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## Step-by-Step Introduction to the Market Assessment Toolkit for Vocational Training Providers

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DECEMBER 2011



COLUMBIA | SIPA

School of International and Public Affairs



Since 1989, the Women's Refugee Commission has advocated for policies and programs to improve the lives of refugee and displaced women, children and young people, including those seeking asylum—bringing about lasting, measurable change.

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The Step-by-Step Introduction to the Market Assessment Toolkit for Vocational Training Programs was developed and piloted by Nora Gordon, Mana Miyawaki, Heidi Rosbe, Sandra Scharf, Tracy Slagle and Lauren Ziegler, graduate students of Columbia University's School of International and Public Affairs (SIPA). The Women's Refugee Commission and the Norwegian Refugee Council were clients and partners in the project. Staff and youth of the Youth Education Pack Centers of the Norwegian Refugee Council participated in the training pilot and provided feedback. Funding was provided by Columbia University, the Norwegian Refugee Council, and the Women's Refugee Commission. The Pearson Foundation generously provided editing, design and printing resources. Paula Maylahn of the Pearson Foundation shared her expertise in structuring and formatting the training materials. The original Market Assessment Toolkit for Vocational Training Programs was prepared for the Women's Refugee Commission by Columbia University SIPA graduate student researchers in October, 2008.

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## Preface

In order to optimize understanding and use of this User Guide, it is important to take into account the context in which the training materials were developed. The training materials were developed, piloted in Liberia and finalized by graduate students of the School of International and Public Affairs of Columbia University incorporating feedback from partners and youth participants in Liberia. The team found widespread demand for vocational training and tools for market assessment in the Liberian, urban post-conflict development environment.

Adaptation of the User Guide training materials and MAT tools for other contexts will need to take into account a number of factors, including the current state of market recovery, whether in an intermittent or chronic crisis, early recovery or post-conflict development phase. The market assessment tools may be used repeatedly to monitor changes in recovering markets and identify livelihoods opportunities for youth as the context stabilizes over time. Adaptations of the training materials and MAT tools should also take into account differences in densely populated urban areas versus rural markets where the links between market actors often must cover great distances.

Further, to make the User Guide training materials and MAT tools useful and relevant to young women as well as young men, all interviews for different MAT activities should engage both female and male youth, market actors, employers, government and service providers about the different needs, market roles, responsibilities and opportunities of young women versus young men. Based on their experiences with the MAT in nine countries, the Norwegian Refugee Council recommends that users of the MAT be sure to speak with both female and male youth:

*“We often find in consultations that teams have forgotten to consult women and men equally, and in many of the contexts we work, it can be difficult to approach women. The information we get is therefore very often male focused. It would be conducive to remind those doing the market assessment of the importance of consulting both groups throughout the manual.”*

Definition of “Youth”: We define youth not only by the 15-24 internationally defined age range, but also by life cycle stage in adolescent and young adult development. Life cycle events in the lives of displaced youth, such as becoming a household head, first pregnancy or marriage often happen earlier in crisis affected settings with significant impacts on livelihoods development. “Youth” means young women and girls, and not just young men and boys. “Youth” livelihoods programs must take active steps to include and retain displaced young women and girls. Understanding the different livelihoods needs, capacities, and priorities of young women and young men, adolescent girls and boys is vital for designing relevant, quality and market-oriented vocational training programs that both female and male participants find useful. Young women and girls disproportionately contend with unequal access to and control over resources, decision-making and negotiating power, while at the same time their burdens to care and provide for others heighten in crisis and displacement contexts. Vocational training programs must take into account the specific barriers that young women versus young men, adolescent girls versus adolescent boys face in accessing labor and product markets in all phases of economic recovery. Program design, monitoring and evaluation should include and test the effectiveness of strategies to help young women, young men, girls and boys address gender and age-related barriers to translating vocational training into real market opportunities and income in their hands.

### CONTENTS

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User Guide .....	Tab 1
Training Plan <u>with</u> DVD.....	Tab 2, Page 3
Training Plan <u>without</u> DVD.....	Tab 2, Page 21
Role Play Cards.....	Tab 3
DVD with four videos .....	Inside-Back Cover
<ul style="list-style-type: none"><li>• Introduction to the Toolkit</li><li>• Choosing Your Tools</li><li>• Market Observation Tool</li><li>• Sector-Specific Interview Tool</li></ul>	



# | User Guide



Everything you need to know about using  
your Market Assessment Toolkit\*

\*But don't have time to ask!

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**“Vocational training is at the intersection of economic recovery, education and rehabilitation and reintegration. It is uniquely positioned to meet the demands of youth and broader goals of economic reconstruction in post-conflict areas.”**

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Women's Commission for Refugee Women and Children (now the Women's Refugee Commission), Columbia School of International and Public Affairs (2008) *Market Assessment Toolkit*, p. 7

# CONTENTS

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What Is the Market Assessment Toolkit? .....	3
Who Should Use the Toolkit? .....	3
When Should the Toolkit Be Used? .....	3
Why? .....	3
How? .....	4
<b>The Three Sections of the Toolkit .....</b>	<b>4</b>
• <i>Market Assessment Toolkit for Vocational Training Providers</i> .....	4
• <i>Market Interaction Toolkit for Youth</i> .....	4
• <i>Analysis Guide</i> .....	4
How the MAT Tools Are Laid Out .....	5
The 10 Tools .....	5
Picking the Tools That Are Right for You .....	7
<b>Decision Charts .....</b>	<b>9</b>
• <i>Core Skills Decision Chart</i> .....	9
• <i>Complementary Courses Decision Chart</i> .....	9
Market Interaction Toolkit for Youth .....	10
The Three Youth Tools .....	10
Making Informed Decisions .....	10
Definitions .....	11
<b>How to Conduct Interviews and Focus Groups .....</b>	<b>12</b>
• <i>Interviews</i> .....	12
• <i>Focus Groups</i> .....	12
<b>For More Information .....</b>	<b>13</b>

## What Is the Market Assessment Toolkit?

The Market Assessment Toolkit (MAT) is a **set of activities** that will help vocational training service providers understand local labor and product markets and paid work opportunities for graduates of vocational training (VT) programs.

Among the many different job-specific skills offered in VT programs, how does one **decide which types of classes should be offered** that will lead to real market opportunities for youth?

One of the best ways to do this is to assess the realities of local and regional markets, to determine **what types of jobs or products are most in demand**.

The MAT is a means to help VT providers:

- Assess market conditions
- Apply what is discovered to a VT program, whether it is just beginning, or has been running for some time



**A Tailoring Class in Uganda**

## Who Should Use the MAT?

Any person who runs or works in a VT program in any country or context, including:

- International and local nongovernmental organizations
- Civil society organizations
- Government agencies
- Private companies
- Any other VT providers.<sup>1</sup>

## When Should the MAT Be Used?

- At any point during the operation of the VT program, whether it is just starting or whether the VT program has been running for years
- If it is a start-up VT program, it may be important to use all the tools
- If the VT program has been operating successfully for a long time, it may be necessary to only use a few of the tools in order to ensure that your program is responsive to changes in the market and employment opportunities

## Why?

- To make linkages with businesses for apprenticeships, training opportunities and potential employment for graduates.
- To help organizations and VT providers improve the classes and training they offer to youth in their programs
- To help VT providers assess the market, important businesses and potential job opportunities to determine what skills are the most in demand in the community
- To help VT providers identify emerging market trends so they can design their program to give students the best chance of success after graduation
- To avoid training youth in skills that are not in high demand in their communities

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<sup>1</sup> Please note that terms such as “vocational training providers” are defined on page 11 of this User Guide.



**Learning to Make Shea Butter in Ghana**

needs of your particular VT program. The section, *Picking the Tools that are Right for You*, on page seven of this guide can help you decide which tools to use for your program.

## How?

The MAT can be used at any point in a VT program to assess and re-assess the market and job opportunities. To use the tools included it is necessary to:

- Conduct interviews<sup>2</sup>
- Observe local and regional markets

After using the tools it is important to make decisions on how to update your programs. There are sections in the MAT to help guide you in this process, and more information on this can be found throughout in this User Guide.

The process of using the MAT is flexible, as the tools can be **used in any order**. Activities to use each tool generally take about an hour and a half. When using the MAT, first select and then adapt each tool to meet the

## The Three Sections of the MAT

### 1. Market Assessment Toolkit for VT Providers

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- Helps all VT providers discover what skills are in demand in local markets, so they can better prepare youth in their programs to identify real market opportunities
- Includes a number of different tools for use with different segments of the community

### 2. Market Assessment Toolkit for Youth

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- An important way for VT providers to involve youth in their programs in making decisions that will affect their future employment choices
- Provides specific questions for young people to answer to identify their interests and strengths, and activities for them to learn how to conduct a market assessment

### 3. Analysis Guide

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- A way to take the information learned from the surveys and interviews, and apply it to VT programs that are either already running, or just beginning
- Helps inform your VT program about what courses should be offered that will lead to jobs and income opportunities
- Typically used after collecting information from several tools in the Toolkit

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<sup>2</sup> More information on how to do this can be found on page 12 of this User Guide, and page 20 of the Market.

## How the MAT Tools Are Laid Out

Each of the individual tools is laid out in the same way, in that each has its own cover page—stating the amount of time needed for each activity, the purpose, the research question and instructions:

- The **purpose** lays out the main objective and key uses for each tool, and why it can be helpful to VT programs.
- The **research question** asks a central question that will be answered by the information gathered with the tool. You may want to adapt the questions as necessary for the specific needs of your program.
- **Reflection boxes** help you to analyze the information directly after collecting it. These boxes support the decision-making process and help you understand what the information means for your program.
- Individual **summary charts** found at the end of each tool help you process all the information gathered from a particular tool. After using each tool please make sure to go through the summary chart, as this is the most important way to take all of the information from your observations and interviews and apply it to your individual VT program.



Materials for a VT Class in Ethiopia

## The 10 Tools

### 1. Market Observation Tool:

The Market Observation Tool is the foundational tool for the MAT. It can be used at any stage of a VT program, whether you are just getting started or have been running a program for years. This tool will help you understand what jobs and goods are most in demand, thus helping you to select the sectors and vocations in which to train your youth according to the economic opportunities in your local community. The tool consists of a few simple observations that can be conducted in a market at different times during the day.

### 2. Consumer Tool:

Local consumers are important, and understanding what they need can help you select sectors for vocational training. The Consumer Tool consists of a simple interview that can be done with someone shopping in the local market. If you are unsure about how to interview someone, this tool will walk you through the steps. There is also additional advice about interviews on page 20 of the Toolkit, and in the appendix of this User Guide.

### 3. Government Tool:

This tool will help you discover what the national and local government in your country and in your community is purchasing, and what development plans they have for your region. It can be completed through interviews with relevant government officials, as well as reviewing government contracts, to inform you of possible short or long-term employment opportunities for your VT graduates.

### 4. Local Business Tool:

Creating ties with local businesses is an important way to find employment for VT program graduates. This tool *incorporates* interviews with local business owners in order to determine what types of opportunities are available, as well as find out what skills are important for youth to be able to compete in a particular sector.

## 5. National Producer and Business Associations Tool:

Producer and business associations are collections of companies that either produce a similar good or operate in the same sector. Creating ties between your VT program and these types of associations is important, as it can create additional learning opportunities for the youth in your programs. By conducting interviews with members of these associations, you will also learn more about the types of products they produce, as well as information about the people purchasing them.

## 6. Youth Focus Group Tool:

Holding focus groups with youth is a helpful way to bring together young people and determine what types of skills training they are interested in, as well as any reasons that would prevent them from attending and completing a VT program. A focus group is simply a group brought together for discussion, and for this tool it is best to talk with VT students as well as other youth that have never attended any type of VT program. If you have never conducted focus groups before and are unsure how to do it, there is more information about this on page 124 of the MAT, and in the appendix of this User Guide. Focus groups should consult young women and young men equally and in separate groups.

## 7. Vocational Training Program Provider Tool:

This tool is very important, as it helps you review your program and its strengths and weaknesses. Using this tool regularly will help to ensure that your program is always responsive to changes in the market and to employment opportunities, and remind you in what areas your program is doing very well, as well as where there is room for improvement. There is also a second part to this tool in which you interview other VT providers. This will help with information sharing between VT programs, and help mutually strengthen each program.

## 8. Microfinance Tool:

Microfinance in this tool refers to the local market for financial services, such as access to savings and credit products, which can be very important to VT graduates, especially if they are considering beginning their own businesses. Understanding what types of financial services are available, as well as what types of businesses the local banks and microfinance organizations have helped to succeed, helps inform you of the types of training to offer youth.

## 9. Donors and International NGOs Tool:

International nongovernmental organizations (NGOs) and donors often fund projects such as construction, health services, education, administration and many others, which are areas where there may be short- or long-term opportunities for youth graduates. Understanding what types of services donors and NGOs provide and their development plans can lead to exciting opportunities for VT graduates.

This tool can be completed either by reviewing the donor or NGOs website, or it can be done through interviews directly with the donors and NGO's to identify upcoming opportunities they are funding.

## 10. National and Multinational Company Tool:



**A Local Market in Uganda**

The last tool in this section of the Toolkit, the National and Multinational Company Tool is helpful to once more understand upcoming contracts offered by these types of businesses, and how your VT graduates can find employment with them.

Though any of the tools can be used at any time, **the foundational tool is the first, the Market Observation tool.**

All VT programs should use this in order to determine the demands of the market and the local community, as it will be the most important tool in assisting youth to find opportunities for employment.

The information gathered from all of these different tools can help you decide what classes and skills to offer students in your VT program, as well as ways to link your program with current and future employment opportunities in the community.

# Picking the Tools That Are Right for You

In order to judge if a tool is important to your program, let's look more closely at the purpose of each of the tools, and how they can be applied to any VT program.

## Market Assessment Toolkit for VT Providers

The tools in the Market Assessment Toolkit for VT Providers section are based on the idea that it is important to learn about market conditions in the community that create job opportunities, in order to determine what skills are in high demand, and to create linkages between the market opportunities and the students in your VT program.

Though there are 10 different tools within this section, not all of the tools are necessary at a given time! Rather, VT providers can look over the list of available tools and pick the ones that would be most helpful to their program.

All of the tools in this section of the MAT aim to answer **five very important questions**:

1. In what vocational skills should the program train youth?
2. What complementary courses should the program offer youth for these vocations?
3. What businesses can the program link with to provide industrial training, career guidance and potential employment opportunities for graduates?
4. What business associations and private companies can the VT program work with in order to provide industry training, career guidance and potential employment opportunities for graduates?
5. What financial service providers can the program link with to help VT graduates engage in employment or self-employment?

If any of these five questions are questions that you have asked yourself when implementing, partnering with or planning a VT program, then the MAT is for you!

Before using any of the 10 tools, it is helpful to use the following chart, called the **Cross Reference Chart**. This chart can also be found on page 18 of the Toolkit.

This chart takes the five questions above and matches them to the 10 tools in this section to help you **discover which tools are important for the purposes of your program**. Again, not all of the tools are necessary all of the time, but all of them are there to help you tailor your VT program to your local context and provide the best skills building opportunities you can to the youth in your program.

This chart helps you decide which tools in the Toolkit will be most helpful for your VT program based on what questions you would like the Toolkit to help you answer.



**A Local Market in Uganda**

**Start with the first question in the top left corner of the chart:**

*In what vocations should my program train youth?*

If you want the toolkit to help you decide which vocations your program should train youth in, then you would answer yes to this question.

See how all boxes are checked below it, meaning all of these tools potentially could be helpful for **assessing the quality and relevance of a new or ongoing VT program**.

You can decide which tools are the most important by determining what types of businesses and organizations are in your community that you could contact for job opportunities for youth, or if your primary concern is to learn to build connections between your program and, for example, the local government.

When you are looking through the Toolkit, you can **decide what combination of the 10 tools to use**.

Use the list of the 10 tools on pages five and six to help you decide which are most important for your own VT program.

	<b>In what vocations should my program train youth?</b>	<b>What complementary courses should my program offer youth?</b>	<b>Linkages: What businesses can my program link with to provide industrial training or career guidance?</b>	<b>Linkages: What associations can my program link with to provide industrial training or career guidance?</b>	<b>Linkages: What financial service providers can my program link with?</b>
Market Observation	✓	✓	✓		
Consumer	✓	✓			
Government	✓	✓			
Local Business	✓	✓	✓	✓	
National Producer and Business Associations	✓	✓		✓	
Youth Focus Group	✓	✓			
VT Providers	✓	✓			
Financial Service Providers	✓		✓		✓
Donor/INGO	✓		✓		
National and Multinational Company	✓	✓	✓		

## Decision Charts

After using any or all of the tools in the Toolkit, it is necessary to apply the information gathered to your own VT program. To help you do this, the Toolkit contains a series of **decision charts**. These charts, which can be found beginning on page 91 of the MAT, help you take the information gathered from the different tools and guide you in making decisions that will affect your VT program. There are two different decision charts – both of them are explained in further detail below:

### “Core Skills” Decision Chart (See page 93 of the MAT)

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- Helps you make **decisions about the existing skills training** that your program is currently offering, and potential training topics that could be helpful for students in your program.
- Compares information gathered about **labor and market demand**, as well as **training** and **financing** opportunities to the capacity of your VT program to help you decide what vocations you want to train students in, and whether to offer additional courses, and whether the courses you are offering now are the most beneficial to your students.
- To complete the “Core Skills” Decision Chart:
  - Gather all of the **Summary Charts** you have filled out for each tool used.
  - Think about what you have learned from each tool and refer to your **Summary Charts** to help you answer **Questions A-G under Theme**.
  - Sit down with the VT program manager and other staff members to discuss these questions out loud and come to a decision on the types of core skills provided by your program. **Making decisions as a team** can ensure that all changes made to your VT program have support at every level.

### “Complementary Courses” Decision Chart (See page 96 of the MAT)

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- Complete after using the “Core Skills” Decision Chart
- Once you have decided upon the vocations you will be offering in your VT program, this chart assists you in **determining what complementary courses** will be the most helpful to train youth in those areas.
- To complete this “Complementary Courses” Decision Chart:
  - Check the “yes” or “no” boxes under Questions A-H depending on whether the complementary skill might improve the effectiveness of your program (Question A) or whether you heard a lot about the particular skill while completing each tool (Questions B-H).
  - Think about your program’s **capacity to implement and fund** the complementary skill training to help you determine if your program should offer that training (Decision Questions I-J).
  - Discuss with **other staff members** of your program in order to make decisions about which trainings to offer.



**A Student Learning to Weave in Ethiopia**

# Market Interaction Toolkit for Youth

This is a collection of three different tools to be used by youth in your VT programs. The tools can be used by **youth who can and who cannot read or write in their first language**.

Through completing these tools, youth gain:

- An understanding of which vocation best matches their skills and needs
- An understanding of what employment opportunities might be available to them when they graduate from the program
- The knowledge to make informed choices about their livelihoods

## The 3 Youth Tools

### 1. Youth-Self Assessment Tool

In this tool, youth speak with instructors or career counselors and answer questions about their education level, abilities, work history, background, health and plans for the short-term future.

### 2. Youth Market Assessment Tool

This tool is very similar to Market Observation Tool, but it is adapted for use by youth. Youth observe the market and speak with local businesses to determine what goods and services are most in demand.

### 3. Sector-Specific Interview

This tool allows youth to interview people employed in their vocation of interest to gain a better understanding of the requirements, expectations, challenges and benefits of the sector.

In general youth may not have access to information about real market opportunities available to them when choosing a vocation.

Therefore these tools are unique, as they help youth understand more about the vocations they do select and what work opportunities they can expect to find after completing a VT program. They help **empower youth to make important choices for their future**.

## Making Informed Decisions

Together all of these tools will help inform VT program planning, and identify market-based opportunities for the youth in your program. Involving youth in the process is also an important step to prepare them in developing their livelihoods after graduation from the VT program.



Vocational Training Students in Liberia

## Definitions

### **Business association:**

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A group of businesses or producers that all produce a common product, or operate in the same sector.

### **Focus group:**

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A focus group is a guided discussion with 6 – 10 people on a single subject in order to share opinions.

### **Interview:**

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An interview is a conversation with someone to learn information from them. In an interview, the interviewer prepares questions and asks them of the interviewee.

### **Local market:**

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This is a market with stalls selling everyday needs, such as food and other household items.

### **Markets:**

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Any structure that allows buyers and sellers to exchange any type of goods, services and information. Markets include support services (transportation, communications, financial services) as well as goods (products) and services (labor).

### **Microfinance:**

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A term for financial services provided for people in poverty who are not served by banks and other formal financial institutions.

### **Multinational company:**

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A company that operates in a number of different countries. Examples include The Coca Cola Company, Firestone and Siemens.

### **Nongovernmental organizations (NGOs):**

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Organizations that are not a part of the local, regional or federal government. NGOs can be operated by groups in other countries, or may be operated and based locally.

### **Regional market:**

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In larger towns, there is usually a regional market, which is larger than a local market and sells a wider variety of goods, including imports.

### **Sector:**

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A distinct section of business, such as the construction sector or agriculture sector.

### **Stakeholders:**

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A person, group or organization that has direct or indirect stake in an organization or project because it can affect or be affected by the organization's or project's actions, objectives and policies.

### **Vocational training (VT):**

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Practical and theoretical instruction to prepare an individual for a particular skilled labor; the extent of the preparation varies among the different service providers leading the VT program.

### **Vocational training providers:**

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The different types of people and organizations that run vocational training programs. This includes: international and local NGOs, agencies of the United Nations, government agencies, civil society organizations or private sector companies. All of these providers can benefit from using the MAT to inform design of their VT programs.

# How to Conduct Interviews and Focus Groups

One of the most important uses of the MAT is to go out to the market and the community and interview market actors, and to hold focus groups with youth. This brief guidance can help you learn **how to interview people effectively**, and how to **set up and conduct a focus group**, to ensure that you get the most out of the use of the toolkit.<sup>3</sup>

## Interviews

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An individual interview is a conversation, usually between two people, where questions are asked by an interviewer to find out information from an interviewee. There are several types of interviews that vary based on how much preparation is needed and the structure of the sequence of questions. The most common approach used in this toolkit is a structured interview in which questions are asked based on **a standard set of questions**. The aim of this approach is to ask each interviewee the same questions in the same order.

While interviewing, it is important to use clear language, ask short questions, listen to the answers of the interviewee and respond.

**To prepare an interview several steps are necessary. These include:**

1. Reflect on the purpose of the interview and the goal you want to achieve
2. Familiarize yourself with the questions from the Toolkit
3. Decide on whom, where and when to interview
4. Schedule and plan out the interview
5. Practice with a colleague to prepare

**Several points are also important during the interview:**

1. Provide the interviewee with a short introduction to the background of the interview and yourself
2. While asking the questions it can be very helpful to take notes on the responses
3. When the interview is over thank the interviewee for their time and participation

**Finally, to summarize the information gathered, three things are important:**

1. Discuss the results of your interview with other team members right after the interview
2. Reread your notes and draw conclusions from them
3. Highlight the main findings



**Holding a Youth Focus Group in Liberia**

## Focus Groups

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Similar to an interview, a focus group is a way of gathering information about opinions, beliefs or attitudes on a certain topic. However, focus groups do this with a small group of people at the same time, in a setting where participants are free to talk and engage in an interactive process with other group members. Thus they can produce insights that would be less accessible outside the group. Focus groups usually consist of 6-10 participants of similar backgrounds, age and gender. It is recommended that focus group facilitators be sure to speak with females and males both and in separate focus groups. During the focus group, a moderator facilitates the process and a note taker records the main findings. Focus group discussions should be kept to one hour or less in length.

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<sup>3</sup>There is also a brief section regarding how to conduct interviews on page 20 of the Toolkit.

**In preparation for a focus group several steps should be taken:**

1. Familiarize yourself with the context of the focus group, and the purpose for holding one
2. Prepare questions based on the MAT
3. Consider the profiles of potential participants, and select those of similar age or ethnicity for each group
4. Set up a good physical location that encourages reflection and open communication

**While conducting a focus group, several points should be explained and considered:**

- Explain who you are as the moderator and facilitator, and what organization you work with
- Explain the purpose of gathering information and how it will be used. Let participants know that there will be no financial or personal gain from participating
- Inform participants that the focus group will last no more than one hour
- Ensure participants understand that the information they give can remain confidential if preferred
- Explain the background and purpose of the focus group to the participants, and that participation is voluntary
- Ask an introductory question which does not have to be topic-related – but it is best if everyone is able to answer to help the participants get to know each other (this is often called an “ice-breaker”)
- Ask questions, listen closely to the answers and allow participants to do most of the talking
- Manage the interaction of the group and the questions
- Finish with a concluding question that can help summarize the information gathered from the participants

Very similar to the interview process, analyzing the results of the focus group means that you should sit down with your fellow researchers and discuss the findings and results of the focus group, and also reflect upon what this means for you and how to best use this information going forward.

In general, the more carefully an interview or focus group is prepared the better the results and findings will be.

**For More Information:**

<http://womensrefugeecommission.org/programs/youth>

# TRAINING PLAN



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**Step-by-Step Introduction  
to the Market Assessment Toolkit  
for Vocational Training Providers**  
for use with or without DVD

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DECEMBER 2011



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# Step-by-Step Introduction to the Market Assessment Toolkit for Vocational Training Providers

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## for use with DVD

(for Training Plan without DVD, see page 21)

### CONTENTS

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<b>Training Plan Market Assessment Toolkit <u>with</u> DVD .....</b>	<b>3</b>
Instruction .....	4
Session   In the Classroom .....	5
Activity   Market Observation .....	13
Activity   Sector-Specific Interviews .....	17
<b>Training Plan Market Assessment Toolkit <u>without</u> DVD.....</b>	<b>21</b>
Instruction .....	22
Session   In the Classroom .....	23
Activity   Market Observation .....	31
Activity   Sector-Specific Interviews .....	35



## How to Introduce the Toolkit to Vocational Training Providers: Step-by-Step Training Plan for use with DVD

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### Notes to the trainer

The Step-by-Step Training Plan will help you train staff and youth in your vocational training program in:

1. Understanding the importance of market assessment to vocational training programming
2. Learning about the 10 general tools and 3 youth tools (activities) outlined in the Market Assessment Toolkit for Vocational Training Providers and Youth
3. Conducting a market observation using the Market Observation Tool
4. Conducting sector-specific interviews using the Sector-Specific Interview Tool

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### Using the material universally

Language may differ in different parts of the world. Some of the words used in the Market Assessment Toolkit (MAT) and in the videos may be unfamiliar to the staff and students you are training. It is important to connect these words with the words used locally. For example, the term “complementary courses” or “skills training” might be called “academic courses”, “non-vocational courses”, “life-skills classes” or something else. As the trainer, you will want to ask the staff/students for how they can “translate” some of the words used in the training into the local jargon.

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### Using the Blue Screen “Stop and Explain” sections of the DVD

The DVD includes 4 short videos which are meant to help you explain different sections of the training, using visual images. In the 4 videos, there are 22 “Stop and Explain” sections. When the “Stop and Explain” screen comes up in the video, you should pause the video and ask the questions listed in the Step-by-Step Training Plan. To make it easier for you, each of these screens are colored blue, so you cannot miss them. They are listed throughout the Step-by-Step Training Plan as “Blue Screen” and are numbered so you will know which questions to ask for which part.

# Session | In the Classroom



**Total time required: ~ 2 hours**

**Introduction** | 15 min

- Introduction of trainer and participants
- Overview of the Toolkit
- Introduction of agenda, objectives and “ground rules”

**Introduction of DVD** | 60 min

- Introduction of Training DVD
- Choosing your tools

**Introduction of User Guide** | 30 min

- Presentation of User Guide and explanation of how to use it
- Explanation of the “Who” and “Why” in the User Guide
- Tools in the Toolkit
- Cross Reference Chart
- Decision Charts
- Appendix

**Closure of the Session** | 15 min

- Closure of In-Classroom session and Introduction of Activity



## INTRODUCTION | 15 min

### Introduction of trainer and participants

*Materials Required:*

- 1 poster titled “Welcome” and the name of the trainer
  - Name tags for participants and trainer
- 

**Trainer Instructions** Welcome participants and thank them for their time.

Ask participants:

- “What is your name?”
- “Which vocation are you learning or do you teach?”
- “What is your favorite thing about your country?” (or similar “icebreaker” activity)

### Overview of the Toolkit

*Materials Required:*

- Toolkits (One per participant)
- 

**Trainer Instructions** Ask participants (ideally a participant who is using tools and toolboxes in his/her vocation, such as a carpentry student):

“Is there someone who can explain what a toolbox is and what you do with a toolbox?”

Explain pointing at a Toolkit in your hand “The Market Assessment Toolkit is similar to a toolbox. It contains several tools or activities which help vocational training programs like yours to build or improve their programs. These tools are activities that you can use to build your knowledge. They can be thought of as tools for your mind. The information collected with these tools is very helpful because it shows you which vocations are needed in your country or community. It also shows if your current programs train enough people in these vocations. In the end you can use this information to improve your program.”

Ask participants:

“Why is it important to have a good vocational training program?”

Explain “Today’s training will explain and introduce the Market Assessment Toolkit, what it is, who it is for and how you can use it. After this training you will be able to understand better how to gather the information necessary to improve your vocational training programs.”

---

### Selected Questions and Possible Answers

Is there someone who can explain what a toolbox is and what you do with a toolbox?

*A toolbox contains several tools. Tools are used to build things. For example, the toolbox of a carpenter contains a saw and a hammer. With a saw you can cut wood which you need to build, for example, a table or chair.*

Why is it important to have a good vocational training program?

*Vocational training programs prepare youth to find opportunities and employment after they graduate. At the moment maybe not all of them find opportunities. If you make the programs better, more youth will find opportunities after they graduate. This will also help your country to grow.*



## Introduction of agenda, objective and “ground rules”

### Materials Required:

- 1 poster titled “Agenda” with two bullet points “In classroom session” and “Activity”
- 1 poster titled “Objectives” with three bullet points “Introduce the Toolkit”, “Listen and learn from each other” and “Enjoy the training”
- Index cards

**Trainer Instructions** Explain “The training is divided into two sessions. You will first have an in-classroom session in which a short movie will be shown and discussed that introduces the Toolkit, explains why it is important, who should be using it and also gives an overview of the tools inside the Toolkit. You will also learn about the User Guide, which provides an explanation of how to use the MAT. Then you will do an activity in which one of the tools in the Toolkit will be put into practice and applied.”

Explain the objectives of the training pointing at them on the poster on the wall. “We have three objectives in the training—to introduce the Toolkit, to listen and learn, and to enjoy the training.”

Introduce “speaking cards” – distribute index cards to the participants and tell the participants to raise the card if you are speaking too quickly or if something is not clear (this is particularly helpful if your native language or dialect is different from that of the participants and makes it easier for shy participants to feel comfortable in letting you know that you should slow down).

Ask if there are any questions.

## INTRODUCTION OF DVD | 60 Min

### Introduction of Training DVD

#### Materials Required:

- DVD with “Part 1: Introduction to the Toolkit”
- DVD with “Part 2: Choosing your tools”
- DVD player and projector

**Trainer Instructions** Explain “I will show a video that introduces the Toolkit and the individual tools in it. The video will be stopped from time to time to clarify the information. I will then ask follow up questions.”

Start the DVD Be ready to pause the video at each blue screen and refer to the corresponding section in the training plan for what questions to ask the group.

Blue Screen 1: Stop the video and ask the group to read aloud the name of the tool. Then ask the group a series of questions related to the Market Assessment Toolkit.

- “What is the Market Assessment Toolkit?”
- “What is a Toolkit?”
- “Why is the Market Assessment Toolkit important?”
- “Who should use the Toolkit?”

### Selected Questions and Possible Answers

What is a Toolkit?

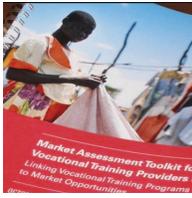
*The Toolkit is like a toolbox. Similar to a toolbox the Toolkit also has tools but they are activities to help you learn rather than tools you can touch. These activities are like tools for your brain.*

Why is the Market Assessment Toolkit important?

*The Toolkit can help vocational training providers improve the classes and training they offer to youth in their programs. It can help providers assess the market and local businesses to see what vocations are most in demand and what opportunities are available to youth after they graduate.*

Who should use the Toolkit?

*Any person who runs or works in a vocational training program in any country or context, such as international and local non-governmental organizations, civil society organizations, government agencies or youth in vocational training programs should use the Toolkit.*



## Choosing your Tools

**Trainer Instructions** Explain “The next part of the video will introduce 10 of the tools in the Toolkit and will explain how to choose those relevant for your program.”

Blue Screen 2: Stop the video and ask the group to read aloud the name of the tool. Then ask the group a series of questions related to the Market Observation Tool including:

- “What is an observation?”
- “What is the Market Observation Tool?”
- “What can we learn from the Market Observation Tool?”
- “Why is the Market Observation Tool important for your program?”

Blue Screen 3: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is a consumer?”
- “What is the Consumer Tool?”

Blue Screen 4: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is the Government Tool?”
- “Why would we want to talk to the government?”
- “What can we learn from local officials?”
- “How can this help with vocational training programs?”

Blue Screen 5: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is the Local Business Tool?”
- “What are some local businesses in this community?”

Blue Screen 6: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is a focus group?”
- “What is the Youth Focus Group Tool?”
- “What could you learn from having a focus group with youth in your vocational training program?”
- “What could you learn from having a focus group with youth who are not in your vocational training program?”

Blue Screen 7: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is an association?”
- “Can you give some examples of producer associations or business associations?”
- “What is the National Producer and Business Associations Tool?”
- “How could this tool be helpful for your program?”

---

### Selected Questions and Possible Answers

What is an observation?

*An observation is something you see.*

What is the Market Observation Tool?

*It is a tool used to guide observations of a real market in your area, so you can see who's buying what, which stalls are most popular and develop some ideas about why.*

What can we learn from the Market Observation Tool?

*What goods and services are most in demand and which are least in demand.*

Why is the Market Observation Tool important for your program?

*If you know what goods and services are most in demand, you can adapt your vocational training program to fit these demands.*

What is a focus group?

*A focus group is a group of 3-10 people focusing on a subject and discussing their opinions in order to share information. Usually there are 1-2 people asking questions and taking notes.*

---

**Trainer Instructions** Blue Screen 8: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “Who are vocational training providers?”
- “What is the Vocational Training Program Provider Tool?”

Blue Screen 9: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is microfinance?”
- “Are there any microfinance organizations here or nearby?”
- “What is the Microfinance Tool?”
- “Why would it be useful for your program?”

Blue Screen 10: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “What is the Donors and International NGOs Tool?”
- “Can you name some donors or international NGOs?”
- “Why would you want to talk to them?”

Blue Screen 11: Stop the video and ask the group to read aloud the name of the tool. Then ask the group:

- “Can you name some national companies?”
- “Some international companies?”
- “What is the National and Multinational Companies Tool?”

Blue Screen 12: Stop the video and ask the group to repeat the names of each Youth tool.

Blue Screen 13: Stop the video and ask if there are any questions.

Blue Screen 14: Stop the video and ask:

- “Can anyone tell me what a complementary course is?”
- “Does your program offer complementary courses?”
- (If yes) “What are some examples?”

Blue Screen 15: Stop the video and go through each of the five questions at the top of the chart on page 18 of the Market Assessment Toolkit titled “Cross Reference Chart”. For each question, ask someone to read aloud the question. Then ask, “What tools could you use to help you answer this question?” (This refers to the boxes checked under that question).

---

### Selected Questions and Possible Answers

Why would you want to talk to Donors and NGOs?

*Donors and NGOs do not only give money but also build hospitals and schools and may be able to employ your youth.*

Can anyone tell me what a complementary course is?

*Complementary courses are those other than the vocational training courses. Some complementary courses offered at vocational training programs are Literacy, Numeracy, Health Science, Peace Education and Human Rights.*



### INTRODUCTION OF USER GUIDE | 30 min

#### Presentation of User Guide and explanation of how to use it

*Materials Required:*

- User Guides

---

**Trainer Instructions** Give copies of the User Guide to the participants and allow about 3 minutes for participants to look through them.

Explain “The User Guide is a short version of the Market Assessment Toolkit. It is a summary of the main points of information that are in the long version of the book. It is a helpful introduction to the toolkit, especially for people who do not have the time to read through all of the long version or for people who need a reference about the individual parts of the Toolkit.”

### Explanation of the “Who” and “Why” in the User Guide

---

**Trainer Instructions** Ask participants to turn to the section “Who Should Use the Toolkit?” and ask one participant to read aloud the first bullet point (User Guide page 3).

Summarize the first bullet point and ask if the point is clear.

Ask another participant to read aloud the second bullet point, summarize it and ask if clarification is needed.

Repeat this sequence for all bullet points.

Ask participants to turn to the “Why?” section in the User Guide and ask one participant to read aloud the first bullet (User Guide page 3).

Summarize the first bullet point and ask if the point is clear.

Repeat this sequence for all bullet points.

## Tools in the Toolkit

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- Trainer Instructions** Explain “The Toolkit has 10 Tools for Vocational Training Providers as seen in the video.”
- Explain “The Toolkit includes 3 additional tools that are to be used by youth in your training programs.”
- Ask participants to turn to the page with the overview of the 10 tools and ask participants to read aloud the titles of each tool (User Guide pages 5-6).
- Ask participants to turn to the page with the overview of the 3 tools for youth (User Guide page 10).
- Ask one participant to read aloud the title of each tool and then briefly explain what this particular tool is for.
- Explain:
- “The Youth Self-Assessment Tool is a set of questionnaires that youth ask themselves to think about what their interests are and what vocations are most suitable for their needs.”
  - “The Youth Market Assessment Tool is a set of questions that help youth observe the market and gather information about local businesses and employment opportunities.”
  - “The Sector-Specific Interviews Tool is a set of questions that help youth conduct a discussion with people in a specific vocation to better understand what the requirements, expectations, challenges and benefits of a specific vocations are.”
- Ask if there are any questions.



## Cross Reference Chart

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- Trainer Instructions** Explain “There are many tools in the Toolkit but you do not need to use them all. Determining which tools are most useful to the particular vocational training program depends on the specific situation or context.”
- Ask participants to turn to the Cross Reference Chart in the Toolkit and/or in the User Guide (User Guide page 8).
- Explain the structure of this chart: “The column on the left lists all 10 tools that could be used by a vocational training provider. The first row lists 5 questions that vocational training providers can ask themselves when wanting to improve their programs.”
- Ask participants to read aloud the first question.
- Explain “Each checkmark indicates a tool that might be useful to answer this question. Not all the tools with a checkmark need to be used but that you can choose from them.”
- Ask participants to read aloud the second question.
- Ask participants to look at the chart and ask “Which tools are helpful if you are interested in this question?”
- Ask participants to read aloud the fifth question and ask “Which tool can you use to answer this question?”

---

### Selected Questions and Possible Answers

Which tools are helpful if you are interested in this question (second question)?

*Market Observation, Consumer, Local Business, Associations, Youth Focus Group, VT Providers, National and Multinational Company Tools*

Which tools can you use to answer this question (fifth question)?

*Microfinance Tool*

## Decision Charts

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**Trainer Instructions** Explain “After you have gathered enough information from applying one or more tools, you will need to sit down and think about what this information tells you and what you can learn from it and apply to your vocational training program. In the Toolkit there is a section titled “Decision Charts” which helps you summarize your findings.”

Ask participants to turn to the section on the Decision Charts in the User Guide (page 9) or to the page in the Toolkit with the “Decision Chart: Core Skills.”

Explain the structure of this chart: “In the first column you list all the vocations that are currently offered. You also list all the vocations you are thinking about adding to your program. The first row lists criteria that help you assess whether a particular vocation should be a part of your program or not.”

Talk through one example: “If you offer pastry as a vocation then you list it in the first column. Then you ask yourself or discuss with your colleagues what the current demand for pastry makers is in your community. The answer depends on the information you have gathered from the tools. If there is a demand for pastry makers in your community check the “yes” box. Next ask yourself or the group if there will be a demand for more pastry makers in the future. Answer this question, again based on the information you have gathered from using the tools. Once you have completed this chart you can meet with your colleagues and decide which vocations should be offered for the next phase of your training program.”

## Appendix

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**Trainer Instructions** Ask participants to turn to the Appendix in the User Guide.

Explain “The appendix includes a list of definitions for words that are used frequently in the User Guide and the Toolkit which are all in one place for easy reference. The User Guide includes a detailed description on how to conduct interviews and how to hold focus groups. Since these two activities are used frequently when applying the tools, it might be helpful to familiarize yourself with the content of this part of the appendix.”



### CLOSURE OF THE SESSION | 15 min

#### Closure of In-Classroom Session and Introduction of Activity

---

**Trainer Instructions** Thank the participants for their attention and active participation.

Explain “The next session will be an activity in which one of the tools will be put into practice and tested. Active participation is needed for the next session.”

Give participants a short break.

# Activity | Market Observation



**Total time required: ~ 1 hour, 20 minutes**

**Introduction** | 20 min

- Introduction to the Activity
- Introduction to the Market Observation Tool

**Market Observation** | 45 min

- Preparation for the market observation
- Debrief market observation

**Closure of the Session** | 15 min

- Closure of the training and discussion of next steps

## INTRODUCTION | 20 min

### Introduction to the Activity

---

**Trainer Instructions** Welcome participants to the second part of the training.

Explain “This part of the training will allow you to apply one of the tools and gather information on your specific situation. Today you will practice the Market Observation Tool in your Toolkit in order to learn how to gather information from observing, or watching, the market in your community. Conducting a market observation is a good start to understanding what goods and services are sold and bought in the community. Based on this information you will get a better understanding of what vocations are particularly important at the moment. Then you can use what you learn to improve your program. First I will show you a video that gives you an overview of the Market Observation Tool. Then you will split up into small groups and visit the local market. At the local market you will observe what is happening. The information you gain through observing will help you answer some of the questions in this Tool. You then will share what you have observed to the group.”

Ask if there are any questions.



### Introduction to the Market Observation Tool

*Materials Required:*

- DVD with chapter “Market Observation Tool”
- DVD player and projector
- Toolkits

---

**Trainer Instructions** Start the DVD. Be ready to pause the video at each blue screen and refer to the corresponding section in this training plan for what questions to ask the group.

Explain “The next part of the video will introduce the Market Observation Tool and explain how to use it for your program.”

Blue Screen 16: Stop the video and ask the group:

- “Who can tell me what the Market Observation Tool is?”
- “What is this tool for?”

Blue Screen 17: Stop the video and ask the group:

- “Where is your local market?”
- “Is there a regional market in your town? Or one nearby?”

Blue Screen 18: Stop the video and ask the group to make sure everyone is on the right page in the toolkit.

- “Does everyone see Question 1?”

Blue Screen 19: Stop the video and ask the group to make sure everyone is on the right page in the toolkit.

- “Are there any questions?”



## MARKET OBSERVATION | 45 min Preparation of Market Observation

*Materials Required:*

- *Market Observation Tool questionnaires for Local Supply*

---

**Trainer Instructions** Explain “In a few minutes you will go to the market to apply what you learned in the video. You are only going to ask three questions today in the practice market observation. We will ask questions 1, 2, and 5. You might want to circle those questions on your paper so you remember which questions you are asking and answering.

Ask the group “What is the first question you are going to ask when you get to the market?”

Ask a participant to read Question 1 aloud and ask the group “Can anyone tell me what is a vendor?”

Read Question 1 again and ask “For example, in the video which items have the most vendors?”

Ask a participant to read Question 2 aloud and then ask “In the video, which items had the least vendors?”

Summarize “So, you will first look for which items have the MOST vendors and then look for which items have the LEAST vendors.”

Ask a participant to read Question 5.

Ask if there are questions.

Separate the participants into groups of 3-4 people. It may be best to mix up staff members and students, so that each group has at least one staff member and at least one student. One way to help you as the trainer to keep track of the groups and encourage the groups to have fun and laugh is to have each group pick a team name. For example, you can ask each group to pick the name of an animal to represent their team.

Explain “Now you will go to the market to find the answers for these 3 questions. If you want to take notes, bring your pen and paper. I will come too and you can feel free to ask me questions. We will stay for 15 minutes, so please come back to the group at \_\_\_\_ (time).”

Ask the groups to go with you to the market to conduct the market observation.

---

### Selected Questions and Possible Answers

Can anyone tell me what is a vendor?

*A person selling products.*

For example, in the video which items have the most vendors?

*Vegetables, fruit, shoes, clothes, and baskets.*

For example, in the video which items have the least vendors?

*Butter, eggs and milk.*

## Debrief market observation

---

**Trainer Instructions** Give individual groups 5 minutes to make short notes on their observations and answers to the questions.

Ask: “How did it go?”

Ask the group to share their answers to questions 1, 2 and 5.

Explain “Let’s figure out how to use the information you learned at the market. Look at your questionnaire again. Can someone read reflection box 1?”

Ask: “In your observation of the local market what items are the most popular at the market? Why?”

Ask another participant to read aloud reflection box 2.

Ask: “What items are least popular at the market? Why?”

Summarize “There are some other questions you might want to think about the next time you are in the market. These include: What items are made in your country? In your community?

Outside your country? Why? What items are sold by women? Which items are sold by men? Which items are sold by both men and women? Could women be successful at selling items that are mostly sold by men? Could men be successful at selling items that are mostly sold by women?”



**CLOSURE OF THE SESSION** | 15 min

**Closure of the training and discussion of next steps**

---

**Trainer Instructions** Ask each participant, going around the room one-by-one, “When you go home today and one of your family members asks you what you learned today, what will you say?”

Ask the group: “Based on today, what should be the next steps in the process?”

Thank the participants for their attention and active participation.

# Activity

## Sector-Specific Interviews



**Total time required: ~ 1 hour, 25 minutes**

**Introduction** | 25 min

- Introduction to the activity
- Introduction to sector-specific interviews
- Reminder of how to conduct an interview

**Interview role play** | 45 min

- Preparation for the role play
- Conduct interview
- Debrief

**Closure of the Session** | 15 min

- Closure of the training and discussion of the next steps



## INTRODUCTION | 25 min

### Introduction to the activity

---

**Trainer Instructions** Welcome participants to the second part of the training.

Explain “This part of the training will allow you to apply one of the Tools. Today you will practice the Sector-Specific Interview Tool in order to get a better understanding of the requirements, expectations, challenges and benefits of a specific sector or vocation. You can use the information gained in the interview to improve your vocational training program and also to provide your youths with additional information when choosing which vocation to learn. You will practice this module by conducting role plays. For this you will break up into pairs. Some of you will be asking the questions while others will answer them. You will then come back together as a group and share what you learned. First, you will watch a short video.”

Ask if there are any questions.

### Introduction to sector-specific interviews

---

**Trainer Instructions** Start the DVD. Be ready to pause the video at each blue screen and refer to the corresponding section in this training plan for what questions to ask the group.

Blue Screen 20: Stop the video and ask the group:

- “Can anyone tell me what sector means?”
- “Who can explain what an interview is?”
- “What is the Sector-Specific Interview Tool?”
- “Who should use the tool?”

Blue Screen 21: Stop the video and ask the group:

- “What are the three steps of an interview?”

Blue Screen 22: Stop the video and ask the group:

- “Who might youth want to interview?”

Ask the youth in the room:

- “Can you think of who you would interview?”
  - “How can this tool help our vocational training programs?”
- 

### Selected Questions and Possible Answers

Can anyone tell me what sector means?

*Sector means a distinct section of business such as the construction sector, agriculture sector.*

Who can explain what an interview is?

*An interview is a conversation with someone to learn information from them. In an interview the interviewer prepares questions and asks them of the interviewee.*

What are the steps of an interview?

*The three steps are: (1) introduce yourself and explain why you are interviewing the interviewee, (2) ask questions and take notes, (3) remember to thank the interviewee*

---

## Reminder of How to Conduct an Interview

---

**Trainer Instructions** Ask “Can someone explain again the three parts of an interview?”

Explain “During the interview, you ask the interviewee some questions to understand better what are the requirements, expectations, challenges and benefits of his/her vocation. The questions listed in the Tool will help you with this discussion.”



### INTERVIEW ROLE PLAY | 45 min

#### Preparation of the role play

*Materials Required:*

- Role cards for interviews
- Questionnaires

---

**Trainer Instructions** Split participants into two groups. One group will role play as interviewers. One group will role play as interviewees.

If the group combines staff and students, it is recommended that students interview the staff members.

Stay with the group who will be the interviewees. Another trainer or colleague will join the group who will be interviewers. (If there is not another trainer, spend time with each group.)

Review the questions listed in the questionnaire of the Tool and clarify with each group.

Give role cards to the group that will role play as interviewees (usually this is the group of staff members).

Ask them to read their roles.

Ask them if anyone has questions.

Pair each interviewer with an interviewee.

## Conduct interview

---

**Trainer Instructions** Ask participants to start the interviews. Allow them 10-15 min to conduct interviews.

Announce when 2 minutes are left for the interviews.

Ask the interviewer to finish up the discussion and thank the interviewee.

Ask participants to reunite as a whole group.

## Debrief

---

**Trainer Instructions** Ask three questions:

- “What did you learn?”
- “How can you apply this?/Who might interview you in your community?”
- “How can this activity be helpful?”



## **CLOSURE OF THE SESSION** | 15 min

### **Closure of the training and discussion of the next steps**

---

**Trainer Instructions** Ask each participant, going around in the room one-by-one, “When you go home today and one of your family members asks what you learned today, what will you say?”

Ask the group “Based on today, what should be the next step in the process?”

Thank the participants for their attention and active participation.

---

# Step-by-Step Introduction to the Market Assessment Toolkit for Vocational Training Providers

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## for use without DVD

(for Training Plan with DVD, see page 3)

### CONTENTS

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<b>Training Plan Market Assessment Toolkit <u>with</u> DVD .....</b>	<b>3</b>
Instruction .....	4
Session   In the Classroom .....	5
Activity   Market Observation .....	13
Activity   Sector-Specific Interviews .....	17
<b>Training Plan Market Assessment Toolkit <u>without</u> DVD.....</b>	<b>21</b>
Instruction .....	22
Session   In the Classroom .....	23
Activity   Market Observation .....	31
Activity   Sector-Specific Interviews .....	35



## **How to Introduce the Toolkit to Vocational Training Providers: Step-by-Step Training Plan for use without DVD**

If you are not able to play DVDs at the vocational training center, use this version of the Training Plan.

---

### **Notes to the trainer**

The Step-by-Step Training Plan will help you train staff and youth in your vocational training program in:

1. Understanding the importance of market assessment to vocational training programming
  2. Learning about the 10 general tools and 3 youth tools (activities) outlined in the Market Assessment Toolkit for Vocational Training Providers and Youth
  3. Conducting a market observation using the Market Observation Tool
  4. Conducting sector-specific interviews using the Sector-Specific Interview Tool
- 

### **Using the material universally**

Language may differ in different parts of the world. Some of the words used in the Market Assessment Toolkit (MAT) may be unfamiliar to the staff and students you are training. It is important to connect these words with the words used locally. For example, the term “complementary courses” or “skills training” might be called “academic courses”, “non-vocational courses”, “life-skills classes” or something else. As the trainer, you will want to ask the staff/students for how they can “translate” some of the words used in the training into the local jargon.

# Session | In the Classroom



**Total time required: ~ 1 hour, 15 minutes**

**Introduction** | 15 min

- Introduction of trainer and participants
- Overview of the Toolkit
- Introduction of agenda, objectives and “ground rules”

**Introduction of User Guide** | 45 min

- Presentation of User Guide and explanation of how to use it
- Explanation of the “Who” and “Why” in the User Guide
- Tools in the Toolkit
- Cross Reference Chart
- Decision Charts
- Appendix

**Closure of the Session** | 15 min

- Closure of In-Classroom session and Introduction of Activity



## INTRODUCTION | 15 min

### Introduction of trainer and participants

*Materials Required:*

- 1 poster titled “Welcome” and the name of the trainer
  - Name tags for participants and trainer
- 

**Trainer Instructions** Welcome participants and thank them for their time.

Ask participants:

- “What is your name?”
- “Which vocation are you learning or do you teach?”
- “What is your favorite thing about your country?” (or similar “icebreaker” activity)

### Overview of the Toolkit

*Materials Required:*

- Toolkits (One per participant)
- 

**Trainer Instructions** Ask participants (ideally a participant who is using tools and toolboxes in his/her vocation):

“Is there someone who can explain what a toolbox is and what you do with a toolbox?”

Explain pointing at a Toolkit in your hand “The Market Assessment Toolkit is similar to a toolbox. It contains several tools or activities which help vocational training programs like yours to build or improve their programs. These tools are activities that you can use to build your knowledge. They can be thought of as tools for your mind. The information collected with these tools is very helpful because it shows you which vocations are needed in your country or community. It also shows if your current programs train enough people in these vocations. In the end you can use this information to improve your program.”

Ask participants:

“Why is it important to have a good vocational training program?”

Explain “Today’s training will explain and introduce the Market Assessment Toolkit, what it is, who it is for and how you can use it. After this training you will be able to understand better how to gather the information necessary to improve your vocational training programs.”

---

### Selected Questions and Possible Answers

Is there someone who can explain what a toolbox is and what you do with a toolbox?

*A toolbox contains several tools. Tools are used to build things. For example, the toolbox of a carpenter contains a saw and a hammer. With a saw you can cut wood which you need to build, for example, a table or chair.*

Why is it important to have a good vocational training program?

*Vocational training programs prepare youth to find opportunities and employment after they graduate. At the moment maybe not all of them find opportunities. If you make the programs better, more youth will find opportunities after they graduate. This will also help your country to grow.*



## Introduction of agenda, objective and “ground rules”

*Materials Required:*

- 1 poster titled “Agenda” with two bullet points “In classroom session” and “Activity”
- 1 poster titled “Objectives” with three bullet points “Introduce the Toolkit”, “Listen and learn from each other” and “Enjoy the training”
- Index cards

**Trainer Instructions** Explain “The training is divided into two sessions. You will first have an in-classroom session to introduce the Toolkit, explain why is it important, who should be using it and give an overview of the tools in the Toolkit. You will also learn about the User Guide, which provides an explanation of how to use the MAT. Then you will do an activity in which one of the tools in the Toolkit will be put into practice and applied.”

Explain the objectives of the training pointing at them on the poster on the wall. “We have three objectives in the training—to introduce the Toolkit, to listen and learn, and to enjoy the training.”

Introduce “speaking cards” – distribute index cards to the participants and tell the participants to raise the card if you are speaking too quickly or if something is not clear (this is particularly helpful if your native language or dialect is different from that of the participants and makes it easier for shy participants to feel comfortable in letting you know that you should slow down).

Ask if there are any questions.



## INTRODUCTION OF USER GUIDE | 30 min

### Presentation of User Guide and explanation of how to use it

*Materials Required:*

- User Guides

**Trainer Instructions** Give copies of the User Guide to the participants and allow about 3 minutes for participants to look through them.

Explain “The User Guide is a short version of the Toolkit. It is a summary of the main points of information that are in the long version of the book. It is a helpful introduction to the toolkit, especially for people who do not have the time to read through all of the long version or for people who need a reference about the individual parts of the Toolkit.”

Read aloud the section “What is the Toolkit?” (User Guide page 3)

### Explanation of the “Who” and “Why” in the User Guide

**Trainer Instructions** Ask participants to turn to the section “Who Should Use the Toolkit?” and ask one participant to read aloud the first bullet point (User Guide page 3).

Summarize the first bullet point and ask if the point is clear.

Ask another participant to read aloud the second bullet point, summarize it and ask if clarification is needed.

Repeat this sequence for all bullet points.

Ask participants to turn to the “Why?” section in the User Guide and ask one participant to read aloud the first bullet (User Guide page 3).

Summarize the first bullet point and ask if the point is clear.

Repeat this sequence for all bullet points.

---

**Trainer Instructions** Ask the group to read aloud the title, “The Market Assessment Toolkit.” Then ask the group a series of questions related to the Market Assessment Toolkit.

- “What is the Market Assessment Toolkit?”
- “What is a Toolkit?”
- “Who should use the Toolkit?”

---

### **Selected Questions and Possible Answers**

What is a Toolkit?

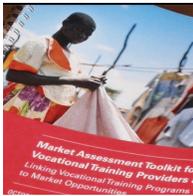
*The Toolkit is like a toolbox. Similar to a toolbox the Toolkit also has tools but they are activities to help you learn rather than tools you can touch. These activities are like tools for your brain.*

Why is the Market Assessment Toolkit important?

*The Toolkit can help vocational training providers improve the classes and training they offer to youth in their programs. It can help providers assess the market and local businesses to see what vocations are most in demand and what opportunities are available to youth after they graduate.*

Who should use the Toolkit?

*Any person who runs or works in a vocational training program in any country or context, such as international and local non-governmental organizations, civil society organizations, government agencies or youth in vocational training programs should use the Toolkit.*



### **Choosing your Tools**

---

**Trainer Instructions** Explain “The Toolkit has 10 Tools for Vocational Training Providers.”

Explain “The Toolkit includes 3 additional tools to be used by youth in your training programs.”

Ask participants to turn to the page with the overview of the 10 tools and ask participants to read aloud the titles of each tool (User Guide pages 5-6).

Read aloud the name and the description of the Market Observation Tool.

Ask the group the following questions related to the Market Observation Tool:

- “What is an observation?”
- “What is the Market Observation Tool?”
- “What can we learn from the Market Observation Tool?”
- “Why is the Market Observation Tool important for your program?”

Read aloud the name and the description of the Consumer Tool. Then ask the group:

- “What is a consumer?”
- “What is the Consumer Tool?”

Read aloud the name and the description of the Government Tool. Then ask the group:

- “What is the Government Tool?”
- “Why would we want to talk to the government?”
- “What can we learn from local officials?”
- “How can this help with vocational training programs?”

Read aloud the name and the description of the Local Business Tool. Then ask the group:

- “What is the Local Business Tool?”
- “What are some local businesses in this community?”

Read aloud the name and the description of the Youth Focus Group Tool. Then ask the group:

- “What is a focus group?”
- “What is the Youth Focus Group Tool?”
- “What could you learn from having a focus group with youth in your vocational training program?”
- “What could you learn from having a focus group with youth who are not in your vocational training program?”

Read aloud the name and the description of the National Producer and Business Associations Tool. Then ask the group:

- “What is an association?”
  - “Can you give some examples of producer associations or business associations?”
  - “What is the National Producer and Business Associations Tool?”
  - “How could this tool be helpful for your program?”
- 

### **Selected Questions and Possible Answers**

What is an observation?

*An observation is something you see.*

What is the Market Observation Tool?

*It is a tool used to guide observations of a real market in your area, so you can see who's buying what, which stalls are most popular and develop some ideas about why.*

What can we learn from the Market Observation Tool?

*Which goods and services are most in demand and which are least in demand.*

Why is the Market Observation Tool important for your program?

*If you know what goods and services are most in demand, you can adapt your vocational training program to fit these demands.*

What is a focus group?

*A focus group is a group of 3-10 people focusing on a subject and discussing their opinions in order to share information. Usually there are 1-2 people asking questions and taking notes.*

---

**Trainer Instructions** Read aloud the name and the description of the Vocational Training Program Provider Tool.

Then ask the group:

- “Who are vocational training providers?”
- “What is the Vocational Training Program Provider Tool?”

Read aloud the name and the description of the Microfinance Tool. Then ask the group:

- “What is microfinance?”
- “Are there any microfinance organizations here or nearby?”
- “What is the Microfinance Tool?”
- “Why would it be useful for your program?”

Read aloud the name and the description of the Donors and International NGOs Tool. Then ask the group:

- “What is the Donors and International NGOs Tool?”
- “Can you name some donors or international NGOs?”
- “Why would you want to talk to them?”

Read aloud the name and the description of the National and Multinational Companies Tool.  
Then ask the group:

- “Can you name some national companies?”
- “Some international companies?”
- “What is the National and Multinational Companies Tool?”

---

### **Selected Questions and Possible Answers**

Why would you want to talk to Donors and NGOs?

*Donors and NGOs do not only give money but also build hospitals and schools and may be able to employ your youth.*

Can anyone tell me what a complementary course is?

*Complementary courses are those other than the vocational training courses. Some complementary courses offered at vocational training programs are Literacy, Numeracy, Health Science, Peace Education and Human Rights.*

---

### **Tools in the Toolkit**

Ask participants to turn to the page with the overview of the 3 tools for youth (User Guide page 10).

Ask one participant to read aloud the title of each tool and then briefly explain what this particular tool is for.

Explain:

- “The Youth Self-Assessment Tool is a set of questionnaires that youth ask themselves to think about what their interests are and what vocations are most suitable for their needs.”
- “The Youth Market Assessment Tool is a set of questions that help youth observe the market and gather information about local businesses and employment opportunities.”
- “The Sector-Specific Interviews Tool is a set of questions that help youth conduct a discussion with people in a specific vocation to better understand what the requirements, expectations, challenges and benefits of a specific vocations are.”

Ask if there are any questions.



### **Cross Reference Chart**

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**Trainer Instructions** Explain “There are many tools in the Toolkit but you do not need to use them all. Determining which tools are most useful to the particular vocational training program depends on the specific situation or context.”

Ask participants to turn to the Cross Reference Chart in the Toolkit and/or in the User Guide (User Guide page 8).

Explain the structure of this chart: “The column on the left lists all 10 tools that could be used by a vocational training provider. The first row lists 5 questions that vocational training providers can ask themselves when wanting to improve their programs.

Ask participants to read aloud the first question.

Explain “Each checkmark indicates a tool that might be useful to answer this question. Not all the tools with a checkmark need to be used but that you can choose from them.”

Ask participants to read aloud the second question.

Ask participants to look at the chart and ask “Which tools are helpful if you are interested in this second question?”

Ask participants to read aloud the fifth question and ask “Which tool can you use to answer this question?”

---

### **Selected Questions and Possible Answers**

Which tools are helpful if you are interested in this (second) question?

*Market Observation, Consumer, Local Business, Associations, Youth Focus Group, VT Providers, National and Multinational Company Tools*

Which tools can you use to answer this (fifth) question?

*Microfinance Tool*

---

## **Decision Charts**

**Trainer Instructions** Explain “After you have gathered enough information from applying one or more tools, you will need to sit down and think about what this information tells you and what you can learn from it and apply to your vocational training program. In the Toolkit there is a section titled “Decision Charts” which helps you summarize your findings.”

Ask participants to turn to the section on the Decision Charts in the User Guide (page 9) or to the page in the Toolkit with the “Decision Chart: Core Skills.”

Explain the structure of this chart: “In the first column you list all the vocations that are currently offered. You also list all the vocations you are thinking about adding to your program. The first row lists criteria that help you assess whether a particular vocation should be a part of your program or not.”

Talk through one example: “If you offer pastry as a vocation then you list it in the first column. Then you ask yourself or discuss with your colleagues what the current demand for pastry makers is in your community. The answer depends on the information you have gathered from the tools. If there is a demand for pastry makers in your community check the “yes” box. Next ask yourself or the group if there will be a demand for more pastry makers in the future. Answer this question, again based on the information you have gathered from using the tools. Once you have completed this chart you can meet with your colleagues and decide which vocations should be offered for the next phase of your training program.”

---

## **Appendix**

**Trainer Instructions** Ask participants to turn to the Appendix in the User Guide.

Explain “The appendix includes a list of definitions for words that are used frequently in the User Guide and the Toolkit which are all in one place for easy reference. The User Guide includes a detailed description on how to conduct interviews and how to hold focus groups. Since these two activities are used frequently when applying the tools, it might be helpful to familiarize yourself with the content of this part of the appendix.”



## **CLOSURE OF THE SESSION** | 15 min

### **Closure of In-Classroom Session and Introduction of Activity**

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**Trainer Instructions** Thank the participants for their attention and active participation.

Explain “The next session will be an activity in which one of the tools will be put into practice and tested. Active participation is needed for the next session.”

Give participants a short break.

# Activity | Market Observation



**Total time required: ~ 1 hour, 15 minutes**

**Introduction** | 15 min

- Introduction to the Activity
- Introduction to the Market Observation Tool

**Market Observation** | 45 min

- Preparation for the market observation
- Debrief market observation

**Closure of the Session** | 15 min

- Closure of the training and discussion of next steps

## INTRODUCTION | 15 min

### Introduction to the Activity

---

**Trainer Instructions** Welcome participants to the second part of the training.

Explain “This part of the training will allow you to apply one of the tools and gather information on your specific situation. Today you will practice the Market Observation Tool in your Toolkit in order to learn how to gather information from observing, or watching, the market in your community. Conducting a market observation is a good start to understanding what goods and services are sold and bought in the community. Based on this information you will get a better understanding of what vocations are particularly important at the moment. Then you can use what you learn to improve your program. First we will all review the Market Observation Tool. Then you will split up into small groups and visit the local market. At the local market you will observe what is happening. The information you gain through observing will help you answer some of the questions in this Tool. You then will share what you have observed to the group.”

Ask if there are any questions.



### Introduction to the Market Observation Tool

*Materials Required:*

- Toolkits; or
- Printouts of Market Observation Tool Questionnaires for local supply (pages 26-27 in the Toolkit)

---

**Trainer Instructions** Ask participants to turn to the page that lists all the tools (User Guide pages 5-6).

Read aloud the description of the Market Observation Tool.

Ask:

- “Who can tell me what the Market Observation Tool is, in your own words?”
- “What is this tool for?”

Ask participants to look at the Market Observation Tool Questionnaire printouts.

Explain “Conducting a market observation involves going to local and regional markets. Local markets have a small number of neighborhood shops selling everyday needs, such as food and other household items. Regional markets are larger and sell a much wider variety of goods, including imports. Regional markets have more customers but are also more competitive in terms of quality and price.”

Ask:

- “Where is your local market?”
- “Is there a regional market in your town? Or one nearby?”

Ask the group “Does everyone see Question 1?”, pointing to either the printout or page 26 in the Toolkit.

Give the group 2 minutes to silently read the questions to be asked at the local market (pages 26-27).

Ask someone to read aloud the questions (if there are some participants with low literacy skills).

Ask:

- “Are there any questions?”



## MARKET OBSERVATION | 45 min

### Preparation of Market Observation

*Materials Required:*

- *Market Observation Tool questionnaires for Local Supply*

---

**Trainer Instructions** Explain “In a few minutes you will go to the market to apply what you have just learned. You are only going to ask three questions today in the practice market observation. We will ask questions 1, 2, and 5. You might want to circle those questions on your paper so you remember which questions you are asking and answering.

Ask the group “What is the first question you are going to ask when you get to the market?”

Ask a participant to read Question 1 aloud and ask the group “Can anyone tell me what is a vendor?”

Read Question 1 again and ask “If you were to guess, which 5 items do you think have the most vendors in your market?”

Ask a participant to read Question 2 aloud and then ask “Which items would you guess have the least vendors in your market?”

Summarize “So, you will first look for which items have the MOST vendors and then look for which items have the LEAST vendors.”

Ask a participant to read Question 5.

Ask if there are questions.

Separate the participants into groups of 3-4 people. It may be best to mix up staff members and students, so that each group has at least one staff member and at least one student. One way to help you as the trainer to keep track of the groups and encourage the groups to have fun and laugh is to have each group pick a team name. For example, you can ask each group to pick the name of an animal to represent their team.

Explain “Now you will go to the market to find the answers for these 3 questions. If you want to take notes, bring your pen and paper. I will come too and you can feel free to ask me questions. We will stay for 15 minutes, so please come back to the group at \_\_\_\_ (time).”

Ask the groups to go with you to the market to conduct the market observation.

---

### Selected Questions and Possible Answers

Can anyone tell me what is a vendor?

*A person selling products.*

## Debrief market observation

---

**Trainer Instructions** Give individual groups 5 minutes to make short notes on their observations and answers to the questions.

Ask: “How did it go?”

Ask the groups to share their answers to questions 1, 2 and 5.

Explain “Let’s figure out how to use the information you learned at the market. Look at your questionnaire again. Can someone read reflection box 1?”

Ask: “In your observation of the local market what items are the most popular at the market? Why?”

Ask another participant to read aloud reflection box 2.

Ask: “What items are least popular at the market? Why?”

Summarize “There are some other questions you might want to think about the next time you are in the market. These include: What items are made in your country? In your community?

Outside your country? Why? What items are sold by women? Which items are sold by men? Which items are sold by both men and women? Could women be successful at selling items that are mostly sold by men? Could men be successful at selling items that are mostly sold by women?”



**CLOSURE OF THE SESSION** | 15 min

**Closure of the training and discussion of next steps**

---

**Trainer Instructions** Ask each participant, going around the room one-by-one, “When you go home today and one of your family members asks you what you learned today, what will you say?”

Ask the group: “Based on today, what should be the next steps in the process?”

Thank the participants for their attention and active participation.

# Activity

## Sector-Specific Interviews



**Total time required: ~ 1 hour, 15 minutes**

**Introduction** | 15 min

- Introduction to the activity
- Introduction to sector-specific interviews
- Reminder of how to conduct an interview

**Interview role play** | 45 min

- Preparation for the role play
- Conduct interview
- Debrief

**Closure of the Session** | 15 min

- Closure of the training and discussion of the next steps



## INTRODUCTION | 15 min

### Introduction to the activity

---

**Trainer Instructions** Welcome participants to the second part of the training.

Explain “This part of the training will allow you to apply one of the Tools. Today you will practice the Sector-Specific Interview Tool in order to get a better understanding of the requirements, expectations, challenges and benefits of a specific sector or vocation. You can use the information gained in the interview to improve your vocational training program and also to provide your youths with additional information when choosing which vocation to learn. You will practice this module by conducting role plays. For this you will break up into pairs. Some of you will be asking the questions while others will answer them. You then will come back together as a group and share what you have learned.”

Ask if there are any questions.

### Introduction to sector-specific interviews

---

**Trainer Instructions** Ask the participants to turn to Section 3 on Tools for Youth (User Guide page 10).

Read aloud the name and description of the Sector-Specific Interview Tool.

Ask the group:

- “Can anyone tell me what sector means?”
- “Who can explain what an interview is?”
- “What is the difference between interviewer and interviewee?”

Explain to the participants that there are three parts to an interview: first, introduce yourself and explain why you are interviewing the interviewee; second, ask questions and take notes; and third, remember to thank the interviewee.

---

#### Selected Questions and Possible Answers

Can anyone tell me what sector means?

*Sector means a distinct section of business such as the construction sector, agriculture sector.*

Who can explain what an interview is?

*An interview is a conversation with someone to learn information from them.*

What is the difference between interviewer and interviewee?

*In an interview the interviewer prepares questions and asks them of the interviewee. An interviewer wants to find out information from the interviewee.*



## INTERVIEW ROLE PLAY | 45 min

### Preparation of the role play

*Materials Required:*

- Role cards for interviews
- Questionnaires

---

**Trainer Instructions** Split participants into two groups. One group will role play as interviewers. One group will role play as interviewees. If the group combines staff and students, it is recommended that students interview the staff members.

Stay with the group who will be the interviewees. Another trainer or colleague will join the group who will be interviewers. (If there is not another trainer, spend time with each group.)

Review the questions listed in the questionnaire of the Tool and clarify with each group.

Give role cards to the group that will role play as interviewees (usually this is the group of staff members).

Ask them to read their roles.

Ask them if anyone has questions.

Pair each interviewer with an interviewee.

### Conduct interview

---

**Trainer Instructions** Ask participants to start the interviews. Allow them 10-15 min to conduct interviews.

Announce when 2 minutes are left for the interviews.

Ask the interviewer to finish up the discussion and thank the interviewee.

Ask participants to reunite as a whole group.

### Debrief

---

**Trainer Instructions** Ask three questions:

- “What did you learn?”
- “How can you apply this?/Who might interview you in your community?”
- “How can this activity be helpful?”



## **CLOSURE OF THE SESSION** | 15 min

### **Closure of the training and discussion of the next steps**

---

**Trainer Instructions** Ask each participant going around the room, one-by-one, “When you go home today and one of your family members asks what you learned today, what will you say?”

Ask the group “Based on today, what should be the next step in the process?”

Thank the participants for their attention and active participation.



# Clothing Shop

- Your store opened 6 years ago
  - The store has some customers but not very many
  - Only men work here. There are other clothing stores in the area that may be taking some of your business
  - You don't trust the students and you wonder why they want to interview you. You are not hiring anyone right now and you hope the student isn't looking for a job.
- 

# Juice Manufacturing Company

- Your company opened 1 year ago
- You have 50 employees
- The business is very successful so far
- You are very busy and are annoyed that students are interviewing you
- No children are allowed on-site at the company.

# Restaurant Manager

- It is a popular restaurant
  - You have 3 waiters, and 2 cooks, all men
  - The restaurant is family owned
  - You are very friendly
- 

# Motorbike Repair Shop

- Your company opened 2 years ago
- You have 3 employees
- You are very busy at work
- You want to help students but don't have very much time

# Carpentry Shop

- It is a family-run business and has been open for many years
  - You learned the trade from your parents
  - Recently there haven't been very many customers
  - You are happy to talk to students, but you hope they won't ask you too many questions. You get annoyed if they ask a lot of questions.
- 

# Photo Store

- The store opened 2 years ago
- It is the only photo store in your community
- The business is very popular and you have a lot of customers.
- There are 2 employees in addition to you.
- You are happy to talk to students and very welcoming.



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