

FINAL REPORT
FOR
MARKETABLE VOCATIONAL SKILL NEEDS ASSESSMENT

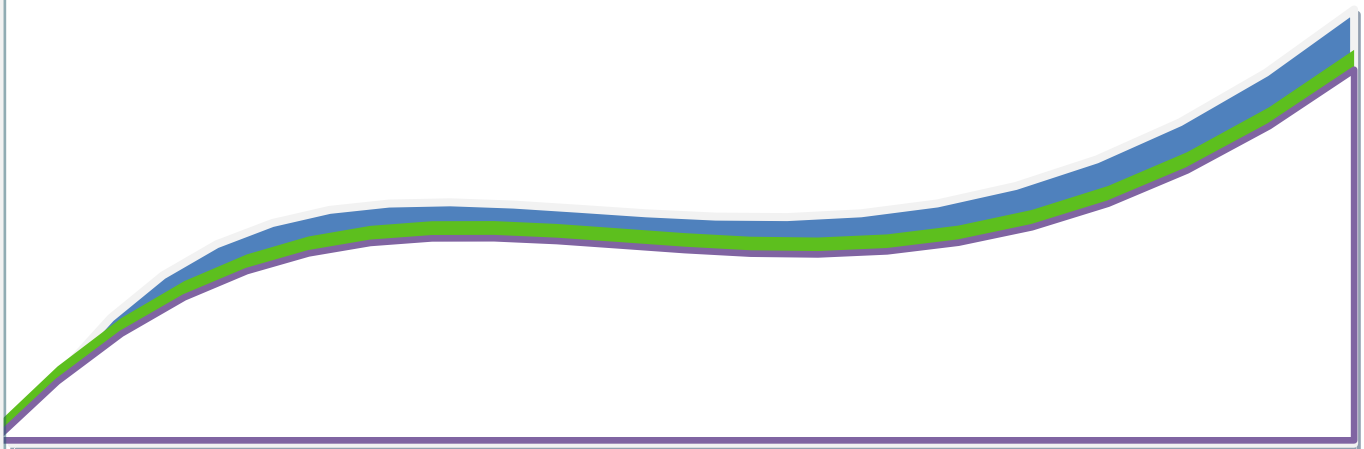
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CANDLELIGHT FOR ENVIRONMENT, EDUCATION AND HEALTH



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Special gratitude belongs to study participants from four districts namely Burao, Sheikh, Odweine and Ainabo and their surrounding villages. Communities in these places have shown respect and welcoming when all the information needed were disclosed to assessment team.

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ABBREVIATIONS

FGD	Focus Group Discussions
HAVOYOCO	Horn of Africa Voluntary Youth Committee
ILO	International Labor Organization
ISF	International Solidary Foundation
JPLG	Joint Program for Local Governments
KII	Key Informant Interview
SONYO	Somaliland National Youth Organization
SOYDAVO	Somaliland Youth Development and Voluntary Organization
SOYVO	Solidarity Youth Voluntary Organization
TV	Television
TVET	Technical Vocational Education Training

Executive Summary

Candlelight was founded on in 1995 as a non-profit development organization that works in the areas of Environment, Education and Health. Since then, the organization succeeded to operate in all the regions of Somaliland and beyond. The organization established good working relationship with target communities, government line ministries, donor agencies and other stakeholders. The organization maintained to address most vulnerable members of the communities based on community needs assessments.

Overall goal of the assessment

The overall goal of the assessment was to find out marketable vocational skill needs of the potential target beneficiaries.

Methodology

To ensure comprehensive information on youth marketable skills are availed, the study deployed qualitative research methods. The reason for qualitative approach is to explain which skills do youth need and why they need them.

Target Locations

The assessments targeted four districts and surrounding villages namely: Sheikh, Ainabo, Odweine and Burao.

Assessment findings

According to participants' responses regarding percent of unemployed youth, they estimated that 70% to 95% of youth in target districts are unemployed. The number shows youth in these districts are paralyzed their potential by unemployment which leads to take bad decisions about life such as migration, joining to extremist groups and gangs and use of alcohols.

The study revealed lack of vocational skills is the major reason for youth unemployment. Limited job opportunities, low government capacity to job creation and livestock deaths due to droughts had also intensified the youth unemployment.

The study disclosed mechanisms to cope with youth unemployment. Provision of vocational skills training, support the youth with startup capital to establish small businesses, restocking and investment in small industries have been ranked as top approaches to cope with youth unemployment.

Finally, the study revealed marketable vocational skills needed in four target assessment districts namely Sheikh, Ainabo, Odweine and Burao in gender disaggregation:

Table 3: Marketable Vocational Skills Need Ranked in Order

Location	Male Skills	Female Skills
Sheikh District	1. Mobile Repairing 2. Plumbing 3. Masonry	1. Beautification 2. Tailoring 3. Henna
Ainabo District	1. Plumbing 2. Mobile repair 3. Masonry	1. Tie and Dye 2. Beautification 3. Tailoring
Odweine District	1. Mobile repair 2. Masonry 3. Solar Installations	1. Tie and Dye 2. Beautification 3. Tailoring
Burao District	1. Cladding 2. Gypsum Ceiling 3. Professional Photographers	1. Professional Photographers 2. Tie and Dye 3. Mobile repairing

Recommendations

- The study uncovered the importance of vocational skills training in tackling youth unemployment. Therefore, it recommends providing immediate vocational skills because apart from the risks of youth unemployment to lives it can also jeopardize the security as youth gangs and extremism is possible if not addressed earlier.
- The study recommends supporting the youth with entrepreneurship skills and startup capital either in cash or in kind because they can quickly adopt the market, engage other members of youth and in turn will improve the economy.

1. Background

Candlelight was founded on 20th October 1995 as a non-profit development organization that works in the areas of Environment, Education and Health. Its area of operations is throughout the country, dedicated to development issues of vulnerable and marginalized Somaliland communities.

Candlelight adopts to address community needs based on need assessments. The approach supports to find out community priority needs as well as recognize community capacities to feel them inclusive and sense of ownership.

The youth in Somaliland are tackling different challenges including but not limited to unemployment, migration, illiteracy, poverty, among others. Lack of employment is driving migration, more so than insecurity or conflict¹.

Somaliland is experiencing a “Youth Bulge” – a situation that if not attended to early, could undermine any gains in peace and stability in the country².

Addressing youth challenges requires to deeper understand youth needs so that you make sure your responses meets with what is feasible in the market. “There is a strong disconnect between what youth expect of the labor market, and what the labor market demands of the youth”³.

In that sense, Candlelight has long track of supporting the youth in both urban and at rural villages in Somaliland. However, ensuring to provide trainings tailored to youth needs as well as with potential employment opportunities requires performing robust assessment. Therefore, Candlelight is conducting assessment to reveal supply skill gabs and market demands.

¹Youth, Employment and Migration in Puntland and Somaliland, 2017

²Somaliland Youth National Organization (SONYO), 2016

³Youth, Employment and Migration in Puntland and Somaliland, 2017

1.1 Overall goal of the assessment

The general objective of the assessment is to find out marketable vocational skill needs of the potential target beneficiaries.

1.1.1 Specific objectives:

- Carry out market assessments to uncover marketable vocational skills training opportunities
- Find out capacity gaps of youth in target districts and villages
- Identify the accessibility of the youth in remote villages to trainings in particular the girls

1.1.2 Significance of the study

The study generated the report to help decide the marketable vocational skills relevant for the youth in the target areas.

2. Methodology

To ensure comprehensive information on youth marketable skills are availed, the study deployed qualitative research methods. The reason for qualitative approach is to explain which skills do youth need and why they need them. The methodology eases to benchmark if the needs of the youth are in conformity with market opportunities. Then, relevant questions on market gaps were used to ensure beneficial skills are provided. Under the qualitative approach different methods were deployed to get different views.

2.1 Assessment Methods

- **Focus Group Discussion (FGD):**
Limited numbers of Focus group discussions were employed in order to get different perspectives of the communities. FGD participants were given chances to discuss and critique among themselves till they reach consensus based on priority training needs.
- **Key Informant Interviews (KII):**
This tool facilitated to get deeper insights on the subject matter where different stakeholders including officials from line ministries, TVET centers leaders, village committees and members from youth in gender disaggregation
- **Observation:**
Thorough observation was used in all representative target locations. The observation supported the study to reveal dominant businesses, missing services and the infrastructure.

2.2 Developing of themes and data entry templates

The study employed qualitative data approaches. To make robust data analysis, data was coded based on themes. Accordingly, some questions were grouped together as one theme while others were separately coded.

2.3 Data cleaning

Raw data usually recorded in handwriting is necessary to sort out and clean so that mistakes based in handwriting are ensured and corrected. Therefore, data was cleaned before entry.

2.4 Ethical consideration

Ethics consideration has been the forefront of every activity in the study. Consent was asked to every participant and every one was informed he or she has the right to reject all or part of the questions. The assessment was anonymous and assessment team guaranteed keeping participant's privacy.

2.5 Limitations of the study

The assessment deployed qualitative assessment tools only. This could limit disclosure of more information to have been known if mixed approaches are employed. However, different

qualitative tools and appropriate representatives were interviewed. Therefore, generalizations of the findings are relevant and fitting.

2.6 Table 1: Assessment target locations:

District	Villages	FGD	KII	Observation
Burao	<ul style="list-style-type: none"> • TVET Centers • Businesses 		7	1
Odweyne	<ul style="list-style-type: none"> • Odweine • Eel-hume • Eeg Bil'ile • Beerato 	1	12	1
Ainabo	<ul style="list-style-type: none"> • Ainabo • Oog • Gumays • Wadamo Go 	1	9	1
Sheikh	<ul style="list-style-type: none"> • Sheikh • Galoley • Hudisa 	1	12	1
	•			
	Total	3	40	4

3.0 FINDINGS AND DISCUSSIONS

3.1.1 General observations

The assessment went through local markets of some of the target assessment locations. All the locations were peaceful and people were busy on investing their daily jobs.

3.1.2 Common jobs most of the youth works on

The study found out that people work out diverse jobs in the four target districts namely Ainabo, Odweine, Sheikh and Burao. In Sheikh District, most common jobs are small businesses (such as shops, teashops, and vegetable groceries), farming, tailoring and livestock herding. In Ainabo, construction, small businesses, grass cutting and Qat are the most common jobs. In Odweine, construction, farming, small businesses and Charcoal burning are the most common jobs for the youth. Respondents have more or less answered the same response over the reasons why they are doing these limited jobs. They said it is either because there is no other opportunity to work on in their communities or they have no skills to do other tasks.

3.1.3 Rate of Youth Unemployment

Study participants from different locations paid different rates to an unemployment. They were all the same to describe it very high or an extensive unemployment. According to participants' responses about the rate of youth unemployment based on their estimation they said that 70% to 95% of the youth are unemployed.

3.1.4 Reasons for youth Unemployment

Participants' responses over the reasons for youth unemployment were almost the same. In every location of the assessment lack of skilled youth has been on top of the list. Other factors causing unemployment according to participants' responses includes: limited opportunities of employment as there are no big factories and companies, low communities income, limited capacity of the government to create employment opportunities, livestock deaths due to droughts, few NGOs are working in Eastern regions of Somaliland and general poor economic situations throughout the country.

3.1.5 Communities perspectives on tackling youth Unemployment

Usually people are not asked only to remind their problems but they should also be familiar with the solutions of their problems. Some problems don't need external support but only community engagement. In that sense, the study asked their perspectives on tackling youth unemployment in their locations. Participants enlisted different elements towards their view about coping youth unemployment: provision of vocational skills training; create employment opportunities for the youth such as providing capital for small businesses; restocking;

awareness to youth about doing very low profile jobs since youth are looking for high paid jobs and increase the production through investment in small industries.

3.1.6 Sources of Livelihoods

Different locations assessed have different sources of livelihoods. The table below summarizes that information.

Table 2: Sources of Livelihoods

Location	Sources of Livelihoods	Remarks
Sheikh	<ul style="list-style-type: none"> - Small Businesses such as small shops, teashops, printing shops, clothes shops, snack bars, - Construction - Limited companies such as communication, electric and water. - Agriculture such as Guava, oranges, watermelon, Salads, cabbage, etc - Government staff - Remittances - Students from outside as explained in the remarks 	<p>In rural villages of Sheikh, major sources of livelihoods are construction and farming.</p> <p>Sheikh has two big education centers namely SOS Secondary school which students from different regions of Somaliland and beyond study in. Also, college of Agriculture run by IGAD hosts students from the region. Those students play crucial contribution to the economy of Sheikh.</p>
Ainabo	<ul style="list-style-type: none"> - Small businesses - Construction - Salaries from gov't staffs - Limited Remittances - Remaining few Livestock - Qat - 	<p>Participants told us that before the droughts hit to eastern regions of Somaliland, livestock have been the major sources of livelihoods, however, immense unemployment forced the youth and families to add Qat (Kat) as one of the elements from their sources of livelihoods.</p>
Odweine	<ul style="list-style-type: none"> - Livestock - Small businesses - Construction - Farming - Food aid 	<p>Unlike the other districts, Odweine seems a bit isolated as there is no major tarmac road crossing over the district. The isolation puts shrinkage to economy of the district as self-contained. Some</p>

		of the villages in Odweine were severely hit by the last droughts and rely on Aid as one of their major sources of livelihoods.
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3.1.7 Ensuring ongoing vocational trainings in target assessment villages

It was a bit surprise to assessment team that ten locations outside Burao city have no ongoing trainings. All the assessment participants reported their readiness's for vocational skills trainings but the challenge is that opportunity were not given to them. Responses of this question agree to participants' perspectives on tackling youth unemployment as lack of vocational skills trainings. Participants tell that if the person is trained on a relevant skill he/she either would create his/her own business or fill in local opportunity that would have been outsourced otherwise. This information multiplies the fact that neither the government nor non-governmental organizations are addressing communities' concerns on sustaining livelihoods.

3.1.8 Most needed Vocational Skills in gender disaggregation

Participants' were asked to recommend three most marketable vocational skills training in their respective locations. Direct answers from the participants and the observation both confirms the below vocational skills are the most needed per each location:

Table 3: Vocational Skills needed ranked in order

Location	Male	Female
Sheikh District	1. Mobile Repairing 2. Plumbing 3. Masonry	1. Beautification 2. Tailoring 3. Henna
Ainabo District	1. Plumbing 2. Mobile repair 3. Masonry	1. Tie and Dye 2. Beautification 3. Tailoring
Odweine District	1. mobile repair 2. Masonry 3. Solar Installations	1. Tie and Dye 2. Beautification 3. Tailoring
Burao District	1. Cladding 2. Gypsum Ceiling 3. Professional	1. Professional Photographers 2. Tie and Dye

	Photographers	3. Mobile repairing
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As we can see on top of list in male vocational skills needed are mobile repairing except Burao city. Most of the respondents would tell you that mobile repairing is the challenge of every person living in outside the big cities. Once the mobile phone especially the smartphones stops working they should send to closest big city such as Burao or Berbera. Otherwise unskilled persons in the village can get worse the situation. In Ainabo district, Wadaamo'goo and Ainabo towns are among major populated towns in Saraar region of Somaliland. The two towns were recently installed boreholes and water supply activities are ongoing. Therefore, most pressing issue is to get skilled plumbers. Mayor of Wadaamo'goo town said " I am a professional plumber and because of lack of plumbers in the town, I take my tool and work privately to households and companies". He added "however, I am not happy to work in different positions as I am aware the massive unemployment to youth in my town. What we immediately need are plumbers". Ainabo town itself has the same pressing issue and told the assessment team they outsource plumbers from Burao.

Burao, the second capital of Somaliland has rapid growth in the construction industry. Construction companies interviewed shared with the assessment team that most of the new homes are decorated with cladding materials and few Somali people learnt the skill recently but Yemenis and Syrians have dominated it in quota. Therefore, they suggested training Somali professionals in the skill.

Other less frequent but needed vocational skills for boys includes: beekeeping, bread making, Modern furniture making, carpentry, general electronics (including TVs, refrigerators and mobile phones repairs), electrician, and tailoring male dresses.

Participants also shared girls' needed vocational skills in order form per location. Tie and Dye is listed top in two out of the three target districts. The skill is not famous and that's why there are no skilled people in the target villages. People equipped with this skill will get high chance of self-employment because the gap is apparent. Beautification is also in all the lists of the three districts. Some of the participants stated that during wedding professional women in Beautification are hired outside and paid too much. If there are available girls and women in their community equipped with the skills the money wouldn't get out and local economy would improve. Other vocational skills shared for female includes: cookery, mobile repairing, beekeeping and entrepreneurship as cross cutting business knowledge

Subsequent questions asked to participants on their experience to shared vocational skills between male and female, they answered mobile repairing and beekeeping. Female

participants in the assessment mentioned if they know skilled female and male in mobile repairing they would choose female because they said they trust female can protect personal and sensitive data in the mobile.

3.1.9 How fair do girls get chances of employment opportunities?

Straightforward question asked to participants depicted different answers based on participants' views. Majority of the respondents answered there is fair and equal employment opportunity. However, some of the respondents particularly the female majority have shown their concern over the unfair employment opportunity. They mentioned that boys are favored except in the inferior jobs such as secretary, cookery or cleaners. Some of the participants added that there is stereotype towards women's capacity and competence to handle in jobs effectively.

Leading question to participants on their view about how often do girls get chances of attending skills training opportunities found out more or less the same answer as above. Participants said if the opportunity is from NGO women and girls get equal or majority number depending on the skill but if the opportunity is from the government majority seats are given to boys.

KII female participant in Sheikh said "Shaqo-Qaran (national service employment) program - launched by Somaliland president gave double majority to boys. Also, local communication company in Sheikh recently announced vacancies, surprisingly! The company declared it will hire only boys"

3.2.1 Challenges to vocational skills trainings

Responses of the participants from three districts outside Burao were close to each other. The most common response was there is no TVET Center. Other challenges mentioned includes income is very low and wouldn't make possible for Households to send family member to big towns for vocational skill training and also opportunities both from the government and NGOs are very limited.

Respondents said if there is local TVET Center in their district they would be able to pay even it costs and that shows people are ready for Vocational skills training.

3.2.2 Personality traits businesses prefer when hiring

Businesses were asked to define the type of person they usually like to work in their businesses. From the districts outside Burao, three factors were the dominant answers among many, the

person shall be: trustful, from poor household and shall be from the same family clan to businesses owner.

Though some characteristics are useful in regarding selecting the right person for the businesses such as trust and from poor family but the character of same clan is jeopardizing the competence of youth in free and fair competition.

However, businesspeople in Burao have additional factors concerning the kind of person they want to hire. Personality traits preferred by businesspeople in Burao are: trustful, skilled, not chewing Qat, have good reception, sales experience and being active. Optimistically, these are the traits one would choose to get the best employee.

3.2.3 Challenges businesses face

Businesses in small towns and villages have a lot of challenges compared to businesses in big towns. The demand is very low, purchasing power is low, people are unable to pay back the debt, some are not trusting goods in the villages but prefer to look for shopping in the big towns, lack of entrepreneurship skills resulted people to open the same businesses and competition is very high.

Small businesses owners in small villages suffered their businesses are at risk to bankruptcy because they said most of their revenues are on credit. Therefore, people are unable to pay back the debt because of their low income.

In addition to business challenges mentioned it is apparent that businesspeople are not equipped with entrepreneurship skills because it would help to diversify the businesses.

In Burao, business people are highly literate and can well define that inflation and sometimes deflation stressed their businesses. They can also elaborate that shifts from old skills to modern skills is dangerous to sustainability of the businesses because they said the business must invest in their staff to cope with the change or to release the experienced staff and hire new people with less experience but equipped with the knowledge of technology.

3.2.4 Technical skills businesses look for when hiring

Businesses are businesses, however small or big. Most of the study participants from the business communities stated that businesses need to find out someone with business experience and with entrepreneurship skills. However, others added specific skills tailored to demand in their location of operation. For example, construction companies in Ainabo district are looking for plumbers, masons and carpenters whereas construction companies in Sheikh District are looking for Plumbers and Aluminum fixers where construction companies in Odweine are observant in painters and tiles menders.

Answers from leading question about whether professionals to fill in specific skills needed are readily available in their communities became no. Hence, , it means the community shall be supported to get local professionals through vocational training or they will hire from outside ever.

3.2.5 Booming Business Industries

When assessing vocational skills needed, it is primarily necessary to find out which businesses are booming. In this, you can forecast the skills that are inclined to immediate employment opportunities. Construction (masonry, carpentry, modern painting, gypsum ceiling, tile setters) small businesses (including small shops, teashops, restaurants, etc.), electronics supermarkets, electric supply, water supply, vegetable groceries, tailors, clothes shops and small fuel stations were the observed booming businesses in assessed villages and districts.

Participants were also asked if the booming businesses have adequate labor force. Most of the respondents answered there is supply gap. In Burao, the modern skills with inadequate labor force include: Gypsum Ceiling, Installing security cameras, Photography and Cladding. Hence, production of skilled personnel would contribute to businesses growth and would further add to providing more employment opportunities.

Some specific villages including Sheikh and Wadaamo'goo concentrated the need for professionals knowledgeable in the field of construction and electronics. According to business trend, we do understand the magnitude of construction industry in employment. However, lacking the right people could put risks to lives and resources since buildings can crackdown if not properly managed early. The same trend is the global technology when Somali communities are oral societies and smartphones added to necessities. Therefore, getting well trained and certified electronics repairers would diminish the risk of loss of assets as well as will save the cost of sending the phones to outside of the towns for maintenance.

3.2.6 Existing training centers and how long they have been functional

SOYVO, HAVOYOCO and SOYDAVO have been functional 11 years, 10 years and 9 years respectively. Candlelight Vocational Training Center in Burao has been functional since 1998 and is 23 years old.

3.2.7 Table 4: Ongoing vocational skills trainings in the assessed TVET centers in Burao

#	Center name	Ongoing Vocational Skills Training
1.	Candlelight	- Tailoring - Cookery - Plumbing
2	SOYVO	- Welding - Office administration - Literacy and numeracy
3	HAVOYOCO	- Carpentry - Plumbing - Electronics
4	SOYDAVO	- Literacy and Numeracy

3.2.8 How do the centers decide the vocational skills needed?

Responses from the center leaders were different where some have mentioned they make an assessment to ensure marketable skills needed, others stated they have trainees' waiting list with the list of vocational skills the trainees need for. Therefore, once the fund is available, the vocational skill in the waiting list with highest number of waiting list is chosen. However, most of them included the priority is also given to donor requirements and preferences. That means if the donor has a predetermined list, this is what is followed even when it may not be the most needed.

3.2.9 How do Centers ensure trainees employment after the graduation?

All the centers had a similar answer for the above question. To ensure trainees employment, centers attach them to relevant companies as interns. Others if they have budget in their projects give small capital to start small businesses or upgrade an existing one.

Training centers are striving to find employment opportunities for their trainees/ graduates. Sometimes the challenge is to miss businesses to accommodate trainees either because they don't have new spaces and have previous interns or their businesses operations are limited.

3.3.0 Trainees selection criteria used by assessed TVET centers

Organizations assessed use more or less the same trainees' selection criteria. For example, SOYVO and HAVOYOCO announces, collects applications, screen them based on vulnerability and age whereas SOYDAVO establishes a selection committee including district authority and IDPs camps management and on top of their requirements is the trainee to be from an IDP and unemployed at the same time.

Making selection criteria clear and public avoids favoritism and nepotism and improves transparency and accountability.

3.3.1 Do Girls' get fair chances of employment opportunities after the graduation?

There are concerns over the fair employment for girls and boys. The study uncovers despite there are still some traditional challenges based on stereotypes, girls get either equal or higher chances because skilled women and girls are few than the boys.

Leading question asked to center leaders about fair training selection between boys and girls. Center leaders answered they give the same chances to boys and girls. However, girls are always given high priority than the boys because there is a belief saying a girl would return all her revenue back to her family but a boy would use some for his personal affairs. Usually they are provided different vocational training skills. In addition to that, village committees are part of selection committee.

3.3.2 What are the specific challenges for girls to participate trainings in different cities?

Respondents unanimously agreed that there are no specific challenges girls faces to participate trainings.

3.3.3 Table 5: Recommended needed vocational skills trainings in Burao by Center leaders.

Center Name	Male vocational skills	Female vocational skills
SOYVO	<ul style="list-style-type: none">- Gypsum Ceiling- Furniture- Welding- Plumbing	<ul style="list-style-type: none">- Photographers- tailoring- mobile repairing
HVOYOCO	<ul style="list-style-type: none">- Cladding- Plumbing- Gypsum ceiling- photographers	<ul style="list-style-type: none">- Tie and Dye- Housekeeping and hospitality- Mobile repairing

SOYDAVO	<ul style="list-style-type: none"> - Plumbing - Auto mechanics - Cladding 	<ul style="list-style-type: none"> - Photographers - Tailoring - Tie and Dye
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3.3.4 Success Story about previous USADF trainee

Fardus is the breadwinner for a family of four - father, mother and two daughters. Father has been unemployed for a long time and the family has had no source of income except small contribution from the father's family which was not covering family basic needs. Fardaws had the chance to participate and complete course about frying and making soft take away as part of USADF Candlelight project. After the completion, she was given to startup materials such sugar, wheat flour and oil for her new business at the front door of her house. She started to make different fast foods Infront of her house and sell to her neighbors after a time, she added another line of business of making soft breakfast foods such as (local cakes, Saanbuus and etc) and distribute to different channels like retailer shops. Later on, she added vegetable grocery. The business has been growing since the start up and currently the family income has increased. She sent her daughters to school and able to buy good dresses for them. USADF project supported for such an achievement.

4. Conclusion and Recommendation

4.1 Conclusion

According to participants' responses about the rate of youth unemployment based on their estimation they said that 70% to 95% of the youth are unemployed. The number shows youth in these districts are paralyzed their potential by unemployment which leads to take bad decisions about life.

The study revealed lack of vocational skills is the major reason for youth unemployment. Limited job opportunities, low government capacity to job creation and livestock finished due to droughts had also intensified the youth unemployment.

The study disclosed mechanisms to cope with youth unemployment. Provision of vocational skills training, support with startup capital to establish small businesses, restocking and investment in small industries have been ranked as top approaches to cope with youth unemployment.

The assessment unveiled ten target assessment locations outside Burao city have no ongoing vocational skills trainings. Outcome of the findings agrees to participants' insights about the challenge in addressing youth unemployment are lack of vocational skills trainings.

Finally, the study revealed marketable vocational skills needed (**shown in table 3**) in four target assessment districts namely Sheikh, Ainabo, Odweine and Burao in gender disaggregation. It also discloses that girls are more productive than boys if invested with skill or capital.

4.2 Recommendations

- The study acknowledges the importance of vocational skills training in tackling youth unemployment. Therefore, it recommends providing immediate vocational skills because apart from the risks of youth unemployment to lives it can also jeopardize the security as youth gangs and extremism is possible if not addressed earlier.
- The study recommends supporting the youth with entrepreneurship skills and startup capital either in cash or in kind because they can quickly adopt the market, engage other members of youth and in turn will improve the economy.
- The study recommends engaging more girls than boys because girls are kind to household support and sustaining their businesses.

5. Appendix

5.1 References

¹ISF Development Cooperation Program, 2013-2015

²Youth, Employment and Migration in Puntland and Somaliland, 2017

<http://blogs.lse.ac.uk/africaatlse/2016/05/02/youthemploymentandmigrationinpuntlandandsomaliland/>

³Labour Force Survey, Somaliland (ILO, 2012)

https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---sro-addis-ababa/documents/publication/wcms_234412.pdf

⁴Somaliland Youth National Organization (SONYO), 2016

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⁵Youth, Employment and Migration in Puntland and Somaliland, 2017,

<http://blogs.lse.ac.uk/africaatlse/2016/05/02/youthemploymentandmigrationinpuntlandandsomaliland/>

Baseline Study Report For The Project Enhanced Livelihoods In The Agro-Pastoral Areas In Burao And Sheik Districts From 2014-2017 (Shem, 2014)

Marketable Vocational Skills Assessment in Bossaso Somalia (Leads and Associates Consulting, 2014), Website: <http://www.leads-consulting.com>

Population estimate in Burao district, 350,000-400,000 according to a Joint Programme on Local Governance and Decentralised Service Delivery (JPLG) report in 2010

<file:///C:/Users/admin/Downloads/JPLG%20%20Quarter%202010.pdf>

Candlelight field trip report, Keyse Gaboobe, 2020

5.2 Assessment Tools

FGD Tool

Full name of the facilitator _____

Date: _____ Location of FGD _____ FGD No _____

Discussants gender: Male _____ Female _____

1. What do youth do most in this district/village?

2. Why do they favor to do what they do?

3. What do youth like to work but not available here?

4. Why not is it available?

5. How is the rate of youth unemployment?

6. What are the reasons for youth employment?

7. What do you think could be done to overcome youth employment?

8. What are the three most important skills do youth in the district/village need in order form?

9. What are the challenges for youth skills trainings?

10. What are the specific challenges for girls to participate trainings in different cities?

11. Are the chances equally accessed by boys and girls?

12. Are there any skills you were previously trained but need upgrading in the meantime?

13. What are the shared employment opportunities for boys and girls?

14. What are the exclusive employment opportunities for boys? Why?

15. What are the exclusive employment opportunities for girls? Why?

KII Tool for District/Village Management

Full name of the enumerator _____

Date: _____ **Location of Interview** _____ **Interview No** _____

Role of the interviewee _____ **Age** _____ **Gender** _____

1. What do youth do most in the district/village?

2. What is the rate for youth unemployment in the district/village

3. What are the reasons for youth unemployment?

4. Are there any NGO(s) in the village making trainings/job creation activities, if yes please mention their activities?

5. How often do youth get chances of skills trainings?

6. What are the sources of livelihoods in the district/village?

7. What are the three most important skills will you recommend the youth need to be trained in order form?

8. How fair do girls get chances of employment opportunities?

9. How often do girls get chances of attending skills training opportunities?

10. What are the skills or services that are not available here and to get them is mandatory to travel to big cities?

KII Tool for TVET Center leaders

Full name of the enumerator _____

TVET Center Name _____

Date: _____ **Location of Interview** _____ **Interveiw No** _____

Role of the interviewee _____ **Age** _____ **Gender** _____

1. How long has this center been functioning?

2. What TVET activities are currently ongoing in your center?

3. How do you decide the skills trainings you provide?

4. How do you ensure youth employment after the graduation?

5. What process do you use in trainees selection?

6. How fair do girls get chances of employment opportunities after graduation?

7. How often do girls get chances of attending skills training opportunities

8. What are the three most important skills will you recommend the youth need to be trained and please why?

KII Tool for Youth

Full name of the enumerator _____

Date: _____ **Location of Interview** _____ **Interview No** _____

Role of the interviewee _____ **Age** _____ **Gender** _____

Level of education _____

1. How long have you been in this district/village?

2. Are you currently employed, self- employed or unemployed?

3. If you are employed how did you get the job?

4. If you are self- employed, where did you get the capital to start your business?

5. If you are unemployed where do you get your livelihoods?

6. Have you ever attended skills training program? If yes, please explain which and when?

7. What are the current market opportunities for youth employment?

8. What are the challenges for youth employment?

9. What are the separate challenges for girls and women employment?

10. How fair do girls and women get chances of employment?

11. What are the three most important skills trainings do youth in the village/ district need?

KII Tools for Local Businesses

Full name of the enumerator _____

Date: _____ **Location of Interview** _____ **Interview No** _____

Role of the interviewee _____ **Age** _____ **Gender** _____

Type of business _____ **Level of education** _____

1. In which year did the business begin?

2. In this town, how many businesses which are same or similar to this one of yours are there?

3. What are the different types of employment positions at this business?

4. How many employees does this business have in each type of position?

5. Are there many female employees in this business? Yes No
6. If yes, why, If No, why not

7. Are there many male employees in this business? Yes No
8. If yes why, If No why not

9. How do people get jobs at this place of business?

10. What kind of technical skills do you normally look for when hiring?

11. Are the skills readily available in these communities?

12. What kind of traits/characteristics or personalities do you look for when hiring employees in this business?

13. Can you list some of the challenges you face running this business? [Probe/ask if it faces challenges of e.g. competition/market saturation, employee training/human resources, access to limited market for inputs, purchasing power of community members]

14. Does this business provide on-the-job training for its employees? Yes No,

15. if no, please why?

16. What are the current booming business industries?

17. What are the booming businesses with inadequate labour force in the district/village?

Observation Guide

Full name of the Observer _____

Date: _____ **Location of observation** _____

1. Which three items have the most traders?

2. Which three items have the fewest traders?

3. Which three sectors/ vocations do the most people work?

4. Which three sectors/vocations do the fewest people work?

5. Which businesses have the most customers?

6. What goods or services are they selling or providing?

7. What are some characteristics about these businesses, workshops that contribute to them having customers?

8. Which businesses have the fewest customers?

9. What goods or services are they selling or providing?

10. What are some characteristics about these businesses, workshops that contribute to them having few or no customers?

5.3 Sample of photos taken during the assessment



Figure 1: FGD in Sheikh



Figure 2: FGD in Ainabo



Figure 3: FGD in Odweine