

MANUAL FOR CONDUCTING **MARKET ASSESSMENTS**

SOUTH SUDAN



FORCIER CONSULTING
South Sudan's Research Firm

Prepared for the MDGF Achievement Fund UN Joint Programme on Youth Employment
& the International Labour Organization

Forcier Consulting
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This Guide to Market Assessments in South Sudan was developed through the experience of implementing the ILO TREE Market Assessment survey instruments in twenty-four locations throughout South Sudan. These assessments were supported by several development partners including the UN Joint Programme on Youth Employment, UNDP, UNHCR, IOM, Plan International, Canadian Red Cross, UNIDO and Save the Children. The ILO generously covered the costs of developing this manual in its current form. Several members of Forcier Consulting contributed to the drafting of this manual, including Amy Hall, Evan Callis, and Conrad Whitaker. Forcier Consulting also acknowledges the significant contributions to the content of this manual offered by Graham Boyd of the International Labour Organization. Graphic design services were provided by Emilee Beeson.

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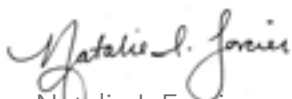
PREFACE

Young people are the building blocks of a country's economy and the most essential human resource. In South Sudan, young people are not only the country's most important capital, but also constitute one of the largest segments of the population with one-third of the country falling between the ages of 15-29.¹ With the right investments, this youth bulge will represent a demographic opportunity that will positively shape the country's future. However, the large size of this cohort places enormous pressures on social services and the labor market and creates a major challenge for development planning. Failures in these institutions could result in the social and economic marginalization of a large proportion of youth that will be unable to compete in an increasingly globalized economy.

In response to this need, development agencies have implemented millions of dollars worth of programming to equip young people with the skills and means necessary to obtain employment and start their own businesses. However, more often than not, programmes are faced with difficulty ensuring their graduates successfully transition from the training programme into income-generating opportunities. The result is devastating – youth who have participated in skill building programming and still unable to find employment or become self-sufficient find themselves even more discouraged than at the onset.

South Sudan presents a set of unique logistical challenges, and more often than not, organizations do not have the luxuries of time and funding for in-depth market feasibility studies. Nevertheless, there is a clear need for a rapid and affordable evidence base in order to ensure that programmes are relevant, effective and sustainable without inadvertently causing market distortion or rural-to-urban migration.

This manual draws from the ILO Training for Rural Economic Empowerment Guide and Forcier Consulting's experience conducting market research and studies for the young people of South Sudan since 2010. As a "practical guide," our aim is to equip development partners with a realistic, feasible and contextually appropriate rapid methodology for obtaining basic information on the markets in which they offer vocational, livelihoods and skills trainings. Furthermore, our humble aspiration is that availability evidence-based and effective training, will encourage more organizations and policy makers to make a strong commitment to the positive engagement of young people in the world's youngest nation, thus transforming what could otherwise be considered as a demographic burden into a development opportunity.



Natalie I. Forcier
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¹ National Bureau of Statistics – South Sudan. Statistical Yearbook – 2011.

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ACRONYMS

CDS	Consumer Demand Survey
DC	Data Collector
FDG	Focus Group Discussion
ILO	International Labour Organization
MOS	Market Opportunity Survey
NBS	National Bureau of Statistics
NGO	Non-Government Organization
TREE	Training for Rural Economic Empowerment
YSS	Youth Skills Survey

MARKET TERMS

Rolex (rolexes): Fried eggs often with some tomato, onion, and salt, rolled in a chappati (typically consumed for breakfast). Originally from “rolled eggs.”

Mandazi: Often fist-sized, a cake made from fried dough.

Hiace: Also known as a matatu, is a minibus used for public transport. It averages 12 seats.

Rosa: Larger than hiaces or matatus, they are also used for public transport but tend to travel farther. Average seating of 24.

Boda boda: A motorcycle, most often used as taxis.

Rickshaw: A three-wheeled motorcycle, with a covered bench in the back. Often known as tuk-tuks. Used as taxis.

Dobbi: Laundry. Signs with “Dobbi” written on them provide laundry services.

01/ HOW TO USE THIS MANUAL

What is a market assessment?

A market assessment is a rapid snapshot of what goods and services are available and an idea of how satisfied consumers are with the goods and services offered in a local market. A market assessment also identifies goods that are in demand from customers but not being provided by existing businesses. It is not meant to be a labour market study or an in-depth study on market dynamics or prices. Rather, the market assessment identifies key areas where there is demand for specific goods or services as well as areas where there is limited or no demand.

Who should use this manual?

This manual is for National and State Ministries, development partners, NGOs, and community based organizations who wish to offer relevant vocational and livelihoods training that are tailored to their local labour market and marketplaces. Training in skills that are market-relevant are imperative to ensuring that graduates are able to find work or start their own businesses upon completion of the programming. Without valuable information on which skills are appropriate for local markets, vocational and livelihoods programmes run the risk of promoting rural to urban migration in search of employment and set graduates up to fail. Market assessments help organizations offer training programmes with that will help youth, returnees or women successfully complete the school-to-work transition.

When do I use this manual?

This manual serves as a practical guide to help you design and guide vocational and livelihoods training programmes. It should be used prior to the start of programming or during the programme design phase.

What if I need more in-depth market information?

If more in-depth information is needed about the labour market, market product availability, consumer usage & attitudes, product price fluctuations or market access and supply chain issues, a more specialized study will be required. Some of this information, specifically information on the consumer price index, is available on the website of the National Bureau of Statistics (www.nbs.org). In other cases, a larger more tailored study may need to be commissioned.



Blacksmith selling small knives in Lainya, Central Equatoria State. Photo by Nicole Javalý.

In July 9, 2011, South Sudan became the world's newest country after decades of multiple civil wars that resulted in South Sudan seceding from Sudan. The prolonged years of conflict exerted a huge toll on the infrastructure and human capital of the new state, not least upon educational institutions, with statistics indicating that approximately three-quarters of adults were left illiterate at the end of the conflict.²

In 2009, primary school enrolment stood at 48 percent, and on average, less than 20 percent of this number would continue to complete all eight years of schooling.³ The country's labour force is thus characterised by extremely low levels of human capital; 94 percent of young people enter the labour market with no qualifications at all.⁴ This gap in formal education has been further exacerbated by the lack of functioning vocational education and training institutions. These institutions were not widespread even prior to the conflict due to institutionalized neglect from the previous powers, as well as central and regional authorities. Many of the centres that did exist were further damaged or abandoned during the years of war. As a result, the recent Youth Labour Market in South Sudan report⁵ estimates that three out of five youth have entered the labour market by age 10, primarily in unpaid family work in the agriculture and livestock sectors and with an urgent need for second chances in learning opportunities for acquiring job relevant skills.

As a result of these conditions, rural-urban migration in South Sudan has become a common phenomenon, with widespread movement to urban centres on the rise. This is especially true among young, trained and or educated individuals in search of employment, as many youth feel it necessary to migrate to urban centres in order to earn a living from any newly acquired skills.⁶

KEY FACTS

The country is primarily rural with approximately

80%

OF INDIVIDUALS LIVING IN NON-URBAN SETTINGS

Approximately

78%

OF HOUSEHOLDS DEPEND ON CROP FARMING OR ANIMAL HUSBANDRY as their primary source of livelihood.

ONLY 27%

OF THOSE 15 YEARS AND OLDER ARE LITERATE (40% for males and 16% for females)

ONLY 37%

OF THE POPULATION OLDER THAN SIX YEARS OF AGE HAS EVER ATTENDED SCHOOL.

ONLY 55%

OF THE POPULATION HAS ACCESS TO IMPROVED SOURCES OF DRINKING WATER

With

39%

TAKING MORE THAN 30 MINUTES TO REACH ANY SOURCE OF WATER.

Source: Statistical Yearbook for South Sudan, 2011. National Bureau of Statistics.

² Statistical Yearbook of Southern Sudan 2010, Southern Sudan Centre for Census, Statistics and Evaluation, p. 23

³ Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan, Women's Refugee Commission, September 2010

⁴ The Youth Labor Market in South Sudan prepared by the Understanding Children's Work (UCW) Project, December 2011

⁵ Prepared by the Understanding Children's Work (UCW) Project. Do we have more info here? A website?

⁶ Will add citation here to comparative report.

The purpose of this guide is to equip UN, NGOs and the development community with the necessary technique to determine the most relevant skills and trades for vocational and livelihoods programming in their respective areas of focus. This will allow for programming to be better tailored to improving livelihoods in the local economy, thereby contributing to rural markets, rather than channelling youth to seeking employment opportunities in urban centres. Market assessments can deliver useful insights into the strengths and weaknesses of a market in a given location. Furthermore, they can be used to identify ways in which income-generation activities can be introduced or strengthened by highlighting existing goods and service gaps and exposing areas which could benefit from investment and support, thereby contributing to John Garang's desire to *"take the towns to people in the countryside rather than people to the towns"*.

Market assessments should incorporate both quantitative and qualitative data and the magnitude of the sample should be calculated relative to the size of the local population. Efforts should be taken to ensure that the sample size is as representative of the target population as possible by employing random sampling techniques to reduce enumerator bias as far as possible.

ILO TREE METHODOLOGY⁷

The methodology underpinning market assessments is based upon the Training for Rural Economic Empowerment (TREE) methodology. TREE was developed by the Skills and Employability Department of the International Labour Organization (ILO) to promote economic empowerment of the rural poor, encouraging local development through skills transfer and the introduction of sustainable economic activity. In addition, the market assessment methodology has also benefited from the Women's Commission for Refugee Women and Children's Market Assessment Toolkit for Vocational Training Providers and Youth⁸, which were field-tested in Northern Uganda.

TREE recognizes the role of skills in generating new economic opportunities, placing focus on training at its core and recognizing the importance of combining instruction with post-training support such as business development and micro-finance services. The TREE methodology emphasizes identification of potential income generating opportunities first, **before** designing corresponding training programs. It is particularly appropriate in teaching skills for income-generation activities that result in a rapid return for beneficiaries.

According to the TREE methodology, Market Opportunity Surveys (MOS) are concerned primarily with the evaluation of current opportunities and constraints faced by market vendors and producers. This analysis is then used to identify trades, products and services currently found lacking and deemed to have the potential to generate income, which can in turn be compared against existing skills to determine training needs.

⁷ Rural Skills Training: A Generic Manual on Training for Rural Economic Empowerment (TREE), International Labour Office – Geneva: ILO 2009

⁸ Market Assessment Toolkit for Vocational Training Providers and Youth – Linking Vocational Training Programs to Market Opportunities, Women's Commission for Refugee Women and Children, October 2008

DATA COLLECTION TECHNOLOGIES

For recording data and analyzing, smartphone and data collection technologies can provide numerous advantages. A popular and useful program for recording and administering quantitative surveys is EpiSurveyor (now remodeled as “Magpi”) that runs on Android operated smartphones.⁹ Developed in coordination with various health-related NGOs, Magpi is a program that facilitates and standardizes data collection and analysis.

Functionally, Magpi facilitates faster, more accurate research: data collectors enter respondents’ answers directly into the phones, which automatically record the date, time, and GPS coordinates of the survey. This data is then sent to a central server, enabling staff to coordinate and refine data collection (and address any unforeseen problems) earlier in the research process. Skip patterns and numerical logic are also programmed into the survey, to ensure that each respondent only answers relevant questions. Data collectors are also able to administer surveys quickly, as multiple-choice responses can be simply clicked and recorded, and paper surveys do not need to be carried around, filled out by hand by the data collector, and then submitted for data entry.

From the Magpi program, data can be transferred into Excel and then imported to STATA 9 or IBM-SPSS for analysis.

For enhanced Focus Group Discussion and qualitative data analysis, ATLAS.ti or Nvivo software packages may be used.¹⁰



Market in Rupkona, Unity State. Photo by Nadia Kevlin.

⁹ More information is available at www.magpi.org.

¹⁰ Information on these software are available at <http://www.atlasti.com/index.html> and http://www.qsrinternational.com/products_nvivo.aspx.

03/ COMPONENTS OF THE SURVEY

The market assessment is comprised of three interlinked components: a Consumer Demand Survey (CDS), a Market Opportunity Survey (MOS) and an optional Youth Skills Survey (YSS).

Consumer Demand Survey (CDS)

The CDS is designed to determine the level of availability and satisfaction with goods and services currently in the market. The aim is to identify areas in the market for which there is an unfulfilled demand or that would be likely to improve with support or training. Data collectors (DCs) should target random consumers in the market, preferably incorporating a spread across age groups and between genders. For the average market assessment, approximately 60 quantitative observations should be recorded in this category.¹¹

It is important to supplement quantitative consumer demand surveys with qualitative interviews in order to assess the purchasing power of the population. This is an essential component for determining potential opportunities for the expansion of trade and production. For example, it would be unrewarding to explore training in welding to produce metal furniture if the local population does not possess the means to purchase the finished products. These questions should therefore be posed to a range of different segments of the population – community leaders, consumers, officials, and market traders and vendors in order to gauge to what extent the population is engaged with the market and have cash to utilize on such expenditures or are living by subsistence and barter and have limited and or periodic access to cash. It is recommended that focus group discussions (FGDs) be utilized for these purposes in order to capture a range of opinions, as purchasing power may vary across different groups in a locality.

Market Opportunity Survey (MOS)

The MOS is designed to understand the reasons behind shortfalls and dissatisfaction of consumers according business owners and service providers. It also serves to evaluate whether business development services or training would serve to improve these areas for income-generation.

Data collectors should target vendors and producers working in the market utilizing systematic random sampling, with the team leader adjusting the method as necessary to ensure data is collected from a wide variety of shops. The size of the market will determine the interval utilized for selecting the market stall or producer. For the average market assessment, approximately 30 observations should be recorded in this category. The approximate number of market stalls should be divided by the desired number of observations (in this case it will always be approximately 30 observations) to calculate the interval:

¹¹ The suggested quota stated here does not allow for data to be statistically representative. It is important to remember that these market assessments are a rapid “snapshot” of the environment to identify priority needs, not an in-depth labor demand study.

TABLE I: SAMPLING INTERVALS IN THE MARKET FOR 30 OBSERVATIONS

Number of market Stalls	Interval
30	1
60	2
90	3
120	4
150	5
180	6

Therefore, if the estimated number of stalls in the market is 60, every second stall should be visited. If the estimated number of stalls in the market is 90, then every third stall should be surveyed.

This quantitative data should be supplemented with 10 to 15 qualitative surveys with market vendors and producers – male and female, utilizing semi-structured interviews to extract a more detailed assessment of the market’s challenges and successes thereby allowing the interviewer to expand upon issues of interest. The interviewer should also seek to have a balanced set of interviews from both vendors and producers across a broad range of market activities as a means of ensuring a representative sample. This should be done by targeting at least two of every type of stall or producer highlighted for study.

Youth Skills Survey (YSS)

Once the gaps in the market and levels of dissatisfaction with vendors and producers has been identified, it is important to ascertain whether consumers would be receptive to any specific interventions for training or support. In order to achieve this, the YSS assesses the current level of skills in the local population, as well as the interest and desire among young men and women for training and support. For the average YSS market assessment, approximately 30 observations should be recorded in this category, depending on the desired level of accuracy.

04/ REGIONAL VARIATIONS

It is worth noting that regional variations do exist within South Sudan. These could exist in part due to cultural norms and sensitivities, main supply routes, or traditionally pastoral or agrarian livelihoods. These are likely to impact not only on the likely responses from interviewees but also the appropriateness market interventions and trainings.

Regional differences can be determined in discussion with local organizations prior to data collection and further enhanced through discussion with data collectors and community members before starting the survey. Some examples of cultural variations determined through prior experience are detailed in the following tables.

TABLE II: REGIONAL VARIATIONS

Region	Variation
Southern States: Central & Eastern Equatoria	<p>Goods sold in the southern states are far more likely to have been sourced directly from Uganda and or Kenya than from Juba due to the proximity of these trade routes. As such, higher levels of fluency in English are likely to be encountered due to increased exposure to the language and the higher likelihood of traders and consumers alike having received an education in Kenya or Uganda. A greater variety of goods can also be expected as a result, although the dollar crisis currently affecting the country places increasing pressures on the cross-border traders.</p> <p>This proximity to other East African countries has also exerted an influence on diet, with meals based around chapatti and ugali appearing in greater frequency, foodstuffs all but unknown in the northern states of South Sudan. It should therefore be considered that although sorghum and maize still form the basic staple for the majority of communities, higher exposure to outside influences have also made communities more open to variation in their diets.</p>
Northern States: Bahr el Ghazal, Warrap, Unity, Upper Nile	<p>The main trade routes for the northern states historically lead to Khartoum and the north. However, due to the closure of the border in May 2011 between South Sudan and Sudan, this supply route has essentially ceased operate apart from illegal smuggling. Due to the distance these States are from East African supply sources in Juba and the country's poor road infrastructure, transporting of goods has become a lengthy and costly, leading to high levels of marketplace dissatisfaction due to expense and supply shortages.</p>

TABLE II: REGIONAL VARIATIONS, CON'T

<p>(cont') Northern States: Bahr el Ghazal, Warrap, Unity, Upper Nile</p>	<p>Diet in these regions tends to centre on more traditional foodstuffs such as meat, fish, rice, groundnuts and sorghum. As such, the introduction of new foodstuffs may be met with a certain resistance, despite the existence of perceived opportunities. For example, although the flour for making chapattis and the eggs for rolex may be available, the likelihood of a successful introduction of these foods into the diets of communities remains low. This should be taken into consideration when generating suggestions for business opportunities.</p>
<p>Eastern States: Upper Nile and Jonglei</p>	<p>Eastern areas of Upper Nile and Jonglei maintain strong links with Ethiopia. Many of the restaurant owners and traders are Ethiopian in origin and Ethiopia is the location where the vast majority of goods are sourced. This should be taken into consideration when suggesting the introduction of new business opportunities, and the availability of goods in this part of the country.</p> <p>The high number of workers from Ethiopia should also be born in mind when considering interventions, which may affect the cooperation between the two groups.</p>
<p>Areas with high degrees of insecurity</p>	<p>In areas where insecurity has played a major role, the attitude of the respondents may differ from areas that have enjoyed more prolonged periods of peace. In some states, such as Jonglei, intra-communal prejudices may run high and incidences of violence are common. This situation is likely to exert a large bearing on the safe movement of goods along roads, thus posing problems for sourcing products as well creating an alternate mind-set for the traders, who may be less likely to invest in bulk purchases for fear of disruption to their business.</p>
<p>Juba</p>	<p>Juba remains the most well-connected of locations in South Sudan and its inhabitants enjoy the largest amounts of disposable income. As such, issues of lack of supply and expense are unlikely to play large roles in customer dissatisfaction. Instead, issues of quality are likely to feature much more highly, as confident, urbanised consumers seek to exert higher demands for their money.</p>
<p>Predominantly Muslim regions</p>	<p>In some areas, cultural and religious sensibilities may also play a large role in the acceptability of certain types of businesses. For example, in predominantly Muslim regions, it may not be appropriate for alcohol or pig meat to be produced or sold, as its consumption is considered forbidden.</p>
<p>Border regions with Sudan</p>	<p>Areas with high numbers of Arab traders may suffer from mistrust among the general population due to ethnic prejudices harboured from the war. This will affect the way that residents view trade in general and may hinder cooperation in the market place. This situation may also result in censored</p>

TABLE III: REGIONAL VARIATIONS, CON'T

<p>Border regions with Sudan (cont')</p>	<p>or guarded responses from Arab traders themselves, who may be reluctant to admit to success for fear of further jealousy and prejudice, creating an increased necessity for discretion and privacy during the interview process.</p>
<p>Agricultural areas/ Areas bordering on major rivers</p>	<p>The physical environment in which the market assessment is conducted will also play an important role in the responses received from interviewees. In areas where agriculture or livestock plays a major role in traditional lifestyles, a high dependence on the sale of crops, seeds and tools can be expected, whereas a market situated in a major riverside town will be of an entirely different order, with fish, boats and nets serving as major income-generators. This will of course exert a large impact on the type of livelihood recommendations that will be appropriate for each type of community, with fishing interventions likely to be far less relevant in hilly farmland in Eastern Equatoria, for example, than riverside communities in Upper Nile.</p>

Once regional variations have been established, it is important that survey tools be adapted to suit the environment in which the survey is being conducted. This involves tailoring the survey questions so that they are appropriate to each region based upon the recommendations suggested here, as well as incorporating additional local advice. It is also important to revisit these regional considerations when compiling the final report as they act as useful supplementary guidelines for recommendations.



ATTRIBUTES

One of the most crucial factors to successful data collection lies in the selection of the data collection team, as it will be the capacity and commitment of these individuals who may determine the ultimate success of the market assessment. The following table describes the range of criteria and characteristics that should be used during the selection process.

TABLE IV: SKILLS AND ATTRIBUTES DESIRABLE IN DATA COLLECTION PERSONNEL

Attribute/Skill	
Strong English Language Abilities	In English pattern states, these skills are commonly found among teachers or local government workers. Those with secondary school certificates are also likely candidates to have obtained an appropriate level of English.
The ability to speak fluent English is essential, as the questionnaires will be presented in English but conducted in the local dialect. The data collector must therefore possess the capacity to quickly and accurately translate between the two languages, both in the question delivery and, in reverse, to accurately record the given response.	
Technical abilities	A familiarity with survey work is beneficial for an enhanced initial capacity
If surveys are conducted using Smartphone technology, prior exposure to similar communications is not essential, but will greatly ease the training process and reduce difficulties in the field posed by unfamiliar electronic devices. Experience dictates that enumerators aged thirty years or under are usually more familiar with this type of technology. If surveys are conducted manually, familiarity with keeping accurate paper records will largely reduce the possibility of information lost through inaccurate data input.	
Positive Attitude	Perhaps the most important criteria of all is commitment to survey work
The exigencies of data collection cannot be underestimated, as the team will be expected to spend a full day on their feet interviewing respondents. This can be physically demanding in the South Sudanese climate and has the potential to undermine any other positive attributes of the data collector.	

Although it is unlikely that all candidates will meet the application criteria, lacking attributes can be overcome through data collection training prior to undertaking any survey work. This will raise the capacity of the data collection team. It is also useful to make use of the experience of other organizations that have conducted surveys or hired local staff in the area. A useful starting point is to contact the state office of the National Bureau of Statistics (NBS) and seek guidance from them about the most appropriate way to go about undertaking any survey work.

GENDER

Across all the diverse communities of South Sudan, strong gender roles continue to be the norm, although the exact nature and extent of the female role does present considerable variation. It is often very difficult, if not impossible, particularly in rural locations to find educated females who can converse in either English or Arabic. Depending on the survey's timeframe and budget, options exist:

- If the budget is sufficient, it may be possible to explore the possibility of employing a local female before the start of the survey interview period. If not it may be possible to hire women from an urban area (e.g. Juba, Wau, Malakal, etc) who speak the local language and are willing to travel to the survey area to undertake the data gathering work.
- If the above is not possible, a second possibility is to explore whether a capable data collector might be able to translate the original questionnaire into the local language and then to train local women to use this version of the survey.
- If no other option can be found, male data collectors will need to be used. As market surveys do not ask overtly personal questions, they are unlikely to be as culturally sensitive as surveys asking about health issues, etc. It is still crucial, however, to emphasize to data collectors that women must be put at their ease as far as possible, and that the women are free to choose not to answer a particular question should they feel uncomfortable in doing so.

DATA COLLECTOR TRAINING PROGRAMME

Training will prove to be one of the most significant stages of data collection, as the quality of the raw data will determine the quality of the subsequent report. It also follows that if problems can be detected in the training phase of the survey, fewer will be encountered in the crucial data collection phase.

The low levels of education prevailing among the general population pose the primary challenge faced during the training of data collectors in South Sudan. This unavoidably means that the levels of English in more remote areas are often such that even the best candidates for the job will fall short of the required standards. Therefore, extra care must be taken throughout the data training process to ensure that the data collectors understand their task and the subtleties involved in administering individual survey questions.

TABLE V: SUGGESTED TRAINING TIMETABLE USING SMARTPHONE TECHNOLOGY

Day One			
Time	Objective	Phase	
9:00	Sign Data Collector Contracts [Refer to Note 1]	Review content of data collector contracts as a group, ensure comprehension	Introduction
		Signing of individual contracts	
10:00	Developing Team Attitude [Refer to Note 2]	Paired introductions	
		Icebreaker games	
11:00	Introduction to the Survey [Refer to Note 3]	Introduce the three survey instruments: Consumer Demand (CDS); Market Opportunities (MOS); and Youth Skills (YSS)	
		Discuss roles and target interviewees for each survey	
11:30	Introduce Sampling Strategy	Explain the theory of randomized sampling	
		Explain the practical implications of randomized sampling, e.g. asking every third person, etc.	
		Discuss quotas for each survey and the importance of meeting them	
12:00	Review/Develop Consensus Translation of MOS [Refer to Note 4]	Review questionnaires question by question on paper	Market Opportunity
		After each question develop an agreed translation	
		Discuss any problems encountered Ensure all data collectors are comfortable with the questionnaires Discuss purpose of and use of each survey; to whom they should be implemented, selection of respondents, etc	

1:00	Lunch		Market Opportunity
2:00	Troubleshoot Implementation of Survey [Refer to Note 5]	Completion of the surveys by data collectors among themselves	
		Regroup and review survey answers, discuss potential problems	
		Review use of survey in practical terms; when to administer and to whom, etc.	
3:00	Review and "Test" Comfort with and Effectiveness of Survey [Refer to Note 6]	Data collectors practice administering the survey to one random participant	
		Regroup, review experiences with survey, discuss and clarify problems	
		Implement any necessary adjustments	
4:30	Adjustments	Repeat the process as required, ensure all problems are addressed and data collectors are comfortable with the content of the survey	
Day Two			
9:00	Review/Develop Consensus Translation of CDS	Review the content question by question on paper	Consumer Demand
		After each question develop an agreed translation	
		Discuss any problems encountered Ensure all data collectors are comfortable with the questionnaires Discuss the purpose of and use of the survey; to whom they should be implemented, selection of participants, etc.	

10:00	Troubleshoot implementation of survey	Completion of surveys by data collectors among themselves	
		Regroup and review the survey answers, discuss potential problems	
		Review use of the survey in practical terms; when to administer and to whom, etc.	
11:00	Review and "Test" Comfort with and Effectiveness of survey	Data collectors practice administering the survey to one random participant	
		Regroup, review experiences with survey, discuss and clarify problems. Implement any necessary adjustments	
12:30	Adjustments	Repeat process as required, ensure all problems are addressed and data collectors are comfortable with the content of the survey	
1:00	Lunch		
2:00	Review/Develop Consensus Translation of Youth Survey	Review the questionnaire question by question on paper	Youth Survey
		After each question develop an agreed translation	
		Discuss any problems encountered Ensure all data collectors are comfortable with the questionnaire Discuss the purpose and use of the survey; to whom they should be implemented, selection of participants, etc.	
3:00	Troubleshoot Implementation of Survey	Completion of the surveys by data collectors amongst themselves	
		Regroup and review survey answers, discuss potential problems	
		Review the use of survey in practical terms; when to administer and to whom, etc.	
4:00	Review and "Test" Comfort with and Effectiveness of Survey	Data collectors practice administering the survey to one random participant	
		Regroup, review experiences with the survey, discuss and clarify problems	
		Implement any necessary adjustments	
5:00	Adjustments	Repeat the process as required, ensure all problems are addressed and data collectors are comfortable with the content of the survey	

Day Three				
9:00	Introduce Phones [Refer to Note 7]	Review Phone Contract	Smart Phones	
		Introduce basic use of phones		
10:00	Practice 1st Survey on Phones [Refer to Note 8]	Practice 1st survey led by head trainer using smartphones		
		Review results; discuss problems/questions/concerns		
		Ensure that data collectors feel comfortable enough with the survey to be able to meet the quotas		
11:00	Practice 2nd Survey on Phones [Refer to Note 9]	Data collectors practice 2nd survey among each other using Smartphones		Smart Phones
		Review results; discuss problems/questions/concerns		
		Ensure that data collectors feel comfortable enough with this survey to be able to meet the quotas		
12:00	Practice 3rd Survey on Phones [Refer to Note 10]	Data collectors practice 3rd survey on random member of the public using Smartphones		
		Review results; discuss problems/questions/concerns		
		Ensure that data collectors feel comfortable enough with this survey to be able to meet the quotas		
1:00	Lunch			
2:00	Trial Run of Surveys [Refer to Note 11]	Data collectors to administer all three surveys as though collecting live data		
3:00	Review & Consolidation [Refer to Note 12]	Regroup and review data collected		
		Final questions/issues addressed and resolved		

NOTES ON DATA COLLECTOR TRAINING PROGRAMME

[Note 1] This is particularly important for confirming that conditions of work and remuneration are understood and that expectations are aligned between both parties, thus reducing the possibility of conflict later in the work schedule.

[Note 2] This portion may be skipped if the group members are already acquainted, for example if the data collectors are all sourced from the same school or are employed by the same non-governmental organization (NGO).

[Note 3] The fundamental concepts of a survey may be unknown to some participants and it cannot be taken as assumed knowledge.

[Note 4] In terms of market assessments, the majority of words used in the survey questionnaires should be simple to understand, but some, such as the distinction between 'piece rate' and 'wage', may need more detailed explanation. Data collectors may indicate comprehension when in reality they do not understand, or similarly may believe they have understood but carry forward into the survey a misconception. It is therefore crucial that more comprehensive training is administered than merely reading through the questionnaire and asking whether there is anything people do not understand. Given that the trainer is unlikely to be able to speak the local language fluently, one of the most effective ways of ensuring every question is understood is through consensus translation. The trainer should sit with the data collectors in a circle, each with a printed copy of the questionnaire. Each question should be read aloud and verbally explained in English. After this a data collector should be asked to translate it into the local language. The other data collectors should then be consulted as to whether this was done correctly, and in the case of disagreement in the group a discussion should follow on what is the correct terminology. In cases of continued confusion, translation into a third mutual language, such as Juba Arabic, is useful.

[Note 5] It is useful at this particular point for data collectors to split into pairs and administer the surveys to each other in the language in which they will ultimately use. This once again permits any difficulties with the survey content to be highlighted and resolved in a controlled environment. It also allows for practicing important secondary components, such as introducing the project and obtaining informed consent from participants, as it is easy for these aspects to be neglected, with over emphasis on the survey content.

[Note 6] Once the lead trainer is confident of the competence of the data collectors, a test run can be implemented in conditions as close to those anticipated during field data collection. This serves to not only identify unanticipated problems that may be encountered during fieldwork but also to build the confidence of data collectors in their abilities. Upon return, all data should be evaluated and any out of the ordinary results discussed to confirm they are not the result of misunderstandings.

This process is repeated for each of the three surveys comprising the market assessment, before mobile phone technology is introduced to the data collectors. For surveys conducted entirely on paper, the process remains the same, minus the Smartphone training component.

[Note 7] The use of Smartphones should be anticipated to be a new concept for most data collectors, including those from urban areas. In rural areas, some may also not possess mobile phones. As such, the fundamentals of Smartphones should be explained to ensure that the data collectors can navigate the basic functioning of the phone before entering into the details of the data collection program. This should include:

- Switching the phone on and off
- Swipe and touch functions to make selections
- Unlocking phones when left idle
- Opening and closing the data collection program on the phone
- Returning to the previous screen after wrong selections

[Note 8] Once the basic functions of the phone have been taught, training can begin to concentrate on the use of the data collection program. At this stage, it is suggested that the group work through the survey together, with the lead trainer reading the questions aloud and directing the responses. If more than one trainer is present, the second trainer should act in support by circulating through the group and ensuring all trainees are keeping pace and following proceedings, as well as assisting with problem solving should incorrect entries be made.

[Note 9] Once a survey has been fully completed by each data collector under the direction of the lead trainer, the opportunity should be extended for the data collectors to work through a survey with the phones on their own. In the interest of remaining freshly acquainted with the set of market surveys, a different survey should be selected for this purpose. Although issues of content should be addressed as they arise, focus should remain primarily on the operation of the phones and the accurate input of data. Although as many issues as possible should be addressed during the initial run-through with the phones, training at this point in time should take on immediate issues, with data collectors reporting additional problems as and when they arise. Upon discovery of a relevant issue, the practice session should be paused and the issue presented to the group, for resolution through discussion.

[Note 10] Upon the completion of two practice and problem-solving sessions, data collectors should be ready to conduct an interview with a member of the public under field conditions. Data collectors should be advised to locate respondents with profiles as similar to the required profile as possible, while remaining in the local area in order to be near to the trainers should support be required. It may also be useful to group data collectors into pairs, with a strong participant coupled with a weaker team member. Although it should be emphasized that the data collectors should not actually work as a team but rather interview separate respondents, it is advisable that they remain within close range to assist each other with minor problems if required.

[Note 11] In the final afternoon of training, data collectors should be asked to conduct each of the three market surveys independently. This should involve correctly identifying relevant respondents, administering survey introductions and procedures correctly, conducting the survey, and accurately recording the information. Data collectors should be advised to remain with their partners from the previous exercise and to use each other as their first point of support in the event of a problem, thus encouraging teamwork and independence from the trainers.

[Note 12] A deadline should be imposed for returning to the training centre, at which point the team can regroup and present any difficulties encountered, thereby allowing time for discussion and resolution of any issues. This stage of the training should be used to ensure that data collectors are competent and comfortable with the task, and ready to start the fieldwork survey.

Hints:

- It is important to remember that the majority of data collectors will have had no prior exposure to this type of work. As such, trainers should be sensitive to the capacity of participants and be adaptable as possible to individual needs.
- Regular monitoring of trainee progress should be administered to ensure the quality of learning. Trainers should use a certain amount of flexibility to ensure that all the learning objectives are met.

Testing Period

Testing the survey is a repetitive process conducted throughout the training period, with small alterations administered reactively to issues highlighted by data collectors or observed by the training team. This may include:

- Re-wording of questions that are proving difficult for data collectors or respondents to understand
- Removal of questions which are not returning relevant information
- Addition of questions to clarify uncertainties left by responses to other questions



TECHNIQUES

Basic Techniques

It is likely that the data collection team will have had no prior exposure to collecting data, therefore it is advisable that basic sampling techniques are introduced to the team during the training stage.

As outlined in the data collector training it is advisable to send out data collectors in pairs, thus encouraging teamwork. This will assist in creating a higher level of independence and thereby help to lower the reliance upon the trainers. Care should be taken to double-check survey returns, as it is possible that incorrect assistance might be being provided.

The order in which the data is collected has little bearing on the results obtained. As such, it is advisable that the surveys are conducted in an order that is appropriate for each team, beginning with the survey which has proved the easiest during training and finishing with the most difficult. This allows the data collectors to become more fully acquainted with the phones while conducting the easier survey rather than struggling with both the survey content and the operation of the phone at the same time.

Sampling

Sampling should eliminate as much human bias out of data collection as possible, as data collectors may subconsciously interview respondents of the same age, ethnic group, gender or geographic location, which could skew the impartiality of the results if a certain group is over-represented. It should be noted that if the majority of respondents display a certain characteristic, such as being under 40 years old for consumers or being male for market vendors, this does not necessarily compromise the results if this spread is representative of the population as a whole. For example, to seek out a certain number of respondents over 60 years old in the market place simply to obtain an even spread of ages would in fact in itself skew the data, if the actual percentage of over-60s in the market was a much lower percentage of the total population than the percentage surveyed.

Therefore, the most effective means of collecting data samples is to reduce the choice that data collectors have when selecting their respondents. In the market place, data collectors could each take a market row and visit stalls at a given interval (again, dependent on the size of the market), thus reducing the incidences of data collector bias or observations obtained from the same area of the settlement or market place.

For the consumer demand and youth parts of the survey, it is recommended to obtain an equal distribution of male and female observations, given that the population distribution

of these two target groups is equally split along gender lines. It is acknowledged that females may be under-represented in the marketplace due to commitments in the home and quotas may be harder to attain but it is advisable to instruct data collectors as far as possible to interview males and females alternately.

Informed Consent

It is important that informed consent is given from each of the survey participants prior to the survey being conducted.

Prior consent is designed to ensure that the interviewee is fully aware of what is to be expected of their involvement in the survey process, including:

- Participation is voluntary and no obligation is exerted upon the respondent. The respondent is free to decline participation should they be uncomfortable taking part in the survey.
- This right extends to once the interview process has begun. The respondent may decide to halt participation at any point.
- Confidentiality and anonymity is guaranteed, unless prior consent is obtained from the respondent.

An example of an appropriate informed consent might be:

“Your participation is voluntary and completely confidential and you do not have to answer any questions that you do not want to answer. You may end this interview at any time you want. No one will give you money or gifts to respond to these questions. However, your honest answers to these questions will help us make sure the results benefit your community. We would greatly appreciate your help in responding to this survey. It will take about 30 minutes to complete. Would you be willing to participate?”

Monitoring

Monitoring of data collectors is essential throughout the market assessment process. Key skills learnt can limit poor habits and mistakes made during the initial stages of research by enforcing them through repetition. As such, the following re-assessment plan should be considered:

TABLE VII: SUGGESTED MONITORING & EVALUATION PLAN DURING DATA COLLECTION

Day One
Ask the data collectors to come back from interviewing a little earlier in the afternoon, or even at midday, depending on the capacity of the team and the quality of their observations throughout the training period
Ask the group to discuss any issues they encountered; invite discussion for resolution
Review data that has been collected individually by checking a couple of observation from each data collector; highlight anomalous results and discuss with the data collector
Attempt to ascertain if the questionable entry was misunderstood by the data collector, misunderstood by the respondent, entered incorrectly or whether it was a genuine response; erroneous data should be amended if possible, or deleted if its accuracy cannot be verified
Address any common or recurrent issues as a group
Day Two
Less rigorous testing should be required on Day Two, as data collectors should be displaying increased confidence in their familiarity with the content of the surveys, their survey techniques and the use of the smartphones
It is advisable to still check a couple of the surveys collected by each data collector, concentrating primarily on areas that posed difficulties on day one and re-discussing as required
For data collected using Smartphone technology, observation results may be sent via email for initial review, where trends of potentially unusual data may be more easily identified and reverted back to survey supervisors in the field
Day Three and Onwards
The need for analysis of individual observations should become less and less necessary as the data collectors progress with their work
At this stage of the survey, under-performing data collectors or those with issues of comprehension, delivery or smartphone use should have been identified for special attention and support. Those with continuing issues that have been unable to be resolved through reinforcement at the end of each session may possibly be considered unsuitable for the role

Hints

- Depending on the attitude and capacity of the team, it may be worth discretely watching data collectors from a distance in the early stages of data collection to observe their interactions with members of the public, and to ensure non-falsification of data.
- If data collectors are operating over a wide geographical area, it may be worth setting the phone alarm as a reminder of when to return after the day's interviews.
- Data collection technology through Smartphones may have the capacity to register the time and GPS coordinates of each completed observation. This can serve as a useful tool should the integrity of the data or work ethic of the data collectors be called into question. It also serves as a useful deterrent to idleness when data collectors are pre-warned of this smartphone capacity.

07/ REPORT STRUCTURE & ANALYSIS

The greatest challenge in report writing is presenting data from the market assessment in a manner which is both comprehensible and useful to your audience. The questionnaires supplied in this manual will generate a large volume of information and it may be difficult initially to decide what is crucial to informing your programme.

It is important to remember that the analytical exercise involves identifying cross sections where consumer demand, market opportunity, trade routes and base skills currently exist. Many vocational training and livelihoods programmes look to have impact within three to six months; in order to achieve this ambitious goal, skills must be selected carefully with special attention paid to viable and realistic training timetables. This is best done through comparing the results of several aspects of the survey in conjunction rather than looking at consumer demand or market opportunity in a vacuum.

REPORT STRUCTURE

The structure of the report should incorporate:

TABLE VIII: SUGGESTED MONITORING & EVALUATION PLAN DURING DATA COLLECTION

Section	Content
Executive Summary	A short summary of the survey's main findings
Background/County/Area Context	Introduction to the geographical area in which the market survey was conducted; a general assessment of market conditions and any specific characteristics
Objectives and Scope of Evaluation	An explanation of what the specific aims of the survey are; including survey interview numbers disaggregated by sex
Limitations	Details of any factors which may have hindered the successful gathering of unbiased data; for example, if weather conditions meant not all shortlisted bomas or neighbourhoods could be reached or if interview quotas were not achieved
Survey Findings	A detailed analysis of data collected; see section on Analysis for further details
Recommendations	Suggestions for future action based upon the findings; can be presented in bullet points

ANALYSIS

The quantitative and qualitative data from all components of the survey must be compiled to provide the basis for a comprehensive review of the market in the selected location.

The essence of the report is as follows:

- Assess the areas in which the market is lacking
- Evaluate if a need exists for the specified goods or services
- Confirm the likelihood of consumers purchasing the goods or services should they be introduced (i.e. whether the community has sufficient interest and/or purchasing power)
- Gauge the practicality of fulfilling the identified needs, whether it be through training or appropriate supply chain interventions

It is therefore appropriate to begin by reviewing the areas of the market in which high levels of dissatisfaction have been reported. There are several different reasons why people might register dissatisfaction with a product or service and these can be used as indicators as to how to redress the balance as per Table IX and Table X.

TABLE IX : MARKET OPPORTUNITY MATRIX - GOODS

Source of dissatisfaction	Possible solution
Lack of supply	Opportunity for the traders to begin bringing goods to the market that might not have been previously delivered; evaluation of current supply routes and how these might be strengthened; investigation of alternate sources for goods or more effective methods of production; disbursement of business loans to allow traders to afford the initial capital outlay for new products
Too expensive	Alternative sources sought where costs may be lower; potential training in more cost effective means of production, e.g. introduction of improved equipment or techniques, etc; establishment of cooperatives / economic associations to share costs and reduce prices for the consumer
Poor quality	Investigation of alternative sources for goods (for example, better quality products might be able to be purchased for less if imported from outside the country); introduction of training programs for higher quality production; disbursement of business loans to allow traders to afford the initial capital outlay for better quality products
Poor customer service	Implementation of training programs in order to better handle customers and manage businesses
Product not good match with needs	Investigate more appropriate alternatives; encourage introduction of more suitable goods and discourage the continued supply of the unwanted product; training to sensitize vendors to customer purchasing patterns and concepts of supply and demand

TABLE X: MARKET OPPORTUNITY MATRIX - SERVICES

Source of dissatisfaction	Possible solution
Not enough service providers	Investigation of conditions required to establish higher numbers of service providers (e.g. capital, equipment, tools, raw materials, etc.); consolidation of existing service providers to increase current output; introduction of training to increase the number of service providers
Too expensive	Alternative sources of tools or raw materials sought where costs may be lower; potential training in more cost effective means of operation; establishment of cooperatives / economic associations to share overheads and reduce prices for the consumer
Poor quality	Introduction of training programs for higher quality practices; disbursement of business loans to allow traders to afford the initial capital outlay for better quality tools or raw materials
Lack of language skills	English and Arabic language training offered in trade and customer service

Data from the MOS (both quantitative and qualitative) can then be cross-referenced to determine the position of the traders, presenting the opportunity to establish the current scope of the market and the volume at which vendors are operating. This will allow further streamlining of the options suggested in Table IX and Table X, by evaluating the capacity of existing vendors, as per Table XI on the following page.

TABLE XI : VENDOR CAPACITY EVALUATION

Vendor Capacity	Possible Solution
Variety of stalls	Establishing the range of stalls already present in the market will allow the data analyst to determine the saturation of specific services and products and highlight potentially untapped areas when cross-referenced with consumer dissatisfaction ratings.
Supply routes	Determining from where vendors are obtaining supplies will assist in calculating the cost of transporting products to the region and the likely range of products to which vendors have exposure, thus allowing a more accurate assessment of realistic alternatives.
Frequency and volume of stock purchases	Assessing the frequency and volume of restocking carried out by vendors will highlight the working capital with which vendors are currently operating and thus the feasibility of introducing new projects without an additional injection of capital.

Volume of sales	Documenting the volume of goods sold and the price obtained for each unit or service allows for an approximate calculation of the turnover of market stalls, thus assisting in the determination of a community's purchasing power, as well as the operating capital of individual vendors.
Ability to meet demand	If market vendors are struggling to meet the demand of their customers, this could be exerting an influence on dissatisfaction ratings due to the lack of supply. By identifying the reasons why vendors cannot meet demand, efforts can be made to address this problem.
Competitiveness	It is also worth investigating how market vendors view the current viability of their businesses; whether they are struggling to compete with others in the same field or whether all similar stalls can be sustained. This will assist in the identification of already saturated markets as well as highlighting areas of individual weakness for those who consider themselves to be underperforming.

Once the potential areas for market development been established, it is essential as a final stage to compare the existing capacity of youth in the area, based upon the information collected in the third element of the market assessment, the Youth Skills Survey (YSS). The YSS can be implemented to inform the data analysis of:

- The type of livelihoods, trades and professions already being exercised by youth
- The current means by which youth are being remunerated
- Current income wage rates for youth
- Levels of education
- Vocational and skills training experience
- Desire for additional training
- Current language skills¹²

This information is essential to cross reference with potential development actions in order to inform the feasibility of implementation, as it is impossible to plan interventions without first establishing the expectations and capacity of the youth who will be both the targets and drivers of such efforts.

The results of all this information can be combined into a set of recommendations for support:

**Current Customer Dissatisfaction +
Purchasing Power +
Clear Market Opportunity +
A Base of Youth Skills**

RECOMMENDED TRAINING FIELD

¹² Please see Annex V



Woman in Gok Machar market, Northern Bahr el Ghazal. Photo by Natalie Forcier

ANNEX 1 : NATIONAL BUREAU OF STATISTICS CONTACT SHEET

National Bureau of Statistics

Near South Sudan High Court

May Street

Juba, Central Equatoria

South Sudan

Email contact: ssnbs@gmail.com OR contact.ssnbs@gmail.comWebsite: <http://ssnbs.org>

TABLE XII: SELECT NBS STATE DIRECTORS' EMAIL ADDRESSES

#	Name	Title/State Capital	Email address
1	Samuel Reath	Director-Bentiu	reathkoc@gmail.com
2	Pons Ukola Pons	Director-Torit	ponsukola@ymail.com
3	Jackson Akur	n/a	ukello@yahoo.com
4	Mosses Mawien	Director -Warrap	mos_mawien@yahoo.com
5	Arun Jok	Director - Aweil	arunjok@gmail.com
6	Magot Bub	Director -Rumbek	mbub77@yahoo.com
7	Masale Aggrey	Director-Yambio	masaleaggrey@yahoo.co.uk
8	Makur Chol	n/a	agonchol@yahoo.com
9	John Opiti	Director-Malakal	ohnopitinyibil@yahoo.com
10	Awel Akoi	Field operation manager/Bor	awelakoi@yahoo.com
11	Rev Garang	Head Sub Office-Rumbek	revgarang@yahoo.com
12	Arop Daniel	Field operation Manager/Torit	aropdaniel2004@yahoo.co.uk
13	Margaret Joseph	Administrator/Yambio	madimargaret@yahoo.com
14	Mansuk Timon	Acting Director-Central Equatoria	mansuktimon@yahoo.com

ANNEX II: SAMPLE QUANTITATIVE MARKET OPPORTUNITY SURVEY

[Sample introduction]

Hi, my name is [interviewer name] and I am working with [organization]. We're undertaking an assessment to find out more about livelihoods and the market here in [location]. We're going to ask you some questions about the market, your business and/or some items you may have tried here.

[Informed consent]

Your participation is voluntary and completely confidential and you do not have to answer any questions that you do not want to answer. You may end this interview at any time you want. No one will give you money or gifts to respond to these questions. However, your honest answers to these questions will help us make sure [organismic] program best benefits your community.

We would greatly appreciate your help in responding to this survey. It will take about 30 minutes to complete. Would you be willing to participate?

1. Date

2. Enumerator Code

[Individual number given to each data collector in order that their entries can be identified should any issues be identified with their work]

3. Gender of respondent

[Reiterate to enumerators that they should completed this question for the interviewee and not ask for a person's gender]

4. How old are you?

[Approximate if not exact]

5. What is your nationality?

[Dependent upon the region in which the survey is being conducted some nationalities may be less appropriate than others; it is

worth consulting with local data collectors to establish which nationalities are present in the area]

- North Sudan
- South Sudan
- Darfur
- Kenya
- Uganda
- Eritrea
- Ethiopia
- Somalia
- Other
- Don't Know
- Refuse to Answer

6. If Other, please specify

7. If you are a South Sudanese, how would you characterize yourself?

- resident
- IDP
- returnee

[Returnees must have returned within the previous twelve months, otherwise they are characterized as residents]

8. If returnee, how many months ago did you return to the area?

9. Are you the head of your household?

- Yes
- No
- Don't Know
- Refuse to Answer

10. How many people depend on your income? (spouse, children, other family, etc.)

11. Have you ever received any vocational and/or skills training?

- Yes
- No
- Refuse to Answer
- Don't Know

12. If yes, Specify

[Dependent upon the region in which the survey is being implemented, not all the professions need be listed, thus simplifying the task of the data collector and reducing the margin for error verify which are appropriate with data collector prior to conducting the survey]

- Agriculture
- Animal Rearing
- Auto/Boda Electrician
- Auto Mechanic/Car Repair
- Barber
- Beautician/Hairdressing
- Blacksmith
- Business Skills
- Carpentry - Joinery/Furniture Making
- Computers
- Construction/Brick Laying
- Construction - Other
- Crafts
- Dairy Farming
- Doctor/Nurse
- Electrician
- Fishing/ Fish Preservation
- Leadership
- Metalwork - Welding
- Plumbing
- Tailoring
- Teaching
- Other
- Don't Know
- Refuse to Answer

13. How did you acquire the skills?

- In a government training centre
- In a technical school
- In a non-government training centre (NGO, private)
- In a small business
- In a larger company
- From parents
- I learnt the skills by myself

14. How long did it take?

15. If Other, Specify

16. How useful are the skills you learnt to your CURRENT business? If not useful, specify why.

- Useful
- Indifferent/Don't know
- Not useful: not related to current profession
- Not useful: too short
- Not useful: did not complete training
- Other
- Don't Know
- Refuse to Answer

17. Specify other

18. How would you describe your business:

[Ensure this distinction is clear to the data collector]

- I sell items or goods.
- I offer a service.

19. What is the MAIN product you sell? (select only one)

[Dependent upon the region in which the survey is being implemented, not all the goods need be listed, thus simplifying the task of the data collector and reducing the margin for error – verify which products are present with data collectors prior to conducting the survey] Accessories (belts: sunglasses: jewelry: phone cases: etc.)

- Animal Fats & Cooking Oils
- Arms & Ammunition
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc.)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- Cars/Car Parts
- CDs/DVDs
- Charcoal

- Clay/Ceramic Products
- Clothes & Footwear: Locally Made
- Clothes & Footwear: Imported
- Clothes & Footwear: Second-hand
- Crafts & Souvenirs & Art: Imported
- Crafts & Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Hair Accessories
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Sand & Gravel
- Salt Dried Fish
- Smoke Dried Fish
- Spare Parts for Bikes/Cars/Bodas
- Spirits/Alcohol (Imported)
- Spirits/Alcohol (Brewed Locally)
- Soap & Washing Powder
- Straw & Straw Products
- Street Food (Chapatti, Fresh Juice & Fruit, etc.)
- Sun Dried Fish
- Tanning & Dyeing Extracts: Paint
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Welding Materials

- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
- Don't Know
- Refuse to Answer

20. If Other, Specify

21. What is the MAIN service you offer? (Select ONE)

- Animal Rearing
- Appliance Repair
- Auto Mechanic
- Babysitting/Day Care
- Baker
- Barber
- Beautician - Hair Stylist
- Blacksmith
- Boda Repair/Parts
- Broker
- Carpenter
- Collect Wood or Sand or Straw
- Collect Water
- Computer/Business Services
- Construction Worker
- Cook
- Craftsmen
- Dairy Farming
- Dobbi/Wash & Iron Clothes
- Doctor/Nurse
- Driver - Boda Boda
- Driver - Hiace
- Driver - Other
- Electrician
- Electronics Repair
- Fruit Seller
- Generator Repair
- Mason/Brick Layer
- Office Work - Administration/Secretary
- Photography/Videography
- Plumber
- Porter/Attendant (carry items for \$)
- Restaurant/Bar Services
- Split Rocks
- Tailor
- Tea Shop Owner

- Welder/Metal Worker
- Other
- Don't Know
- Refuse to Answer

22. If other, specify

23. Who do you sell your finished product/offer services to?

- Directly to Customer
- Other Retailer/Shop Owners
- Traders
- Brokers
- Other
- Don't Know
- Refuse to Answer

24. If other, specify

25. Where do you procure your raw goods or raw materials from? (Select all that apply)

[This question should be tailored to the hub towns and trade routes of the area]

- Juba - Producer
- Juba - Retailer/Wholesaler
- Juba - Trader
- Khartoum
- Uganda
- Kenya
- East Africa
- Other
- Don't Know
- Refuse to Answer

26. If other, specify

27. How often do you purchase stock or raw materials?

- Every day
- Every few days
- Every week
- Every few weeks
- Every month
- Every few months
- Once per year
- Other
- Don't Know

- Refuse to Answer

28. Specify Other

29. How satisfied are you with the traders?

Never Used or Tried to Use Services
Satisfied

- DS: not enough traders
- DS: lack of supply of goods
- DS: supply of goods inconsistent
- DS: poor quality of goods
- DS: goods not good match with needs
- DS: traders unprofessional
- DS: bad hygiene of food sales
- DS: lack language skills
- DS: other
- Don't Know
- Refuse to Answer

30. In this area, how many similar businesses are in operation?

31. Do you own this business?

- Yes
- No
- Refuse to Answer
- Don't Know

32. How many of your employees have completed vocational training?

33. Does this business train apprentices? If so, how many per year?

34. You said your main good/service was []. I would like to ask you a few questions about your sales. What is the unit for measuring volume? Clients? Service jobs? Units sold?

- # of clients
- # of services provided
- Units sold
- Other
- Don't Know
- Refuse to Answer

35. Specify Other

36. What time period do you feel best able to estimate your business volume in?

- Day
- Week
- Month
- Other
- Don't Know
- Refuse to Answer

37. Specify Other

38. [Enter units of volume selected sold/ provided during the time period chosen]

39. Are you ever unable to meet the demand of your current or potential customers?

- Yes
- No
- Don't Know
- Refuse to Answer

40. If so, why?

- Lack of supply
- Poor Quality
- Price
- Design/Style inappropriate
- Other
- Don't Know
- Refuse to Answer

41. If Other, Specify

42. How often are you unable to meet demand?

- Every day
- Every few days
- Every week
- Every few weeks
- Every month
- Every few months
- less than every few months
- Don't Know
- Refuse to Answer

43. What are the reasons why you can't satisfy demand? (Select all that apply)

- not enough sources to buy stock
- sources cannot supply enough

- lack of money to buy more
- Cost of transport
- Lack of workers
- workers insufficiently trained
- Low Quality of Products design and/or style products are inappropriate
- other
- Don't Know
- Refuse to Answer

44. If Other, Specify

45. What is the MAIN reason why you can't satisfy demand? (select one)

- not enough sources/suppliers to buy more
- sources cannot supply quantities ordered
- lack of money to buy more
- Cost of transport
- Lack of workers
- low quality of products
- design and/or style are inappropriate
- other
- Don't Know
- Refuse to Answer

46. Do you feel that you are able to compete with the other traders selling similar goods?

- Yes able to compete
- No not able to compete
 - Refuse to Answer
 - Don't Know

47. If not, what are the main reasons why you are unable to compete?

- Less quantity
- Less quality
- less variety
- not good match with needs
- customer service
- other
- Don't Know
- Refuse to Answer

48. Specify other

49. Do you think receiving training would make

you more able to compete?

- Yes
- No
- Refuse to Answer
- Don't Know

50. If so, in what?

- Business Skills
- Financial Negotiation
- Language Skills
- Literacy (Reading/Writing)
- Mathematics/Numeracy
- Specific Technical/Vocational Skills (e.g. Car/Boda Repair)
- Negotiation
- Other
- Don't Know
- Refuse to Answer

51. Specify other

52. Do you plan to expand your business in the next few years?

- Yes
- No
- Refuse to Answer
- Don't Know

53. Will you need to hire any new workers to expand? If so, how many?

54. Will these workers need any special training or skills?

- Yes
- No
- Refuse to Answer
- Don't Know

55. Will you need to retrain any existing workers to expand?

- Do not have current wage employees
- Yes will need to retrain
- No will not need to retrain
- Refuse to Answer

56. What training (vocational or skill) would you need in your workers to expand?

- Business - Entrepreneurship
- Business - Management
- Business - Marketing
- Business - Finance
- Business - Customer Service
- Barber
- Beautician
- Blacksmith/Welder/Metal Worker
- Car/Boda
- Conflict Resolution
- Carpentry
- Mechanic (Car repair)
- Crafts
- Computers
- Construction
- Electrician
- Language
- Leadership
- Mathematics
- Literacy (Reading/Writing)
- Plumbing
- Tailoring
- Health
- Agriculture
- Animal Rearing
- Dairy Farming
- Teaching
- Other
- Don't Know
- Refuse to Answer

57. If you were to begin a new business, what goods or services would you sell?

58. Anything else?

- Yes
- No
- Don't Know
- Refuse to Answer

59. What goods or services would you sell?

60. How did you find the money to start this business?

- Personal Savings
- Family Loan
- Bank Loan

- MSE Loan
- No startup funds

61. Have people (including family) given you money during the last year to assist with this business?

- Yes
- No

62. Who gave you this money?

- Husband/wife
- Parent
- Brother/sister
- Other family member
- Friend
- Community Leader
- Religious Leader
- Other

63. Have you ever taken out a loan for this business?

- Yes
- No

64. If yes, who gave you this loan?

- Husband/wife
- Parent
- Brother/sister
- Other family member
- Friends
- Community or Religious Leader
- Bank Saving or Loan
- NGO

- Microfinance Organization
- Boss or employer
- Community Organization
- Professional Money Lender
- Other

65. If microfinance organization, what is the name of the organization?

66. If you were to take out a loan, what would you use the money for?

- Expand Business
- Hire more employees
- Buy material goods/stock
- Buy equipment
- Other

67. If other please specify

68. What are the obstacles that you encounter to receiving financing for this business?

- No Lending Organizations
- Do not meet eligibility requirements for lending
- Cannot afford interest payments
- Do not know how to apply for financing
- Do not have the required documents to apply for financing
- Other

Thank you for answering these questions, it is much appreciated.

ANNEX III: SAMPLE QUALITATIVE MARKET OPPORTUNITY SURVEY

Interviewer Name:

Date:

County:

Payam:

Boma:

Interviewee name:

Type of business:

General Information:

1. Are you the main owner of this store?
2. How long have you held this store?
3. How many people do you employ?
4. What industry are you working in?
5. What are the specific goods you produce?
6. Do you produce these items for sale in the local market?
7. What is the volume of goods you produce?
8. What supplies do you sell the most of?
9. Do you feel it pays enough to support yourself?
10. If you could do any type of work, what would you do?
11. Do you feel that your earnings are sufficient for self-reliance?
12. If not, what do you see as being the main barriers to self-reliance?
13. What type of business, work or livelihood do you think is the most profitable in this city?

Consumer Demand and Satisfaction

14. How often do you get repeat customers to your business?
15. Do you prefer new or repeat customers?

Skills and Business Training

16. Have you received any training in numeracy – counting? Where? Do you use this knowledge in your work?
17. Have you received any training in English language? Where? Do you use this knowledge in your work?
18. Have you received any training in Business Management? Where? Do you

use this knowledge in your work?

19. Have you received any training in Advertising? Where? Do you use this knowledge in your work?

Vocational Training

20. Have you ever received any vocational training?
21. If so, what did you receive training in?
22. Where were you trained and for how long?
23. Do you feel that this was sufficient?
24. Are you still working in this particular field?
25. Why or why not?
26. If you could receive vocational training in one field, which field would you be interested in receiving training in? Why?
27. Do you ever take interns or apprentices?
28. Where do you recruit these participants from?
29. Are they paid or unpaid? Are there fees associated with this position?
30. How long do these individuals stay with your business?
31. Upon completion do you hire them, do they begin their own businesses, or do they start working for someone else?
32. Upon completion do you hire them or do they begin their own businesses?
33. What are some of the qualities you look for when you hire new people?
34. Do you only hire those that have been formally trained?
35. Do you hire new staff that only have diplomas or are training certificates sufficient?
36. Do you have difficulties finding potential employees with the skills set your work requires?
37. Do you feel there is a market to expand your business? If so, do you plan on expanding? When?



ANNEX IV: SAMPLE QUANTITATIVE CONSUMER DEMAND SURVEY

[Sample introduction]

Hi, my name is [Enumerator name] and I am working with [organization]. We're undertaking an assessment to find out more about livelihoods and the market here in [location]. This information will help [organization] implement livelihood programs for people in your community. We're going to ask you some questions about the market and/or some items you may have tried here in [location]

[Informed Consent]

Your participation is voluntary and completely confidential and you do not have to answer any questions that you do not want to answer. You may end this interview at any time you want. No one will give you money or gifts to respond to these questions. However, your honest answers to these questions will help us make sure the [organization] program best benefits your community.

We would greatly appreciate your help in responding to this survey. It will take about 30 minutes to complete. Would you be willing to participate?

1. Date

2. Enumerator Code

3. Gender of respondent

[Reiterate to enumerators that they should completed this question for the interviewee and not ask for a person's gender]

4. How old are you?

[Approximate if not exact]

5. Where are you from?

[Dependent upon the region in which the survey is being conducted some nationalities may be less appropriate than others; it is worth consulting with local data collectors to

establish which nationalities are present in the area]

- South Sudan
- North Sudan
- Kenya
- Uganda
- Eritrea
- Ethiopia
- Somalia
- Other
- Don't Know
- Refuse to Answer

I will list various goods, and I would like you to tell me if you have been satisfied or dissatisfied with the availability of each item in the last year. If you have been dissatisfied, I would like to know why.

[Not all of the products in the following list will be present in the market. Consultation with data collectors/local organizations should be able to determine which products may be omitted so as to streamline data collection]

6. Have you ever bought or tried to buy accessories (*belts, sunglasses, jewelry, phone cases, etc.*)? If so, have you been satisfied or dissatisfied with what is here in the market?

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

7. Animal Fats & Cooking Oils

Never bought or tried to buy

- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality

- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

8. Powdered Milk, NIDO

Never bought or tried to buy

Satisfied with market

- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

9. Meat (goat or cow)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

10. UHT or packet milk

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

11. Bread (freshly baked)

Never bought or tried to buy

Satisfied with market

- DS: lack of supply
- DS: too expensive

- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

12. Butter

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

13. Charcoal

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

14. Locally Made Clothes & Footwear

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

15. Imported Clothes and Footwear

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply

- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

16. Second-hand Clothes & Footwear

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

17. Nuts

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

18. Fruit (local)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

19. Fruit (imported)

- Never bought or tried to buy
- Satisfied with market

- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

20. Vegetables (local)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

21. Juice (packaged)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

22. Grains (local)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

23. Yogurt

- Never bought or tried to buy

- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

24. Prepared/Processed Food Products

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

25. Juice (fresh)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

26. Poultry (live)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

27. Eggs

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

28. Locally-Made Metal Goods & Metal Furniture

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

29. Poultry (slaughtered)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

30. Spare Parts for Bikes, Cars, Bodas

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

31. Milk (fresh)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

32. Locally-made Straw Products (bamboo, straw, reed)

Never bought or tried to buy

- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

33. Vegetables (imported)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

34. Rolex, Roasted Maize or Mendazi

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

35. Grains (*imported*)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

36. Cloth & Sewing Items Including Laows

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

37. Toiletries & Beauty Items

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

38. Locally made Tools (Agricultural and Other)

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know

Refuse to Answer

39. Locally-made Wood Products & Furniture

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

40. Flour

- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- DS: Do Not Trust Vendor
- Don't Know
- Refuse to Answer

I will list various services, and I would like you to tell me if on average, you have been satisfied or dissatisfied with each service in the past year. If you have been dissatisfied, I would like to know why.

[Not all of the services in the following list will be present in the market. Consultation with data collectors/local organizations should be able to determine which services may be omitted so as to streamline data collection]

41. Have you ever used or tried to use a boda boda? If yes, have you been satisfied or dissatisfied with the boda boda services?

- Never used or tried to use
- Satisfied with market
- DS: not enough bodas
- DS: too expensive
- DS: unsafe driving
- DS: lack of punctuality
- DS: exhaust burns

- Don't know
- Refuse to Answer

42. Have you ever used or tried to use an appliance repair man? If yes, have you been satisfied or dissatisfied with the appliance repair services?

- Never used or tried to use
- Satisfied with market
- DS: not enough repairmen
- DS: too expensive
- DS: unsafe work practices
- DS: lack of punctuality
- Don't know
- Refuse to Answer

43. Have you ever used or tried to use a hiace? If yes, have you been satisfied or dissatisfied with the hiace services?

- Never used or tried to use
- Satisfied with market
- DS: bad conductor/no change
- DS: not enough hiaces
- DS: too expensive
- DS: unsafe driving
- DS: lack of punctuality
- DS: overcrowded
- DS: unclean interior
- Don't know
- Refuse to Answer

44. Have you ever tried to buy or bought a rolex, chapatti, mendazi or other like food product? If yes, have you been satisfied or dissatisfied with the service/goods?

- Never bought or tried to buy
- Satisfied with market
- DS: not enough stands
- DS: too expensive
- DS: unclean/poor hygiene
- DS: bad customer service
- DS: not appetizing
- DS: lack of language skills
- Don't know
- Refuse to Answer

45. Have you ever bought or tried to buy cut fruit or vegetables from someone in the

market? If yes, how satisfied have you been with the service?

- Never bought or tried to buy
- Satisfied with market
- DS: not enough people selling
- DS: too expensive
- DS: bad customer service
- DS: unclean/poor hygiene
- DS: bad quality fruit/veg
- DS: not enough variety fruit/veg
- DS: lack of language skills
- Don't know
- Refuse to Answer

46. Have you ever tried to buy or bought food or drinks in a restaurant/bar in this area? If so, how satisfied were you with the food, drinks and service?

- Never bought or tried to buy
- Satisfied with market
- DS: not enough restaurants/bars
- DS: food/drink too expensive
- DS: food/drink not appetizing
- DS: unclean/poor hygiene
- DS: lack of variety / not good match with needs
- DS: atmosphere not pleasant
- DS: bad customer service
- DS: lack of language skills
- Don't know
- Refuse to Answer

47. Have you ever paid for or tried to pay for services of a dobbi or clothes washer? If so, how satisfied were you with these services?

- Never bought or tried to buy
- Satisfied with market
- DS: not enough dobbis
- DS: too expensive
- DS: services not good match with needs
- DS: poor quality of services
- DS: poor customer service
- DS: lack of language skills
- Don't know
- Refuse to Answer

48. Have you ever hired or tried to hire an electrician? If so, have you been satisfied or

dissatisfied with what is here in the market?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

49. Have you ever used the services of a blacksmith or a welder? If so, have you been satisfied or dissatisfied with what is here in the market?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

50. Have you ever hired or tried to hire a mason or bricklayer? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

51. Have you ever hired or tried to hire a plumber? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service

- DS: service not good match with needs
- Don't know
- Refuse to Answer

52. Have you ever hired or tried to hire a computer technician? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

53. Have you ever hired or tried to hire a photographer or videographer? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

54. Have you ever hired or tried to hire someone to collect wood, sand or straw? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

55. Have you ever hired or tried to hire a generator repair technician? If so, have

you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

56. Have you ever hired or tried to hire a boda boda or vehicle mechanic? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

57. Have you ever used the services of a barber? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

58. Have you ever used the services of a caterer? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality

- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

59. Have you ever used the services of a tailor? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

60. Have you ever used the services of a beautician? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

61. Have you ever purchased products directly from a dairy farmer? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

62. Have you ever used the services of a construction worker? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

63. Have you ever paid someone to collect water and deliver it to your home or place of work? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

64. Have you ever bought split rocks or gravel? If so, have you been satisfied or dissatisfied with their service?

- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

65. Have you ever bought or tried to buy tea from a tea shop?

- Never bought or tried to buy
- Satisfied with market
- DS: not enough people selling
- DS: too expensive
- DS: bad customer service
- DS: unclean/poor hygiene
- DS: lack of language skills
- Don't know
- Refuse to Answer

66. Are there any goods or services that you cannot get here and have to travel to a faraway market to obtain?

67. If so, what type of good or service?

68. Where do you travel to get this?

69. Another good or service?

70. Type good or service

71. Where do you travel to get this?

72. Have you received training in the following areas:

business skills

literacy

numeracy

language

none of the above

That is all the questions I have. Thank you for your time.



ANNEX V: SAMPLE QUANTITATIVE YOUTH SURVEY

[Introduction]

[Informed Consent]

1. Date

2. Enumerator Code

3. Location

4. Gender of respondent

5. How old are you?

[Approximate if not exact]

6. Where are you from originally?

Sudan (north)

South Sudan

Darfur

Kenya

Uganda

Eritrea

Ethiopia

Somalia

Other

Don't Know

Refuse to Answer

7. Other, please specify

8. Are you the head of your household?

9. How many people depend on your income (including spouse, children, and other family members)?

10. Are you employed?

Yes: Employed (wage)

Yes: Employed (salary)

Yes: Employed (piece rate)

Yes: Self-Employed/Business Owner

No

Don't Know

Refuse to Answer

11. What is your occupation? What jobs do you do to earn money? (select all that apply)

Animal Rearing

Appliance Repair

Babysitting/Day Care

Baker

Barber/Hair Stylist

Beautician

Blacksmith

Broker

Business Owner

Carpenter

Cell Phone Charger

Civil Servant

Collect Wood

Collect Sand

Collect Water

Collect Garbage

Collect/Bundle Straw

Construction Worker

Conductor/Comsari (Hiace)

Computer/Business Services

Craftsmen

Dairy Farming

Dobbii/Wash & Iron Clothes

Doctor/Nurse

Driver Boda Boda

Driver Hiace

Driver Other

Electrician

Electronics Repair

Exchange Money

Farmer

Firefighter

Fruit Seller

Generator Repair

Healer (Traditional)

Housewife

Masonry/Brick Laying

Mechanic / Car or Boda Repairs

Office Work Administration/Secretary

Photography/Videography

Plumber

Policeman

Restaurant/Bar Services

- Rolex Maker
- Security Guard
- Shop Owner/Retailer
- Shoe Polisher
- Soldier
- Student
- Teacher
- Tailor
- Trader
- Evangelist or Preacher
- Cook
- Car Washer
- Porter/Attendant (carry items for money)
- Cleaner/Housekeeper
- Split Rocks
- Other
- Don't Know
- Refuse to Answer

12. If Other, please specify

13. What was your most recent place of employment?

- Business: Large Company
- Business: Security
- Business: Shop/Retailer/Trader
- CBO
- Government
- Hospital
- Hotel
- NGO/Intl. Organization
- Restaurant
- School
- Self-Employed
- Other
- Don't Know
- Refuse to Answer

14. If Other, please specify

15. What was the nature of this work/what was your primary role in this work?

Animal Rearing

- Appliance Repair
- Babysitting/Day Care
- Baker
- Barber/Hair Stylist

- Beautician
- Blacksmith
- Broker
- Business Owner
- Carpenter
- Cell Phone Charger
- Civil Servant
- Collect Wood
- Collect Sand
- Collect Water
- Collect Garbage
- Collect/Bundle Straw
- Construction Worker
- Conductor/Comsari (Hiace)
- Computer/Business Services
- Craftsmen
- Dairy Farming
- Dobbii/Wash & Iron Clothes
- Doctor/Nurse
- Driver Boda Boda
- Driver Hiace
- Driver Other
- Electrician
- Electronics Repair
- Exchange Money
- Farmer
- Firefighter
- Fruit Seller
- Generator Repair
- Healer (Traditional)
- Housewife
- Masonry/Brick Laying
- Mechanic / Car or Boda Repairs
- Office Work Administration/Secretary
- Plumber
- Photography/Videography
- Policeman
- Restaurant/Bar Services
- Rolex Maker
- Security Guard
- Shop Owner/Retailer
- Shoe Polisher
- Soldier
- Student
- Teacher
- Tailor <<51>
- Trader

- Evangelist or Preacher
- Cook
- Car Washer
- Porter/Attendant (carry items for money)
- Messenger
- Cleaner/Housekeeper
- Split Rocks
- Other
- Don't Know
- Refuse to Answer

16. If Other, please specify

17. How are you compensated for your labor?
How do you measure your income?

- Daily Rate/Salary
- Piece Rate
- Hourly Wage
- Commission
- No Compensation for Labor
- Other
- Don't Know
- Refuse to Answer

18. If Other, please specify

19. If you don't mind me asking, how much money do you make each day (SSP)?

20. Have you ever received any vocational training?

21. If Yes, please specify (select all that apply)

- Agriculture
- Animal Rearing
- Barber
- Beautician
- Blacksmith
- Carpentry
- Car Repair
- Crafts
- Computers
- Construction Brick Laying
- Construction Other
- Dairy Farming
- Electrician
- Masonry

- Plumbing
- Security
- Tailoring
- Teaching
- Welding
- Other
- Don't Know
- Refuse to Answer

22. If other, please specify

23. How did you acquire the skills?

- In a government training centre
- In a technical school
- In a non-government training centre (NGO, private)
- In a small business
- In a bigger company (more than 50 workers)
- From parents
- I learnt the skills by myself

24. How long did it take?

25. In which country did you receive this training?

- Sudan (north)
- South Sudan
- Kenya
- Uganda
- Ethiopia
- Other
- Don't Know
- Refuse to Answer

26. If Other, Specify (text)

27. If South Sudan, which city, town or County?

[This list can be tailored to be appropriate to towns in the local area]

Juba

- Bor
- Malakal
- Rumbek
- Yei Town
- Kajo Keji

- Wau
- Rejaf
- Yambio
- Torit Town
- Other
- Don't Know
- Refuse to Answer

28. If Other, Specify

29. If Juba, Name VT School:

- CFH International
- Concern for Women and Children in Sudan
- Confident Children out of Conflict training center
- Dark and Light
- ESAD
- Juba Catering services
- Juba Cheshire Service
- Juba County VTC
- Juba Health Institute
- Juba Multi-service Training Center (MTC)
- Juba Technical Secondary School
- Juba Youth Training Center
- NAD Orthopedics Workshop
- OVCI Usratuna
- S. Sudan's Older People
- Other

30. If other, please specify

31. Have you ever received any additional skills training?

- Yes
- No
- Refuse to Answer
- Don't Know

32. If yes, please specify [select all that apply]

- Business Entrepreneurship
- Business Management
- Business Marketing
- Business Finance/Accounting
- Business Customer Service
- Conflict Resolution
- Hygiene

- Language Classes
- Leadership
- Mathematics/Numeracy
- Literacy (Reading/Writing)
- Specific Technical/Vocational Skills
- Other
- Don't Know
- Refuse to Answer

33. If Other, Specify

34. In which country did you receive this training?

- Sudan (north)
- South Sudan
- Kenya
- Uganda
- Ethiopia
- Other
- Don't Know
- Refuse to Answer

35. If other, please specify

36. If South Sudan, which city, town or County? (select all that apply)

- Juba
- Bor
- Malakal
- Rumbek
- Yei Town
- Kajo Keji
- Wau
- Rejaf
- Yambio
- Torit Town
- Other
- Don't Know
- Refuse to Answer

37. If Other, Specify

38. What is your highest level of education?

- None
- Some Primary School
- Primary School
- Some Secondary School

- Secondary School
- Some higher training
- Certificate of Training
- Non-Degree Diploma
- Degree (BA or MA)
- Don't Know
- Refuse to Answer

39. Do you feel you have sufficient training for your occupation?

Yes

No

Refuse to Answer

Don't Know

40. Would you like to receive additional training?

Yes

No

Refuse to Answer

Don't Know

41. If yes, in what would you like to receive training?

42. Do you have any computer skills?

Yes

No

Refuse to Answer

Don't Know

43. What languages are required for your occupation?

Juba Arabic

Arabic

Kiswahili

English

French

Dinka

Lugbara

Acholi

Ma'di

Bari

Other

Don't Know

Refuse to Answer

44. If Other, Specify

45. What is your level of English?

Fluent (read/write and speak)

Conversational Only

Writing/Reading Only

Some knowledge

None

Don't Know

Refuse to Answer

46. What is your level of Juba Arabic?

Fluent (read/write and speak)

Conversational Only

Writing/Reading Only

Some knowledge

None

Don't Know

Refuse to Answer

47. Do you ever have difficulty communicating with your customers?

Yes

No

Refuse to Answer

Don't Know

48. Are you satisfied with your mathematical and numerical abilities for the purpose of your work?

Yes

No

Refuse to Answer

Don't Know

49. Do you advertise your goods or services?

Yes

No

Refuse to Answer

Don't Know

50. If yes, how do you advertise?

Print Ad in Newspaper/Magazine

Print Ad on Signs/Posters

Internet Advertisement

Paraphernalia with Business Name

Make Phone Calls

- Approach People on Street
- Talk to Friends & Family about business
- Other
- Don't Know
- Refuse to Answer

51. If Other, specify

52. Do you ever sell cut fruit, roast maize, rolex, mendazi, alcohol, soda or other small foodstuffs in a non-formal setting?

- Yes
- No
- Refuse to Answer
- Don't Know

53. Do you engage in this business for yourself, or on behalf of a company/ organization?

- Yourself
- Company or Organization
- Refuse to Answer
- Don't Know

54. How many days per week do you engage in this activity?

55. What items do you sell? (select all that apply)

- Sodas
- Fruit (whole)
- Fruit (cut up)
- Juice (fresh)
- Juice (from package)
- Mendazi
- Sweets/Candies
- Rolex
- Alcohol/Beer
- Roast Maize
- Vegetables (whole)
- Vegetables (cut)
- Breakfast
- Lunch
- Dinner
- Other
- Don't Know
- Refuse to Answer

56. Specify other

57. Approximately how many customers do you serve in an average week?

58. Do you have any formal training on hygiene or food preparation, or any other training related to this work?

- Yes
- No
- Refuse to Answer
- Don't Know

59. Who administered that training?

- Friend
- Family Member
- Training from Employer/Business
- Trade Association/Union
- Gov. VTI
- NGO VTI
- Private VTI
- Other
- Don't Know
- Refuse to Answer

60. Which training have you received?

- Business Skills
- Customer Service
- Language Skills
- Literacy (Reading/Writing)
- Mathematics/Numeracy
- Catering/Food Preparation
- Hospitality/Restaurant Work
- Food Hygiene Practices
- Other
- Don't Know
- Refuse to Answer

61. Where do you obtain the items you sell?

- Prepare the food/drink yourself
- Source of raw materials is self
- Purchase food: from retailer
- Purchase food: from wholesaler
- Purchase food: from trader
- Purchase raw materials: from retailer
- Purchase raw materials: from wholesaler

- Purchase raw materials: from trader
- Other
- Don't Know
- Refuse to Answer

62. If Other, please specify (text)

63. Do you ever collect or prepare items to sell for construction? (making cement, splitting rocks, collecting sand, etc.)

- Yes
- No
- Refuse to Answer
- Don't Know

64. What activities do you engage in?

- Splitting Rocks / Making Gravel
- Transporting Rocks w/ Wheelbarrow
- Collecting Sand
- Collecting Wood
- Collecting Water
- Collecting/Bundling Straw
- Making Cement
- Other
- Don't Know
- Refuse to Answer

65. Specify Other

66. How many times per week do you engage in these activities?

67. What unit is the end product measured in?

- Wheelbarrow
- Truckload
- Bundle
- Bucket
- Jerrycan
- Sack
- Other
- Don't Know
- Refuse to Answer

68. If Other, Specify

69. How much do you typically charge for one of these units?

70. How many units will you typically produce in one day?

71. Do you work in a dobbi, or do any housekeeping, cleaning or washing?

72. What type of cleaning work do you do?

- Owner of a Dobbi
- Worker in a Dobbi
- Housekeeper: House or Apartment or Compound
- Housekeeper in Hotel
- Kitchen in Restaurant/Hotel
- Clean clothes (not in dobbi)
- Iron Clothes (not in dobbi)
- Clean/Polish Shoes
- Wash Vehicles or Bodas or etc.
- Clean Streets & Public Spaces
- Other
- Don't Know
- Refuse to Answer

Thank you for your time. We appreciate your input.



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