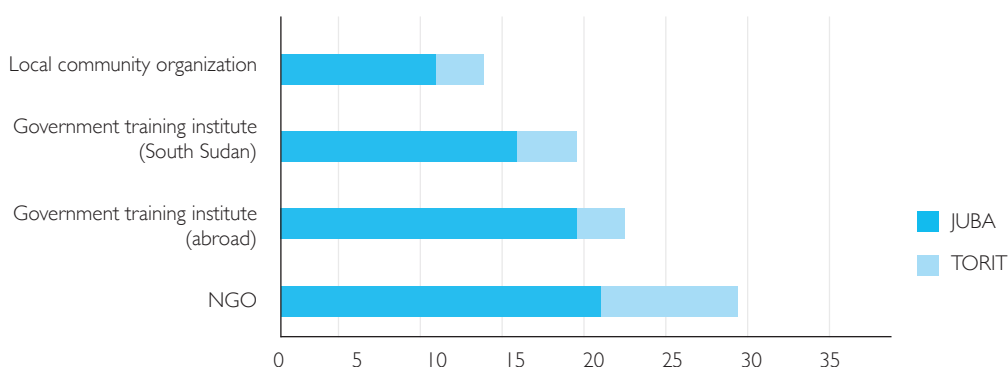
The respondents of youth survey who had received some vocational training were asked how useful were the vocational and/or skills they learned for their current job or small business. Of respondents who had received vocational or skills training in the past, 68% in Juba and 27% in Torit said that the skills they learnt in training were useful in their current job or small business, which shows the usefulness of vocational training for trained youth (details in Figure 8). This study shows that more youth in Juba find vocational training useful in their current jobs or small business as compared to Torit.

Figure 8: Usefulness of Vocational Training for Trained Youth in Juba and Torit (May/June 2014)



The market supply survey looked to understand the current status of businesses operating in the market place. Here, we assess their level of training and how this is deemed to have contributed towards business development. 41% (n=57) of those business owners operating in the Juba region had received some kind of vocational or technical skills training, with the corresponding figure of 29% (n=20) in the Torit area. Figure 9 shows the providers of training to those who stated that they had received training.

Figure 9: Providers of Training to Businesses, Market Supply in Juba and Torit (May/June 2014)



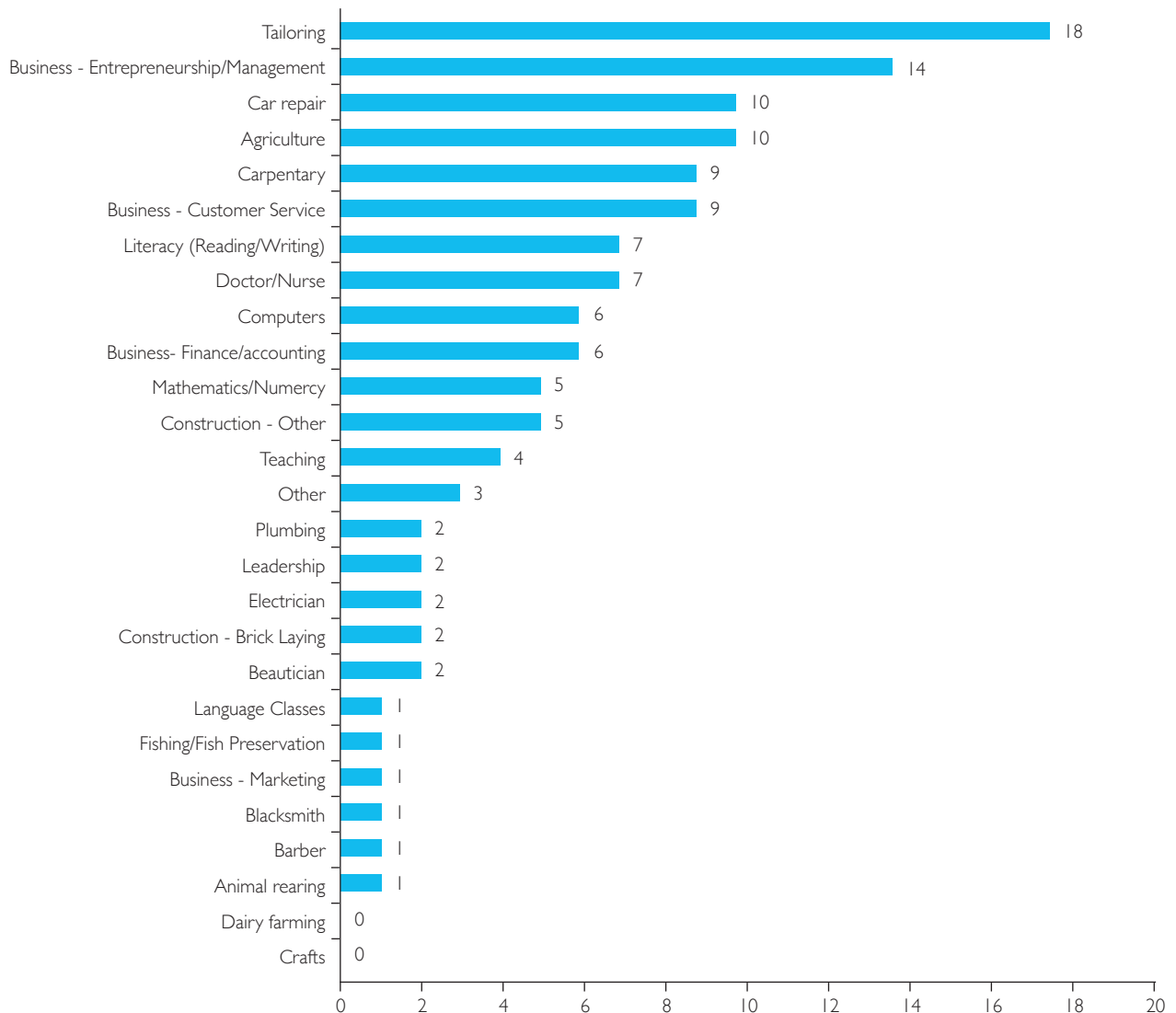
The majority of training opportunities in both Juba and Torit were provided by NGOs. However, a significant number were also provided by government institutions, and the majority in the Juba payams if we combine the proportion provided by South Sudanese government institutions and those abroad 53% (n=34). The majority of respondents also indicated that they found this training useful in terms of improving their business processes.

3.3.2 Options for Youth Training

Respondents in the youth survey were asked whether they had received any vocational training. Those who stated that they had received vocational training were then asked what type of vocational or skills training they have received. Figure 10 shows their responses.

The quantitative data suggests that youth who have received vocational training in the past have mostly been trained in tailoring, business entrepreneurship/management, agriculture, car repair, customer service, carpentry, nursing, reading/writing, accounting, computers, construction, numeracy and teaching. The qualitative data suggests that youth generally learn skills from either on the job or from friends and family members. Very few youth have undertaken formal vocational training. Youth mostly learn skills informally and formal vocational training is primarily provided by NGOs.

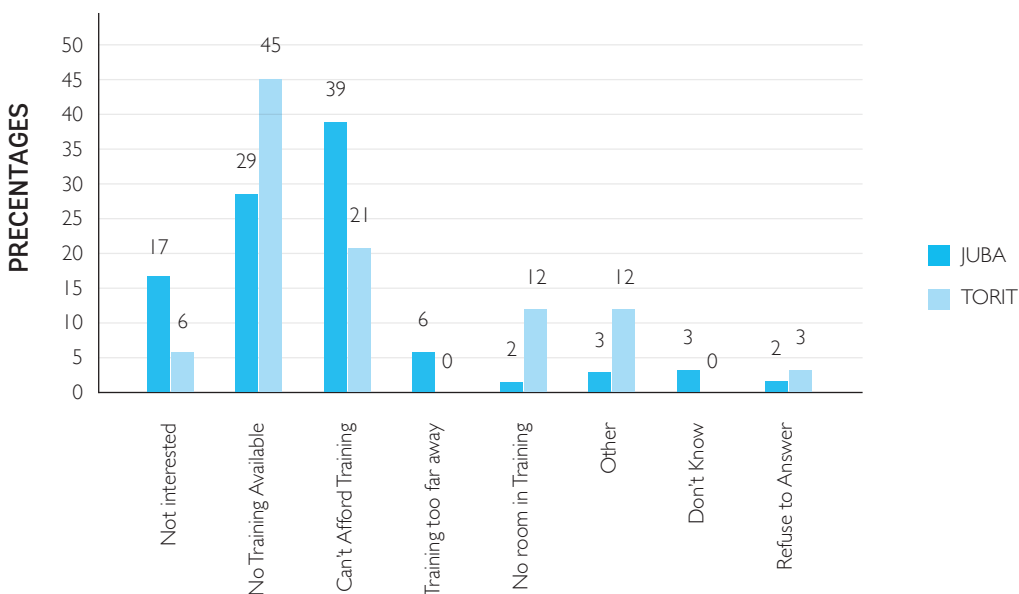
Figure 10: Type of Training Youth have Received (May/June 2014)



3.3.3 Barriers to Youth Training Access

Respondents in the youth survey were asked whether they had received any vocational training. Those who stated that they had not received vocational training were then asked what has prevented them from receiving vocational or skills training. Figure 11 shows their responses. The quantitative survey suggests that the two main factors that prevent youth from receiving vocational or skills training are non-availability of training and inability to afford training.

Figure 11: What Prevented Youth from Accessing Vocational Training? (May/June 2014)



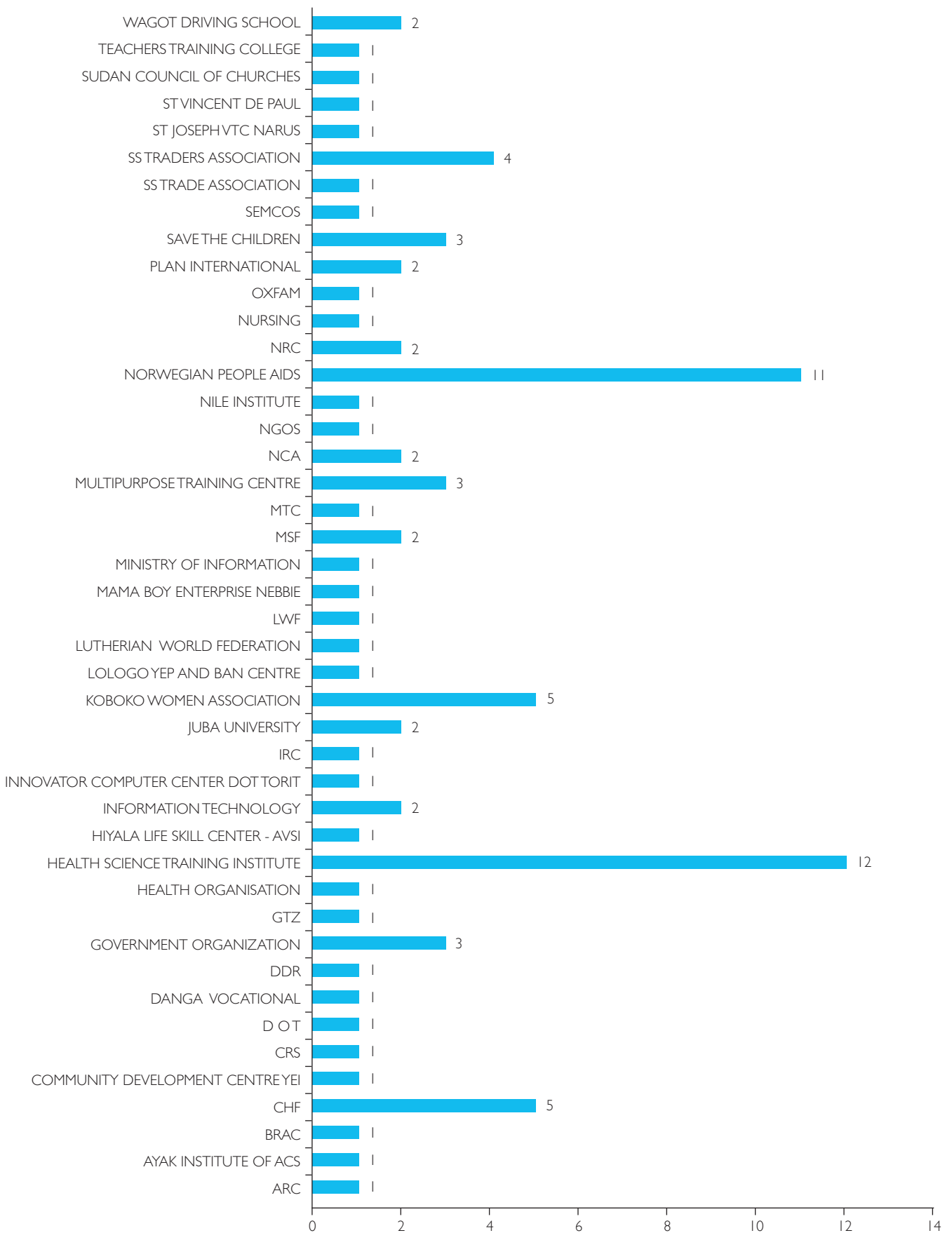
45% of respondents in Torit and 29% in Juba said that they could not receive training due to lack of availability of training programmes. Lack of availability of training programmes in Torit is a major factor preventing youth from training, whereas lack of affordability of training programmes was considered a major factor preventing youth from training in Juba Payams.

3.3.4 Vocational Training Organisations

Respondents in the youth survey were asked whether they had received any vocational training. Of those who responded, 49% (n=64) of those in the Juba payams stated that they had received some form of vocational training compared to 44% (n=26) in the Torit payams. Those who stated that they had received vocational training were then asked which organizations or institutes have provided vocational or skills training to them. Figure 12 shows their responses.

The qualitative survey data suggests youth learn skills from either on the job or from friends and family members. Very few youth have undertaken formal vocational training. Youth mostly learn skills informally and formal vocational training is primarily provided by NGOs. Of those youth who have received vocational training, the quantitative survey suggests most of the training providers are NGOs.

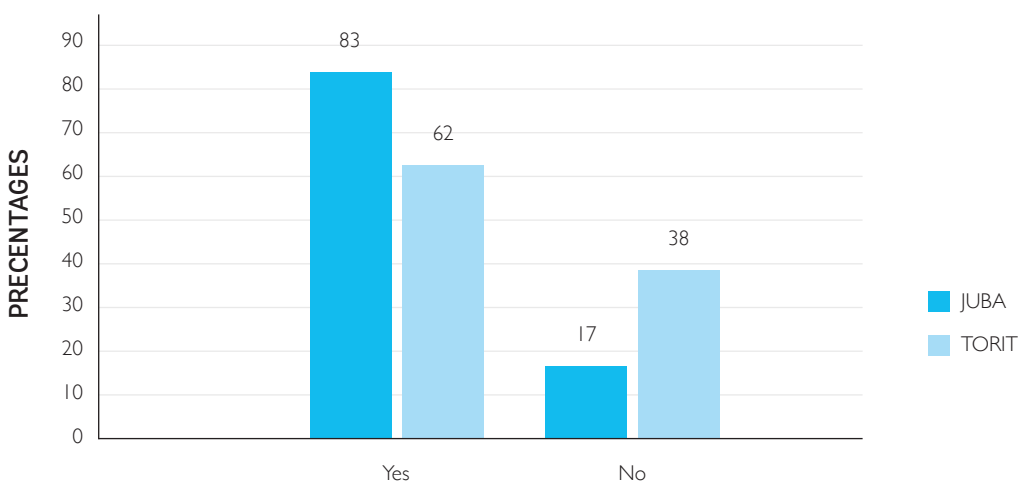
Figure 12: Organisations and Institutions Providing Training (May/June 2014)



3.3.5 Training Completion Rates for Youth

Respondents in the youth survey were asked whether they had received any vocational training. Of those who responded, 49% (n=64) of those in the Juba payams stated that they had received some form of vocational training compared to 44% (n=26) in the Torit payams. Those who stated that they had received vocational training were then asked if they did complete the full length of the training programme. Figure 13 shows their responses.

Figure 13: Training Completion Rates for Youth (May/June 2014)



The quantitative survey suggests majority of youth complete the full length of the training programme. 83% of respondents in Juba and 62 % in Torit, who have received some type of vocational training, said that they completed the full length of their training programme. The data also suggests that the graduation rate in vocational training programmes is higher in Juba compared to Torit and that more youth dropout from training in Torit as compared to Juba Payams.

3.3.6 Understanding Dropout Rates for Youth

The qualitative survey suggests that drop-out rates were widely influenced by a need for income generation during the course of the training. The qualitative data suggests a number of reasons because of which youth may dropout from a vocational training programme. Some of the main issues are linked to transportation, a lack of lunch or breakfast, and a lack of understanding of English which is the medium of instruction. Due to long training hours trainees are unable to find work and earn money to support families. The vocational training is viewed as a last resort as youth don't want to engage in labour intensive jobs. Women dropout more than men because of the additional problems like marriage and pregnancy, as well as the fact that vocational training programmes are often not suitable for women and do not provide support for their families.

3.3.7 Vocational Training Capacity in Juba and Torit Payams

This sub-section of the report details the perceptions of respondents with regard to the current levels of training in the Juba and Torit payams surveyed and the status of the relevant vocational training centres in each area. The discussion includes perspectives on the trainer and trainee profiles, the curriculums offered in these centres, dropout and graduate success and any gender bias or preferences for training.

The training capacity of each payam was assessed by conducting detailed qualitative interviews with local training facilities, whilst the training status of youth was considered in the quantitative data. The detailed qualitative interviews were conducted with those in charge of the four vocational training centres.

The intake capacity of four existing VTCs survey in target Payams is low. They can admit approximately 700 candidates in a year. These VTCs offer long term courses ranging from 11 months to 2 year in mechanics, welding, civil engineering, plumbing, masonry, bakery, tailoring, electrical, building and construction, carpentry and joinery, brick-laying and computer training. These VTCs are either funded or accredited by the Government. The details of four vocational training centre details are given in Table 7.

Trainer and Trainee Profiles

Table 7 also provides a number of details on the profile of trainers and trainees in the four vocational training centres where detailed interviews were conducted. Some of the findings, as per these structured and in-depth interviews, are subsequently discussed in more detail. Details on the trainers at each of the centres was relatively limited, though it is clear that all the centres surveyed use an application process and certain selection criteria before appointing trainers. Another factor noted by the Hiyala centre interviewee was that, due to limitations on funding, it was no longer possible to train the trainers before they took up their posts.

Additional comments across the Juba centres indicate that funding for trainers who focus on literacy and numeracy is generally one of the first losses when a centre is operating on a tight budget. With significant levels of inequality across South Sudan, this seems particularly problematic and especially where graduates will be looking to enter a business environment following their training. More clarity is needed on the education levels of trainers themselves and the criteria determined to appoint these trainers.

Trainee criteria for selection were relatively clear across all the centres. Many focused on the most vulnerable communities in society by setting criteria which would only allow for these individuals to participate. In particular, the Juba centre in the Muneki payam solely offers support to refugees, IDPs and returnees. Though this focus on marginalized members of the community is admirable, it may be recommended that, from a community cohesiveness perspective, multiple groups in society are given the opportunity to access training facilities. There was also significant variation across the trainee educational requirements, with some centres requiring some level of primary education and others offering support to those with no school education. The latter have a greater responsibility to offer so-called "catch-up" services in literacy and numeracy.

Table 7: Training Centres in Juba and Torit (May/June 2014)

Payam	Juba: Juba Town	Juba: Munuki	Juba: Rejaf	Torit: Hiyala
Name	MTC	Gudele (YEP) Centre	St Vincent Vocational Training School	Hiyala Life Skills Centre
Capacity	20-25 per trade is the capacity, generally though it is lower than this.	100 students in total	360 trainees per year	100 students per trade
Number of Trainees	Normally 20-25 per trade but can vary (e.g. far fewer in carpentry)	Average of around 80 students a year; this year have reached capacity of 100	360 per year, at capacity	Currently 21 students across all three trades
Duration	All courses are two years in length	Each programme lasts 11 months	1 year	All courses are two years in length
Infrastructure	Concrete building	Semi-permanent infrastructure	Not stated	Concrete building
Trades	Mechanic; welding; civil engineering; carpentry; plumbing; electrics; ICT	Masonry; mechanic; electricity; bakery; tailoring	Mechanical (auto); electrical; building and construction; carpentry and joinery; bakery; tailoring and computer training	Carpentry and joinery; tailoring; brick-laying and construction
Funders	Direct funding from government	Together for Sudan (TFS) and DHD	Not stated	Government run; previously ran by AVSI
Government Relationship	Directly linked to government	Government accreditation	Government accreditation	Directly linked to government
Dropout Rate	Very few drop-outs reported, apart from carpentry where a 60% drop-out rate is estimated	Varies across different trades, females more likely to drop-out than males	Not stated	Unknown; qualitative feedback suggests more likely for females to drop-out
Graduate Rate	100% across the main trades: mechanic, welding, civil engineering, plumbing and mechanics. Limited graduates for carpentry. No students currently enrolled for ICT	Tracer studies conducted and generally show good results from training	Follow-up calls and visits made to some students; results indicate success in starting businesses and employment	Estimated number of recent graduates is 135 across all trades
Average number of trainers	Unclear	No details on trainers provided		4 trainers: 1 for tailoring, 2 for carpentry and joinery and 1 for brick-laying
Minimum education required	Read and write in English; completed primary education	No details on trainers provided		Trainers apply via an application process; no minimum education requirement is indicated
Minimum work experience	Not specified but selection takes place based on the level of experience in the relevant trade	No details on trainers provided		Experience not considered

Payam	Juba: Juba Town	Juba: Muneki	Juba: Rejaf	Torit: Hiyala
Average number of trainees	Approx. 18 trainees on average, per trade	Average of around 80 per year	360 per year	Preceding ownership of the centre being handed over to the government, capacity was for around 200 students
Minimum education required	Most have some primary education or have completed primary education; offer language and numeracy skills as part of training	Education not a requirement (most trainees are illiterate); strict requirement on people attending being IDPs, returnees or refugees and between the ages of 14-27	Level of education not important, literacy and numeracy provided; must be aged 17-24	Most trainees have completed secondary education, with some having only completed primary education; literacy and numeracy are no longer offered at the institution
Fees	Government funded; unclear as to whether a fee is also charged	Funded project; indicated that subsidies are not paid to trainees mean they are more likely to drop-out due to their need to earn an income	No food supplied in the day; leads to higher number of drop-outs; women more likely to drop-out than men	Government funded; unclear as to whether a fee is also charged
Male/female ratio	18 male to 1 female	Varies by trade: tailoring and bakery tends to be 10:2 (female to male) while the other trades are heavily skewed towards male participants	Depends on trade; mechanical subjects tend to have more male trainees and tailoring and cooking more female trainees	Ratio dependent on trade: for graduates in carpentry and joinery and brick-laying the ratio is around 3:1 (male:female); for tailoring the ratio is around 1:3 (male:female)
Trainer/trainee ratio	It seems to be 1:25 (at capacity) though this is not specified	No details on trainer provided	No details on trainers provided	Current ratio is low due to limited capacity; 4 trainers for 21 students
Accreditation	70% practical, 30% theory; if participants pass the course they receive a certificate of completion	Placement test during training and certificate signed off by Ministry of Education	Certificate awarded by Ministry of Public Service and Human Resources if trainee passes 50% of the course	Certificate of completion; no exam process
Post-graduation employment	No tracer studies but state that most graduates enter employment following the scheme: most often as drivers or mechanics	Tracer studies are used to follow students for the six months after the programme; found that a number of graduates start their own businesses after completing the training	Graduates often start businesses or are absorbed into the labour market; strong linkages with private companies seeking skilled workers and government opportunities	Many graduates find employment and start their own businesses; previously AVSI offered post-graduate packs to support business start-ups but this is no longer funded by the government

Another notable feature of the training centres is that they tend to support members of the local community and, in cases where they did not, there was resentment amongst local community actors. This reflects the importance of engaging with the local community in the location where the centre is to be based, ensuring their active participation and opportunities for members of the local community to participate in programmes.

Curriculum development in each centre had often been achieved via a participatory process with local community actors. Common core training options included mechanics and electronics, carpentry and joinery, construction skills including brick-laying and tailoring. Training was, in most cases, gender-biased. Though, it was clear that the training centres did not actively exclude women from joining programmes for skills traditionally thought of as male activities, such as carpentry and electronics. Similarly, the tailoring skills training and bakery skills training were dominated by female participants. Notably, the Hiyala training centre in Torit had the least biased ratios of men and women attending each training programme.

Dropout and Graduate Success

Few centres were able to provide detailed drop-out rates for each of their programmes, though it appeared that those taking the carpentry programme were more likely to drop-out than others. The primary trend identified with respect to drop-outs was that women were much more likely to drop-out than men. This was attributed to pregnancy, marriage and other household responsibilities.

Other factors which were seen to increase the levels of drop-outs during a training programme were whether the centre was able to offer any subsidy during the course of the training. This was seen to lower the opportunity cost of attending the training since participants were then less likely to need to earn an income elsewhere in order to support their families. Similarly, offering food during the day or transport costs if travel was required were both seen to be viable options for reducing the likelihood that someone might drop-out of the programme. In centres where any of these methods had been employed, interviewees stated that there had been a reduction in the number of participants who dropped the training.

Most centres were not in a position to conduct tracer studies on graduates following completion of a training course, primarily due to funding cuts to the services. In two cases, it was claimed that monitoring and evaluation activities were low on their list of priorities. Despite this, training centre interviewees believed that the majority of graduate students went on to either start a business or be employed. In those centres where tracer studies had either been completed in the past or were some follow-up process was currently followed, they indicated that they saw significant successes, particularly amongst students who had been self-motivated.

The qualitative survey suggested a number of reasons by which youth may drop out from a vocational training programme. Some of the main issues are linked to transportation, a lack of lunch or breakfast, and a lack of understanding of English which is the medium of instruction. Due to long training hours trainees are unable to find work and earn money to support families. The vocational training is viewed as a last resort as youth don't want to engage in labour intensive jobs. Women dropout more than men because of the additional problems like marriage and pregnancy, as well as the fact that vocational training programmes are often not suitable for women and do not provide support for their families.

Community Involvement in Vocational or Skills training

All centres employed similar mechanisms to engage with the local community and make individuals aware of the programming. The most common method was to hire a speaker with a megaphone. All centres also made the local community leaders and Boma chiefs aware of the activities and actively encourage these community leaders to disseminate the message more widely.

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Few centres were able to provide detailed drop-out rates for each of their programmes, though it appeared that those taking the carpentry programme were more likely to drop-out than others. The primary trend identified with respect to drop-outs was that women were much more likely to drop-out than men. This was attributed to pregnancy, marriage and other household responsibilities.

Other factors which were seen to increase the levels of drop-outs during a training programme were whether the centre was able to offer any subsidy during the course of the training. This was seen to lower the opportunity cost of attending the training since participants were then less likely to need to earn an income elsewhere in order to support their families. Similarly, offering food during the day or transport costs if travel was required were both seen to be viable options for reducing the likelihood that someone might drop-out of the programme. In centres where any of these methods had been employed, interviewees stated that there had been a reduction in the number of participants who dropped the training.

Most centres were not in a position to conduct tracer studies on graduates following completion of a training course, primarily due to funding cuts to the services. In two cases, it was claimed that monitoring and evaluation activities were low on their list of priorities. Despite this, training centre interviewees believed that the majority of graduate students went on to either start a business or be employed. In those centres where tracer studies had either been completed in the past or were some follow-up process was currently followed, they indicated that they saw significant successes, particularly amongst students who had been self-motivated.

The qualitative survey suggested a number of reasons by which youth may drop out from a vocational training programme. Some of the main issues are linked to transportation, a lack of lunch or breakfast, and a lack of understanding of English which is the medium of instruction. Due to long training hours trainees are unable to find work and earn money to support families. The vocational training is viewed as a last resort as youth don't want to engage in labour intensive jobs. Women dropout more than men because of the additional problems like marriage and pregnancy, as well as the fact that vocational training programmes are often not suitable for women and do not provide support for their families.

Community Involvement in Vocational or Skills training

All centres employed similar mechanisms to engage with the local community and make individuals aware of the programming. The most common method was to hire a speaker with a megaphone. All centres also made the local community leaders and Boma chiefs aware of the activities and actively encourage these community leaders to disseminate the message more widely.

The qualitative survey data implies that Vocational training centres make contact with Executive Directors of Payams or the Boma chief when they are looking to advertise their programming in the local community. In turn, these leaders disseminate the information provided to them to the community through churches, youth messengers, and the radio. Other community mobilization methods include advertisements, mega phone announcements, and newsletters. Sometimes the community education committee of local churches is involved in identifying vulnerable youth from within the Boma.

The qualitative data also suggested that the community would like the Government to provide more access to vocational training and increase employment opportunities for youth.

3.3.8 Key Findings

Usefulness of vocational training for trained youth

- Of those who youth who had received vocational training, 68% of respondents in Juba and 27% in Torit said that the skills they learnt in training were useful in their current job or small business, highlighting the usefulness of vocational training for trained youth. More youth in Juba find vocational training useful in their current jobs or small business than in Torit.

Type of training youth received

- Youth who have received vocational training in the past have mostly been trained in tailoring, business entrepreneurship/management, agriculture, car repair, customer service, carpentry, nursing, reading/writing, accounting, computers, construction, numeracy and teaching.

Barriers to receiving vocational or skills training

- The two main factors that prevent youth from receiving vocational or skills training are the non-availability of training and an inability to afford training. Lack of availability of training programmes in Torit is a major barrier to training in Torit, whereas a lack of affordability of training is considered a major factor preventing youth from training in Juba Payams.

Which organisations have provided vocational or skills training to youth

- Youth learn skills either on the job or from friends and family members. Very few youth have undertaken formal vocational training. Of those youth who have received vocational training, the training is largely provided by NGOs.

Do youth complete full length of the training programme

- Most of youth complete the full length of the training programme. 83% of respondents in Juba and 62 % in Torit, who have received some type of vocational training said that they completed the full length of their training programme.

Why some youth dropout from training

- Drop-out rates were widely influenced by a need for income generation during the course of the training. Some of the main issues are linked to transportation, a lack of lunch or breakfast, and a lack of understanding of English which is the medium of instruction. Due to long training hours trainees are unable to find work and earn money to support families. The vocational training is viewed as a last resort as youth don't want to engage in labour intensive jobs. Women dropout more than men because of the additional problems like marriage and pregnancy, as well as the fact that vocational training programmes are often not suitable for women and do not provide support for their families.

Vocational training capacity in selected Payams of Juba and Torit

- The intake capacity of four existing VTCs survey in target Payams is limited to approximately 700 candidates per year. The VTCs offer long term courses ranging from 11 months to 2 year in mechanics, welding, civil engineering, plumbing, masonry, bakery, tailoring, electrical, building and construction, carpentry and joinery, brick-laying and computer training. They are either funded or accredited by the Government.

3.4 Opportunities for Livelihood Development

This sub-section of the report explores the opportunities for livelihood development we consider the success of existing business structures and identify factors which appear to be contributing to that success. We also consider the opportunity for business development amongst the youth populations surveyed in both Juba and Torit. The discussion in this section is mainly with regard to following in selected Payams of Juba and Torit:

- 1) Capacity of business entrepreneurship
- 2) Best employment opportunities available for skilled youth

3.4.1 Capacity for Business Entrepreneurship

Of those youth surveyed, 83% (n=58) in Juba and 95% (n=40) in Torit indicated they would be interested in starting a business. These results represent significant entrepreneurial spirit amongst the youth population in both regions. Despite this, there are clearly a number of constraints restricting business development.

Youth who graduated from a training programme were subsequently asked whether they were able to find a job after one month of completing a training programme and then after three months. These results are presented in Table 8 and Table 9 and Figure 14..

Table 8: Job Finding Rate One Month After Training in Juba and Torit (May/June 2014)

After one month	Juba		Torit	
	n=x	%	n=x	%
Yes, found a job	18	34%	4	25%
Yes, started my own business	13	25%	1	6%
Yes, found a job and started my own business	0	0%	0	0%
No	22	42%	11	69%

Figure 14: Job Finding Rate One and Three Month After Training in Juba and Torit (May/ June 2014)

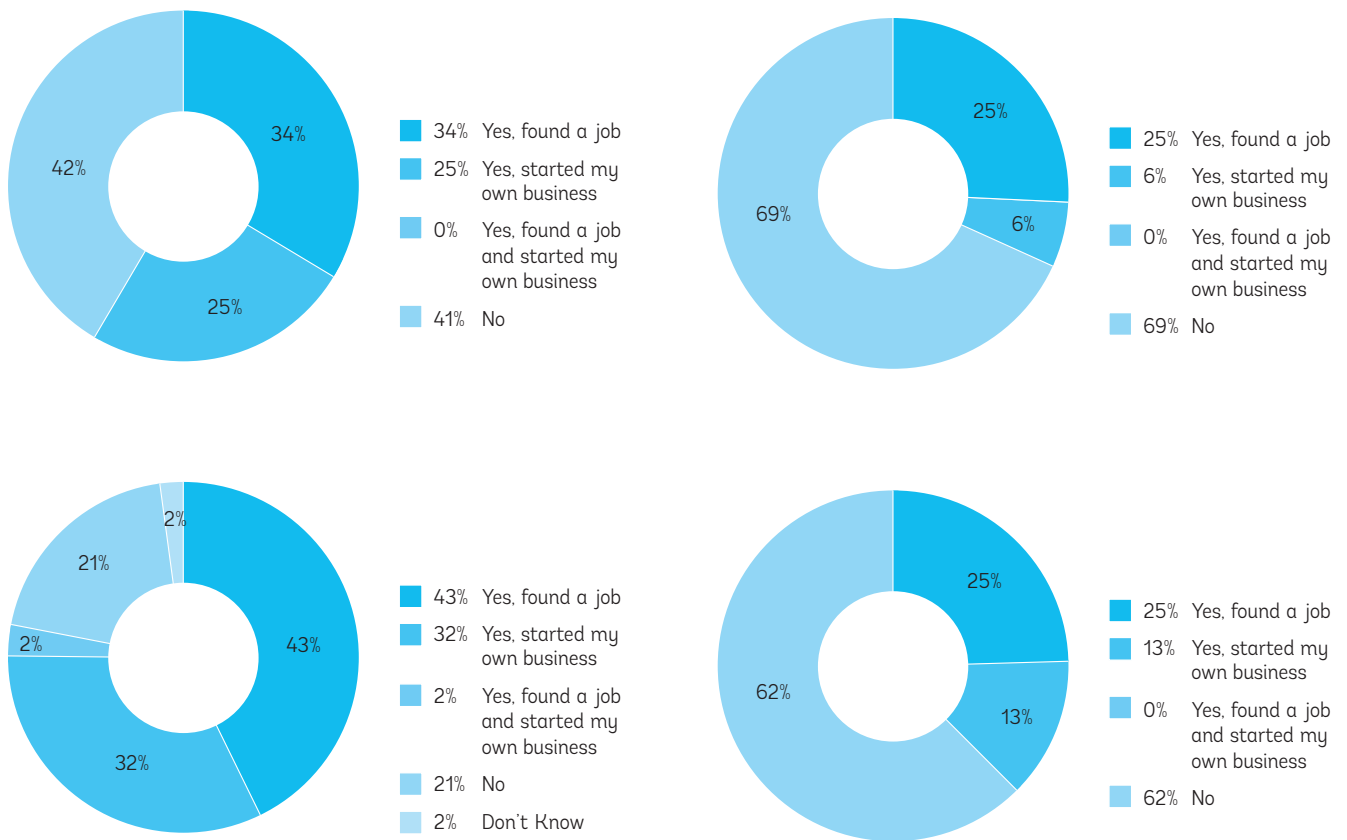


Table 9: Job Finding Rate Three Months After Training in Juba and Torit (May/ June 2014)

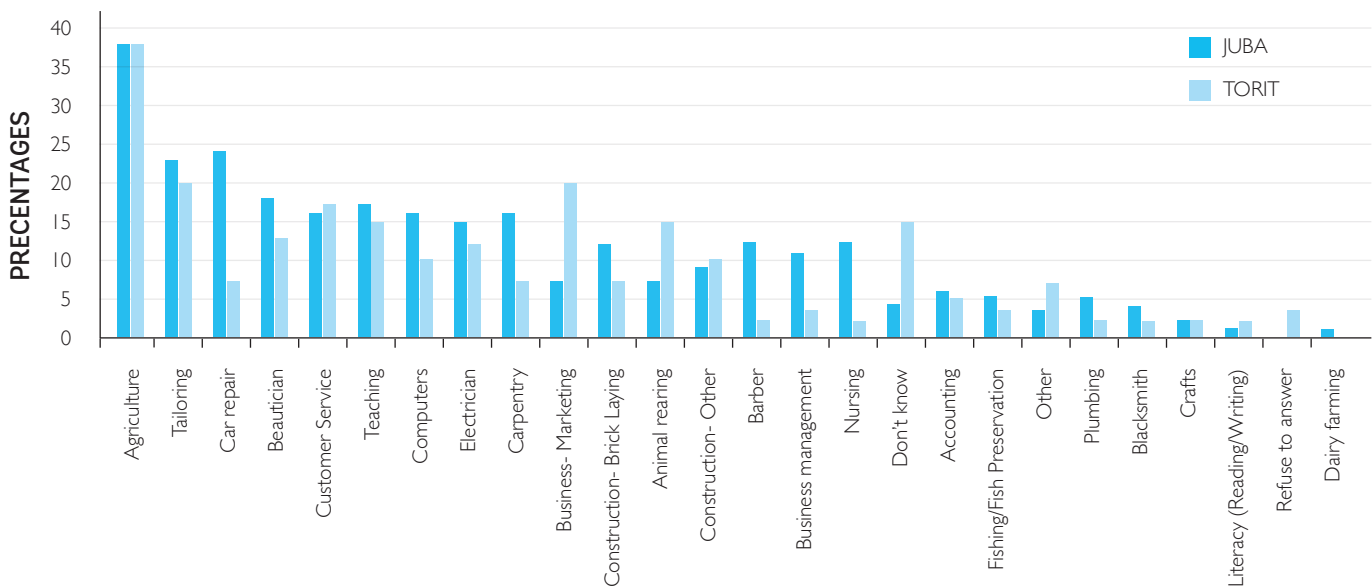
After three months	Juba		Torit	
	n=x	%	n=x	%
Yes, found a job	23	43%	4	25%
Yes, started my own business	17	32%	2	13%
Yes, found a job and started my own business	1	2%	0	0%
No	11	21%	10	63%
Don't know	1	2%	0	0%

The results suggest that for those youth who completed training in the Juba payams over 50% found work or started a business in the month following the completion of training. After three months, this figure goes up to 75% (n=40). Correspondingly, in the Torit payams, for youth who completed training 31% (n=5) had found a job or started a business after the first month, with this figure rising to 38% (n=6) after three months. Though, it should be noted that these results are fairly limited due to the small sample of youth in Torit who had completed training. These results are suggestive of the fact that training, particularly in Juba, is supportive of employment or business entrepreneurship. What's more, a number of those who had not found employment after one or three months indicated that this was because they had not been actively seeking work.

3.4.2 Employment Opportunities for Skilled Youth

Respondents were also asked to select their most favoured and second most favoured income generating activities. In Torit, the two most favoured options for employment were agriculture and business – marketing³⁶ with 37% (n=22) and 13% (n=8) of respondents selecting these options respectively (refer Figure 15). These activities are reflective of the significant agricultural focus in this County, as well as the significant number of food stall outlets, restaurants and bars. In the qualitative interviews, alcohol was often pointed out as a profitable product to sell. Similarly, 18% (n=9) and 20% (n=10) of respondents selected agriculture and animal rearing as their second most favoured option. This again represents the predominance of these sectors in the local community. 16% (n=8) of respondents also selected nursing as their second most favoured livelihood activity. This result is reinforced in the qualitative interviews and focus group discussions where a number of participants highlighted the high number of clinics in the community. It should be noted that it is unlikely that youth respondents believed they had the opportunity to qualify as a doctor/nurse but that instead, they saw this as a lucrative position and furthermore that nursing and other support livelihood functions within the clinics were viable options for members of the community. Further research is required to understand the type of livelihood to which the responses to this question were referring.

Figure 15: Employment Opportunities Available to Skilled Youth in Juba and Torit Payams (May/June 2014)



In Juba, relatively fewer respondents than in Torit selected agriculture as their most favoured option (25%, n=33), with 13% (n=17) and 10% (n=13) of respondents also selecting business (customer service) and car repair. Within the survey responses, customer service business activities are likely to refer to service sectors, particularly with respect to food, thus including bars, restaurants and food stalls. However, it is clear that in future survey design these items need to be more specifically outlined. In terms of the second most favoured options, beautician and nurse were selected by 11% of respondents (n=14 and n=13 respectively). The results for Juba again highlight the more diverse potential for income generation, which can be assumed to be widely demand-driven based on the more urbanized structure of local markets and the number of foreigners in the capital.

³⁶ Establishing and running self-owned enterprises

3.4.3 Key Findings

- 83% of youth surveyed in Juba and 95% of those surveyed in Torit indicated that they would be interested in starting a business.
- The results suggest that for those youth who completed training in the Juba payams over 50% found work or started a business in the month following the completion of training.
- According to respondents, if they had skills, the three best employment opportunities available to them in Juba Payams were Agriculture, Tailoring, and car repair; and in Torit are Agriculture, Tailoring, and business marketing, respectively. The main sources of income in Juba Payams are Agriculture, barber, customer service, car repair and teaching. The tailoring and agriculture are top sources of income in Torit Payams.
- The three most suitable employment opportunities for women in Juba Payams are tailoring, agriculture, and beautician. The three most suitable employment opportunities in Torit are also the same.

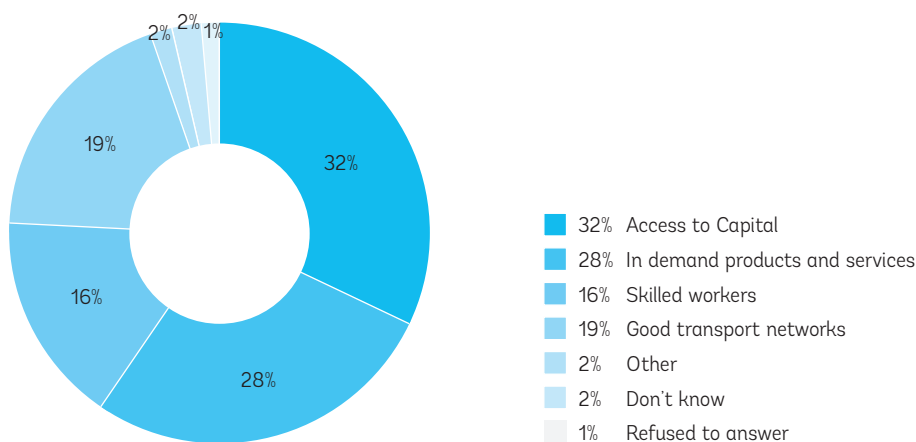
3.5 Barriers to Livelihood Development

Whilst considering the opportunities for business and livelihood advancement in the communities surveyed is of high importance, understanding the barriers to this type of growth is key to developing insightful and targeted policy to tackle the main barriers. In this sub-section of the report we consider the main barriers considered to be impeding business development by youth in the Juba and Torit payams, as well as barriers identified by businesses surveyed in the market supply survey. This sub-section focuses on two questions:

- 1) What are the requirements for business success?
- 2) Why were you not able to find a job or start a business 1 and 3 months after training?

Firstly, the perspective of youth based in the payams chosen to be surveyed is key since these youth will be the targeted beneficiaries of any training centres supported by this pilot programme. In this sense, it is essential to develop programming which best supports their needs. Figure 16 shows the main factors youth highlighted as being essential for business success.

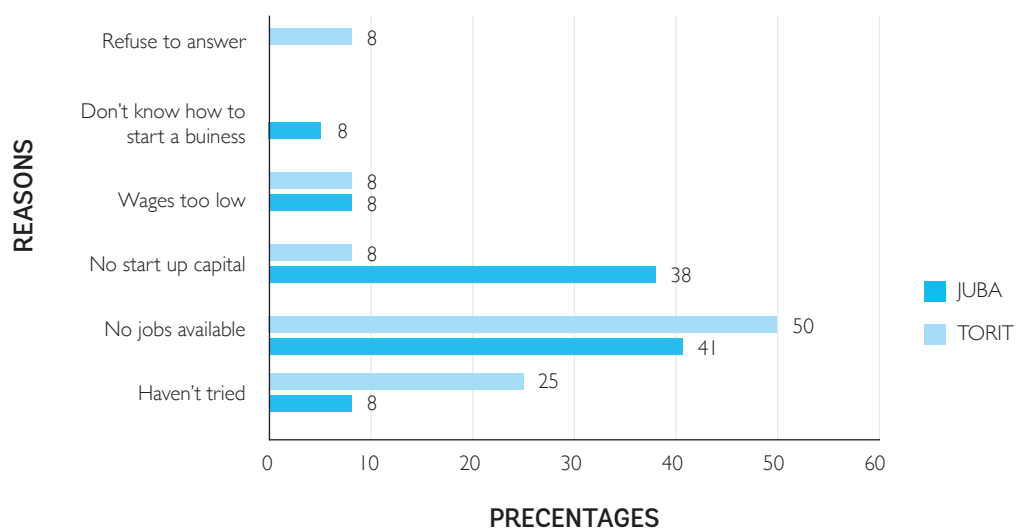
Figure 16: Requirements for Business Success, Youth Perspective (May/June 2014)



Youth were able to select all options they felt applied to this question. Access to capital is clearly seen as a primary requirement for a successful business, with approximately a 75% of youth selecting this as one of the key factors (n=135). Interestingly, youth also highlighted that understanding the market and the demands of consumers is essential in order for a business to be successful, emphasizing the importance of business skills and management. A relatively lower proportion of respondents selected skilled workers and good transport networks as important factors, though this still represented a significant proportion of respondents (approximately 40%).

41% youth in Juba and 69% in Torit Payams could not find a job or start a business after one month of completing a training programme. Details are in Figure 17. The survey suggests that the main reasons for not finding a job or starting a business were non availability of jobs and lack of capital to start a business. Additionally, low wages and lack of skills to start a business were acting as barriers to livelihoods development for youth in Juba and Torit Payams.

Figure 17: Explaining Limited Access to Livelihoods Following Training (May/June 2014)



The qualitative survey data suggests that a lack of capital and limited knowledge and skills for how to manage a business are major barriers in terms of youth entrepreneurship. In addition, security issues, poor roads for transporting goods, high renting fees, lack of tools and machinery and discouragement from families act as impediments to livelihood development.

3.5.1 Key Findings

- Significant barriers were seen to thwart potential for livelihood development, particularly with respect to business development. In particular, access to capital was seen as a significant barrier to business development with over 75% of youth selecting this option. The study suggests that low wages and lack of skills to start a business also act as barriers to livelihoods development.
- In addition, security issues, poor roads for transporting goods, high renting fees, lack of tools and machinery and discouragement from families act as impediments to livelihood development.

3.6 Mobility Status

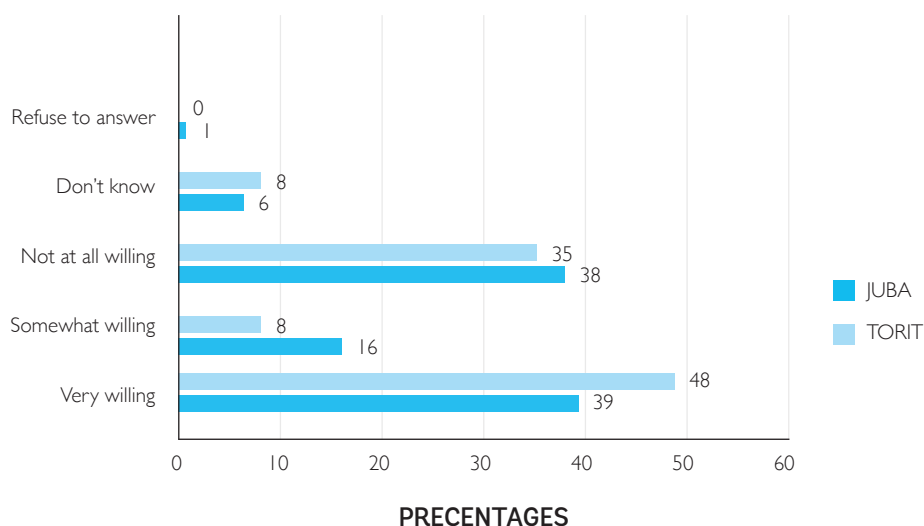
This sub-section of the report considers the propensity for youth to move in order to find more viable and sustainable employment opportunities. This sub-section focuses on two questions:

- Are youth willing to move or migrate for employment opportunities?
- What are reasons for willingness to migrate in Juba and Torit Payams?

It appears clear that, as per the options for livelihood opportunities, the variety of employment options is significantly higher in the Juba payams and thus around the urban centre. This is also a result of Juba's rapid urbanization which, of course, brings its own problems. In this respect, it is feasible that more reliable and long-term employment is more readily available in the capital. Despite this, respondents in the focus groups and interviews consistently pointed to the fact that higher skilled jobs were often taken by skilled foreigners living in the capital while similar trends were also noted with respect to business owners in the market places. This again emphasises the need for the development of the South Sudanese skills base since this dynamic leads to resentment and tension within local communities, particularly those where many foreigners, particularly Ugandan and Kenyan workers, may live.

Before establishing urban centres for training and employment it is important to understand whether these would support the needs of those communities targeted by programming. In particular, offering training for a particular skill in Torit where there are no employment opportunities for that particular skill would require that person to then migrate in order to find viable work following the programme. This warrants an understanding of the migration status, by which we refer to a person's willingness to relocate for work purposes, of youth in Juba and, more importantly, since the payams are more isolated from urban centres, in Torit. Figure 18 shows the migration status of respondents in each county when they were asked about their willingness to move for work.

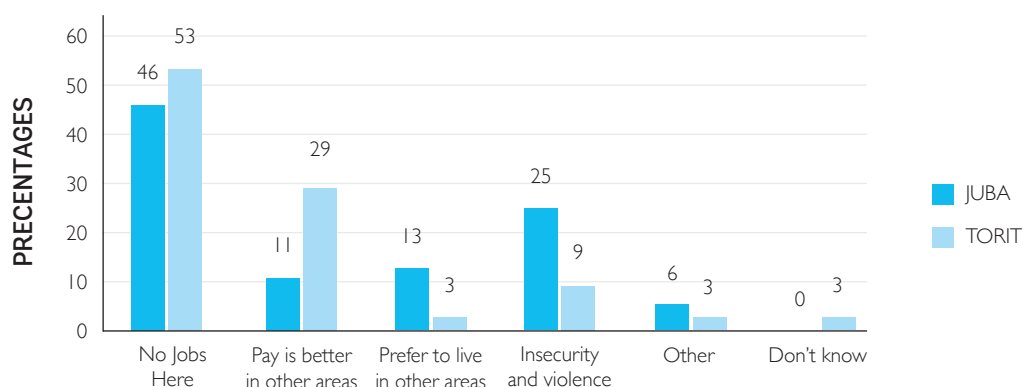
Figure 18: Willingness to Move in Juba and Torit (May/June 2014)



This shows that, in the payams surveyed in both counties, there is a slightly higher proportion of youth who would be very willing to move compared to those who are not at all willing. Interestingly, in Torit, there appears to be a fairly definitive divide between these two groups with few being 'somewhat willing'. In Juba, there is slightly less clarity over the migration status of youth with a higher proportion stating that they would be somewhat willing to relocate, as well as a number saying that they did not know. On average, across all youth surveyed in both counties, 42% (n=80) were very willing to migrate.

Furthermore, those who were very willing or somewhat willing to migrate were additionally asked to indicate their main reasons for this positive migration status. Figure 19 presents the responses from youth to this question.

Figure 19: Reason for Willingness to Migrate in Juba and Torit (May/June 2014)



The predominant reason in both the Juba and Torit payams for a positive migration status is the lack of jobs in the vicinity. This again highlights the need to support self-starters in developing their own business opportunities and in making sure that vocational training centres have adequate linkages with employment opportunities related to the training programmes offered therein. The proportion of respondents in Juba payams who indicated that their positive migration status was linked to insecurity and violence in the region (25%, n=18) is reflective of the impact of recent conflict which broke out in Juba county in December 2013. This has intermittently affected stability in and around the capital over the past months. Those in the Juba area were also more likely to have a preference for living in other areas. In Torit, the predominant reasons supporting someone's willingness to move were the lack of jobs (53%, n=18) and better pay in other areas (29%, n=10).

3.6.1 Key Findings

- The migration status of youth across both Counties showed a relatively high willingness to relocate with the average across all payams surveyed, in both Juba and Torit, being 42% of individuals whom were very willing to migrate.
- Of those who were very willing or somewhat willing to move, the predominant reason was a lack of jobs in the individual's existing location and better pay in other areas. In Juba, security and violence was also a major concern, reflecting the influence of recent conflict.
- The qualitative survey suggests that youth are willing to migrate outside of their Counties for training and employment and, in some cases, migration willingness extends to other Countries.

3.7 Consumer Demand Status

This section presents analysis of consumer demand for goods and services in Juba and Torit Payams.

3.7.1 Consumer Demand for Goods and Services

The quantitative data analysis shows significant variation in demand for products and services across the Juba payams and the Torit payams surveyed. Agricultural products are in high demand across all Payams, especially those in Torit and rural Payams in Juba. The qualitative survey data provides a more in-depth view of goods and services in demand in each of the counties surveyed. Table xx details the findings from the qualitative data.

Table 10: In-Demand Goods and Services, Qualitative Findings (May/June 2014)

	Juba Payams and Juba city	Juba: Muneki
Products/Goods	<ul style="list-style-type: none"> - Clothes - Hardware (cement etc.) - Bakery - Food items, wheat, flour, maize. 	<ul style="list-style-type: none"> - Beer - Salt, cooking oil, flour, sugar, maize - soaps
Services <i>*specific to Juba City</i>	<ul style="list-style-type: none"> - Tea selling - Construction work - Saloon services - Beautician design - car washing*, boda boda riding*, taxi driving* 	<ul style="list-style-type: none"> - Communication services (phones and airtime)

The quantitative and qualitative survey indicate the goods and services that are in demand but not easily available in local payam markets (details in Table xx).

Table 11: In-Demand Goods and Services with Low Availability (May/June 2014)

	Juba Payams (except Juba city)	Torit Payams
Products/Goods	<ul style="list-style-type: none"> - Electronic goods - Different types of clothes - Shoes - Spare parts for motor bike - Exotic food items and pumpkin, seeds of maize and groundnuts, millet and wheat 	<ul style="list-style-type: none"> - Agriculture produce like tomatoes, onions, seeds of maize and groundnut, beans, local vegetables, whole fruits and cut fruits - Building materials like iron sheets, timber and cement - Auto spare parts - Dried fish
Services <i>*specific to Juba City</i>	<ul style="list-style-type: none"> - Hospitality services (restaurants) - Construction services 	<ul style="list-style-type: none"> - Communication services (phones and airtime)

Consumer satisfaction

A high proportion of consumers claimed that their dissatisfaction with a particular product was, specifically, due to it being too expensive; this applied across a wide spectrum of food produce. In Juba, concerns around the price of food products was more pronounced than in Torit, particularly with respect to cattle, goats and poultry, with over 60 % of respondents in Juba believing these products were too expensive. In Torit the highest levels of dissatisfaction due to price were with respect to packaged juice, rice, sugar, wheat, animal fats and cooking oil. In both Juba and Torit, poor quality was cited as a reason for dissatisfaction for a number of locally made products, including clothes and footwear, agricultural tools and wood products and furniture.

Factors affecting consumer demand

- Rainy Season and security concerns: Local traders face a number of challenges in both purchasing and transporting goods, which are in high demand but not available locally, from outside of the local area. These challenges include security concerns and inaccessible roads, particularly during the rainy season. The supply of goods and products drop during the rainy season and markets are largely inaccessible. Therefore consumer demand varies considerably throughout the year, depending on the goods and products available in the market at any one time.
- Foreign businesses: According to the qualitative interviews and focus groups, a large number of shops and stalls in the local markets belong to foreigners. Most goods and products are also brought in from outside of South Sudan, mainly from Kenya and Uganda. There is a significant dependence on foreign goods and businesses to meet the local consumer demand.

Major markets

In Juba, Konyo Konyo is the major market, whilst in Torit the biggest market is also in Torit itself. In Juba county, other important markets include Gudele, Rock City, Gurei, and Malekia. In Torit county other important markets are Hiyala and Mordon. When goods are in demand and are not available in local payam markets, traders buy them from Konyo Konyo or Torit market to meet the local consumer demand.

3.7.2 Key Findings

- Based on market assessment, SNSDP Skills Development Component should provide training in following trades/sectors:

Table 12: Livelihood Based Opportunities for Training in Juba and Torit Payams (May/June 2014).

	Sectors	Juba	Torit
Farm based livelihoods	Agriculture	Growing and selling agriculture produce like pumpkin, seeds of maize and groundnuts, millet and wheat and exotic food items	Growing and selling agriculture produce like tomatoes, onions, seeds of maize and groundnut, beans, local vegetables, whole fruits and cut fruits
Non-farm based livelihoods	Service Sector	Hospitality (customer services, waiters, catering etc.) Auto mechanics (car repairing)	Auto mechanic
	Construction	Carpentry Bricklaying	
	Others	Tailoring (garments) Beautician Saloon services Taxi driving Bakery	Tailoring (garments) Fishing

- Due to significant dependence on foreign goods and businesses to meet the local consumer demand, the SNSDP Skills development component should support the development of goods that are currently being imported but can be developed in South Sudan, and offer opportunities for reducing production and transportation costs through aggregation or other means to support youth entrepreneurs looking to operate in these areas.
- The Government of South Sudan should offer trade support for in-demand products and services to youth entrepreneurs with respect to border taxes, transportation and security (insurance) when accessing products from abroad.

CONCLUSIONS AND RECOMMENDATIONS THAT CAN BE ADDRESSED BY THE SNSDP SKILLS DEVELOPMENT PROJECT

Following are the conclusions and recommendations:

1. PLANNING STAGE

1.1. Possible training Centre locations

	Juba	Torit
Payams where training centre infrastructure exist	Torit, Hiyala	Torit, Hiyala
Remarks	Juba town, Rejaf and Hiyala have established training centres suitable for the provision of vocational training opportunities. Northern Bari does not have a centre but does have a building which would suit this purpose.	Torit and Hiyala both had vocational training centres suitable for programming.

1.2. Follow Resource Payam Approach for implementation

For systematic implementation this pilot, it is suggested that SNSDP Skills development program should follow a resource payam approach. The resource payam approach allows for learning by doing, developing the proof of concept and building capacities of communities and youth beneficiaries in a specific payam, where training centre infrastructure exists. This payam can later act as a 'resource' for replicating and scaling up the pilot across other Payams in the target Counties in a systematic and organic manner.

2. PRE- TRAINING STAGE

2.1. Community mobilization

Implementing partners are advised to adhere to a systematic rolling out of the mobilization drive, while ensuring that the concerned Payam Executive Directors and Boma chiefs are made aware of the project and its implementation details. Boma Chiefs play an important role in community awareness, mobilization and engagement. The Boma Chief should be involved to spread the message in the community through churches, youth groups, and radio announcements. Implementing partners should also use advertisements, mega phone announcements, and newsletters for community mobilization to mobilize all interested youth in the age group of 18 to 30 years.

2.2. Identification of potential trainees

As a best practice, Boma Chiefs and Community Education Committees of local Churches should prepare a list of all unemployed youth and identify most vulnerable/ disadvantaged youth within a Boma /community. Based on the list, community should identify potential trainees.

2.3. Youth Counselling

Implementing partners should organize information and counselling sessions for youth and their parents. Implementing partner staff should interact with parents/guardians and provide an overview about the training program. The Boma chief should be involved in the counselling process. Only interested and most needy candidates should be enrolled for the training program. This will also ensure fewer dropouts at the training stage.

3. TRAINING STAGE

3.1 Trades for training

Following trades have demand in the market:

	Sectors	Juba Payams	Torit Payams
Farm based	Agriculture	Growing and selling agriculture produce like pumpkin, seeds of maize and groundnuts, millet and wheat; and exotic food items	Growing and selling agriculture produce like tomatoes, onions, seeds of maize and groundnut, beans, local vegetables, whole fruits and cut fruits
Non-farm based livelihoods	Service Sector	Hospitality (customer services, waiters, catering etc.) Auto mechanics (car repairing)	Auto mechanic
	Construction	Carpentry Bricklaying	
	Others	Tailoring (garments) Beautician Saloon services Taxi driving Bakery	Tailoring (garments) Fishing

3.2 Training components

Based on market assessment, the following training components are recommended: trade specific training; business/entrepreneurial training; Life skills training; and Soft skills training.

Business training component:

- In addition to trade specific training and skills, the market assessment suggested that business training is considered most useful and important by existing entrepreneurs. Therefore, SNSDP Skills training program should have a strong business training component.

Life skills component:

- Need to change the behaviour and attitudes of youth: A major learning from the market assessment was a need to address the behavioural and attitudinal issues of youth. The qualitative survey suggested that many youth do not work due to attitudinal reasons. They are averse to engaging in labour intensive jobs and do not want to serve or work hard. Many have unreasonable expectations from the education and skills they possess and thus want big jobs or higher salaries. The training program should try to address the issue of unmatched expectations. In addition, many have lost their family members and missed school due to prolonged civil war. Due to this youth are either angry or depressed. The life skills component should have a strong focus on psychological grooming to address these issues.
- The survey also revealed that those youth who are able to earn money do not save the money. There should be a life skills training session on financial literacy, savings and bookkeeping to inculcate value of saving money and money management among other things.
- The life skills training should include sessions on controlling anger and coping with depression, what to do for living, work habits/ethics and conduct, how to work in a group, money management, career guidance and thinking about future, and giving up substance abuse (most youth spend money on alcohol).
- The life skills component of training should seek to bring positive behavioural change in youth. Therefore, the life skills training should be phased out so as to provide trainees the opportunity or the time to practice the habits they are developing over time.

Soft Skills Component:

- Since most youth have missed school or have a little formal education, the programme should train youth in literacy and numeracy and basic English language skills.

Medium of instruction:

- The medium of instruction should be local language and not English. This was one of the reasons for student dropout.

3.3 Linking training and activities to market

The survey of four existing vocational training centers in Juba and Torit Payams suggested that the training content and related activities in these vocational training centers is not primarily market linked. The focus of these training centers is mainly on the trainings. These training centers don't have a provision to expose trainees to job market. Since the focus of SNSDP skills development program is not merely on training but to engage youth in income generating activities or place them in jobs, therefore building connections with potential employers from start of the training is important for SNSDP skills program. This will result in greater visibility and better acceptance of the program in the market, and will lead to better employment opportunities for trainees.

The implementing partners of SNSDP Skills development program should do following to make training market linked:

- Involve potential employers in training content development - The implementing partner should take feedback on content and training related activities from potential employers and existing successful entrepreneurs while developing the training content.
- Exposure of trainees to market: The implementing partner should organize exposure visits or day visits to organizations or small enterprises.
- Involve employers as guest lecturers: The implementing partner should involve representatives of potential employer or existing successful entrepreneurs to deliver training as guest lecturers.
- Community mentors: Implementing partners should seek Boma Chief's help in identifying youth from the community who are working in organizations or are successfully running a small business. They will act as role models and can share their work related experiences with trainees to make them work ready.

3.4. Training duration

- The VTCs surveyed offer long term courses ranging from 11 months to 2 years. However, market assessment suggests that one of the major reasons students dropout from training was due to long hours and duration of training because of which trainees are unable to find work and earn money to support families.
- Therefore, it is recommended that SNSDP Skills development program should offer short term intensive training courses and include a stipend support for the training duration. Training duration should ideally be for 3 to 4 months, 4 to 5 hours per day, and 5 days a week.
- The training should be avoided in rainy season when planting is taking place and training centres are inaccessible.

3.5. Support services during training

- Free training: The market assessment study suggested that many youth could not access vocational training because they could not afford to pay the fees. Therefore, the SNSDP Skills development program should be free of cost.
- Stipend support: The study suggests lack of support for transportation, lunch or breakfast to be one of the main reasons for student dropout from vocational training programmes. Therefore, the SNSDP Skills development program should include a stipend support during the training to enable youth pay for their transportation and meals.

3.7. Support services close to completion of training (last month of training)

- Certification and Assessment of trainees: Certification and assessment acceptable to the industry or employers should be mandatory for SNSDP Skills component to ensure high quality standards and employment. This should also be vetted by the Directorate of Vocational Training, Ministry of Labour, Public Service and HRD.
- Placement services: Since SNSDP Skill development program is a demand driven programme, one of the main pre-requisites of the programme should be the commitment of the implementing partner/employers to employ the trained youth or engaging them in income generating activities. Therefore, implementing partners should put greater emphasis on placements and offer placement services to ensure youth either get placed in a job or start their own income generating activities. The SNSDP Skills development program should therefore appoint full time placement coordinators through the implementing partners to liaise with potential employers, and support youth with placement services close to the completion of the training.

4. POST-TRAINING STAGE

4.1 Support services after completion of training for youth trained for self-employment

- Business start up capital: The study suggests that access to capital is the main barrier to business development. Therefore, the SNSDP Skills development component should make additional funds available to eligible candidates for starting as well as expanding their micro-enterprises.
- Follow up Business development advisory support services: The study suggests that young entrepreneurs need constant handholding support in managing their income generating activities at least in the initial phase. The project should make provision for providing sustained handholding and business development advisory support services to youth entrepreneurs for a period of one year after completion training.

4.2 Support services after completion of training for youth trained for wage-employment

- Facilitation centre: A placement facilitation centre can be set up in Juba city to cater to the immediate needs of youth who join the companies in and around Juba City. This facilitation centre can provide basic required support services to youth to sustain in Juba including finding an accommodation, opening a bank account, post-placement counseling and following up with the employers. Providing support services at early stages of youth exposure to city atmosphere will improve the chances of youth retaining their jobs.

5.1 Quantitative Questionnaire

5.1.1 Youth Quantitative Survey

Questions	Type	Logic
1. What is the date today? <input type="checkbox"/> May <input type="checkbox"/> June	Single	All screened in
2. Current date: (day)	Numeric [restrict 1-31]	All screened in (IF Q4=1)
3. Enumerator code	Numeric	All screened in
4. Survey ID	Numeric	All screened in
5. County <input type="checkbox"/> Juba <input type="checkbox"/> Torit	Single	All screened in
6. Payam	Text [closed]	All screened in
7. Hi my name is _____ and I am administering a survey that will inform the Government of South Sudan about livelihoods and vocational training in this area. The following questions have to do with the types of goods and services that are available to people in your area. Any answer you provide will be confidential and only used for the purpose of informing the Government of South Sudan about livelihoods and vocational training in this area. You are free to end this survey at any time you wish. Your honest and candid participation, however, will be greatly appreciated. Do you consent to participate in this survey? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	All screened in
8. Are you South Sudanese? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	FILTER (IF Q7 = 1)
9. How would you characterize yourself? <input type="checkbox"/> Resident (1) <input type="checkbox"/> Internally displaced person (2) <input type="checkbox"/> Returnee (3)	Single	FILTER (IF Q8 = 1)
10. Gender [do not ask] <input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)	Single	FILTER (IF Q8 = 1)
11. What is your age range? <input type="checkbox"/> 18-21 <input type="checkbox"/> 22-24 <input type="checkbox"/> 25-27 <input type="checkbox"/> 28-30	Single	FILTER (IF Q8 = 1)

Questions	Type	Logic
12. How old are you exactly? [DK = 999]	Numeric [restrict 18-30]	FILTER (IF Q8 = 1)
13. How many people live in your household?	Numeric [restrict 1-100]	FILTER (IF Q8 = 1)
14. What is your highest level of education? <input type="checkbox"/> No school (1) <input type="checkbox"/> Some primary school (2) <input type="checkbox"/> Completed primary school (3) <input type="checkbox"/> Some secondary school (4) <input type="checkbox"/> Completed secondary school (5) <input type="checkbox"/> Some university (6) <input type="checkbox"/> Completed university (7) <input type="checkbox"/> Postgraduate (8)	Single	FILTER (IF Q8 = 1)
15. Which of the following best describes the structure of your home or dwelling? <input type="checkbox"/> Incomplete building (1) <input type="checkbox"/> Multi-story house (2) <input type="checkbox"/> House constructed of wood (3) <input type="checkbox"/> House of one floor made of brick or concrete (4) <input type="checkbox"/> House of one floor made of mud (5) <input type="checkbox"/> Villa (6) <input type="checkbox"/> Flat or apartment (7) <input type="checkbox"/> Tukul/Gottya made with sticks (8) <input type="checkbox"/> Tukul/Gottya made with mud (9) <input type="checkbox"/> Dwelling from straw mats (10) <input type="checkbox"/> Tent (11)	Single	FILTER (IF Q8 = 1)
16. Have you ever received any vocational and/or skills training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)
17. What type of organization or institute provided this training? <input type="checkbox"/> Government training institute (South Sudanese) (1) <input type="checkbox"/> Government training institute (abroad) (2) <input type="checkbox"/> NGO (3) <input type="checkbox"/> Local community organization (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> Refuse to answer (6) <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q16 = 1)
18. What was the name of the organization or institute that provided you this training?	Text	FILTER (IF Q16 = 1)

Questions	Type	Logic
19. What type of training did you receive? <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Multi [28-29 = Exclusive]	FILTER (IF Q16 = 1)
20. Other (please specify)	Text	FILTER (IF Q19 = 27)
21. Did you complete the full length of the training programme? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q16 = 1)
22. Within one month of finishing your training, did you find a job or start your own small business? <input type="checkbox"/> Yes, found a job (1) <input type="checkbox"/> Yes, started my own business (2) <input type="checkbox"/> Yes, found a job and started my own small business (3) <input type="checkbox"/> No (4) <input type="checkbox"/> Don't know (5) <input type="checkbox"/> Refuse to answer (6)	Single	FILTER (IF Q21 = 1)
23. Why were you not able to find a job or start your own small business one month after training? [don't read answers] (check all that apply) <input type="checkbox"/> Haven't tried (1) <input type="checkbox"/> No jobs available (2) <input type="checkbox"/> No capital to start own business (3) <input type="checkbox"/> No suitable skills (4) <input type="checkbox"/> Wages too low (5) <input type="checkbox"/> Don't know how to start a business (6) <input type="checkbox"/> Other (7) <input type="checkbox"/> Don't know (8) <input type="checkbox"/> Refuse to answer (9)	Multi [8-9 = Exclusive]	FILTER (IF Q22 = 4)

Questions	Type	Logic
<p>24. Three months after you finished your training, were you employed or running a small business?</p> <p><input type="checkbox"/> Yes, had a job (1)</p> <p><input type="checkbox"/> Yes, was running a small business (2)</p> <p><input type="checkbox"/> Yes, had a job and was running a small business (3)</p> <p><input type="checkbox"/> No (4)</p> <p><input type="checkbox"/> Don't know (5)</p> <p><input type="checkbox"/> Refuse to answer (6)</p>	Single	FILTER (Q21 = 1)
<p>25. Why were you not able to find a job or start your own small business three months after the training? [don't read answers] (check all that apply)</p> <p><input type="checkbox"/> Haven't tried (1)</p> <p><input type="checkbox"/> No jobs available (2)</p> <p><input type="checkbox"/> No capital to start own business (3)</p> <p><input type="checkbox"/> No suitable skills (4)</p> <p><input type="checkbox"/> Wages too low (5)</p> <p><input type="checkbox"/> Don't know how to start a business (6)</p> <p><input type="checkbox"/> Other (7)</p> <p><input type="checkbox"/> Don't know (8)</p> <p><input type="checkbox"/> Refuse to answer (9)</p>	Multi [8-9 = Exclu- sive]	FILTER (IF Q24 = 4)
<p>26. Are you currently employed or running a small business?</p> <p><input type="checkbox"/> Yes, have a job (1)</p> <p><input type="checkbox"/> Yes, run a small business (2)</p> <p><input type="checkbox"/> Yes, have a job and run a small business (3)</p> <p><input type="checkbox"/> No (4)</p> <p><input type="checkbox"/> Don't know (5)</p> <p><input type="checkbox"/> Refuse to answer (6)</p>	Single	FILTER (IF Q8 = 1)
<p>27. Why are you not currently employed or running a small business? [don't read answers] (check all that apply)</p> <p><input type="checkbox"/> Haven't tried (1)</p> <p><input type="checkbox"/> No jobs available (2)</p> <p><input type="checkbox"/> No capital to start own business (3)</p> <p><input type="checkbox"/> No suitable skills (4)</p> <p><input type="checkbox"/> Wages too low (5)</p> <p><input type="checkbox"/> Don't know how to start a business (6)</p> <p><input type="checkbox"/> Other (7)</p> <p><input type="checkbox"/> Don't know (8)</p> <p><input type="checkbox"/> Refuse to answer (9)</p>	Multi [8-9 = Exclu- sive]	FILTER (IF Q26 = 4)

Questions	Type	Logic
28. What is your trade? <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Single	FILTER (IF Q8 = 1)
29. On average, how many days in a week do you work at your job or small business?	Numeric [restrict max 7]	FILTER (IF Q26 = 1,2,3)
30. On average, how many hours a day do you work at your job or small business?	Numeric [restrict max 24]	FILTER (IF Q26 = 1,2,3)
31. How are you paid? <input type="checkbox"/> Piece rate (1) <input type="checkbox"/> Day labour (2) <input type="checkbox"/> Salary (3) <input type="checkbox"/> Hourly (4) <input type="checkbox"/> Self-employed (5) <input type="checkbox"/> Don't know (6) <input type="checkbox"/> Refuse to answer (7)	Single	FILTER (IF Q26 = 1,2,3)
32. How useful were the vocational and/or skills you learned for your CURRENT job or small business? <input type="checkbox"/> Very useful (1) <input type="checkbox"/> Somewhat useful (2) <input type="checkbox"/> Not at all useful (3) <input type="checkbox"/> Didn't receive vocational and/or skills training (4) <input type="checkbox"/> Don't know (5) <input type="checkbox"/> Refuse to answer (6)	Single	FILTER (IF Q26 = 1,2,3)
33. What has prevented you from receiving vocational and/or skills training? <input type="checkbox"/> Not interested (1) <input type="checkbox"/> No trainings available (2) <input type="checkbox"/> Can't afford trainings (3) <input type="checkbox"/> Trainings too far away (4) <input type="checkbox"/> No room in training programs (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Don't know (7) <input type="checkbox"/> Refuse to answer (8)	Single	FILTER (IF Q16 = 2)

Questions	Type	Logic
34. Other (please specify)	Single	FILTER (IF Q33 = 6)
35. Are you interested in receiving vocational and/or skills training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)
36. What is the main reason you want to receive vocational and/or skills training? [don't read answers] <input type="checkbox"/> Increase income (1) <input type="checkbox"/> Get a job (2) <input type="checkbox"/> Opportunity to network (3) <input type="checkbox"/> Improve my existing skills (4) <input type="checkbox"/> Learn a trade (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Refuse to answer (7)	Single	FILTER (IF Q35 = 1)
37. Other (please specify)	Text	FILTER (IF Q36 = 6)
38. What ways can people in your community earn an income? (check all that apply) <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Multi [28-29 = Exclusive]	FILTER (IF Q8 = 1)

Questions	Type	Logic
<p>39. If you have skills, what are the three best employment opportunities available in your community?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	<p>Multi [28-29 = Exclusive; Limit 3 Responses]</p>	<p>FILTER IF (Q8 = 1)</p>
<p>40. I'm going to list a number of trades. I would like you to tell me for each one whether this would be a suitable trade for women in your community. (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	<p>Multi [28-29 = Exclu- sive]</p>	<p>FILTER (IF Q8 = 1)</p>

Questions	Type	Logic
41. Would you be willing to work in a trade not considered suitable for women? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER IF (Q10 = 2)
42. What trade would you most like to work in? <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Single	FILTER (IF Q8 = 1)
43. What is the main reason you want to work in that trade? <input type="checkbox"/> Pays well (1) <input type="checkbox"/> Enjoy the work (2) <input type="checkbox"/> The work is easy to do (3) <input type="checkbox"/> Many jobs available (4) <input type="checkbox"/> Everyone does this trade (5) <input type="checkbox"/> No one does this trade (6) <input type="checkbox"/> Already have some knowledge (7) <input type="checkbox"/> Other (8) <input type="checkbox"/> Refuse to answer (9)	Single	FILTER (IF Q42 = 1-27)
44. Other (please specify)	Text	FILTER (IF Q43 = 8)
45. What is preventing you from working in that trade? [don't read answers] (check all that apply) <input type="checkbox"/> Does not pay enough (1) <input type="checkbox"/> No jobs available (2) <input type="checkbox"/> The work is difficult (3) <input type="checkbox"/> Gender issues (4) <input type="checkbox"/> Little or no childcare available (5) <input type="checkbox"/> Don't have transportation (6) <input type="checkbox"/> Nothing, I already work in that trade (7) <input type="checkbox"/> Other (8) <input type="checkbox"/> Refuse to answer (9)	Multi	FILTER (IF Q42 = 1-27)

Questions	Type	Logic
46. Other (please specify)	Text	FILTER (IF Q45 = 8)
47. What trade would you least like to work in? <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Single	FILTER (IF Q8 = 1)
48. What is the main reason you do not want to work in that trade? <input type="checkbox"/> Pays poorly (1) <input type="checkbox"/> Don't enjoy the work (2) <input type="checkbox"/> The work is hard to do (3) <input type="checkbox"/> No jobs available (4) <input type="checkbox"/> No one does this trade (5) <input type="checkbox"/> Everyone does this trade (6) <input type="checkbox"/> Don't have any existing knowledge (7) <input type="checkbox"/> Other (8) <input type="checkbox"/> Refuse to answer (9)	Single	FILTER (Q47 = 1-27)
49. Other (please specify)	Text	FILTER (IF Q48 = 8)

Questions	Type	Logic
<p>50. What do you think is the most successful trade in terms of regular employment and income?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	Single	FILTER (IF Q8 = 1)
<p>51. What do you think is the second most successful trade in terms of employment and income?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	Single	FILTER (IF Q50 = 1-27); Mask on not Q50

Questions	Type	Logic
<p>52. What do you think is the least successful trade in terms of employment and income?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	Single	FILTER (Q8 = 1); Mask on not Q50 and not Q51
<p>53. What do you think is the second least successful trade in terms of employment and income?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29) 	Single	FILTER (Q52 = 1-27); Mask on not Q50 and not Q51 and not Q52

Questions	Type	Logic
54. How willing are you to migrate to other areas of South Sudan for employment? <input type="checkbox"/> Very willing (1) <input type="checkbox"/> Somewhat willing (2) <input type="checkbox"/> Not at all willing (3) <input type="checkbox"/> Don't know (4) <input type="checkbox"/> Refuse to answer (5)	Single	FILTER (IF Q8 = 1)
55. What is the main reason you would be willing to migrate to other areas of South Sudan for employment? <input type="checkbox"/> No jobs here (1) <input type="checkbox"/> Pay is better in other areas (2) <input type="checkbox"/> Prefer to live in other areas (3) <input type="checkbox"/> Insecurity and violence (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> Don't know (6) <input type="checkbox"/> Refuse to answer (7)	Single	FILTER (IF Q54 = 1,2)
56. Other (please specify)	Text	FILTER (IF Q55 = 5)
57. What is your main source of income? <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Remittances from family (25) <input type="checkbox"/> Tailoring (26) <input type="checkbox"/> Teaching (27) <input type="checkbox"/> Other (28) <input type="checkbox"/> Don't know (29) <input type="checkbox"/> Refuse to answer (30)	Single	FILTER (IF Q8 = 1)
58. How many people in your household depend on this income?	Numeric	FILTER (IF Q8 = 1)

Questions	Type	Logic
59. What are the three items you spend the most money on? [select only 3] <input type="checkbox"/> Accommodation (1) <input type="checkbox"/> Beverages (non-alcoholic) (2) <input type="checkbox"/> Books and stationary (3) <input type="checkbox"/> Charcoal (4) <input type="checkbox"/> Cloth and sewing items (5) <input type="checkbox"/> Clothes and footwear (6) <input type="checkbox"/> Firewood (7) <input type="checkbox"/> Food (8) <input type="checkbox"/> Health care/Medicine (9) <input type="checkbox"/> Household items (bedding, kitchenware, etc.) (10) <input type="checkbox"/> House repair (plumber, carpenter, electrician, etc.) (11) <input type="checkbox"/> Mobile phone (12) <input type="checkbox"/> School fees and supplies (13) <input type="checkbox"/> Seeds (for planting) (14) <input type="checkbox"/> Soap and washing powder (15) <input type="checkbox"/> Spirits/Alcohol (16) <input type="checkbox"/> Toiletries and beauty items (17) <input type="checkbox"/> Tools (agricultural, home repair, etc.) (18) <input type="checkbox"/> Transportation- bicycle (19) <input type="checkbox"/> Transportation- boda (20) <input type="checkbox"/> Transportation- car (21) <input type="checkbox"/> Transportation- matatu (22) <input type="checkbox"/> Other (23) <input type="checkbox"/> Don't know (24) <input type="checkbox"/> Refuse to answer (25)	Multi (3) [24-25 = Exclusive; Limit 3 responses]	FILTER (IF Q8 = 1)
60. Other (please specify)	Text	FILTER (IF Q59 = 23)
61. Do you save some of your income every month? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)
62. Where do you keep the money you are saving? <input type="checkbox"/> Bank (1) <input type="checkbox"/> Home (2) <input type="checkbox"/> Informal savings group (3) <input type="checkbox"/> Other (4) <input type="checkbox"/> Refused to answer (5)	Single	FILTER (IF Q61 = 1)
63. Other (please specify)	Text	FILTER (IF Q62 = 4)
64. Thinking about your current income, how would you describe the income you receive? <input type="checkbox"/> I earn enough to meet the basic needs of myself and my household such as food and shelter. (1) <input type="checkbox"/> I earn enough to meet the basic needs of my household and also provide for medical treatment and school fees. (2) <input type="checkbox"/> I earn enough to meet the basic needs of my household, medical treatment, and also save some money. (3) <input type="checkbox"/> I do not earn enough to meet the basic needs of my household. (4) <input type="checkbox"/> Don't Know (5) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q8 = 1)
65. Are you currently seeking employment opportunities? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)

Questions	Type	Logic
66. What type of employment opportunities are you currently seeking? [don't read answers] (check all that apply) <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business- Customer Service (6) <input type="checkbox"/> Business- Entrepreneurship/Management (7) <input type="checkbox"/> Business- Finance/Accounting (8) <input type="checkbox"/> Business- Marketing (9) <input type="checkbox"/> Car repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction- Brick Laying (13) <input type="checkbox"/> Construction- Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (Reading/Writing) (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Don't know (28) <input type="checkbox"/> Refuse to answer (29)	Multi	FILTER (IF Q65 = 1)
67. Other (please specify)	Text	FILTER (IF Q66 = 27)
68. Do you own a small business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)
69. Are you interested in starting your own business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER IF (Q68 = 2)
70. What types of groups, organizations, or banks in your community are lending money to start small businesses? (check all that apply) <input type="checkbox"/> Banks (1) <input type="checkbox"/> Business livelihood groups (2) <input type="checkbox"/> Informal money lending groups (3) <input type="checkbox"/> NGOs (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> None (6) <input type="checkbox"/> Don't know (7) <input type="checkbox"/> Refuse to answer (8)	Single	FILTER (IF Q8 = 1)
71. Other (please specify)	Text	FILTER (IF Q70 = 5)

Questions	Type	Logic
72. How do people most often acquire money to start a new business? <input type="checkbox"/> Banks (1) <input type="checkbox"/> Business livelihood groups (2) <input type="checkbox"/> Informal money lending groups (3) <input type="checkbox"/> NGOs (4) <input type="checkbox"/> Personal savings (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Don't know (7) <input type="checkbox"/> Refuse to answer (8)	Single	FILTER (IF Q8 = 1)
73. How easy is it acquire capital this way? <input type="checkbox"/> Very easy (1) <input type="checkbox"/> Somewhat easy (2) <input type="checkbox"/> Not at all easy (3) <input type="checkbox"/> Don't know (4) <input type="checkbox"/> Refuse to answer (5)	Single	FILTER (IF Q72 = 1, 2, 3, 4, 5, 6)
74. What types of groups, organizations, or banks in your community are lending money to maintain existing small businesses? (check all that apply) <input type="checkbox"/> Banks (1) <input type="checkbox"/> Business livelihood groups (2) <input type="checkbox"/> Informal money lending groups (3) <input type="checkbox"/> NGOs (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> None (6) <input type="checkbox"/> Don't know (7) <input type="checkbox"/> Refuse to answer (8)	Multi [6-8 = Exclusive]	FILTER (IF Q8 = 1)
75. How easy is it to obtain capital to maintain an existing business? <input type="checkbox"/> Very easy (1) <input type="checkbox"/> Somewhat easy (2) <input type="checkbox"/> Not at all easy (3) <input type="checkbox"/> Don't know (4) <input type="checkbox"/> Refuse to answer (5)	Single	FILTER (IF Q74 = 1,2,3,4,5,6)
76. What do you think makes a business successful in your community? [do not read answers] (check all that apply) <input type="checkbox"/> Access to capital (1) <input type="checkbox"/> In-demand products or services (2) <input type="checkbox"/> Skilled workers (3) <input type="checkbox"/> Good transport networks (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> Don't Know (6) <input type="checkbox"/> Refuse to answer	Multi [6-7 = Exclusive]	FILTER (IF Q8 = 1)
77. Other (please specify)	Text	FILTER (IF Q76 = 5)
78. What skills do you think are most important for a business owner to have in order to make their businesses successful? [don't read answers] (check all that apply) <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Language skills (2) <input type="checkbox"/> Literacy (3) <input type="checkbox"/> Numeracy (4) <input type="checkbox"/> Trade skills in my profession (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Don't Know (7) <input type="checkbox"/> Refuse to answer (8)	Multi [7-8 = Exclusive]	FILTER (IF Q8 = 1)

Questions	Type	Logic
79. Which of the following business skills have you received training for? (check all that apply) <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Language skills (2) <input type="checkbox"/> Literacy (3) <input type="checkbox"/> Numeracy (4) <input type="checkbox"/> Trade skills in my profession (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Don't Know (7) <input type="checkbox"/> Refuse to answer (8)	Multi [7-8 = Exclusive]	FILTER (IF Q16 = 1)
80. Have you ever received career counselling from an NGO in your community? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (3) <input type="checkbox"/> Refuse to answer (4)	Single	FILTER (IF Q8 = 1)
81. What was the name of the NGO that provided you career counseling?	Text	FILTER (IF Q80 = 1)
82. Have you or any female member of your household ever participated in women's empowerment activities implemented by an NGO? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (59) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q8 = 1)
83. What was the name of the NGO that led these women's empowerment activities?	Text	FILTER (IF Q82 = 1)

5.1.2 Consumer Demand and Market Opportunity Quantitative Survey

Questions	Type	Logic
1. What is the month today? <input type="checkbox"/> May <input type="checkbox"/> June	Single	All screened in
2. Current date: (day)	Numeric [restrict 1-31]	All screened in
3. Enumerator code	Numeric	All screened in
4. Survey ID	Numeric	All screened in
5. County <input type="checkbox"/> Juba <input type="checkbox"/> Torit	Text [closed]	All screened in
7. Hi my name is _____ and I am administering a survey that will inform the Government of South Sudan about livelihoods and vocational training in this area. The following questions have to do with the types of goods and services that are available to people in your area. Any answer you provide will be confidential and only used for the purpose of informing the Government of South Sudan about livelihoods and vocational training in this area. You are free to end this survey at any time you wish. Your honest and candid participation, however, will be greatly appreciated. Do you consent to participate in this survey? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	All screened in

Questions	Type	Logic
8. Gender [do not ask] <input type="checkbox"/> Male (1) <input type="checkbox"/> Female (2)	Single	FILTER (IF Q7 = 1)
9. What is your age range? <input type="checkbox"/> 18-21 <input type="checkbox"/> 22-24 <input type="checkbox"/> 25-27 <input type="checkbox"/> 28-30	Single	FILTER (IF Q7 = 1)
10. How old are you exactly? [DK = 999]	Numeric	FILTER (IF Q7 = 1)
11. How many people live in your household?	Numeric	FILTER (IF Q7 = 1)
12. Which country are you from? <input type="checkbox"/> Sudan (1) <input type="checkbox"/> South Sudan (2) <input type="checkbox"/> Kenya (3) <input type="checkbox"/> Uganda (4) <input type="checkbox"/> Eritrea (5) <input type="checkbox"/> Ethiopia (6) <input type="checkbox"/> Somalia (7) <input type="checkbox"/> Other (8) <input type="checkbox"/> Refuse to Answer (9)	Single	FILTER (IF Q7 = 1)
13. Other (please specify)	Text	FILTER (IF Q12 = 8)
14. What is your highest level of education? <input type="checkbox"/> No school (1) <input type="checkbox"/> Some primary school (2) <input type="checkbox"/> Completed primary school (3) <input type="checkbox"/> Some secondary school (4) <input type="checkbox"/> Completed secondary school (5) <input type="checkbox"/> Some university (6) <input type="checkbox"/> Completed university (7) <input type="checkbox"/> Postgraduate (8)	Single	FILTER (IF Q7 = 1)
15. Which of the following best describes the structure of your home or dwelling? <input type="checkbox"/> Incomplete building (1) <input type="checkbox"/> Multi-story house (2) <input type="checkbox"/> House constructed of wood (3) <input type="checkbox"/> House of one floor made of brick or concrete (4) <input type="checkbox"/> House of one floor made of mud (5) <input type="checkbox"/> Villa (6) <input type="checkbox"/> Flat or apartment (7) <input type="checkbox"/> Tukul/Gottya made with sticks (8) <input type="checkbox"/> Tukul/Gottya made with mud (9) <input type="checkbox"/> Dwelling from straw mats (10) <input type="checkbox"/> Tent (11)	Single	FILTER (IF Q7 = 1)
16. Respondent Type [do not ask] <input type="checkbox"/> Consumer (1) <input type="checkbox"/> Local Business (2) (skip to Q114) <input type="checkbox"/> Agricultural Retailer (3) (skip to Q157)	Single	FILTER (IF Q7=1)
Consumer Demand Survey		
17. Are you normally the person purchasing the goods in your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	FILTER(IF Q16=1)
18. Are you the head of your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) Single FILTER(IF Q16=1)	Single	FILTER(IF Q16=1)

Questions	Type	Logic
<p>19. How did you reach this market today?</p> <input type="checkbox"/> Walking (1) <input type="checkbox"/> Microbus/Matatu (2) <input type="checkbox"/> Boda boda/Motorbike (3) <input type="checkbox"/> Private Vehicle (4) <input type="checkbox"/> Other (5) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q16=1)
<p>20. How long did it take you to reach this market today?</p> <input type="checkbox"/> Less than 10 minutes (1) <input type="checkbox"/> 11 minutes - 30 minutes (2) <input type="checkbox"/> 31 minutes - 1 hour (3) <input type="checkbox"/> More than 1 hour (4) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q16=1)
<p>21. Is this your primary market, or is there another market you visit on a regular basis?</p> <input type="checkbox"/> Primary market (1) <input type="checkbox"/> Secondary/occasional market (2) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER(IF Q16=1)
<p>22. On average, how often do you visit this market to purchase goods?</p> <input type="checkbox"/> Daily (1) <input type="checkbox"/> Two to three times per week (2) <input type="checkbox"/> Once per week (3) <input type="checkbox"/> Two to three times per month (4) <input type="checkbox"/> Once per month (5) (skip to end) <input type="checkbox"/> Infrequently (6) (skip to end) <input type="checkbox"/> This is the only time. (7) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER(IF Q21=1)
<p>23. I am going to list various goods and services that may or may not be available in this market. For each good or service, I would like you to tell me a bit about your experience as a customer. Were you completely satisfied? Have you never needed this product? Have you needed it but never been able to find it in this market? If you are dissatisfied, I'd like to know the PRIMARY reason why. Is the product or service not consistently available? Is it too expensive? Is the product of poor quality? Did you receive poor customer service? Is the product that is available not a good match for your needs? For whatever reason, do you not trust the existing vendors?</p>	Instruction	FILTER(IF Q22= 1 - 4)
<p>24. Please tell me a bit about your experience as a customer with Animal Fats & Cooking Oils</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
<p>25. Please tell me a bit about your experience as a customer with Charcoal</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
<p>26. Please tell me a bit about your experience as a customer with NIDO or other powdered milk</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>27. Please tell me a bit about your experience as a customer with UHT or packet milk</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>28. Please tell me a bit about your experience as a customer with Milk (fresh)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>29. Please tell me a bit about your experience as a customer with Yoghurt</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>30. Please tell me a bit about your experience as a customer with Prepared/Processed Food Products</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
31. Please tell me a bit about your experience as a customer with Meat (goat or cow) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
32. Please tell me a bit about your experience as a customer with Meat (chicken)/Slaughtered Poultry <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
33. Please tell me a bit about your experience as a customer with Fish (dried) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)		
34. Please tell me a bit about your experience as a customer with Fish (smoked) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
35. Please tell me a bit about your experience as a customer with Poultry (live) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
36. Please tell me a bit about your experience as a customer with Eggs <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
37. Please tell me a bit about your experience as a customer with Goat (live) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
38. Please tell me a bit about your experience as a customer with Cow (live) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
39. Please tell me a bit about your experience as a customer with Bread (fresh) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
40. Please tell me a bit about your experience as a customer with Rolex, Roasted Maize or Mendazi <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q22= 1 - 4)

Questions	Type	Logic
41. Please tell me a bit about your experience as a customer with Flour <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
42. Please tell me a bit about your experience as a customer with Wheat <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
43. Please tell me a bit about your experience as a customer with Millet <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
44. Please tell me a bit about your experience as a customer with Maize <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
45. Please tell me a bit about your experience as a customer with Rice <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
<p>46. Please tell me a bit about your experience as a customer with Sorghum</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>47. Please tell me a bit about your experience as a customer with Other Grains (local)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>48. Please tell me a bit about your experience as a customer with Other Grains (imported)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>49. Please tell me a bit about your experience as a customer with Roots (cassava, yams, potatoes)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>50. Please tell me a bit about your experience as a customer with Pulses (groundnuts, beans, peas, lentils)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
51. Please tell me a bit about your experience as a customer with Okra <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
52. Please tell me a bit about your experience as a customer with Sugar <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
53. Please tell me a bit about your experience as a customer with Salt <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
54. Please tell me a bit about your experience as a customer with Butter <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
55. Please tell me a bit about your experience as a customer with Nuts <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
56. Please tell me a bit about your experience as a customer with Whole Fruit (local) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
57. Please tell me a bit about your experience as a customer with Whole Fruit (imported) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
58. Please tell me a bit about your experience as a customer with Cut fruit <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
59. Please tell me a bit about your experience as a customer with Juice (fresh) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
60. Please tell me a bit about your experience as a customer with Juice (packaged) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
61. Please tell me a bit about your experience as a customer with Vegetables (local) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
62. Please tell me a bit about your experience as a customer with Vegetables (imported) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
63. Please tell me a bit about your experience as a customer with Sesame <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
64. Please tell me a bit about your experience as a customer with Seeds for planting <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) (skip to 59) <input type="checkbox"/> Needed this, but it has never been available (3) (skip to 59) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999) (skip to 59)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
<p>65. Could you indicate which types of seeds you tried to buy? (multiple choice)</p> <p><input type="checkbox"/> Sorghum (1)</p> <p><input type="checkbox"/> Millet (2)</p> <p><input type="checkbox"/> Maize (3)</p> <p><input type="checkbox"/> Rice (4)</p> <p><input type="checkbox"/> Other cereals (5)</p> <p><input type="checkbox"/> Cassava (6)</p> <p><input type="checkbox"/> Sweet potatoes (7)</p> <p><input type="checkbox"/> Beans (8)</p> <p><input type="checkbox"/> Cowpeas (9)</p> <p><input type="checkbox"/> Sesame (10)</p> <p><input type="checkbox"/> Groundnuts (11)</p> <p><input type="checkbox"/> Pumpkin (12)</p> <p><input type="checkbox"/> Tomato (13)</p> <p><input type="checkbox"/> Okra (14)</p> <p><input type="checkbox"/> Eggplant (15)</p> <p><input type="checkbox"/> Spinach (16)</p> <p><input type="checkbox"/> Kale (17)</p> <p><input type="checkbox"/> Other vegetables (18)</p> <p><input type="checkbox"/> Tobacco (19)</p> <p><input type="checkbox"/> Watermelon (20)</p> <p><input type="checkbox"/> Other fruit (21)</p> <p><input type="checkbox"/> Other cash crop (22)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Multiple, 999= Exclusive	FILTER (IF Q64 = 1 OR 4-9)
<p>66. Please tell me a bit about your experience as a customer with Soap</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>67. Please tell me a bit about your experience as a customer with Other Toiletries & Beauty Items</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>68. Please tell me a bit about your experience as a customer with Accessories (belts, sunglasses, jewelry, phone cases, etc.)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
<p>69. Please tell me a bit about your experience as a customer with Cloth & Sewing Items including Laows</p> <p><input checked="" type="checkbox"/> Satisfied (1)</p> <p><input checked="" type="checkbox"/> Never needed this product (2)</p> <p><input checked="" type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input checked="" type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input checked="" type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>70. Please tell me a bit about your experience as a customer with Locally made clothes & footwear</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>71. Please tell me a bit about your experience as a customer with Imported clothes or footwear</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>72. Please tell me a bit about your experience as a customer with Metal Goods & Metal Furniture (locally made)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>73. Please tell me a bit about your experience as a customer with Metal Goods & Metal Furniture (imported)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
<p>74. Please tell me a bit about your experience as a customer with Wood Products & Furniture (locally made)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>75. Please tell me a bit about your experience as a customer with Wood Products & Furniture (imported)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>76. Please tell me a bit about your experience as a customer with Locally-Made Straw Products</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>77. Please tell me a bit about your experience as a customer with Agricultural Tools (locally made)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)
<p>78. Please tell me a bit about your experience as a customer with Agricultural Tools (imported)</p> <p><input type="checkbox"/> Satisfied (1)</p> <p><input type="checkbox"/> Never needed this product (2)</p> <p><input type="checkbox"/> Needed this, but it has never been available (3)</p> <p><input type="checkbox"/> Dissatisfied: Inconsistent availability (4)</p> <p><input type="checkbox"/> Dissatisfied: Too expensive (5)</p> <p><input type="checkbox"/> Dissatisfied: Poor quality (6)</p> <p><input type="checkbox"/> Dissatisfied: Poor customer service (7)</p> <p><input type="checkbox"/> Dissatisfied: Not good match (8)</p> <p><input type="checkbox"/> Dissatisfied: Do not trust vendor (9)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
79. Please tell me a bit about your experience as a customer with Other Tools (locally made) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
80. Please tell me a bit about your experience as a customer with Other Tools (imported) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
81. Please tell me a bit about your experience as a customer with Spare Parts for Bikes, Cars & Boda <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust vendor (9) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
82. Now I'd like to ask you about different services that may or may not be available in this market. The same options are available.	Instruction	
83. Please tell me a bit about your experience as a customer with Boda-bodas <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust drivers (9) <input type="checkbox"/> Dissatisfied: Unsafe driving (10) <input type="checkbox"/> Dissatisfied: Unpunctual (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
84. Please tell me a bit about your experience as a customer with Microbuses/Matatus/Hiace <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust drivers (9) <input type="checkbox"/> Dissatisfied: Unsafe driving (10) <input type="checkbox"/> Dissatisfied: Unpunctual (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
85. Please tell me a bit about your experience as a customer with Appliance repair <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
86. Please tell me a bit about your experience as a customer with Small electronics repair (phones, radios) <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
87. Please tell me a bit about your experience as a customer with Snack/Fast foods - rolex, chapatti, mandazi <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
88. Please tell me a bit about your experience as a customer with Cut fruit or vegetables <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
89. Please tell me a bit about your experience as a customer with Restaurant/Bar <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Dissatisfied: Atmosphere not pleasant (12) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
90. Please tell me a bit about your experience as a customer with Dobbi/clothes washer <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
91. Please tell me a bit about your experience as a customer with Blacksmith or welder <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality(6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
92. Please tell me a bit about your experience as a customer with Mason or bricklayer <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
93. Please tell me a bit about your experience as a customer with Plumber <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/ (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
94. Please tell me a bit about your experience as a customer with Electrician <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality(6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
95. Please tell me a bit about your experience as a customer with Computer Technician <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
96. Please tell me a bit about your experience as a customer with Photographer/Videographer <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality(6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
97. Please tell me a bit about your experience as a customer with Someone to collect wood, sand or straw <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
98. Please tell me a bit about your experience as a customer with Generator Repair Technician <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality(6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q22= 1 - 4)
99. Please tell me a bit about your experience as a customer with Boda-boda or Vehicle Mechanic <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality(6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q22= 1 - 4)

Questions	Type	Logic
<p>100. Please tell me a bit about your experience as a customer with Barber</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
<p>101. Please tell me a bit about your experience as a customer with Caterer</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
<p>102. Please tell me a bit about your experience as a customer with Tailor</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
<p>103. Please tell me a bit about your experience as a customer with Beautician</p> <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
105. Please tell me a bit about your experience as a customer with Collect water/deliver water <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
106. Please tell me a bit about your experience as a customer with Split rocks or gravel <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
107. Please tell me a bit about your experience as a customer with Tea shop <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
108. Please tell me a bit about your experience as a customer with Grinding mill <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)

Questions	Type	Logic
109. Please tell me a bit about your experience as a customer with Butcher <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Never needed this product (2) <input type="checkbox"/> Needed this, but it has never been available (3) <input type="checkbox"/> Dissatisfied: Inconsistent availability (4) <input type="checkbox"/> Dissatisfied: Too expensive (5) <input type="checkbox"/> Dissatisfied: Poor quality/Unappetizing (6) <input type="checkbox"/> Dissatisfied: Poor customer service (7) <input type="checkbox"/> Dissatisfied: Not good match (8) <input type="checkbox"/> Dissatisfied: Do not trust provider (9) <input type="checkbox"/> Dissatisfied: Unsafe work practices/non-hygenic (10) <input type="checkbox"/> Dissatisfied: Unpunctual/Takes too long (11) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
110. How much money (in SSP) do you plan to spend at the market today? <input type="checkbox"/> Less than 10 SSP (1) <input type="checkbox"/> 11 SSP - 25 SSP (2) <input type="checkbox"/> 26 SSP - 50 SSP (3) <input type="checkbox"/> 51 SSP - 100 SSP (4) <input type="checkbox"/> 101 SSP - 200 SSP (5) <input type="checkbox"/> More than 200 SSP (6) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q22= 1 - 4)
111. Do you ever travel to other markets to purchase specific goods or services? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER(IF Q22= 1 - 4)
112. How often do you travel to another market to purchase those goods or services? <input type="checkbox"/> Daily (1) <input type="checkbox"/> 2-3 times per week (2) <input type="checkbox"/> Once per week (3) <input type="checkbox"/> Two to three times per month (4) <input type="checkbox"/> Once a month (5) <input type="checkbox"/> Less than once a month (6) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER(IF Q111=1)
113. Where is the market that you travel to? <input type="checkbox"/> Same city (different area) (1) (skip to end) <input type="checkbox"/> Same county (2) (skip to end) <input type="checkbox"/> Same state (3) (skip to end) <input type="checkbox"/> Other state in South Sudan (4) (skip to end) <input type="checkbox"/> Uganda (5) (skip to end) <input type="checkbox"/> Kenya (6) (skip to end) <input type="checkbox"/> Khartoum (7) (skip to end) <input type="checkbox"/> Other (8) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER(IF Q111=1)
Market Opportunity - Business Survey		
114. I'd like to ask you a few questions about your business and your customer's needs.	Information	FILTER (IF Q16 = 2)
115. Are you the owner of this business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER (IF Q16 = 2)
116. Are you the head of your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q115 = 1)
117. How many people are in your household? [limit: 1-100, 888 = Don't know]	Numeric	FILTER (IF Q115 = 1)

Questions	Type	Logic
118. How many people depend on your income (spouses, children, other family, etc.) [limit: 1-100, 888 = Don't know]	Numeric	FILTER (IF Q115 = 1)
119. Have you ever received any vocational or skills training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q116) <input type="checkbox"/> Refuse to answer (999) (Skip to Q123)	Single	FILTER (IF Q115 = 1)
120. What type of organization or institute provided this training? <input type="checkbox"/> Government training institute (South Sudanese) (1) <input type="checkbox"/> Government training institute (abroad) (2) <input type="checkbox"/> NGO (3) <input type="checkbox"/> Local community organization (4) <input type="checkbox"/> Refuse to answer (999)	Multiple, 999= Exclusive	FILTER (IF Q119 = 1)
121. What type of training did you receive (multiple choice) <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business - Customer Service (6) <input type="checkbox"/> Business - Entrepreneurship/Management (7) <input type="checkbox"/> Business - Finance/Accounting (8) <input type="checkbox"/> Business - Marketing (9) <input type="checkbox"/> Car Repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction - Brick Laying (13) <input type="checkbox"/> Construction - Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy Farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/ Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Refuse to answer (999)	Multiple, 999= Exclusive	FILTER (IF Q119 = 1)
122. How useful are the skills you learnt in your CURRENT business? <input type="checkbox"/> Very Useful (1) <input type="checkbox"/> Useful (2) <input type="checkbox"/> Indifferent (3) <input type="checkbox"/> Not Useful: not related to current profession (4) <input type="checkbox"/> Not Useful: training course was too short (5) <input type="checkbox"/> Not Useful: did not complete training (6) <input type="checkbox"/> Don't Know (7) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q119 = 1)
123. How would you describe your business: <input type="checkbox"/> I sell items or goods. (1) <input type="checkbox"/> I provide a service. (2) (Skip to 125)	Single	FILTER (IF Q115 = 1)

Questions	Type	Logic
<p>124. What is the MAIN product you sell?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consumer goods/general store (1) <input type="checkbox"/> Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2) <input type="checkbox"/> Animal fats & cooking oils (3) <input type="checkbox"/> Bread (freshly baked) (4) <input type="checkbox"/> Butter (5) <input type="checkbox"/> Charcoal (6) <input type="checkbox"/> Chicken/Goat/Livestock (7) <input type="checkbox"/> Cloth & Sewing Items (8) <input type="checkbox"/> Clothes & Footwear - locally made (9) <input type="checkbox"/> Clothes & Footwear - imported (10) <input type="checkbox"/> Clothes & Footwear - second-hand (11) <input type="checkbox"/> Dried/Smoked Fish (12) <input type="checkbox"/> Eggs (13) <input type="checkbox"/> Fresh fish (14) <input type="checkbox"/> Fruits/Vegetables/Nuts (15) <input type="checkbox"/> Metal goods & furniture (16) <input type="checkbox"/> Meat (17) <input type="checkbox"/> Milk products (powder, UHT, fresh) (18) <input type="checkbox"/> Prepared/processed food products (19) <input type="checkbox"/> Seeds (for planting) (20) <input type="checkbox"/> Spare parts for bikes, cars, bodas (21) <input type="checkbox"/> Staples (grains, sugar, salt) (22) <input type="checkbox"/> Soap & washing powder (23) <input type="checkbox"/> Straw & straw products (24) <input type="checkbox"/> Street/Fast Food (chapati, rolex, mandazi) (25) <input type="checkbox"/> Toiletries & Beauty items (26) <input type="checkbox"/> Tools (agricultural & other) (27) <input type="checkbox"/> Wood products & furniture (28) <input type="checkbox"/> Yogurt (29) <input type="checkbox"/> Bed articles (mattress, pillow, etc.) (30) <input type="checkbox"/> Beverages (non-alcoholic)(31) <input type="checkbox"/> Bicycles (32) <input type="checkbox"/> Books & Stationary (33) <input type="checkbox"/> Electronics (34) <input type="checkbox"/> Household appliances (35) <input type="checkbox"/> Pharmaceuticals (36) <input type="checkbox"/> Plastic Products (37) <input type="checkbox"/> Sand & Gravel (38) <input type="checkbox"/> Spirits/Alcohol (39) <input type="checkbox"/> Wood (firewood) (40) <input type="checkbox"/> Refuse to Answer (999) <input type="checkbox"/> Refuse to answer (999) 	Single	FILTER (IF Q123 = 1)

Questions	Type	Logic
<p>125. What is the MAIN service that you offer?</p> <input type="checkbox"/> Appliance Repair (1) <input type="checkbox"/> Baker (2) <input type="checkbox"/> Barber/Hair Stylist (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Carpenter (6) <input type="checkbox"/> Catering/Cook (7) <input type="checkbox"/> Collect wood/sand/straw (8) <input type="checkbox"/> Collect water (9) <input type="checkbox"/> Construction work (10) <input type="checkbox"/> Dobbii/Clothes washing (11) <input type="checkbox"/> Driver - Boda Boda (12) <input type="checkbox"/> Driver - Hiace/Matatu/Microbus (13) <input type="checkbox"/> Electrician (14) <input type="checkbox"/> Electrical Repair (15) <input type="checkbox"/> Generator Repair (16) <input type="checkbox"/> Grinding Mill (17) <input type="checkbox"/> Mason/Brick Layer(18) <input type="checkbox"/> Mechanic/Car or Boda Repair (19) <input type="checkbox"/> Photography/Videography (20) <input type="checkbox"/> Plumber (21) <input type="checkbox"/> Porter/Attendant (carry things for money) (22) <input type="checkbox"/> Restaurant/Bar (23) <input type="checkbox"/> Split Rocks (24) <input type="checkbox"/> Tailor (25) <input type="checkbox"/> Tea Shop (26) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q123 = 2)
<p>126. Who do you offer your finished product/offer services to? (multiple choices)</p> <input type="checkbox"/> Directly to the customer (1) <input type="checkbox"/> Other retailers/shop owners (2) <input type="checkbox"/> Traders (3) <input type="checkbox"/> Brokers (4) <input type="checkbox"/> Refuse to Answer (999)	Multiple	FILTER (IF Q115 = 1)
<p>127. Where do you procure your goods or inputs from? (multiple choices)</p> <input type="checkbox"/> Juba - Producer (1) <input type="checkbox"/> Juba - Retailer/Wholesaler (2) <input type="checkbox"/> Juba - Trader (3) <input type="checkbox"/> Other market in South Sudan (4) <input type="checkbox"/> Khartoum (5) <input type="checkbox"/> Uganda (6) <input type="checkbox"/> Kenya (7) <input type="checkbox"/> East Africa (8) <input type="checkbox"/> Other (9) <input type="checkbox"/> I grow the agricultural products myself on my own land (10) (Skip to Q149) <input type="checkbox"/> Refuse to Answer (999) (Skip to Q138)	Multiple, 10 and 999 = Exclusive	FILTER (IF Q115 = 1)
<p>128. How often do you purchase stock or raw materials?</p> <input type="checkbox"/> Every day (1) <input type="checkbox"/> Every few days (2) <input type="checkbox"/> Every week (3) <input type="checkbox"/> Every few weeks (4) <input type="checkbox"/> Every month (5) <input type="checkbox"/> Every few months (6) <input type="checkbox"/> Once per year (7) <input type="checkbox"/> Other (8)	Single	FILTER (IF Q127 = 1 - 9)
<p>129. Do you work with brokers when you purchase stock or raw materials?</p> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q133)	Single	FILTER (IF Q127 = 1 - 9)

Questions	Type	Logic
130. In any given week, how many days per week do you work with brokers?	Numeric	FILTER (IF Q129=1) Min = 1; Max = 7
131. How satisfied have you been with the work brokers have conducted? <input type="checkbox"/> Satisfied (1) <input type="checkbox"/> Dissatisfied: not enough brokers (2) <input type="checkbox"/> Dissatisfied: too many brokers (3) <input type="checkbox"/> Dissatisfied: not punctual (4) <input type="checkbox"/> Dissatisfied: impolite (5) <input type="checkbox"/> Dissatisfied: lack of language skills (6) <input type="checkbox"/> Dissatisfied: too expensive (7) <input type="checkbox"/> Other (8)	Single	FILTER (IF Q129=1)
132. If lack of language is the cause for dissatisfaction, which language would you like brokers to be able to speak? <input type="checkbox"/> Arabic (1) <input type="checkbox"/> English (2) <input type="checkbox"/> Kiswahili (3) <input type="checkbox"/> Local dialect (4) <input type="checkbox"/> Other (5)	Single	FILTER (IF Q131 = 6)
133. How satisfied are you with the traders in your area? <input type="checkbox"/> I never use traders as part of my business. (1) <input type="checkbox"/> Satisfied (2) <input type="checkbox"/> Dissatisfied: not enough traders (3) <input type="checkbox"/> Dissatisfied: lack of supply of goods (4) <input type="checkbox"/> Dissatisfied: poor quality of goods (5) <input type="checkbox"/> Dissatisfied: goods not a good match with needs (6) <input type="checkbox"/> Dissatisfied: traders unprofessional (7) <input type="checkbox"/> Dissatisfied: poor personal hygiene (8) <input type="checkbox"/> Dissatisfied: lack of language skills (9) <input type="checkbox"/> Dissatisfied: other (10)	Single	FILTER (IF Q127 = 1 - 9)
134. In this area, how many competitor businesses exist?	Numeric	FILTER (IF Q127 = 1 - 9)
135. Do you have any employees as part of this business? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q138)	Single	FILTER (IF Q127 = 1 - 9)
136. How many employees do you have, other than yourself? [limit: 1-200, 888 = Don't know]	Numeric	FILTER (IF Q135 = 1)
137. How many of these employees had received vocational training before beginning work with you? (check against Q129) [limit: 1-200, 888 = Don't know]	Numeric	FILTER (IF Q135 = 1)
138. Has your business ever trained mentees? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q140)	Single	FILTER (IF Q115 = 1)
139. How many mentees have you trained?	Numeric	FILTER (IF Q138 = 1)
140. Would you be willing to take on mentees? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)	Single	FILTER (IF Q115 = 1)
141. Are you ever unable to satisfy your current or potential customers? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q145) <input type="checkbox"/> Don't Know (3) (Skip to Q145)	Single	FILTER (IF Q115 = 1)

Questions	Type	Logic
142. What are the reasons you feel your customers are dissatisfied with your goods/services? <input type="checkbox"/> Lack of supply (1) <input type="checkbox"/> Poor quality (2) <input type="checkbox"/> Price (3) <input type="checkbox"/> Not a good fit for needs (4) <input type="checkbox"/> Hygeine/Presentation/Atmosphere (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> Don't Know (7)	Multiple, 7= Exclusive	FILTER (IF Q141 = 1)
143. What are the reasons why you can't better meet your customer's demand? <input type="checkbox"/> Not enough sources to buy stock (1) <input type="checkbox"/> Sources cannot supply enough (2) <input type="checkbox"/> Lack of capital/money to buy stock (3) <input type="checkbox"/> Sources cannot supply enough (4) <input type="checkbox"/> Lack of money to buy more (5) <input type="checkbox"/> Cost of transport (6) <input type="checkbox"/> Lack of workers (7) <input type="checkbox"/> Workers insufficiently trained (8) <input type="checkbox"/> Low quality of products available (9) <input type="checkbox"/> Design/style is inappropriate (10) <input type="checkbox"/> Other (11) <input type="checkbox"/> Don't Know (12)	Multiple, 12= Exclusive	FILTER (IF Q141 = 1)
144. How often are you unable to meet your customer's demand? <input type="checkbox"/> Every day (1) <input type="checkbox"/> Every few days (2) <input type="checkbox"/> Every week (3) <input type="checkbox"/> Every few weeks (4) <input type="checkbox"/> Every month (5) <input type="checkbox"/> Every few months (6) <input type="checkbox"/> Less than every few months (7) <input type="checkbox"/> Don't Know (8)	Single	FILTER (IF Q141 = 1)
145. Do you feel you are able to compete with others selling similar goods/services? <input type="checkbox"/> Yes, able to compete (1) (Skip to Q147) <input type="checkbox"/> No, not able to compete (2) <input type="checkbox"/> Don't Know (3) (Skip to Q147)	Single	FILTER (IF Q115 = 1)
146. What do you think would enable you to be more competitive? <input type="checkbox"/> Access to capital (1) <input type="checkbox"/> Access to training (2) <input type="checkbox"/> Access to more skilled workers (3) <input type="checkbox"/> Access to better goods/products (4) <input type="checkbox"/> Better transport networks (5) <input type="checkbox"/> Don't Know (6)	Multiple, 6= Exclusive	FILTER (IF Q145 = 2)
147. What type of training would you be interested in? <input type="checkbox"/> Business Skills (1) <input type="checkbox"/> Language skills (2) <input type="checkbox"/> Literacy (3) <input type="checkbox"/> Numeracy (4) <input type="checkbox"/> Trade skills in my profession (5) <input type="checkbox"/> Other (6) <input type="checkbox"/> None (7) <input type="checkbox"/> Don't Know (8)	Multiple, 7 and 8= Ex- clusive	FILTER (IF Q115 = 1)
148. Specify Other	Text	FILTER (IF Q147 = 6)
149. Do you plan to expand your business in the next few years? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q152) <input type="checkbox"/> Don't Know (3) (Skip to Q152)	Single	FILTER (IF Q115 = 1)

Questions	Type	Logic
150. In order to expand, will you need to hire trained workers? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q152) <input type="checkbox"/> Don't Know (3) (Skip to Q152)	Numeric	FILTER (IF Q129=1) Min = 1; Max = 7
151. How many additional trained workers will you need to hire? [limit: 1-100, 888 = Don't know]	Single	FILTER (IF Q129=1)
152. What do you think is the most profitable type of business you can run in this area? <input type="checkbox"/> Consumer goods/general store (1) <input type="checkbox"/> Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2) <input type="checkbox"/> Animal fats & cooking oils (3) <input type="checkbox"/> Bread (freshly baked) (4) <input type="checkbox"/> Butter (5) <input type="checkbox"/> Charcoal (6) <input type="checkbox"/> Chicken/Goat/Livestock (7) <input type="checkbox"/> Cloth & Sewing Items (8) <input type="checkbox"/> Clothes & Footwear - locally made (9) <input type="checkbox"/> Clothes & Footwear - imported (10) <input type="checkbox"/> Clothes & Footwear - second-hand (11) <input type="checkbox"/> Dried/Smoked Fish (12) <input type="checkbox"/> Eggs (13) <input type="checkbox"/> Fresh fish (14) <input type="checkbox"/> Fruits/Vegetables/Nuts (15) <input type="checkbox"/> Metal goods & furniture (16) <input type="checkbox"/> Meat (17) <input type="checkbox"/> Milk products (powder, UHT, fresh) (18) <input type="checkbox"/> Prepared/processed food products (19) <input type="checkbox"/> Seeds (for planting) (20) <input type="checkbox"/> Spare parts for bikes, cars, bodas (14) <input type="checkbox"/> Staples (grains, sugar, salt) (15) <input type="checkbox"/> Soap & washing powder (16) <input type="checkbox"/> Straw & straw products (17) <input type="checkbox"/> Street/Fast Food (chapati, rolex, mandazi) (18) <input type="checkbox"/> Toiletries & Beauty items (19) <input type="checkbox"/> Tools (agricultural & other) (20) <input type="checkbox"/> Wood products & furniture (21) <input type="checkbox"/> Yogurt (22) <input type="checkbox"/> Bed articles (mattress, pillow, etc.) (23) <input type="checkbox"/> Beverages (non-alcoholic)(24) <input type="checkbox"/> Bicycles (25) <input type="checkbox"/> Books & Stationary (26) <input type="checkbox"/> Electronics (27) <input type="checkbox"/> Household appliances (28) <input type="checkbox"/> Pharmaceuticals (29) <input type="checkbox"/> Plastic Products (30) <input type="checkbox"/> Sand & Gravel (31) <input type="checkbox"/> Spirits/Alcohol (32)	Single	FILTER (IF Q131 = 6)

Questions	Type	Logic
<input type="checkbox"/> Wood (firewood) (33) <input type="checkbox"/> Appliance Repair (34) <input type="checkbox"/> Baker (35) <input type="checkbox"/> Barber/Hair Stylist (36) <input type="checkbox"/> Beautician (37) <input type="checkbox"/> Blacksmith (38) <input type="checkbox"/> Carpenter (39) <input type="checkbox"/> Catering/Cook (40) <input type="checkbox"/> Collect wood/sand/straw (41) <input type="checkbox"/> Collect water (42) <input type="checkbox"/> Construction work (43) <input type="checkbox"/> Dobby/Clothes washing (44) <input type="checkbox"/> Driver - Boda Boda (45) <input type="checkbox"/> Driver - Hiace/Matatu/Microbus (46) <input type="checkbox"/> Electrician (47) <input type="checkbox"/> Electrical Repair (48) <input type="checkbox"/> Generator Repair (49) <input type="checkbox"/> Grinding Mill (50) <input type="checkbox"/> Mason/Brick Layer(51) <input type="checkbox"/> Mechanic/Car or Boda Repair (52) <input type="checkbox"/> Photography/Videography (53) <input type="checkbox"/> Plumber (54) <input type="checkbox"/> Porter/Attendant (carry things for money) (55) <input type="checkbox"/> Restaurant/Bar (56) <input type="checkbox"/> Split Rocks (57) <input type="checkbox"/> Tailor (58) <input type="checkbox"/> Tea Shop (59) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q131 = 6)
153. What do you think is the least profitable business in this area? <input type="checkbox"/> Consumer goods/general store (1) <input type="checkbox"/> Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2) <input type="checkbox"/> Animal fats & cooking oils (3) <input type="checkbox"/> Bread (freshly baked) (4) <input type="checkbox"/> Butter (5) <input type="checkbox"/> Charcoal (6) <input type="checkbox"/> Chicken/Goat/Livestock (7) <input type="checkbox"/> Cloth & Sewing Items (8) <input type="checkbox"/> Clothes & Footwear - locally made (9) <input type="checkbox"/> Clothes & Footwear - imported (10) <input type="checkbox"/> Clothes & Footwear - second-hand (11) <input type="checkbox"/> Dried/Smoked Fish (12) <input type="checkbox"/> Eggs (13) <input type="checkbox"/> Fresh fish (14) <input type="checkbox"/> Fruits/Vegetables/Nuts (15) <input type="checkbox"/> Metal goods & furniture (16) <input type="checkbox"/> Meat (17) <input type="checkbox"/> Milk products (powder, UHT, fresh) (18) <input type="checkbox"/> Prepared/processed food products (19) <input type="checkbox"/> Seeds (for planting) (20) <input type="checkbox"/> Spare parts for bikes, cars, bodas (14) <input type="checkbox"/> Staples (grains, sugar, salt) (15) <input type="checkbox"/> Soap & washing powder (16) <input type="checkbox"/> Straw & straw products (17) <input type="checkbox"/> Street/Fast Food (chapati, rolex, mandazi) (18) <input type="checkbox"/> Toiletries & Beauty items (19) <input type="checkbox"/> Tools (agricultural & other) (20) <input type="checkbox"/> Wood products & furniture (21) <input type="checkbox"/> Yogurt (22)	Single	FILTER (IF Q115 = 1)

Questions	Type	Logic
<input type="checkbox"/> Bed articles (mattress, pillow, etc.) (23) <input type="checkbox"/> Beverages (non-alcoholic)(24) <input type="checkbox"/> Bicycles (25) <input type="checkbox"/> Books & Stationary (26) <input type="checkbox"/> Electronics (27) <input type="checkbox"/> Household appliances (28) <input type="checkbox"/> Pharmaceuticals (29) <input type="checkbox"/> Plastic Products (30) <input type="checkbox"/> Sand & Gravel (31) <input type="checkbox"/> Spirits/Alcohol (32) <input type="checkbox"/> Wood (firewood) (33) <input type="checkbox"/> Appliance Repair (34) <input type="checkbox"/> Baker (35) <input type="checkbox"/> Barber/Hair Stylist (36) <input type="checkbox"/> Beautician (37) <input type="checkbox"/> Blacksmith (38) <input type="checkbox"/> Carpenter (39) <input type="checkbox"/> Catering/Cook (40) <input type="checkbox"/> Collect wood/sand/straw (41) <input type="checkbox"/> Collect water (42) <input type="checkbox"/> Construction work (43) <input type="checkbox"/> Dobbil/Clothes washing (44) <input type="checkbox"/> Driver - Boda Boda (45) <input type="checkbox"/> Driver - Hiace/Matatu/Microbus (46) <input type="checkbox"/> Electrician (47) <input type="checkbox"/> Electrical Repair (48) <input type="checkbox"/> Generator Repair (49) <input type="checkbox"/> Grinding Mill (50) <input type="checkbox"/> Mason/Brick Layer(51) <input type="checkbox"/> Mechanic/Car or Boda Repair (52) <input type="checkbox"/> Photography/Videography (53) <input type="checkbox"/> Plumber (54) <input type="checkbox"/> Porter/Attendant (carry things for money) (55) <input type="checkbox"/> Restaurant/Bar (56) <input type="checkbox"/> Split Rocks (57) <input type="checkbox"/> Tailor (58) <input type="checkbox"/> Tea Shop (59) <input type="checkbox"/> Refuse to Answer (999)		
<p>154. Have you or any female member of your household participated in women's empowerment activities in the past 12 months?</p> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (59) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q115 = 1)
<p>155. Have you ever received career counseling?</p> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q115 = 1)
<p>156. Thinking about your current business, how would you describe the income you receive?</p> <input type="checkbox"/> I earn enough to meet the basic needs of myself and my household such a food and shelter. (1) (skip to end) <input type="checkbox"/> I earn enough to meet the basic needs of my household and also provide for medical treatment and school fees. (2) (skip to end) <input type="checkbox"/> I earn enough to meet the basic needs of my household, medical treatment, and also save some money. (3) (skip to end) <input type="checkbox"/> I do not earn enough to meet the basic needs of my household. (4) (skip to end) <input type="checkbox"/> Don't Know (5) (skip to end) <input type="checkbox"/> Refuse to Answer (999) (skip to end)	Single	FILTER (IF Q115 = 1)

Questions	Type	Logic
Market Opportunity - Agricultural Producers		
157. I would like to ask you some questions about your business and your agricultural practices.	Information	FILTER (IF Q16 = 3)
158. Does your household use land for farming? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (skip to end) <input type="checkbox"/> Don't Know (3) (skip to end) <input type="checkbox"/> Refuse to answer (999) (skip to end)	Single	FILTER (IF Q16 = 3)
159. Are you the head of your household? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to answer (999)	Single	FILTER (IF Q158 = 1)
160. How many people are in your household? [limit: 1-100, 888 = Don't know]	Numeric	FILTER (IF Q158 = 1)
161. How many people depend on your income (spouses, children, other family, etc.) [limit: 1-100, 888 = Don't know]	Numeric	FILTER (IF Q158 = 1)
162. Have you ever received any vocational or skills training? <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) (Skip to Q166) <input type="checkbox"/> Refuse to answer (999) (Skip to Q166)	Single	FILTER (IF Q158 = 1)
163. What type of organization or institute provided this training? <input type="checkbox"/> Government training institute (South Sudanese) (1) <input type="checkbox"/> Government training institute (abroad) (2) <input type="checkbox"/> NGO (3) <input type="checkbox"/> Local community organization (4) <input type="checkbox"/> Refuse to answer (999)	Multiple, 999= Exclusive	FILTER (IF Q162 = 1)
164. What type of training did you receive (multiple choice) <input type="checkbox"/> Agriculture (1) <input type="checkbox"/> Animal rearing (2) <input type="checkbox"/> Barber (3) <input type="checkbox"/> Beautician (4) <input type="checkbox"/> Blacksmith (5) <input type="checkbox"/> Business - Customer Service (6) <input type="checkbox"/> Business - Entrepreneurship/Management (7) <input type="checkbox"/> Business - Finance/Accounting (8) <input type="checkbox"/> Business - Marketing (9) <input type="checkbox"/> Car Repair (10) <input type="checkbox"/> Carpentry (11) <input type="checkbox"/> Computers (12) <input type="checkbox"/> Construction - Brick Laying (13) <input type="checkbox"/> Construction - Other (14) <input type="checkbox"/> Crafts (15) <input type="checkbox"/> Dairy Farming (16) <input type="checkbox"/> Doctor/Nurse (17) <input type="checkbox"/> Electrician (18) <input type="checkbox"/> Fishing/ Fish Preservation (19) <input type="checkbox"/> Language Classes (20) <input type="checkbox"/> Leadership (21) <input type="checkbox"/> Literacy (22) <input type="checkbox"/> Mathematics/Numeracy (23) <input type="checkbox"/> Plumbing (24) <input type="checkbox"/> Tailoring (25) <input type="checkbox"/> Teaching (26) <input type="checkbox"/> Other (27) <input type="checkbox"/> Refuse to answer (999)	Multiple, 999= Exclusive	FILTER (IF Q162 = 1)

Questions	Type	Logic
<p>165. How useful are the skills you learnt in your CURRENT business?</p> <p><input type="checkbox"/> Very Useful (1)</p> <p><input type="checkbox"/> Useful (2)</p> <p><input type="checkbox"/> Indifferent (3)</p> <p><input type="checkbox"/> Not Useful: not related to current profession (4)</p> <p><input type="checkbox"/> Not Useful: training course was too short (5)</p> <p><input type="checkbox"/> Not Useful: did not complete training (6)</p> <p><input type="checkbox"/> Don't Know (7)</p> <p><input type="checkbox"/> Refuse to answer (999)</p>	Single	FILTER (IF Q162 = 1)
<p>166. What do you think is the most profitable type of business you can run in this area?</p> <p><input type="checkbox"/> Consumer goods/general store (1)</p> <p><input type="checkbox"/> Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)</p> <p><input type="checkbox"/> Animal fats & cooking oils (3)</p> <p><input type="checkbox"/> Bread (freshly baked) (4)</p> <p><input type="checkbox"/> Butter (5)</p> <p><input type="checkbox"/> Charcoal (6)</p> <p><input type="checkbox"/> Chicken/Goat/Livestock (7)</p> <p><input type="checkbox"/> Cloth & Sewing Items (8)</p> <p><input type="checkbox"/> Clothes & Footwear - locally made (9)</p> <p><input type="checkbox"/> Clothes & Footwear - imported (10)</p> <p><input type="checkbox"/> Clothes & Footwear - second-hand (11)</p> <p><input type="checkbox"/> Dried/Smoked Fish (12)</p> <p><input type="checkbox"/> Eggs (13)</p> <p><input type="checkbox"/> Fresh fish (14)</p> <p><input type="checkbox"/> Fruits/Vegetables/Nuts (15)</p> <p><input type="checkbox"/> Metal goods & furniture (16)</p> <p><input type="checkbox"/> Meat (17)</p> <p><input type="checkbox"/> Milk products (powder, UHT, fresh) (18)</p> <p><input type="checkbox"/> Prepared/processed food products (19)</p> <p><input type="checkbox"/> Seeds (for planting) (20)</p> <p><input type="checkbox"/> Spare parts for bikes, cars, bodas (14)</p> <p><input type="checkbox"/> Staples (grains, sugar, salt) (15)</p> <p><input type="checkbox"/> Soap & washing powder (16)</p> <p><input type="checkbox"/> Straw & straw products (17)</p> <p><input type="checkbox"/> Street/Fast Food (chapati, rolex, mandazi) (18)</p> <p><input type="checkbox"/> Toiletries & Beauty items (19)</p> <p><input type="checkbox"/> Tools (agricultural & other) (20)</p> <p><input type="checkbox"/> Wood products & furniture (21)</p> <p><input type="checkbox"/> Yogurt (22)</p> <p><input type="checkbox"/> Bed articles (mattress, pillow, etc.) (23)</p> <p><input type="checkbox"/> Beverages (non-alcoholic)(24)</p> <p><input type="checkbox"/> Bicycles (25)</p> <p><input type="checkbox"/> Books & Stationary (26)</p> <p><input type="checkbox"/> Electronics (27)</p> <p><input type="checkbox"/> Household appliances (28)</p> <p><input type="checkbox"/> Pharmaceuticals (29)</p> <p><input type="checkbox"/> Plastic Products (30)</p> <p><input type="checkbox"/> Sand & Gravel (31)</p> <p><input type="checkbox"/> Spirits/Alcohol (32)</p>	Single	FILTER (IF Q158 = 1)

Questions	Type	Logic
<input type="checkbox"/> Wood (firewood) (33) <input type="checkbox"/> Appliance Repair (34) <input type="checkbox"/> Baker (35) <input type="checkbox"/> Barber/Hair Stylist (36) <input type="checkbox"/> Beautician (37) <input type="checkbox"/> Blacksmith (38) <input type="checkbox"/> Carpenter (39) <input type="checkbox"/> Catering/Cook (40) <input type="checkbox"/> Collect wood/sand/straw (41) <input type="checkbox"/> Collect water (42) <input type="checkbox"/> Construction work (43) <input type="checkbox"/> Dobby/Clothes washing (44) <input type="checkbox"/> Driver - Boda Boda (45) <input type="checkbox"/> Driver - Hiace/Matatu/Microbus (46) <input type="checkbox"/> Electrician (47) <input type="checkbox"/> Electrical Repair (48) <input type="checkbox"/> Generator Repair (49) <input type="checkbox"/> Grinding Mill (50) <input type="checkbox"/> Mason/Brick Layer(51) <input type="checkbox"/> Mechanic/Car or Boda Repair (52) <input type="checkbox"/> Photography/Videography (53) <input type="checkbox"/> Plumber (54) <input type="checkbox"/> Porter/Attendant (carry things for money) (55) <input type="checkbox"/> Restaurant/Bar (56) <input type="checkbox"/> Split Rocks (57) <input type="checkbox"/> Tailor (58) <input type="checkbox"/> Tea Shop (59) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q131 = 6)
167. What do you think is the least profitable business in this area? <input type="checkbox"/> Consumer goods/general store (1) <input type="checkbox"/> Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2) <input type="checkbox"/> Animal fats & cooking oils (3) <input type="checkbox"/> Bread (freshly baked) (4) <input type="checkbox"/> Butter (5) <input type="checkbox"/> Charcoal (6) <input type="checkbox"/> Chicken/Goat/Livestock (7) <input type="checkbox"/> Cloth & Sewing Items (8) <input type="checkbox"/> Clothes & Footwear - locally made (9) <input type="checkbox"/> Clothes & Footwear - imported (10) <input type="checkbox"/> Clothes & Footwear - second-hand (11) <input type="checkbox"/> Dried/Smoked Fish (12) <input type="checkbox"/> Eggs (13) <input type="checkbox"/> Fresh fish (14) <input type="checkbox"/> Fruits/Vegetables/Nuts (15) <input type="checkbox"/> Metal goods & furniture (16) <input type="checkbox"/> Meat (17) <input type="checkbox"/> Milk products (powder, UHT, fresh) (18) <input type="checkbox"/> Prepared/processed food products (19) <input type="checkbox"/> Seeds (for planting) (20) <input type="checkbox"/> Spare parts for bikes, cars, bodas (14) <input type="checkbox"/> Staples (grains, sugar, salt) (15) <input type="checkbox"/> Soap & washing powder (16) <input type="checkbox"/> Straw & straw products (17) <input type="checkbox"/> Street/Fast Food (chapati, rolex, mandazi) (18) <input type="checkbox"/> Toiletries & Beauty items (19) <input type="checkbox"/> Tools (agricultural & other) (20) <input type="checkbox"/> Wood products & furniture (21) <input type="checkbox"/> Yogurt (22)	Single	FILTER (IF Q158 = 1)

Questions	Type	Logic
<input type="checkbox"/> Bed articles (mattress, pillow, etc.) (23) <input type="checkbox"/> Beverages (non-alcoholic)(24) <input type="checkbox"/> Bicycles (25) <input type="checkbox"/> Books & Stationary (26) <input type="checkbox"/> Electronics (27) <input type="checkbox"/> Household appliances (28) <input type="checkbox"/> Pharmaceuticals (29) <input type="checkbox"/> Plastic Products (30) <input type="checkbox"/> Sand & Gravel (31) <input type="checkbox"/> Spirits/Alcohol (32) <input type="checkbox"/> Wood (firewood) (33) <input type="checkbox"/> Appliance Repair (34) <input type="checkbox"/> Baker (35) <input type="checkbox"/> Barber/Hair Stylist (36) <input type="checkbox"/> Beautician (37) <input type="checkbox"/> Blacksmith (38) <input type="checkbox"/> Carpenter (39) <input type="checkbox"/> Catering/Cook (40) <input type="checkbox"/> Collect wood/sand/straw (41) <input type="checkbox"/> Collect water (42) <input type="checkbox"/> Construction work (43) <input type="checkbox"/> Dobbil/Clothes washing (44) <input type="checkbox"/> Driver - Boda Boda (45) <input type="checkbox"/> Driver - Hiace/Matatu/Microbus (46) <input type="checkbox"/> Electrician (47) <input type="checkbox"/> Electrical Repair (48) <input type="checkbox"/> Generator Repair (49) <input type="checkbox"/> Grinding Mill (50) <input type="checkbox"/> Mason/Brick Layer(51) <input type="checkbox"/> Mechanic/Car or Boda Repair (52) <input type="checkbox"/> Photography/Videography (53) <input type="checkbox"/> Plumber (54) <input type="checkbox"/> Porter/Attendant (carry things for money) (55) <input type="checkbox"/> Restaurant/Bar (56) <input type="checkbox"/> Split Rocks (57) <input type="checkbox"/> Tailor (58) <input type="checkbox"/> Tea Shop (59) <input type="checkbox"/> Refuse to Answer (999)		
<p>168. Have you or any female member of your household participated in women's empowerment activities in the past 12 months?</p> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't Know (59) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q115 = 1)
<p>169. Have you ever received career counseling?</p> <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Refuse to Answer (999)	Single	FILTER (IF Q115 = 1)
<p>170. Thinking about your current business, how would you describe the income you receive?</p> <input type="checkbox"/> I earn enough to meet the basic needs of myself and my household such a food and shelter. (1) (skip to end) <input type="checkbox"/> I earn enough to meet the basic needs of my household and also provide for medical treatment and school fees. (2) (skip to end) <input type="checkbox"/> I earn enough to meet the basic needs of my household, medical treatment, and also save some money. (3) (skip to end) <input type="checkbox"/> I do not earn enough to meet the basic needs of my household. (4) (skip to end) <input type="checkbox"/> Don't Know (5) (skip to end) <input type="checkbox"/> Refuse to Answer (999) (skip to end)	Single	FILTER (IF Q115 = 1)

Thank you so much for your participation in this survey

5.2 Qualitative Questions

5.2.1 Market Observation Survey

Date:

County:

Payam:

Market name:

- 1.) Which day(s) is/are market days? (check all that apply)
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Sunday

- 2.) About how many stalls are there in the market?

- 3.) About how many of the stalls are offering services?

- 4.) About how many of the stalls are offering products?
As you walk around the market, take note of the available services.

- 5.) Which service has the most service providers? (choose 1)
 - Appliance Repair
 - Baker
 - Barber/Hair Stylist
 - Beautician
 - Blacksmith
 - Broker
 - Carpenter
 - Computer/Business Services
 - Craftsmen
 - Dobby/Wash & Iron Clothes
 - Electrician
 - Electronics Repair
 - Exchange Money
 - Fresh Cut Fruit and Fruit Juice Seller
 - Generator Repair
 - Livestock Seller
 - Mechanic / Car or Boda Repairs
 - Photography/Videography
 - Restaurant/Bar
 - Rolex Maker/Roasted Maize
 - Shop Owner/Retailer
 - Shoe Polisher
 - Tailor
 - Car Washer

6.) Which service has the second most service providers in the market? (choose 1)

- Appliance Repair
- Baker
- Barber/Hair Stylist
- Beautician
- Blacksmith
- Broker
- Carpenter
- Computer/Business Services
- Craftsmen
- Dobbi/Wash & Iron Clothes
- Electrician
- Electronics Repair
- Exchange Money
- Fresh Cut Fruit and Fruit Juice Seller
- Generator Repair
- Livestock Seller
- Mechanic / Car or Boda Repairs
- Photography/Videography
- Restaurant/Bar
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Car Washer

7.) Which service has the third most service providers? (choose 1)

- Appliance Repair
- Baker
- Barber/Hair Stylist
- Beautician
- Blacksmith
- Broker
- Carpenter
- Computer/Business Services
- Craftsmen
- Dobbi/Wash & Iron Clothes
- Electrician
- Electronics Repair
- Exchange Money
- Fresh Cut Fruit and Fruit Juice Seller
- Fruit Seller
- Generator Repair
- Livestock Seller
- Mechanic / Car or Boda Repairs
- Photography/Videography
- Restaurant/Bar
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Vegetable Seller
- Car Washer

- 8.) Which service provider has the least number of vendors in the market? (choose 1)
- Appliance Repair
 - Baker
 - Barber/Hair Stylist
 - Beautician
 - Blacksmith
 - Broker
 - Carpenter
 - Computer/Business Services
 - Craftsmen
 - Dobbi/Wash & Iron Clothes
 - Electrician
 - Electronics Repair
 - Exchange Money
 - Fresh Cut Fruit and Fruit Juice Seller
 - Fruit Seller
 - Generator Repair
 - Livestock Seller
 - Mechanic / Car or Boda Repairs
 - Photography/Videography
 - Restaurant/Bar
 - Rolex Maker/Roasted Maize
 - Shop Owner/Retailer
 - Shoe Polisher
 - Tailor
 - Vegetable Seller
 - Car Washer

- 9.) Which service provider has the second least number of vendors in the market? (choose 1)
- Appliance Repair
 - Baker
 - Barber/Hair Stylist
 - Beautician
 - Blacksmith
 - Broker
 - Carpenter
 - Computer/Business Services
 - Craftsmen
 - Dobbi/Wash & Iron Clothes
 - Electrician
 - Electronics Repair
 - Exchange Money
 - Fresh Cut Fruit and Fruit Juice Seller
 - Fruit Seller
 - Generator Repair
 - Livestock Seller
 - Mechanic / Car or Boda Repairs
 - Photography/Videography
 - Restaurant/Bar
 - Rolex Maker/Roasted Maize
 - Shop Owner/Retailer
 - Shoe Polisher
 - Tailor
 - Vegetable Seller
 - Car Washer

- 10.) Which service provider has the third least number of vendors in the market? (choose 1)
- Appliance Repair
 - Baker
 - Barber/Hair Stylist
 - Beautician
 - Blacksmith
 - Broker
 - Carpenter
 - Computer/Business Services
 - Craftsmen
 - Dobbi/Wash & Iron Clothes
 - Electrician
 - Electronics Repair
 - Exchange Money
 - Fresh Cut Fruit and Fruit Juice Seller
 - Fruit Seller
 - Generator Repair
 - Livestock Seller
 - Mechanic / Car or Boda Repairs
 - Photography/Videography
 - Restaurant/Bar
 - Rolex Maker/Roasted Maize
 - Shop Owner/Retailer
 - Shoe Polisher
 - Tailor
 - Vegetable Seller
 - Car Washer

Walk around the market and take note of what items are being brought into the market in the greatest quantities, and from where.

- 11.) Which product is being brought into the market in the greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder, UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)

- Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 12.) Where is this product being brought in from?
- 13.) Is this item produced in South Sudan?
- Yes
 - No
- 14.) Is this item produced locally?
- Yes
 - No
- 15.) Which product is being brought into the market in the second greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder, UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)
 - Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)

- 16.) Where is this item being brought in from?
- 17.) Is this item produced in South Sudan?
 Yes
 No
- 18.) Is this item produced locally?
 Yes
 No
- 19.) Which item is being brought into the market in the third greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder; UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)
 - Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 20.) Where is this item being brought in from?
- 21.) Is this item produced in South Sudan?
 Yes
 No
- 22.) Is this item produced locally?
 Yes
 No

- 23.) Which item is being brought into the market in the fourth greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder; UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)
 - Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 24.) Where is this item being brought in from?
- 25.) Is this item produced in South Sudan?
- Yes
 - No
- 26.) Is this item produced locally?
- Yes
 - No

27.) Which item is being brought into the market in the third greatest quantity? (choose 1)

- Consumer goods/general store (1)
- Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
- Animal fats & cooking oils (3)
- Bread (freshly baked) (4)
- Butter (5)
- Charcoal (6)
- Chicken/Goat/Livestock (7)
- Cloth & Sewing Items (8)
- Clothes & Footwear - locally made (9)
- Clothes & Footwear - imported (10)
- Clothes & Footwear - second-hand (11)
- Dried/Smoked Fish (12)
- Eggs (13)
- Fresh fish (14)
- Fruits/Vegetables/Nuts (15)
- Metal goods & furniture (16)
- Meat (17)
- Milk products (powder; UHT, fresh) (18)
- Prepared/processed food products (19)
- Seeds (for planting) (20)
- Spare parts for bikes, cars, bodas (21)
- Staples (grains, sugar, salt) (22)
- Soap & washing powder (23)
- Straw & straw products (24)
- Street/Fast Food (chapati, rolex, mandazi) (25)
- Toiletries & Beauty items (26)
- Tools (agricultural & other) (27)
- Wood products & furniture (28)
- Yogurt (29)
- Bed articles (mattress, pillow, etc.) (30)
- Beverages (non-alcoholic)(31)
- Bicycles (32)
- Books & Stationary (33)
- Electronics (34)
- Household appliances (35)
- Pharmaceuticals (36)
- Plastic Products (37)
- Sand & Gravel (38)
- Spirits/Alcohol (39)
- Wood (firewood) (40)

28.) Where is this item being brought in from?

29.) Is this item produced in South Sudan?

- Yes
- No

30.) Is this item produced locally?

- Yes
- No

- 31.) Which item is being taken out of the market in the greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder, UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)
 - Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 32.) Where is this item being taken to?
- 33.) Is this item produced locally?
- Yes
 - No
- 34.) Which item is being taken out of the market in the second greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)

- Meat (17)
- Milk products (powder; UHT, fresh) (18)
- Prepared/processed food products (19)
- Seeds (for planting) (20)
- Spare parts for bikes, cars, bodas (21)
- Staples (grains, sugar, salt) (22)
- Soap & washing powder (23)
- Straw & straw products (24)
- Street/Fast Food (chapati, rolex, mandazi) (25)
- Toiletries & Beauty items (26)
- Tools (agricultural & other) (27)
- Wood products & furniture (28)
- Yogurt (29)
- Bed articles (mattress, pillow, etc.) (30)
- Beverages (non-alcoholic)(31)
- Bicycles (32)
- Books & Stationary (33)
- Electronics (34)
- Household appliances (35)
- Pharmaceuticals (36)
- Plastic Products (37)
- Sand & Gravel (38)
- Spirits/Alcohol (39)
- Wood (firewood) (40)

35.) Where is this item being taken to?

36.) Is this item produced locally?

- Yes
- No

37.) Which item is being taken out of the market in the third greatest quantity? (choose 1)

- Consumer goods/general store (1)
- Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
- Animal fats & cooking oils (3)
- Bread (freshly baked) (4)
- Butter (5)
- Charcoal (6)
- Chicken/Goat/Livestock (7)
- Cloth & Sewing Items (8)
- Clothes & Footwear - locally made (9)
- Clothes & Footwear - imported (10)
- Clothes & Footwear - second-hand (11)
- Dried/Smoked Fish (12)
- Eggs (13)
- Fresh fish (14)
- Fruits/Vegetables/Nuts (15)
- Metal goods & furniture (16)
- Meat (17)
- Milk products (powder; UHT, fresh) (18)
- Prepared/processed food products (19)
- Seeds (for planting) (20)
- Spare parts for bikes, cars, bodas (21)
- Staples (grains, sugar, salt) (22)
- Soap & washing powder (23)
- Straw & straw products (24)
- Street/Fast Food (chapati, rolex, mandazi) (25)
- Toiletries & Beauty items (26)
- Tools (agricultural & other) (27)
- Wood products & furniture (28)
- Yogurt (29)
- Bed articles (mattress, pillow, etc.) (30)
- Beverages (non-alcoholic)(31)
- Bicycles (32)
- Books & Stationary (33)

- Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 38.) Where is this item being taken to?
- 39.) Is this item produced locally?
- Yes
 - No
- 40.) Which item is being taken out of the market in the fourth greatest quantity? (choose 1)
- Consumer goods/general store (1)
 - Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
 - Animal fats & cooking oils (3)
 - Bread (freshly baked) (4)
 - Butter (5)
 - Charcoal (6)
 - Chicken/Goat/Livestock (7)
 - Cloth & Sewing Items (8)
 - Clothes & Footwear - locally made (9)
 - Clothes & Footwear - imported (10)
 - Clothes & Footwear - second-hand (11)
 - Dried/Smoked Fish (12)
 - Eggs (13)
 - Fresh fish (14)
 - Fruits/Vegetables/Nuts (15)
 - Metal goods & furniture (16)
 - Meat (17)
 - Milk products (powder, UHT, fresh) (18)
 - Prepared/processed food products (19)
 - Seeds (for planting) (20)
 - Spare parts for bikes, cars, bodas (21)
 - Staples (grains, sugar, salt) (22)
 - Soap & washing powder (23)
 - Straw & straw products (24)
 - Street/Fast Food (chapati, rolex, mandazi) (25)
 - Toiletries & Beauty items (26)
 - Tools (agricultural & other) (27)
 - Wood products & furniture (28)
 - Yogurt (29)
 - Bed articles (mattress, pillow, etc.) (30)
 - Beverages (non-alcoholic)(31)
 - Bicycles (32)
 - Books & Stationary (33)
 - Electronics (34)
 - Household appliances (35)
 - Pharmaceuticals (36)
 - Plastic Products (37)
 - Sand & Gravel (38)
 - Spirits/Alcohol (39)
 - Wood (firewood) (40)
- 41.) Where is this item being taken to?
- 42.) Is this item produced locally?
- Yes
 - No

43.) Which item is being taken out of the market in the fifth greatest quantity? (choose 1)

- Consumer goods/general store (1)
- Accessories (belts, sunglasses, jewelry, phone cases, etc.) (2)
- Animal fats & cooking oils (3)
- Bread (freshly baked) (4)
- Butter (5)
- Charcoal (6)
- Chicken/Goat/Livestock (7)
- Cloth & Sewing Items (8)
- Clothes & Footwear - locally made (9)
- Clothes & Footwear - imported (10)
- Clothes & Footwear - second-hand (11)
- Dried/Smoked Fish (12)
- Eggs (13)
- Fresh fish (14)
- Fruits/Vegetables/Nuts (15)
- Metal goods & furniture (16)
- Meat (17)
- Milk products (powder, UHT, fresh) (18)
- Prepared/processed food products (19)
- Seeds (for planting) (20)
- Spare parts for bikes, cars, bodas (21)
- Staples (grains, sugar, salt) (22)
- Soap & washing powder (23)
- Straw & straw products (24)
- Street/Fast Food (chapati, rolex, mandazi) (25)
- Toiletries & Beauty items (26)
- Tools (agricultural & other) (27)
- Wood products & furniture (28)
- Yogurt (29)
- Bed articles (mattress, pillow, etc.) (30)
- Beverages (non-alcoholic)(31)
- Bicycles (32)
- Books & Stationary (33)
- Electronics (34)
- Household appliances (35)
- Pharmaceuticals (36)
- Plastic Products (37)
- Sand & Gravel (38)
- Spirits/Alcohol (39)
- Wood (firewood) (40)

44.) Where is this item being taken to?

45.) Is this item produced locally?

- Yes
- No

46.) Were there any types of services or products that you often saw and which weren't listed on this form?

- Yes _____
- No

47.) Please describe anything else you think is important to know about the market.

You're done!

5.2.2 Youth FGD Guide

Location:

Date of FGD:

Male/Female:

First Name & Age of Each Member:

1. I'd like to begin by getting a little more information about your community. How many people live in this boma? Is unemployment of youth a major issue here? Why or why not? What youth generally want to do to earn their livelihoods? What does families want youth to do to earn their livelihoods?

2. How many markets do you have? On average, how far do people need to walk to reach the market? What are the major income generating activities in this area? In the market, are most of the stands owned by residents or by traders from other communities? How many days per week do you have a "market day"? Is there anything that you think would help you run your business more effectively?

3. Are there products or services that you think too many people are trying to sell? Are there products or services that are not being sold, which you wish were being sold in the marketplace? Are there products where people travel to other markets in order to obtain? Which markets do they travel to?

4. If you personally had the resources, would you embark on a new business enterprise in this market? Why or why not? If you were beginning a new business, what product or service would you sell? Why would you choose this particular enterprise? What type of help or support would you need the most if you were going to go into a new field of business?

5. What do you think would be the main obstacles to beginning your own business here? What obstacles do you feel young women face when trying to start businesses in this area? Do you have any stories you can share about yourself or your friends and their experience in trying to start their own businesses?

6. What do most young people like yourselves do to make money? Do you think young people in this community have enough access to work to support themselves and their families? How many days on average are youth engaged in employment/livelihood activities in a year? What are the main expenditures of youth? Do youth save money? If so, how? What value additions can be done in their livelihood activities to increase the income level?

7. Are youth in here typically engaged in short term quick work or employed in longer term occupations? What type of work do most male youth do? What type of work do most female youth do? What proportion of young women stay at home?

8. What type of work do you think most young men want to engage in? What do you think is their idea of a career? What about young women? How are these ideas potentially different? What are the greatest challenges you think young women specifically face in starting their own businesses or finding work?

9. Do you think young women would be open to engaging in less traditional fields such as masonry or auto repair? What do you think the barriers would be if a young woman did want to engage in this type of work?

10. What is the traditional system for training youth? What are the available skill set of youth? Are youth willing to migrate outside their payams for employment/livelihoods. If not, why is this the case?

11. Are there any programs in this areas focused on training youth for higher wage employment? What is the name of these centers? Which trades do these programs focus on?

12. Many times vocational training programmes suffer from high drop-out rates, particularly among girls. What do you think is the cause for this? What do you think could be done to keep young people in vocational training programmes?

13. In your opinion, are these programs generally effective? Do you feel that young people who are able to complete these programmes can then start their own businesses or find employment? How long does it normally take them? Less than 3 months? More than 3 months? What do you think the major constraints are for people to start their own businesses?

14. Are some programs more effective than others? Which trade do you think is the most successful in this

area? Which would be the least successful?

15. Do you think there should be more training programs? What subjects do you think should be taught in vocational training?

16. Do you know of any career counseling programmes that have been offered by NGOs in this county in the past?

17. Are you aware of any women empowerment programmes that are being implemented in this area? Were these programmes able to have any impact? How do you think they could have been more effective?

18. I would like to talk specifically about community mobilization structures and activities. What do you think is the best way to go about community mobilization in this area, if people really wanted to engage youth about a certain topic? What are the community structures in place (i.e. radio stations, announcement services) – how do people in the community receive information? Who are the major actors at the community level you would want to engage (i.e. priest, chiefs, commissioner)? Are there any NGOs doing community mobilization now? What methods are they using? Do you feel that they are successful? Could you share with me an example of a successful community mobilization engagement? Are community engagement groups inclusive? (i.e. can anyone be a part of the group?)

19. I'd like us to draw a map of your community with you and identify some key places. Specifically: schools, vocational training schools, churches, community centers, NGOs, markets, locations of community development activities, youth livelihoods NGOs, livelihood projects, other key landmarks and other community spaces and government buildings.

5.2.3 Vocational Training IDI Guide

Location:

Date of FGD:

Male/Female:

First Name & Age of Each Member:

1. I'd like to begin by getting a little more information about your community. How many people live in this boma? Is unemployment of youth a major issue here? Why or why not? What youth generally want to do to earn their livelihoods? What does families want youth to do to earn their livelihoods?

2. How many markets do you have? On average, how far do people need to walk to reach the market? What are the major income generating activities in this area? In the market, are most of the stands owned by residents or by traders from other communities? How many days per week do you have a "market day"? Is there anything that you think would help you run your business more effectively?

3. Are there products or services that you think too many people are trying to sell? Are there products or services that are not being sold, which you wish were being sold in the marketplace? Are there products where people travel to other markets in order to obtain? Which markets do they travel to?

4. If you personally had the resources, would you embark on a new business enterprise in this market? Why or why not? If you were beginning a new business, what product or service would you sell? Why would you choose this particular enterprise? What type of help or support would you need the most if you were going to go into a new field of business?

5. What do you think would be the main obstacles to beginning your own business here? What obstacles do you feel young women face when trying to start businesses in this area? Do you have any stories you can share about yourself or your friends and their experience in trying to start their own businesses?

6. What do most young people like yourselves do to make money? Do you think young people in this community have enough access to work to support themselves and their families? How many days on average are youth engaged in employment/livelihood activities in a year? What are the main expenditures of youth? Do youth save money? If so, how? What value additions can be done in their livelihood activities to increase the income level?

7. Are youth in here typically engaged in short term quick work or employed in longer term occupations? What type of work do most male youth do? What type of work do most female youth do? What proportion of young women stay at home?

8. What type of work do you think most young men want to engage in? What do you think is their idea of a career? What about young women? How are these ideas potentially different? What are the greatest challenges you think young women specifically face in starting their own businesses or finding work?
9. Do you think young women would be open to engaging in less traditional fields such as masonry or auto repair? What do you think the barriers would be if a young woman did want to engage in this type of work?
10. What is the traditional system for training youth? What are the available skill set of youth? Are youth willing to migrate outside their payams for employment/livelihoods. If not, why is this the case?
11. Are there any programs in this areas focused on training youth for higher wage employment? What is the name of these centers? Which trades do these programs focus on?
12. Many times vocational training programmes suffer from high drop-out rates, particularly among girls. What do you think is the cause for this? What do you think could be done to keep young people in vocational training programmes?
13. In your opinion, are these programs generally effective? Do you feel that young people who are able to complete these programmes can then start their own businesses or find employment? How long does it normally take them? Less than 3 months? More than 3 months? What do you think the major constraints are for people to start their own businesses?
14. Are some programs more effective than others? Which trade do you think is the most successful in this area? Which would be the least successful?
15. Do you think there should be more training programs? What subjects do you think should be taught in vocational training?
16. Do you know of any career counseling programmes that have been offered by NGOs in this county in the past?
17. Are you aware of any women empowerment programmes that are being implemented in this area? Were these programmes able to have any impact? How do you think they could have been more effective?
18. I would like to talk specifically about community mobilization structures and activities. What do you think is the best way to go about community mobilization in this area, if people really wanted to engage youth about a certain topic? What are the community structures in place (i.e. radio stations, announcement services) – how do people in the community receive information? Who are the major actors at the community level you would want to engage (i.e. priest, chiefs, commissioner)? Are there any NGOs doing community mobilization now? What methods are they using? Do you feel that they are successful? Could you share with me an example of a successful community mobilization engagement? Are community engagement groups inclusive? (i.e. can anyone be a part of the group?)
19. I'd like us to draw a map of your community with you and identify some key places. Specifically: schools, vocational training schools, churches, community centers, NGOs, markets, locations of community development activities, youth livelihoods NGOs, livelihood projects, other key landmarks and other community spaces and government buildings.

5.2.4 Local Traders FGD Guide

Location:

Date of FGD:

First Name, Gender, Trade & Age of Each Member:

1. I'd like to begin by discussing business in this community in general. Do each of you own your own store fronts or do you move to different locations to sell your products (i.e. market days)? What do you think are the greatest challenges to other traders and store owners in this area?
2. What are the most commonly sold supplies/products in this area? What do you sell? How do you decide which supplies and products to sell? Which items generate the most income? Which items generate the least? Do you buy your wares on a regular basis or do you buy in bulk for a number of months in advance?

3. Do you feel that traders and store owners like yourself are able to generate enough income in this area to support yourself and members of your family who are reliant on your income? Why or why not?
4. What type of business, work or livelihood do you feel is the most profitable in this area? Which do you feel is the least profitable?
5. What do you think are the main barriers that prevent others from starting their own stores or businesses? What were some of the challenges that you faced? How were you able to overcome them?
6. What challenges/barriers you generally faced while starting your businesses? Did any one support you when you started your business? Who supported you and how? What would be the best type of support that someone could have offered you when you were starting your business?
7. Do you think enrolling in a livelihoods training programme would have helped you in starting your businesses? Why & why not?
8. After starting the business, what challenges/barriers do you face to sustain and expand your businesses? What support do you need to sustain and expand your businesses? Why do you need these support services?
9. Can you suggest the type of training to be provided to youth that can help them start their own businesses? How should this training be provided? How should youth be selected for training programme? Who should offer training to them? How should be trainers selected? If you were offered more support in your business expansion, would you be willing to employ youth to work in your business? If no, why not?
10. Are there ever goods or supplies that customers approach you for that you are unable to provide? What do you do in these situations?
11. Where do you source your goods or products from? How do you transport them? How do purchase these goods (i.e. where do you get the capital?); What type of challenges do you face in procuring your products or supplies?
12. Have you ever received any formal training in business or vocational skills? If yes, what type of training? Did you find this training useful? What type of training do you feel would be most helpful for young people who wanted to begin trading or open their own shops?
13. Have you ever received any assistance in the form of microfinance or savings & loans clubs? If yes, who sponsored this training and support?

5.2.5 Local Community Leaders and Local Government Officials IDIs

Location:

Contact Person:

Title:

Contact Phone Number:

Contact Email Address:

Date of Interview:

1. I'd like to begin by getting a little more information about your community. How many people live in this boma? How many markets do you have? On average, how far do people need to walk to reach the market? What are the major income generating activities in this area? In the market, are most of the stands owned by residents or by traders from other communities? How many days per week do you have a "market day"?
2. Are there products or services that you think too many people are trying to sell? Are there products or services that are not being sold, which you wish were being sold in the marketplace? Are there products where people travel to other markets in order to obtain? Which markets do they travel to?
3. If you personally had the resources, would you embark on a new business enterprise in this market? Why or why not? If you were beginning a new business, what product or service would you sell? Why would you choose this particular enterprise?
4. What do you think would be the main obstacles to beginning your own business here? What obstacles do you feel women face when trying to start businesses in this area?

5. What type of help or support would you need the most if you were going to go into a new field of business? Is there anyone who currently provides support in your community for people looking to start a business?
6. What is the traditional system for training youth? What are the available skill set of youth? Are youth willing to migrate outside their payams for employment/livelihoods.
7. I'd like to talk a bit about the young people who live in this community, particularly those between the ages of 18 and 30. What do young people in this community do to make money? Do young people have enough access to enough work to support themselves? Do youth – between the ages of 18 and 30 - have access to enough work to make money and support their families? How many days on average are youth engaged in employment/livelihood activities in a year? What are the main expenditures of youth? Do youth save money? If so, how? What value additions can be done in their livelihood activities to increase the income level?
8. Are youth in your area typically engaged in short term quick work or employed in longer term occupations? What type of work do most male youth do? What type of work do most female youth do? What proportion are in the home?
9. Do you think young women would be open to engaging in less traditional fields such as masonry or auto repair? What do you think the barriers would be if a young woman did want to engage in this type of work?
10. What type of work do you think most young men want to engage in? What do you think is their idea of a career? What about young women? How are these ideas potentially different?
11. Are there any programs in this areas focused on training youth for higher wage employment? What is the name of these centers? Which trades do these programs focus on?
12. Many times vocational training programmes suffer from high drop-out rates, particularly among girls. What do you think is the cause for this? What do you think could be done to keep young people in vocational training programmes?
13. In your opinion, are these programs generally effective? Do you feel that young people who are able to complete these programmes can then start their own businesses or find employment? How long does it normally take them? Less than 3 months? More than 3 months?
14. Are some programs more effective than others? Which trade do you think is the most successful in this area? Which would be the least successful?
15. Do you think there should be more training programs? What subjects do you think should be taught in vocational training?
16. Are you aware of any women empowerment programmes that are being implemented in this area? Were these programmes able to have any impact? How do you think they could have been more effective?
17. I would like to talk specifically about community mobilization structures and activities. What do you think is the best way to go about community mobilization in this area, if people really wanted to engage the community about a certain topic? What are the community structures in place (i.e. radio stations, announcement services)? What are the major actors at the community level you would want to engage (i.e. priest, chiefs, commissioner)? Are there any NGOs doing community mobilization nw? What methods are they using? Do you feel that they are successful? Could you share with me an example of a successful community mobilization engagement?
18. Could you tell me a little bit more about how decisions are made in this community? When Government plans for development in your Payam or Boma, what are the mechanisms in place for community to engage in this planning process? How has the community organized itself to make decisions about local development? Have you ever written a Boma Development Plan? Are there any planning processes at the community level? Do you feel everyone is able to participate in planning and development equally? Are there some payams or bomas where community participation in local development is greater compared to others? What do you think is the cause for this?
19. Is unemployment of youth a major issue in your community? If yes, then what is your community doing to address this issue? What should your community do to address this issue? What support you think the community needs from Government or NGOs to address this issue? Do you see value in skills or livelihoods training for improving their livelihoods?

20. I'd like us to draw a map of your community with you and identify some key places. Specifically: schools, vocational training schools, churches, community centers, NGOs, markets, locations of community development activities, youth livelihoods NGOs, livelihood projects, other key landmarks and other community spaces and government buildings.

5.2.6 Local and International NGOs IDI

Location:

Organization Name:

Position within organization:

Contact Person:

Contact Phone Number:

Contact Email Address:

Date of Interview:

1. I'd like to begin by getting a little more information about where you are conducting your activities. What is the geographical reach (county/payam/boma) of your programme? What type of programmes do you offer? [Note, if also conducting vocational training programmes, including Vocational Training IDI which will cover all questions related to local market/employment, etc.] Who do your programmes target? How do you select your beneficiaries?

2. I'd like to talk a bit about the young people who live in this community, particularly those between the ages of 18 and 30. What do young people in this community do to make money? Do young people have enough access to enough work to support themselves financially? Do youth (those between the ages of 18 and 30) have access to enough work to make money and support their families?

3. Are youth in your area typically engaged in short term quick work or employed in longer term occupations? What type of work do most male youth do? What type of work do most female youth do? What proportion is in the home? Do you see value in skills or livelihoods training for improving their livelihoods?

4. What is the traditional system for training youth? What are the available skill set of youth? Are youth willing to migrate outside their payams for employment/livelihoods? If not, why is this the case?

5. Do you think young women would be open to engaging in less traditional fields such as masonry or auto repair? What do you think the barriers would be if a young woman did want to engage in this type of work?

6. What type of work do you think most young men want to engage in? What do you think is their idea of a career? What about young women? How are these ideas potentially different?

7. Are there any programs in this areas focused on training youth for higher wage employment or livelihoods development/self employment? What is the name of these centers? Which trades do these programs focus on? Are there any similar training and livelihoods development programs been implemented in this area in the last 5 to 10 years by any organization? If yes, what is the name of the organization?

8. Have you implemented any women empowerment programmes? [If yes, ask for any project documents, summaries or evaluations] Are you aware of any other women empowerment programmes that are being implemented in this area? Were these programmes able to have any impact? How do you think they could have been more effective?

9. Have you offered any career counseling to youth? [If yes, ask for any project documents, summaries or evaluations] Are you aware of any other career counseling programmes that may be available to youth in this area? Were these programmes able to have any impact? How do you think they could have been more effective? What did you learn about the effectiveness of your programmes/how they could be improved from this career counselling?

10. I would like to talk specifically about community mobilization structures and activities. What are the community structures in place (i.e. radio stations, announcement services)- how does information reach people in the community? Who are the major actors at the community level you would want to engage (i.e. priest, chiefs, commissioner)? How do you mobilize the community for your programs? What do you think is the best way to go about community mobilization in this area, if people really wanted to engage the community about a certain topic? Are there any NGOs doing community mobilization now? What methods are they using? Do you feel that they are successful? Could you share with me an example of a successful community mobilization engagement? Is there any Payam or Boma where community participation in local development is greater compared others?

11. How do you identify those families who are most vulnerable and poor within the community? How do you select your beneficiaries?

12. Is unemployment of youth a major issue here? If yes, then what do you think should be done to address this issue? Do you see value in skills or livelihoods training for improving the livelihoods of youth in this area? Are youth interested in getting skills training for livelihoods development? Will youth be willing to spend 3 months for training? What would stop youth from not completing the full length of the training? Is there anything that would encourage youth to spend the time training?

13. Could you tell me a little bit more about how decisions are made in this community? When Government plans for development in your Payam or Boma, what are the mechanisms in place for community to engage in this planning process? How has the community organized itself to make decisions about infrastructure and development? Are you aware of any Boma Development Plan? Are there any planning processes at the community level? Do you feel everyone is able to participate in planning and development equally? Are there some payams or bomas where community participation in local development is greater compared to others? What do you think is the cause for this?

5.2.7 Detailed Objectives of the Study

- To better understand the trading environment and market opportunity, including the level of availability and satisfaction with goods and services, consumer demand, including shortfalls and dissatisfaction;
- To assess youth skills, the current level of skills, demands and needs, and the current interest rates among youth for training and support, available skill sets to youth, and identify barriers to skills training of youth, as well as the willingness of youth to migrate or not migrate for employment, and justification;
- To identify the current livelihoods status, gaps, and required value additions, including sources of income, sources of expenditures, family saving methods, available livelihoods opportunities to youth, barriers and challenges to potential livelihoods activities, support in overcoming these challenges;
- To identify challenges to small businesses and support required, including challenges/barriers youth face to start a small enterprise, challenges youth face in expanding their business, type of business support services required to start a small business as well as to sustain or expand the small business;
- To identify which income generating activities and skills trainings are considered suitable for females in the target areas, which income generating activities are females/youths generally involved in, challenges faced by females starting small businesses, the presence of female empowerment programmes, and their impact;
- To identify and assess the capacities of formal and informal skills and vocational training institutes, traditional systems for training adults, and, the impact of training by other NGOs in target areas;
- To identify key value chains currently contributing to livelihoods, key stakeholders on these value chains and their role, and possible alternative value chains;
- Assess selected value chains in terms of identification of public and private stakeholders involved; market linkages, including production and trading processes (both informal and formal), as well as market information systems and the role of the public sector; market size, demand, and value add; key strengths and weaknesses;
- To identify target payams for future pilot within the selected Counties, Payam-wide mapping of existing community development and youth livelihoods based NGO's and projects, ranking payams in terms of poverty, need and opportunity for livelihoods, ranking of payams in terms of Government infrastructure/buildings;
- Community mobilization practices, including detailed community structures, major actors at the community level, the community decision making process, common NGO community mobilization methods, successful community mobilization practices;
- Family and youth future and career plans and interests, future plans and aspirations, male and female, perception of a "career".

A brief on Safety Nets and Skills Development Project for South Sudan

Project Title: Safety Nets and Skills Development Project for South Sudan (PI43915)

Project objective: To provide access to income opportunities and temporary employment to the poor and vulnerable and put in place building blocks for a social protection system.

Project Components: The project has three components. The first component, social protection system and project management will provide support to Government to develop of a social protection policy and necessary implementation and coordination capacity. The second component, public works will provide income for youth and women from poor households through a seasonal transfer; linked to participation in public works, in order to increase and sustain household assets, and smooth consumption during lean seasons. The third component, skills development, will provide rural and urban poor youth, males as well as females, aged 18-30 years belonging to vulnerable households with access to livelihood opportunities through comprehensive skills development training comprised of technical, entrepreneurship and life skills.

Project Areas³⁷: The project will be implemented in four States. Bor and Ayod Counties in Jonglei state, Gogrial West, and Tonj South Counties in Warrap state, Torit and Kapoeta East Counties in Eastern Equatoria state, and Juba city in Central Equatoria state.

Project beneficiaries: 25,000 poor households (21,500 through public works and 3,500 through skills development).

Relevancy to the overall RSS plans and sector policies: The South Sudan Development Plan (SSDP) 2011-2013, identifies the importance of social protection in the achievement of the country's development objectives under its Social and Human Development Pillar. This project is the first social protection intervention that will be implemented by the GoSS. The project is also directly related to the South Sudan Interim Strategy Note (ISN) for FY13-14 which focuses on helping the country move from fragility to stability.

Project Duration: Four years

Project Cost³⁸: US\$ 21 million

Implementing Ministries: Ministry of Agriculture, Forestry, Cooperatives, and Rural Development (MoAFCRD) is the lead Ministry for implementation. The Ministry of Gender, Child and Social Welfare, would coordinate the social protection policy development (Component 1), MoAFCRD would lead the coordination of the Public Works (Component 2), while Ministry of Labour, Public Service and Human Resource Development (MoLPSHRD) would support the skills development (Component 3). At the national level, a Project Steering Committee³⁹ (PSC) chaired by the Ministry of Finance and Economic Planning (MoFEP) would provide overall guidance.

Project Management Unit: The MoAFCRD would have overall fiduciary and project management Responsibilities. To manage and coordinate this project in a professional manner, a Technical Support Team (TST) will be established within MoAFCRD at the national level, staffed with consultants as well as government assigned personnel.

³⁷ The project locations were selected through a consultative process with Government, at both the national and state levels, as well as other key stakeholders.

³⁸ (Component 1 – Social Protection System and Project Management – US\$5.5 million, Component 2 – Public Works – US\$11 million, Component 3 – Skills Development – US\$3.5 million), US\$1 million is set aside as contingency.

³⁹ The core members of the Steering Committee would be the Ministry of Finance and Economic Planning (MoFEP, Chair), Ministry of Gender, Child and Social Welfare – MoGCSW (Co-chair), Ministry of Agriculture, Forestry, Cooperatives and Rural Development – MoAFCRD- (co-chair), Ministry of Labor, Public Service & Human Resources Development -MoLPSHRD (member), Ministry of Culture, Youth and Sports - MoCYS (Member), Ministry of Education (member), and the Local Government Board.

