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Training Needs Assessment

Kono, Kailahun and Koinadugu / Falaba Districts

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I. Executive Summary

Background

To support GIZ's Employment Promotion Programme (EPP), Afriqia HR Solutions (AHRs) was contracted to conduct a training needs assessment (TNA) that would contribute to the design of EPP IV's rapid skills interventions within the districts under assessment.

Through a combined approach that included interviews, questionnaires and focus groups, the intent of this assessment was to identify categories of training need topics to get an overall perspective of training gaps amongst youth across the districts in question. The specifics of each category identified below were drawn out of the data analysis.

The focus of the assessment is in highlighting potential training interventions (mainly soft, although technical insight is also necessary) that can be a focus of GIZ's EPP IV activities. The findings, enclosed, are to allow for the following:

- Determine trainings that are industry and district specific where possible.
- Indicate what young people within the target districts find interesting and relevant to their needs and aspirations.
- Indicate trainings that would bridge the supply and demand gap and in turn, increase employability or access to self-employment to the young people within the areas of study.
- Provide gender specific insights around training needs and experiences that would help contribute to the design of more inclusive and gender transformational interventions.

Key Findings

Results of the TNA analysis revealed the following major findings:

- Skills development is perceived by respondents of all nature across the districts as a crucial pathway to independence, success and increasing access to income whether through employment or self-employment.
- In addition to hard/technical skills development, interventions focusing on female youth need to integrate confidence building and communication skills.
- Across all focus groups, business related skills, associated to entrepreneurship, were highlighted of primary interest. 58% of youth focus group participants indicated a need for training on business set up and management. This sentiment was re-enforced by data collected through interviews with employers and entrepreneurs.
- Female youth focus group participants referred to stereotypical female industries when identifying their own skill needs. It is difficult to ascertain whether that is by demand or by design and perceptions around expectation. This was the reason behind a core recommendation when embarking on gender inclusive interventions to showcase the vast opportunities available for female youth especially in sectors most identified with males.

- The soft skills that were highlighted by youth as areas of need for them were:



Creative Thinking/
Innovation



Critical Thinking



Leadership and
Management



Communication



Networking

- The TNA highlighted numerous factors encouraging or discouraging youth participation and access to training. These included financial considerations, family responsibilities, access challenges and lack of connections/contacts in environments that were described as potentially discriminatory, exclusionist and competitive. These experiences were even made more challenging for female youth due to their lower educational attainment levels and their traditionally limiting roles within their homes and their communities.
- Interventions targeting youth should take into consideration the negative role of drugs and peer pressure especially prevalent amongst male youth and confidence barriers amongst female youth.
- Whether it is due to an unhealthy precedent or an actual need, youth reported a need for allowances, meals and start up kits, where relevant, to ensure their interest and attendance in training. The soft skills trainings proposed that include attitude, behaviour and growth mindset development would tackle such expectations in the long run.
- Youth highlighted the importance of interactive and engaging learning spaces. A series of considerations including facilitation approach and inclusivity strategies have been articulated as part of this assessment report.
- Gender and District based differences are visible and documented throughout this report. These are most visible when reviewing hard skills needs and interests.
- Data Analysis of Entrepreneur interviews highlighted similar areas of training interest as the youth focus groups with a focus on:



BUSINESS SET UP-
MANAGEMENT
AND
DEVELOPMENT



FINANCIAL
MANAGEMENT



COMMUNICATION
(INCLUSIVE OF
PERSUASION AND
NEGOTIATION)

- Entrepreneur interviews also highlighted some key soft skills interventions that included Communication, Self-Discipline, Management, Export Market Diversification and Business Development.
- Youth and entrepreneurs interviewed expressed a desire for flexible training arrangements. Specifics around length and days were highlighted but discussions

stressed the importance of considering town/chiefdom/district specific considerations i.e., Luma (Market) dates.

- All employers consulted highlighted a supply and demand gap that was national but even more visible within the districts they operate. Many employers (42%) respectively highlighted a focus on practical skills and work experience when hiring. Both of which are largely lacking within the districts they operate.
- When highlighting training needs, employers referred to a series of hard and soft skills. Hard skills identified were sector and industry driven and were predominantly from the Agricultural sector.
- ICT skills were highlighted by employers as being a key area of skills development from both their teams and district youth.
- There were distinctions highlighted amongst the districts and between male and female participants in terms of training needs and interests. It is integral that training interventions consider them to ensure higher impact interventions.
- Intentional inclusion of female youth needs to be designed considering the reality of their challenges which include but are not limited to patriarchal systems of power and control, lower educational levels, limited confidence, limited decision making powers, home and child care responsibilities, risk to and experience of Sexual and Gender Based Violence (SGBV), Early Pregnancy and Marriage as well as a constant battle against and within the physical and mental barriers created as a result of traditional and cultural attitudes and gender stereotypes.
- Interventions responding to the needs identified within this TNA should include soft skills, hard skills, and a hybrid entrepreneurship intervention.
- Soft skills interventions should include trainings across the five following themes:



COMMUNICATION



PERSUASION
AND INFLUENCE



INTERPERSONAL
SKILLS AND
SELF
CONFIDENCE



LEADERSHIP



SELF
MOTIVATION
AND SELF
MANAGEMENT

- For technical skills training, the recommendation of this assessment is that content is directly derived from the employer and youth group analysis with a consideration of district and gender needs and interests within the following areas:



- Entrepreneurship interventions should include the following content:



II. Background

Despite continuous conversations, interventions and a national government led move towards capacity building as a core priority area, there remains to be increasingly unequal national opportunities for increasing youth employability and access to entrepreneurship and self-employment. These are even more prevalent in rural districts outside the primary areas of activity, traditionally within Freetown. According to Danish Trade Union Development Agency’s Labour Market Profile for Sierra Leone (2020), “the formal sector is not creating enough jobs to curb the growing youth bulge [...] Close to 9 out of 10 workers are forced into “vulnerable employment”.” This group have stagnated at 86% of the total workforce. ILO estimates for Sierra Leone highlight 120,000 people as unemployed, this is 38% more than the 87,000 that were documented in 2016. Although in Sierra Leone, the unemployment rate is arguably similar to other neighbouring countries (has been between 4.3% and 5.5% since 2010), the concerns are around the demographics of the unemployed, vulnerably employed and under employed.

Considering the above, GIZ’s Employment Promotion Programme (EPP) has been operating in Sierra Leone with a focus on bridging the above defined gap by supporting various interventions with a focus on some of most excluded and challenged districts- Kono,

Districts Outlined

Kono

Kono is a district in the Eastern province of Sierra Leone. It is made up of 14 chiefdoms and its capital and largest city is Koidu Town. Kono is primarily known for its mining activities. According to a population analysis conducted in 2014, some 53% of the residents are among the active workforce between the age group 15-64 with 67% of the population residing across the rural areas (Reliefweb District Profile 2015). Although diamond activities are the primary economic activities, agricultural activities are also visible, and the results of the TNA indicate more activity/interest in other economic activities.

Kailahun

Kailahun, another of the Eastern Province's key districts, is known as a trading hub. Subdivided also into 14 chiefdoms and borders Guinea, its capital and largest city is Kailahun Town. As it is one of the closer districts to the Liberia and Guinea borders it was significantly impacted by the Ebola Virus Disease Outbreak. It had the initial highest concentration of cases alongside Kenema. Although small scale mining activities exist, Kailahun's economy is arguably more driven by its agricultural and trade activities.

Koinadugu/Falaba

Koinadugu District is a district in the northern province and up until 2016 also included chiefdoms within, what is now called, Falaba District. Its capital and largest city is Kabala. It is made of 11 chiefdoms and its economic activities include timber logging and agriculture.

Falaba district is divided into 13 chiefdoms with its capital and largest town being Bendugu. It is one of the newest districts alongside Karene. It is an entirely rural district and is well spread out geographically. Combined, Falaba and Koinadugu cover the largest terrain nationally. As it is a new district a lot of government facilities/offices are yet to be set up within it and residents continue to access nearby services in surrounding districts in Kono and Koinadugu.

Limited Data Availability

In addition to various findings that helped steer the final agreed on methodology for the TNA, the desk research also cast light on existing data access challenges when reviewing some key districts of Sierra Leone. One of the key highlights of the first stage review and existing research analysis was the limitation in available data on the areas under consideration.

All documents reviewed highlighted a gap in access to information when designing interventions that covered the districts at the centre of this training needs assessment. Kailahun had the most available data online but it predominantly, when available, focused on the agricultural sector and or livelihood strategies. There was very limited available data on Kono and Koinadugu/Falaba from the last 6 years. Where data was available it had to be deduced from larger pieces of research such as:

- The Danish Trade Union Development Agency’s Labour Market Profile Sierra Leone, 2020,
- The Sierra Leone Integrated Household Survey Report, 2018.

Research that has been central to larger conversations around training and employability with a focus on vocational interventions has also, in most cases, provided little or no insight in the experiences of the districts in question. GIZ’s Diagnostic Study of the TVET Sector in Sierra Leone (April 2018) and the TVET Coalition’s Skills Needs Assessment (August 2018) although providing national significant insight, had little interaction with stakeholders within these districts to contribute to their research’s findings.

One key pattern that emerged though was the role agriculture plays, across the districts under assessment, in livelihood and income generation, as well as household viability. Available research looking at Luawa Chiefdom (International Journal of Advanced Research and Publications, Sep 2018) and Mano Menima (Journal for Studies in Management and Planning, February 2019) both highlighted Agriculture as central to livelihood within the Kailahun District. Both pieces of research also highlighted that agriculture was not referred to as a primary source of income for most people but was rather seen as an opportunity amongst money. High illiteracy and limited agriculture skills development opportunities also resulted in constraints that mean agriculture was not yielding what it could.

Another area of significant consideration is the reality, from existing limited data, of limited educational attainment and high illiteracy levels at rural level. Studies indicate that the higher educational attainment, the more likely a young person is complete their labour market transition and ensure some sort of suitable/final employment. In Rural Sierra Leone, 41% of those aged 15-19 are illiterate (Danish Trade Union Development Agency, 2020). In addition, around 3 out of 4 (75%) of employed youth in Sierra Leone were undereducated for the job they were doing in 2015.

At district level, these figures become even more stark. Sierra Leone’s Integrated Household Survey (SLIHS) (2018) indicates the following in terms of percentage distributions of educational level completed by districts.

District	None	Primary	Junior Secondary	Senior Secondary
Kailahun	45	33.5	13.3	8.2
Kono	49.8	31.9	10.9	7.4
Falaba	68.3	24.7	4.6	2.4
Koinadugu	51.2	28	11.5	9.3

Table 1: Percentage Distribution of Educational Levels

The Survey indicated Falaba as having the worst results “where apart from teaching (2.1%) and Vocational (0.9%), there is a complete absence of Sierra Leoneans with other educational attainments” (SLIHS, 2018, p.39). Kono, Kailahun and Koinadugu were also highlighted as other districts requiring specific attention due to limited educational attainment.

Another area of interest that arose from the initial research was around how disability should be factored within our considerations. The 2018 SLIHS findings indicate that there are more

females with disability compared to males (50.1% to 49.9%). This is a shift from the 2011 findings where there more males than females. Although Tonkolili has the highest number of disabled persons, Kailahun has second highest figures with 30,560 recorded as disabled within the district. The district and gender findings are both significant as relevant to this Needs assessment. As the SLIHS indicated disabled women essentially represent two minority stigmatised communities with multiple barriers to achieving personal goals in life.

Commitment to Gender Equality

Gender equality is one of the key values of GIZ, as it is a determinant for sustainable development at a national and international level. GIZ has developed its own gender strategy which is in accordance with the German Federal Ministry for Economic Cooperation and Development's gender approach to development. This gender strategy includes a clear commitment to the promotion of equal rights and opportunities for all people regardless of their gender, sexual orientation, and gender identity. To this end EPP IV has included gender equality as a significant goal. More precisely EPP IV has committed to reach out to 50% female and 50% male beneficiaries. EPP IV is an important lever to promote gender equality and reduce and prevent discrimination at employment or self-employment, economic growth and job creation activities in the four districts Kailahun, Koinadugu, Falaba and Kono of Sierra Leone. In line with this the TNA also aims to identify training needs and considerations applying gender lens.

The desk research further emphasised the need to ensure gender considerations are continuously factored when embarking on gender transformational interventions at district level. FHI 360 and BRAC's 2019 report titled Job Demand and Employment Market Analysis with a focus on interviewing adolescent girls, although not covering the districts in question, displayed the importance in covering the unique experiences and needs of girls and women when approaching skills development. The report's distinction between interests, appealing opportunities and economic opportunities positioned the conversation through the lens of the girls which provided a valuable insight that was not limited by their tangible and everyday opportunities. The report also framed parameters of success as individual and highlighted a prominent theme in feedback from participants around the importance of self-reliance and independent from men. The report stressed that any interventions should understand the dynamics that Rural Adolescent Girls and Young Women navigate with "less access to healthcare, higher levels of teen pregnancy, higher rates of child marriage, higher maternal mortality rates, less education, fewer training opportunities and generally face more rigid patriarchal social norms that prescribe livelihood opportunities" (Job Demand and Employment Market Analysis, 2019). Considering the above, the TNA was intentional in ensuring access to data that could shed light with gender lens to feed into the design and implementation of district-based skills focused interventions.

III. Methodology

After comprehensive desk research, the research team was mobilised to the districts to conduct focus groups (FG) and key informant interviews (KII). Alongside the field-based research, the Freetown based team conducted interviews with employers and development partners working across some of the key districts via phone and online communication platforms (zoom and teams). These were all driven by a series of key questions and fully articulated questionnaires to ensure consistency across all areas of questioning and analysis.

Convenience sampling was the sampling methodology used. This is a specific type of non-probability sampling method that relies on data collection from population members who are available to participate in a study. The GIZ EPP team took the lead in identifying participants at district level whilst the AHRS team took the lead in ensuring the sample type and size were consistent and reflective of various considerations across the districts. Employer participants were identified by AHRS through various networks, partners, and their existing client base.

The following key groups were identified as crucial participants:

- Youth aged 18-35 (age bracket aligned to National guidelines defining youth bracket)
- District based Entrepreneurs (majority sample to be aged between 18-40)
- Employers within the districts (national employers with physical presence within districts can also be included)

The TNA district-based research was conducted over a period of 3 weeks. The employer and development partner outreach took place in parallel and involved an initial invitation to participate via some key employer forums and networks. Reminder emails and subsequent invitations, followed by phone calls, also took place. All employers who agreed to participate had online/phone interviews scheduled during the last two weeks of the data collection phase. All data collection took place between June 7th and July 2nd, 2021.

The table below outlines proposed versus actual data collection reach.

District	Activity	Proposed Reach	Actual Reach	Proposed Nr of Participants	Actual Nr of Participants
Kailahun	Focus Groups	8	8	64	64
	Key Informant Interviews (Entrepreneurs)	20	24	20	24
	Key Informant Interviews (Employers)	10	10	10	10
Koinadugu/ Falaba	Focus Groups	8	8	64	64
	Key Informant Interviews (Entrepreneurs)	30	36	30	36
	Key Informant Interviews (Employers)	10	9	10	9
Kono	Focus Groups	8	8	64	66
	Key Informant Interviews (Entrepreneurs)	20	20	20	20
	Key Informant Interviews (Employers)	10	7	10	7

Table 2: Proposed versus achieved data collection

*Response from Employers was not always forthcoming with repeated rescheduling. Although the response was generally positive, the availability within the time span of the data collection, was limited. That said, numbers were made up in key player consultative discussions where an additional 3 organisations participated. 1 organisation was a national financial services provider and the other 2 had a focus in Koinadugu and Falaba districts working within education.

In addition to the above, there were the following further considerations:

Focus Groups

There was a division in the location, participant profile and location of focus groups. 50% of all focus group participants had to be female. 50% of focus groups had to be conducted within a rural setting and 50% of focus groups had to be hosted within accredited or non-accredited technical vocational education training centres with currently engaged students/trainees participating.

Focus groups were led by researchers deployed (3 male researchers, and 1 female researcher deployed) with the intention of providing spaces that were comfortable and conducive to openness and input from all participants. Focus group sizes were limited to between 8 and 10 participants and did not take any more than an hour each. All facilitators came from an HR and learning assessment background and were aged no more than 34 years, with the youngest facilitator being.....

All focus groups were guided by the same questions which were initially drafted in English and then translated in Krio. Community Based Youth Focus Groups and TVET Youth Focus Groups had separate guiding questions (Annex A (1/2)). All Focus Group participants signed a consent form (Annex A (3)) that included the following content:

- Purpose
- Procedure
- Benefits and Risks
- Confidentiality
- Contact Details.

Each consent form had to be signed and required names to be printed. Attached to the consent form was an individual participant demographic sheet (Annex A (3)) that included the collection of some of the following data:

- Age
- Location
- Gender
- Educational Level
- Employment Status
- Trainings.

To ensure inclusion of participants with limited or lack of literacy, the research team was available to support the filling of key documents and provided an ink pad for thumb signatures.

Focus Group facilitators were provided the same opening instructions that included the following:

- Introduction
- Welcome and Thanks
- Purpose of Focus Group
- Explain how notes will be taken and the purpose of all needed documentation.

To ensure openness in feedback and discussion, focus groups were divided by gender and all female focus groups were led by the female facilitator attached to data collection; with male facilitators providing a supporting role. The team was deployed in multiple locations at the same time to cover the vast terrain that needed to be covered.

Key Informant Interviews

Although questionnaires were created, a survey approach was not utilised. It was felt by the research team that the one-on-one nature of interviews would help bridge any misunderstanding, ensure full cooperation and clarity, and allow for probing where necessary. This was especially important when speaking to employers across the districts.

50% of all key informant interviews conducted with entrepreneurs had to be conducted with female entrepreneurs within the same urban/rural 50:50 split.

Data Collection Considerations

Although all assessment guides (question sheets/interviews formats) were initially designed in English, they were translated into Krio. In addition, a Limba speaker was assigned to support in Koinadugu and Falaba to address any language considerations that may arise in these districts. GIZ's officer support team and youth lead within chiefdoms were also on hand to provide any advice around language and translation if needed. There was no prerequisite around participants having to speak Krio to ensure full inclusivity. External member translation in local languages was not encouraged to ensure consistency in the language used and limit any unintentional researcher bias.

Data collection was collected both in hard and soft copy in tandem to help accessibility to data in real time by the analysis support team and Project Lead in Freetown. This took place through utilising google suite but also through scanning and emailing via smart phone for data entry. All field researchers had access to modems and tools both accessible on phone and laptop for immediate transmission and communication.

Questions for key informant interviews were in 3 different versions as described below:

1. Entrepreneur Interviews (Annex B (1))
2. Employer Interviews (Annex B (2))
3. Consultative Discussions with Stakeholders and Development Partners (Annex B (3))

All entrepreneurs interviewed had to also complete an interview consent form (Annex B (4)) that clearly outlined purpose of the research and expectations of both parties in contributing data towards this analysis.

A research lead was also assigned to the assessment that was responsible for the following:

- Ensuring no fraud and that the research time is collecting information accurately and diligently.
- The screening criteria has been adhered to.
- Ethical standards were maintained when data was being collected.
- That all questions were asked in the way they were supposed to be asked.

In addition, as this assessment took place within an extremely worsening COVID 19 national situations, a series of COVID 19 guidelines were provided to the research time to ensure adherence to all national and international best practice recommendations. This was essential for the safety of participants, the public and the research team.

IV. Demographics

Activity Spread

Kailahun

Chiefdom	Nature of consultation
Jalulahun / Njalahun	Entrepreneur Interview & Employer Interview
Jawei	Employer Interview, Focus Group & Entrepreneur Interview
Luawa	Focus Group & Employer Interview
Kissi Teng	Entrepreneur Interview
Kissi Tongi	Entrepreneur Interview & Employer Interview
Kissi Kama	Employer Interview, Entrepreneur Interview & Consultative Discussion
Peje Bongre	Entrepreneur Interview
Penguia	Entrepreneur Interview & Employer Interview
Jahn	Entrepreneur Interview
Mandu	Entrepreneur Interview
Peje West	Entrepreneur Interview & Employer Interview
Yawei	Entrepreneur Interview
Upper/ Lower Bambara	Entrepreneur Interview & Employer Interview
Malema	Focus Group & Employer Interview
Dea	Focus Group

Kono

Chiefdom	Nature of consultation
Fiama	Consultative Discussion, Entrepreneur Interview & Employer Interview
Gbane	Consultative Discussion, Entrepreneur Interview & Employer Interview
Gbane Kandor	Consultative Discussion Entrepreneur Interview & Employer Interview
Gbense	Consultative Discussion, Employer Interview, Focus Group & Entrepreneur Interview
Gorama Kono	Consultative Discussion, Entrepreneur Interview & Employer Interview
Kamara	Consultative Discussion, Entrepreneur Interview & Employer Interview
Lei	Consultative Discussion, Entrepreneur Interview & Employer Interview
Mafindor	Consultative Discussion, Focus Group & Employer Interview
Nimikoro	Consultative Discussion, Focus Group & Employer Interview
Nimiyama	Consultative Discussion, Entrepreneur Interview & Employer Interview
Sandor	Consultative Discussion, Entrepreneur Interview & Employer Interview
Soa	Consultative Discussion, Entrepreneur Interview & Employer Interview
Tankoro	Consultative Discussion, Employer Interview, Focus Group & Entrepreneur Interview
Toli	Consultative Discussion & Employer Interviews

Koinadugu/Falaba

District	Chieftdom	Nature of consultation	
Falaba	Folosaba Kamba	Entrepreneur Interview & Employer Interview	
	Kamadugu Yiraiyah	Entrepreneur Interview & Employer Interview	
	Barawa Wollay	Entrepreneur Interview & Employer Interview	
	Morefindugu	Employer Interview, Entrepreneur Interview & Employer Interview	
	Mongo	Entrepreneur Interview & Employer Interview	
	Nyedu	Entrepreneur Interview & Employer Interview	
	Neya	Entrepreneur Interview & Employer Interview	
	Dembelia Musaia	Focus Group & Employer Interview	
	Dembelia Sinkunia	Entrepreneur Interview & Employer Interview	
	Sulima	Entrepreneur Interview & Employer Interview	
	Kabelia	Entrepreneur Interview & Employer Interview	
	Koinadugu	Sengbeh	Employer Interview, Focus Group & Entrepreneur Interview
		Kamukeh	Entrepreneur Interview & Employer Interview
Wara- Wara Yagala		Employer Interview, Focus Group & Entrepreneur Interview	
Kasunko		Consultative Discussion, Employer Interview, Entrepreneur Interview & Employer Interview	
Bafodia		Focus Group & Employer Interview	
Diang		Entrepreneur Interview & Employer Interview	
Kalian		Employer Interview, Entrepreneur Interview & Consultative Discussion	
Nieni		Consultative Discussion, Entrepreneur Interview & Employer Interview	
Madina- Gbonkorbo		Entrepreneur Interview & Consultative Discussion & Employer Interview	

Focus Group Composition

A total of 24 focus groups were conducted across the districts within the TNA. Each focus group accommodated no less than 8 participants and no more than 10. A total of 192 youth took part across the districts, 96 of which were female.

In addition to the randomly constructed youth FG at community level (x12), the following institutes accommodated the team in focus groups directly targeting those pursuing both accredited and non-accredited TVET courses.

District	Name of Institute	NCTVA Status
Kono	Kono Kai Skills Training Centre	Non-Accredited
	Kono Musu Skills Training Centre	Non-Accredited
	Gbense Women's Development Initiative Centre	Non-Accredited
	Government Technical Institute	Accredited
Koinadugu/Falaba	Government Technical Institute	Accredited
	Kim Tech Vocational Training Centre	Accredited
	Ernest Bai Koroma Institute	Accredited
	Forum for African Women Educationalists Institute	Accredited
Kailahun	Government Technical Institute	Accredited
	Pentecost Vocational Technical Institute	Accredited
	Red Rose Partnership Centre	Non-Accredited
	Women Initiative for Sustainable Empowerment	Non-Accredited

Table 3: Focus Group Institutions

Age

Focus group participants were aged between 18 and 35. The table below indicates average age among the participants across the districts and the different youth focus groups. As indicated in the table below, female participants, on average, were slightly younger than male participants. Community youth groups had a larger age bracket of participants involved and had a higher average age than TVET focus groups. Participants within the TVET focus groups were, on average, younger than those randomly selected from within communities with the only exception being within the Koinadugu/Falaba sample where average age groups across all district-focus groups was the same.

District	Focus Groups	Youngest Participant	Oldest Participant	Average Age Overall	Average Age Female	Average Age Male
Kono	Community	18	35	26	24	28
	TVET	18	28	21	21	22
Kailahun	Community	18	35	26	25	27
	TVET	18	29	22	21	24
Koinadugu/ Falaba	Community	18	35	25	25	26
	TVET	20	35	25	24	26

Educational Attainment- Community Youth Groups Composition

Across the districts and the community focus groups, the participants involved represented a cross section of various educational attainment levels. The largest two groups were made up of individuals who either have completed their West African Senior School Certificate Examination (WASCE) (22% of all FG participants) or had received no formal schooling (21% of all FG participants). The second largest sets of groups were those who have pursued some sort of further education in the form of certificates, diplomas or degrees (13% of all FG participants) and those who were in their Junior Secondary School years when they left school.

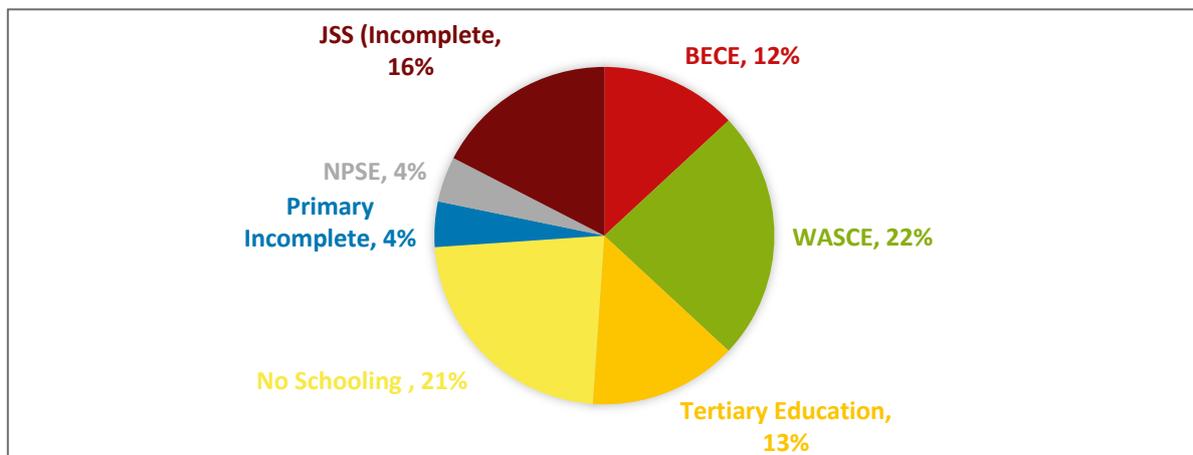


Figure 1 Educational Attainment Community Youth Groups

Across the various community-based focus groups, there was some difference across the districts as displayed in the chart below. Kono had the highest percentage of participants who had gained a WASCE qualification (29% of Kono sample) whilst Kailahun and

Koinadugu/Falaba had 9% and 12.5% respectively completing their WASCE. Again, Kailahun and Koinadugu had highest rates of participants who had never attended schooling (25% within each district of sample) whilst Kono only had 3% of participants within community-based focus groups never attending school. The three charts below outline other levels of educational attainment and their composition within the sample. This cross-sectional representation helps inform more cross cutting training interventions and helps programme designers consider the reality of educational level within the youth community across these districts.

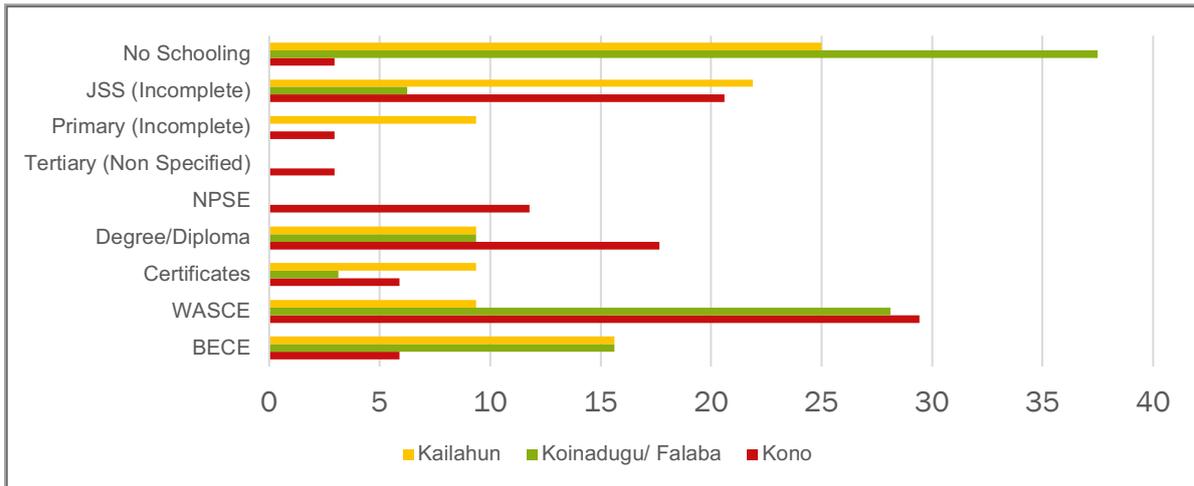


Figure 2: Educational Attainment by District Community Youth Focus Groups (%)

Educational Attainment- TVET Youth Groups Composition

Within the focus groups conducted with students currently participating in some sort of training, the sample group represented a higher make up of students who had embarked on a secondary school education and under dropped out prior to sitting their Basic Education Certificate Examination (BECE) (26%) or after completing their WASCE. The percentage of those who had not received any schooling was also lower than those within the community youth groups.

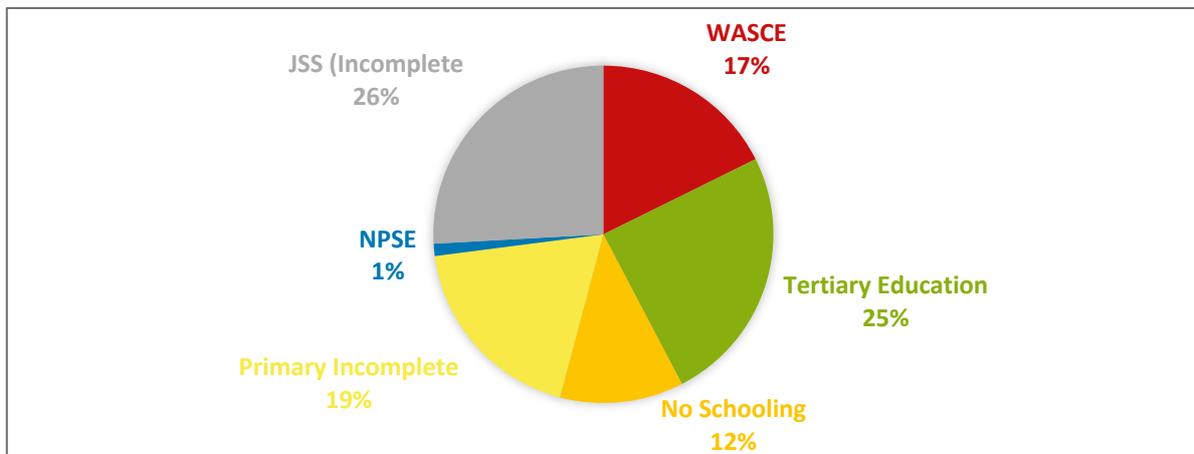


Figure 3 Educational Attainment TVET Focus Groups

Interestingly, the district analysis represented the same make up as was the case with the community groups with Kono’s participants having the highest percentages of educational

attainments whilst Kailahun, Koinadugu and Falaba followed behind. The assumption is that due to the criteria for accessing the courses the participants were taking, across the districts there was higher levels of educational attainment amongst those within the TVET focus groups.

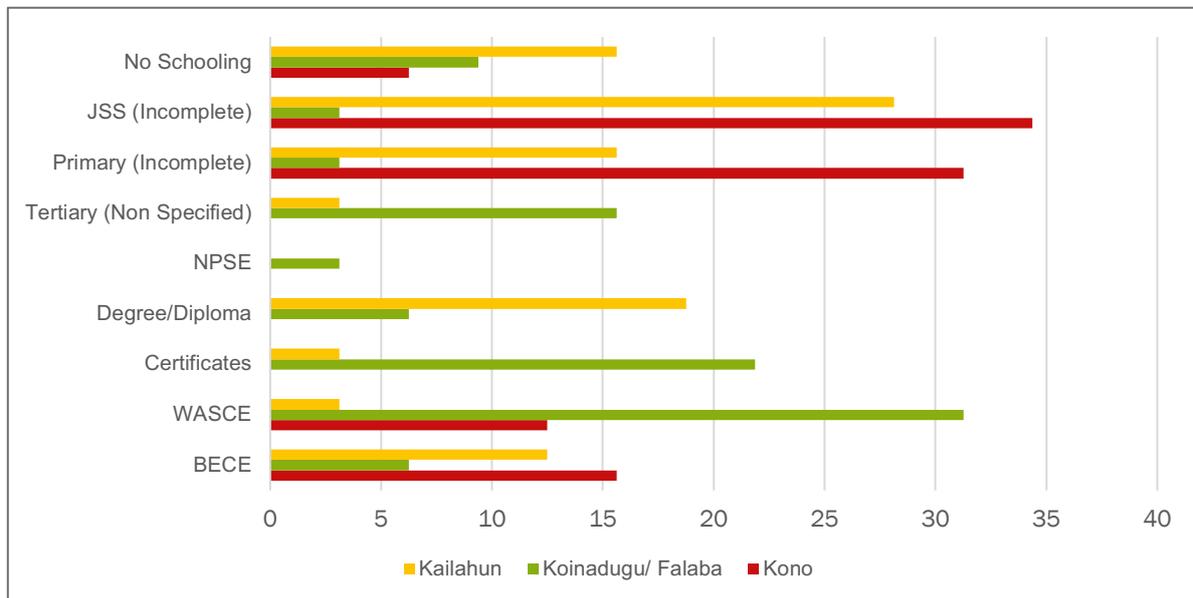


Figure 4: Educational Attainment by District TVET Focus Groups (%)

Educational Attainment- Gender Differences

Across all focus groups, female participants had generally lower educational attainment levels than the male participants. The only exception to that, interestingly, is in focus groups conducted with TVET male youth, out of the sample out of school, 60% were males. This may identify more opportunities for males who had not attended school to access TVET opportunities as opposed to females. The composition of the focus group identifies the following patterns:

- 71% of those within community youth groups reporting never attending school were females.
- 75% of those leaving formal education at BECE level, within community youth groups, were females. 81% of those indicating they left school at BECE level, within the TVET focus groups, were female.
- 75% of those leaving school after completing their National Primary School Examination (NPSE) within community youth groups were female. 100% of those indicating leaving at NPSE level within the TVET youth groups were female.
- 81% of those leaving school before completing their primary school years, within the TVET focus groups, were female.

On the other hand, male focus group participants represented a larger sample of those reaching educational milestones:

- 68% of those completing WASCE within community youth groups were male.
- 60% of those completing WASCE within TVET youth groups were male.

- 100% of those who had achieved further certifications, diplomas and/or degrees at both community and focus group level were male.

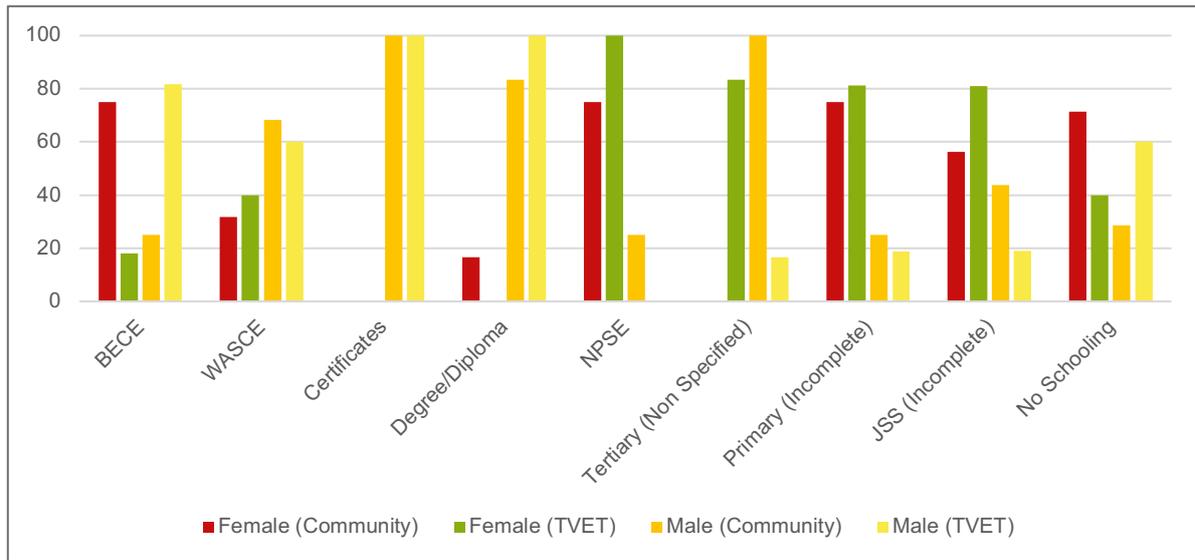


Figure 5: Educational Attainment by Gender, Focus Groups (%)

The chart below represents the difference in female educational attainment levels across the districts. Female participants from Kono appeared to have, on average, across both kinds of focus groups, higher educational attainment levels than in the other districts. Kono was also the only district that had female participants who had completed further studies post school in the form of a Degree or Diploma. The high prevalence of Kono participants across all levels of schooling also indicates more access to schooling opportunities amongst the participant group. Koinadugu/Falaba, in line with national statistics, presented the highest percentage of the female sample who had never accessed formal schooling.

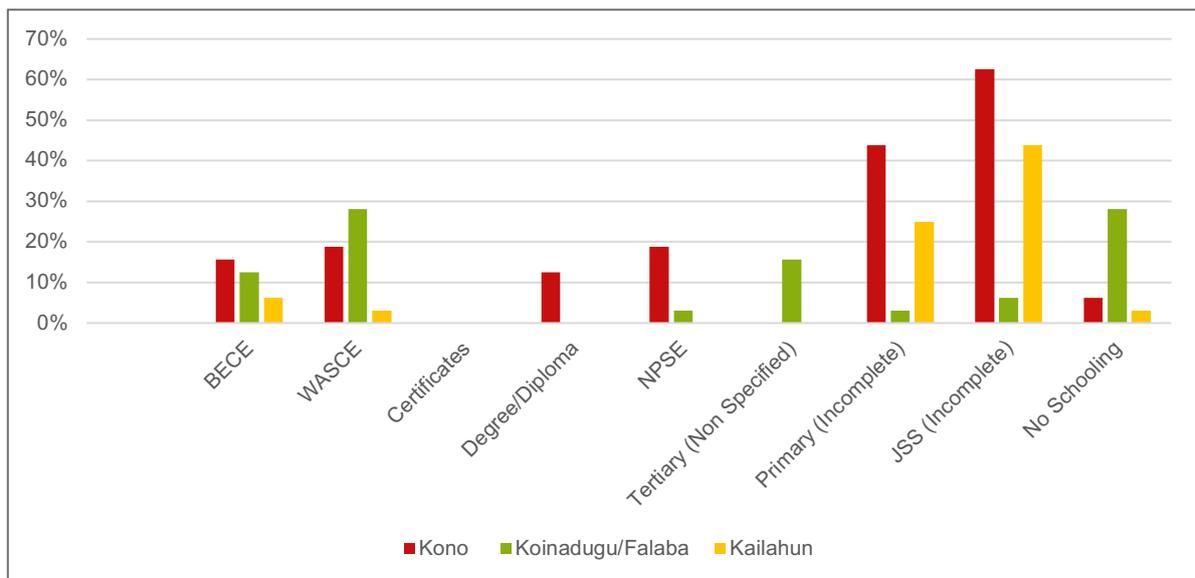


Figure 6: Female Education Attainment Levels (District %)

Employment Status

The chart below represents the composition of the community youth focus groups in terms of employment status. The largest group was unemployed youth accounting for 50%, with the second largest group being self-employed youth at 35%. The employed group only accounted for 11% of the sample.

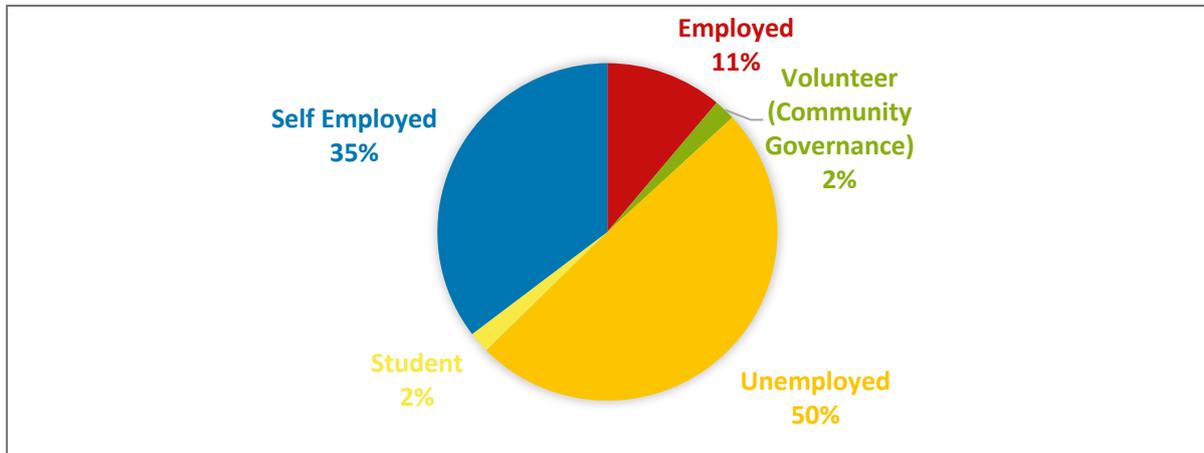


Figure 7: Employment Status Community Focus Groups

Within the TVET focus groups, there was a much higher unemployed percentage with all participants considering themselves students as they were all participating in further learning opportunities/trainings.

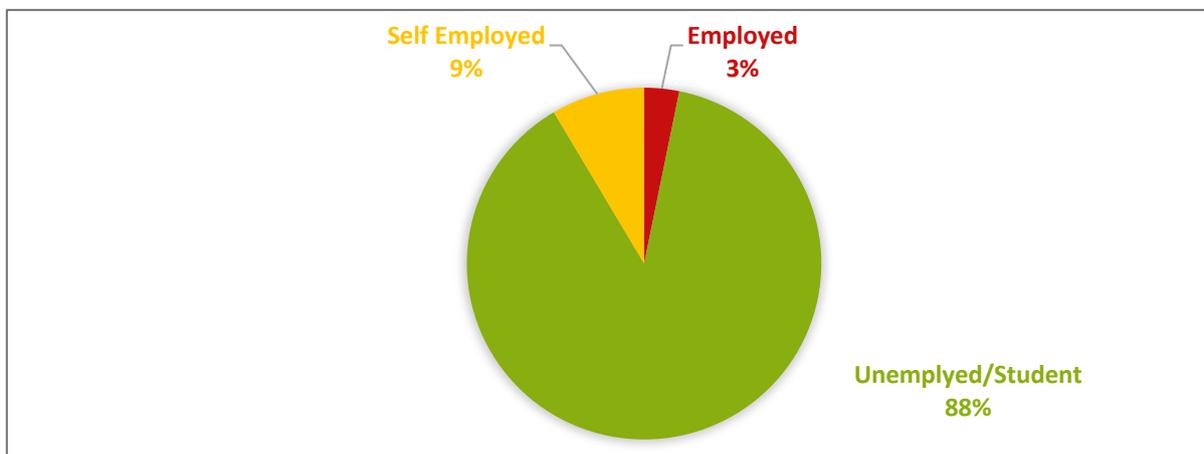


Figure 8: Employment Status TVET Focus Groups

The chart below further outlines the breakdown of the various categories by gender. Amongst the community participants, the following patterns emerge:

- 91% of those indicating they were employed were male.
- 100% of those indicating they were involved within community governance positions were male.
- 63% of those identifying themselves as self-employed amongst the community youth are female.

- 100% of those identifying themselves as students amongst the community youth are male.
- 67% of youth pursuing TVET courses who identified as self-employed or employed were male.
- 53% of those identifying themselves as unemployed across both kinds of focus groups were female.

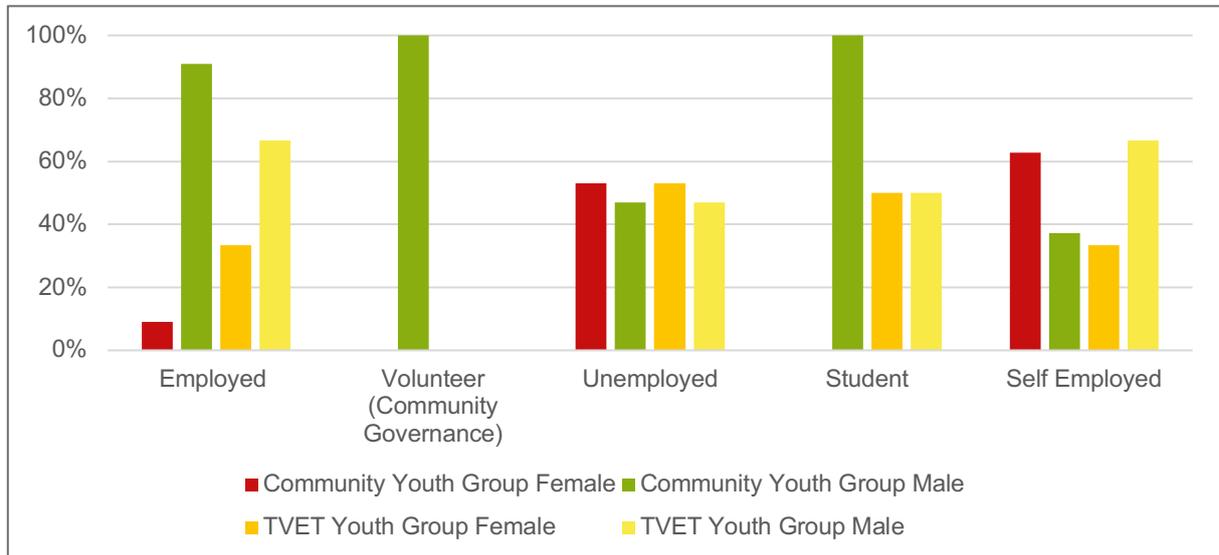


Figure 9: Employment status gender analysis

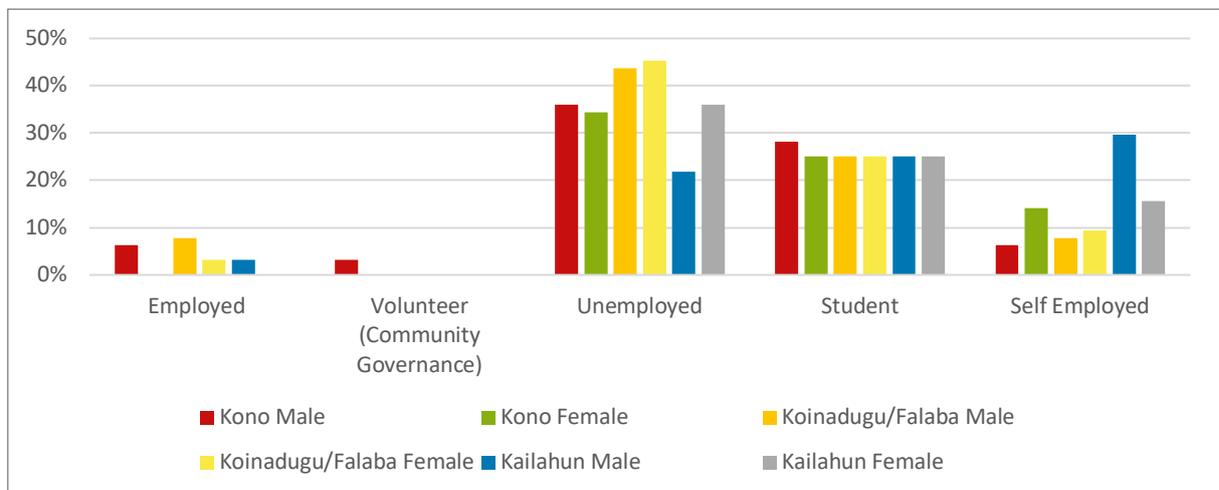


Figure 10: Gender and district disaggregation, employment status

In terms of district distinctions around employment status, the following observations can be made:

- Patterns of unemployment across the districts was relatively consistent with the highest percentage being amongst Koinadugu/Falaba participants.
- Interestingly lowest unemployment rates were found amongst Kailahun male youth. The same group made up the highest single group of self-employed youth (30% of the Kailahun group). Across Kono and Kailahun, there was no representation of females in employment. That said, both districts presented higher percentages of females in self-employment than in Koinadugu/Falaba.

- Only in Kono, was there a representation of individuals, all male, who held voluntary positions. These were predominantly in community governance roles.

Urban and Rural Representation

Community Based Focus Groups had a 50:50 representation of urban and rural settings. The table below displays the villages, towns and chiefdoms that had representatives included in the analysis.

District	Town/Village	Chiefdom	Status
Kono	Tankoro Camp 103	Tankoro	Urban
	Tankoro Dudama	Tankoro	Urban
	Tankoro New Shembehun	Tankoro	Urban
	Yaidu	Gbense	Urban
	Kamadu New Site	Gbense	Urban
	Biama	Gbense	Urban
	Koidu	Gbense	Urban
	Ndorma	Gbense	Urban
	Kolanie	Mafindor	Rural
	Koindu Kurtey	Mafindor	Rural
	Fandu Village	Mafindor	Rural
	Kamiendor	Mafindor	Rural
	Kasemeh	Mafindor	Rural
	Densembadu	Mafindor	Rural
	Gia	Nimikoro	Rural
Kailahun	Baiwalla	Dea	Rural
	Jojoma	Malema	Rural
	Massanka	Luawa	Urban
	Kissy Town	Luawa	Urban
	Tengbeh Town	Luawa	Urban
	Masanta	Luawa	Urban
	Tongoyama	Luawa	Urban
	Kebewana	Luawa	Urban
	Kulalah	Luawa	Urban
	Belemba Section	Luawa	Urban
	Kailahun Town	Luawa	Urban
Kpanguma	Luawa	Urban	
Falaba / Koinadugu	Koromasillaya	Demelia Mousaia	Rural
	Kabala	Wara Wara	Urban
	Kabala	Sengbeh	Urban
	Sokrala	Wara Wara	Peri-Urban
	Bafodia	Bafodia	Rural
	Kadankan	Bafodia	Rural
	Bambukoro	Sengbeh	Rural

Figure 11: Villages, towns and chiefdoms represented in the community based focus groups

50% of community focus groups were conducted within a rural setting whilst 50% were conducted within an urban environment. The TVET focus group demographic was not as easily distinguished as most places, whether formal or informal, were in urban settings. That said, the participant mix was from across the district and presented a more representative equally present demographic.

Entrepreneurs

A total of 80 entrepreneurs were interviewed across the 3 districts. Koinadugu/Falaba had the largest percentage as 2 districts were being covered within that sample group. 44% of the sample were from Koinadugu and Falaba districts, 30% from Kono and 26% from Kailahun. 50% of the sample were female entrepreneurs.

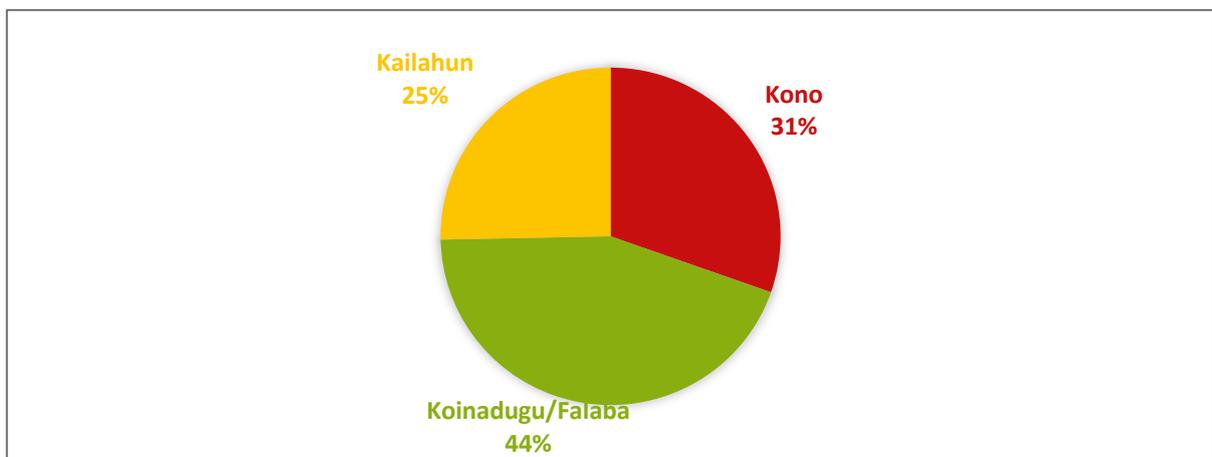


Figure 12: Entrepreneurs location

Age

All entrepreneurs interviewed were aged between 18 and 40 except for 4. Therefore, the research team extended the size of the sample in the affected districts. The average age of entrepreneurs across the whole sample was 32 years of age. The average female age was 31. Participants from Koinadugu/Falaba and Kailahun also had an average age of 32 whilst those participating from Kono had an average age of 30.

Number of Years in Business

On average, entrepreneurs had been in business for 7 years. The longest operating entrepreneur ran an agriculture business for the last 22 years in Kailahun, whilst the youngest business has only been operating for 3 months; also located in Kailahun. Again, within the districts, the average age of businesses was between 6-8 years.

Areas of Business Activity

Most entrepreneurs were operating within either Agriculture or Trade. 11% of participants had businesses outside these sectors. These included: construction, manufacturing, tailoring, mining, and maintenance.

83% of those interviewed were traders involved in the buying and selling of various products to meet the demands of their communities whilst 26% operated within the agriculture sector. Some were involved in both trading and agriculture and therefore were accounted under both. There was not much deviation from that across the districts. The largest agriculture group of entrepreneurs was in Kono (30%) and the largest group of trade focused entrepreneurs was found in Koinadugu/Falaba at 92%.

There were no gender distinctions amongst female and male entrepreneurs in terms of sector of operation or average years of operation. 79% of entrepreneurs were sole operators of their business and had no employees. Only 21% employed support staff, the majority in the form of day contracted staff or short-term workers. 29% of those were female run businesses. Interestingly, amongst the female sample, Kono female entrepreneurs were most likely to have employees (40% of sample group).

Employers

A total of 21 different organisations participated in the employer research. Two of which had presence across all 4 districts whilst one had presence across 2 of the districts within the assessment. A total of 3 consultative exercises were also conducted to complement this data. One of the participating organisations chose to remain anonymous and their name shall not be included in this report.

Some of the organisations outlined below have an extensive national reach but they were consulted and involved only based on their district specific operations and activities. Under the area of operation listed, only the districts they were consulted on are indicated.

Name of Organisation	Area of Operation	Sector	Status
Koyoma Youth Development Association	Kailahun	Agriculture	Local- Private
Kama Builders Poultry Farm	Kailahun	Agriculture	Local- Private
Napia Tongila Agricultural Project	Kailahun	Agriculture	Local- Private
Clean Africa for Agricultural Development	Kailahun	Agriculture	Local- Private
Goldtree	Kailahun	Agriculture	Foreign- Private
Ngopee Foundation	Kailahun	Education	Local NGO
Sierra Diamonds	Kenema	Mining	Foreign- Private
Catholic Relief Services	Koinadugu/Falaba	Education	International NGO
SL Women Farmer Forum	Koinadugu/Falaba	Agriculture	Local- Private
GOAL SL	Koinadugu/Falaba	Health	International NGO
Munafa Women Association	Koinadugu/Falaba	Agriculture	Local- Private
Quikediamma Women Cooperative	Koinadugu/Falaba	Agriculture	Local- Private
Dankola Women in Agriculture	Koinadugu/Falaba	Agriculture	Local- Private
Care International	Koinadugu/Falaba	Health	International NGO
International Red Cross	Kono	Health	International NGO
Koidu Limited (Octea Group)	Kono	Mining	Foreign-Private
Ministry of Agriculture and Forestry	Kono	Agriculture	Government
Easy Solar	Kono, Koinadugu, Kailahun, Falaba	Energy/Renewable Energy	Foreign-Private
Great Work Logistics and Services	Kono, Koinadugu, Kailahun, Falaba	Telecommunications	Local- Private
Kalduf Investment Construction Services	Kailahun and Kono	Construction and Services	Local-Private

Table 4: Participating organisations

In addition, EducAid SL (Koinadugu/Falaba), Apex Bank (National) and Community Empowerment and Development Agency (CEDA-SL) (Koinadugu/Falaba) provided their input via email and phone call.

Across all districts, 50% of organisations included in the assessment were local businesses, the majority of which solely operating within the districts under assessment. The second largest representation was from foreign businesses at 23% of overall sample and 19% were International Non-Governmental Organisations.

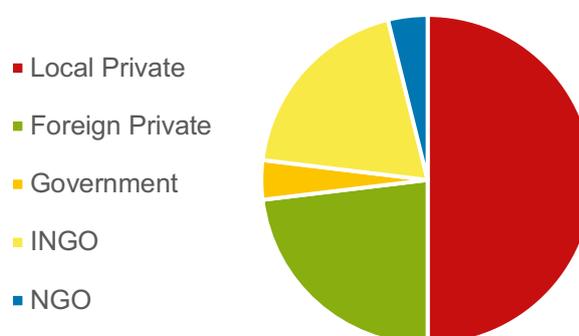


Figure 13: Employer status overview

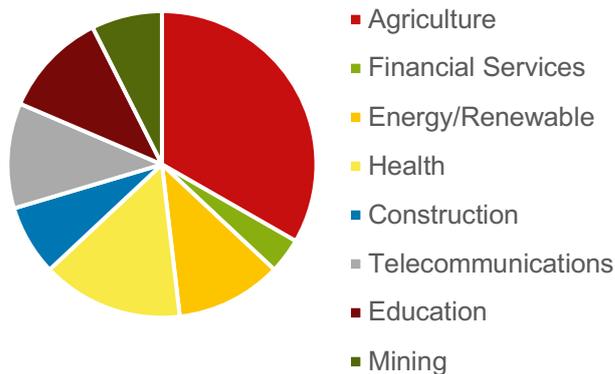


Figure 14: Employer Sector Overview

Like the entrepreneurs' profile, the largest sector represented by organisations was Agriculture (35%). The second largest were organisations in the health sector. Agricultural organisations included employed 40% of all employees across the analysis and had 45% of their employee based recruited from within the districts they operated.

The table below outlines the number of employees employed across all organisations by district. Included is also

the female percentage and the percentage of those employed from within the district. All figures indicated only refer to number of employees within the district/s under review despite employers working beyond the districts included within the assessments.

District	Number of Employees	Female (%)	Employed from within District (%)	Female
Kailahun	1100	18%	67%	22%
Koinadugu/Falab a	489	57%	69%	78%
Kono	1810	24%	80%	20%

Table 5: Nr of employees across organisations in target districts

V. Findings

Youth Focus Group Findings

Skills Development Perceptions

During focus groups, skills were continuously referred to and framed by participants through the lens of technical and/or business-related skills. Although some groups alluded in their conversations to needs that were more transferrable and cross industry, the common areas of interests were skills that directly led to employment or entrepreneurship. For this assessment, the following distinctions in terms of skills will be provided and referred to:

1. Soft Skills
2. Hard (Technical) Skills

Although there is no consensus on a definition for soft skills, they will be referred to in this assessment as a set of competencies, behaviours, attitudes, and personal qualities, all of which can be developed, that enable people to perform well, achieve their goals and navigate both personal and professional environments. Hard skills, also referred to as

technical skills, are the abilities and knowledge needed to perform a specific task. They are traditionally practical and can usually be defined, evaluated, and measured.

Focus Group participants identified that they develop their skills in most cases through their day-to-day activities, by physically participating and practicing. 67% of those participating in youth focus groups said they learn by doing. This was even more emphasised amongst TVET focus groups where 100% of all focus groups mentioned that a large part of skills development was through practice and practical implementation. 58% across all focus groups highlighted the importance of structured training in developing skills, with 58% highlighting the importance of participating in trainings to develop skills. 42% of TVET focus groups also highlighted the importance of apprenticeships and work opportunities. Work was not defined through the lens of jobs but any activities which they participated in whether voluntarily or unofficially within a work environment. 50% of community youth focus groups also identified the role of the family in developing skills with participants referring to mothers, fathers, and siblings as avenues of skills development.

Skills development was seen as a crucial pathway to gaining independence and achieving success. When asked to define how they perceived independence and success, there was an array of interesting responses that included:

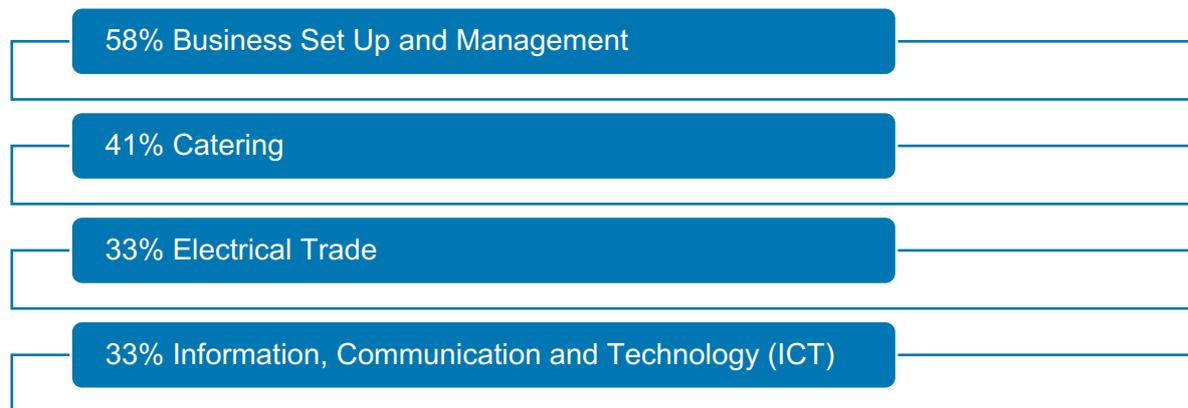
- Having completed formal training and gaining or creating employment
- Earning enough to become self-reliant
- Leaving parental care and becoming self-sufficient
- Tangible successes such as building a home and buying land.

Female participants also defined success and independence around matters such as being outspoken, developing their communication skills, becoming more confident in interacting with a more varied audience and being able to present ideas to elders.

Training Needs/ Interests

When asked which skills development opportunities they would like to access now, 58% of participants in community youth groups highlighted a desire to develop skills related to entrepreneurship and business development. This was a lot more of an apparent theme amongst community youth groups than TVET youth groups who usually listed a series of hard skills that they wish to develop to access and grow within their career ambitions.

Across all community focus groups, the following areas of training were identified by youth participants as being of most interest:



When looking at community-based female focus groups, the areas of interest were in fields that are traditionally perceived as industries where women excel. In addition, female focus groups, were particularly interested in Business set up and management training and saw self-employment through many of the technical areas discussed as tangible and realistic next steps for their career development.

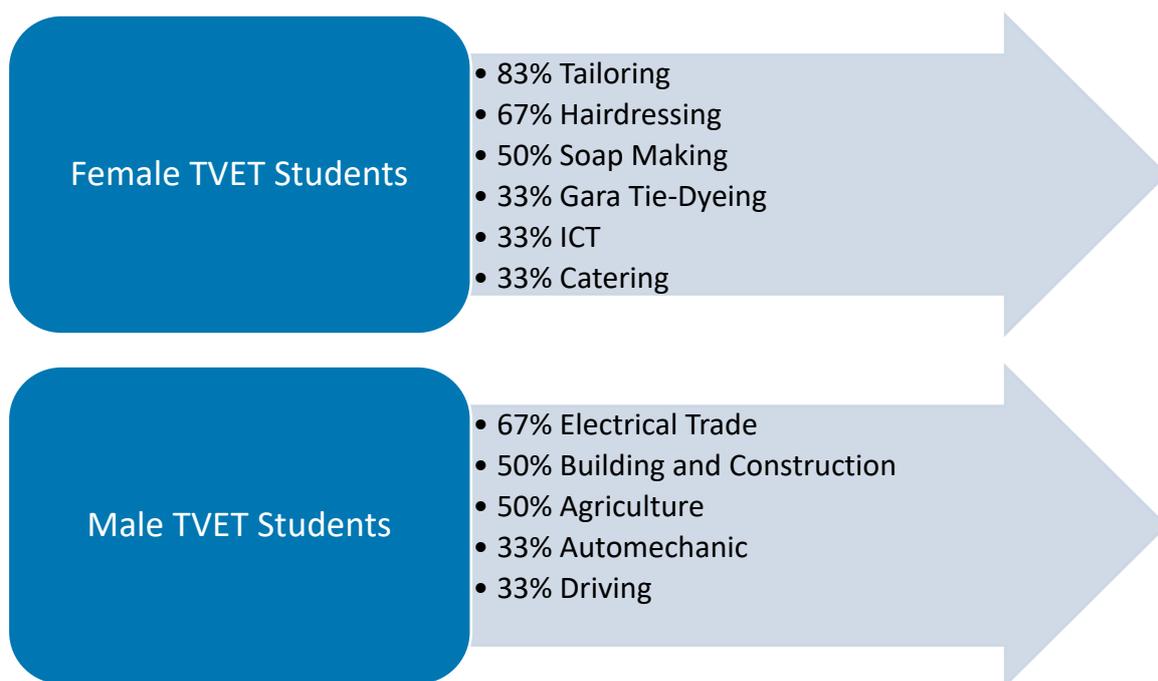


Male community youth participants focused their interests in the fields of electrical trade and ICT. With 50% of focus groups referring to one or both sectors.

The soft skills that appeared in the discussions were those related to business set up but others that were specifically mentioned included:



Amongst the focus groups conducted with TVET students, there were clear areas of interest and difference between female and male participants. Most areas of interest that were mentioned would be developed through hard skills.



District Level Challenges and Needs

Youth focus group participants across the districts and within them highlighted an extremely challenging environment where basic resources were unavailable, and opportunities were minimal. The same needs were repeated across districts and focused on facilities to improve standards of living such as:

- Access to Electricity
- Better road networks
- Access to healthcare
- Better quality education

- Toilet facilities
- Access to water facilities- water wells, pipe borne water

In addition, some focus groups stressed a need for youth training centres within the chiefdoms, especially within the rural areas. Female youth groups identified the risks and challenging meeting female youth who must travel from their districts to access training or education and usually return with challenges related to an inability to complete due to financial considerations, accomodation challenges and/or challenges centred around sexual and gender-based violence (SGBV) or early pregnancy. Youth groups within Koinadugu district also requested libraries and recruitment centres to help better enhance their personal and professional growth and development.

Factors Affecting Participation in Training

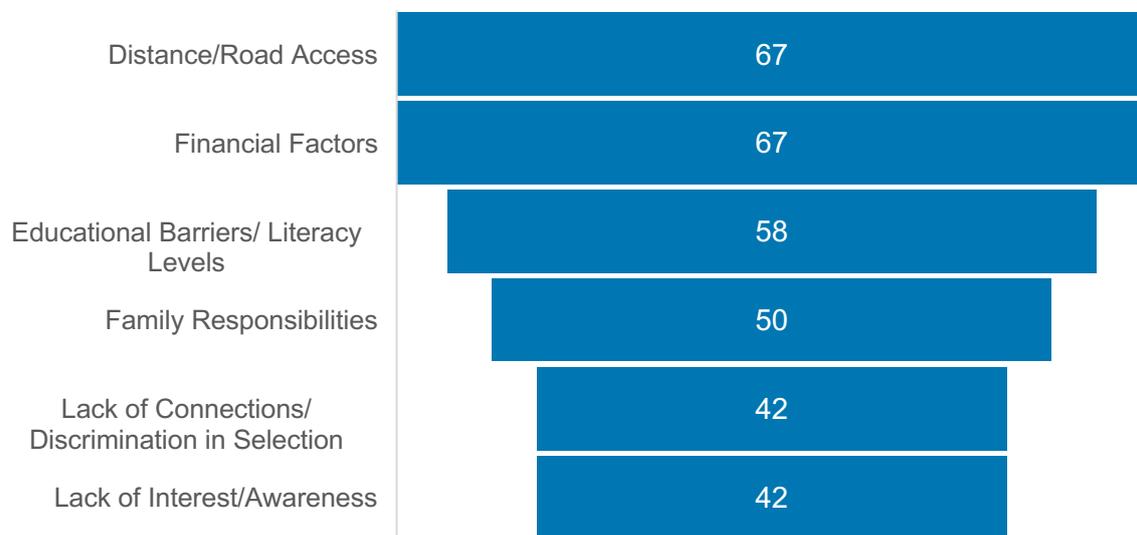


Figure 15: Obstacles to Participation, Community Youth (%)

The most common factors affecting youth participation in trainings, within the general community youth focus groups, were distance and financial factors. This was especially prevalent amongst respondents from Koinadugu/Falaba were 75% of focus groups referred to it as a serious challenge and a limiting factor. Even where distance was not the primary challenge, the quality of roads and the ease of movement within communities was sometimes very limited. The second most prevalent factor, identified by 58% of focus groups, was centred around criteria for selection in trainings and limited literacy levels. Family responsibilities in the form of chores, childcare, parental care, etc. were highlighted by 50% of focus groups. In addition, lack of connections and discrimination in the selection of training participants was referred to by 42% of focus groups. Focus Group participants referred to an increasingly competitive environment around access to limited trainings were connections and discrimination mostly created access as opposed to merit or criteria. Participants mentioned that in some cases, communication around trainings was specifically limited to ensure specific people had access over others. Where information was circulated, it was minimal and usually did not create the level of interest needed to fill seats, this was an experience highlighted by 42% of focus groups.

The above patterns were common in both male and female responses with some very minor exceptions noted below.

- 50% of female youth highlighted health challenges as limiting factors in the participation of training.
- 50% of female youth highlighted that they do not participate in trainings and skills development opportunities because they lack the confidence to do so.
- 50% of male youth highlighted drug abuse as a factor that hinders their and their peers' participation in trainings.
- Another factor that hinders participation amongst male youth in trainings was peer influence and pressure.

Amongst focus group participants currently pursuing TVET opportunities, several variances existed but patterns remained similar: especially issues arising unique to female and male youth.

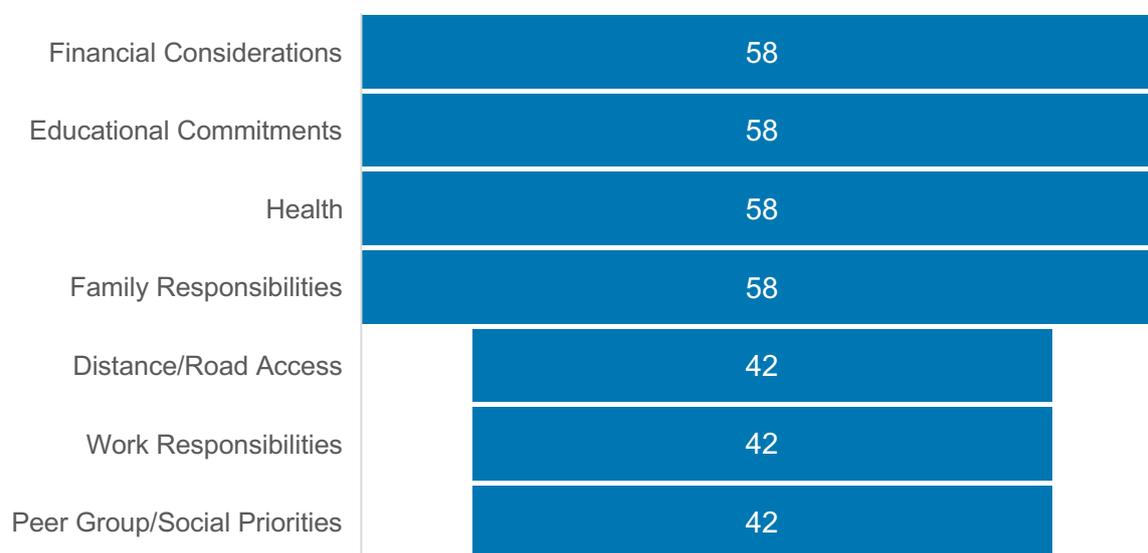
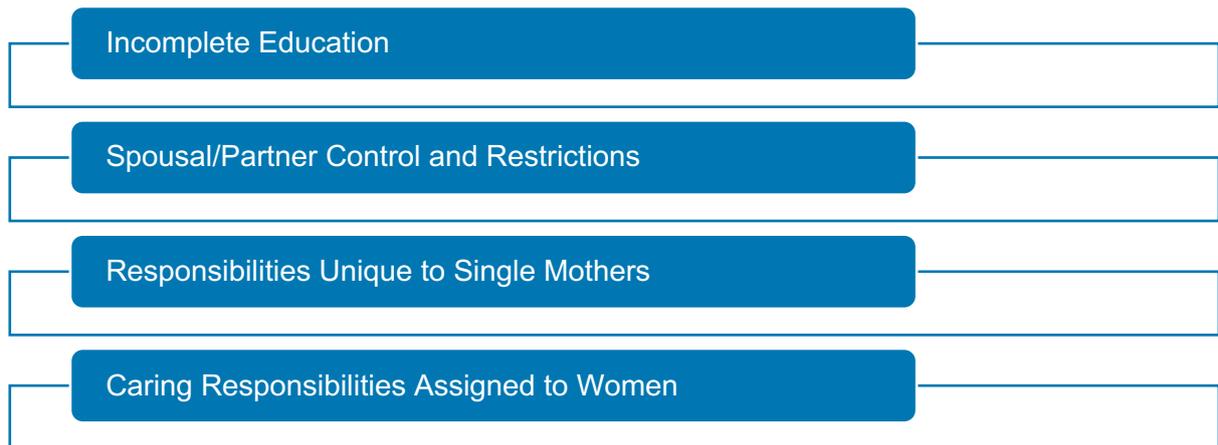


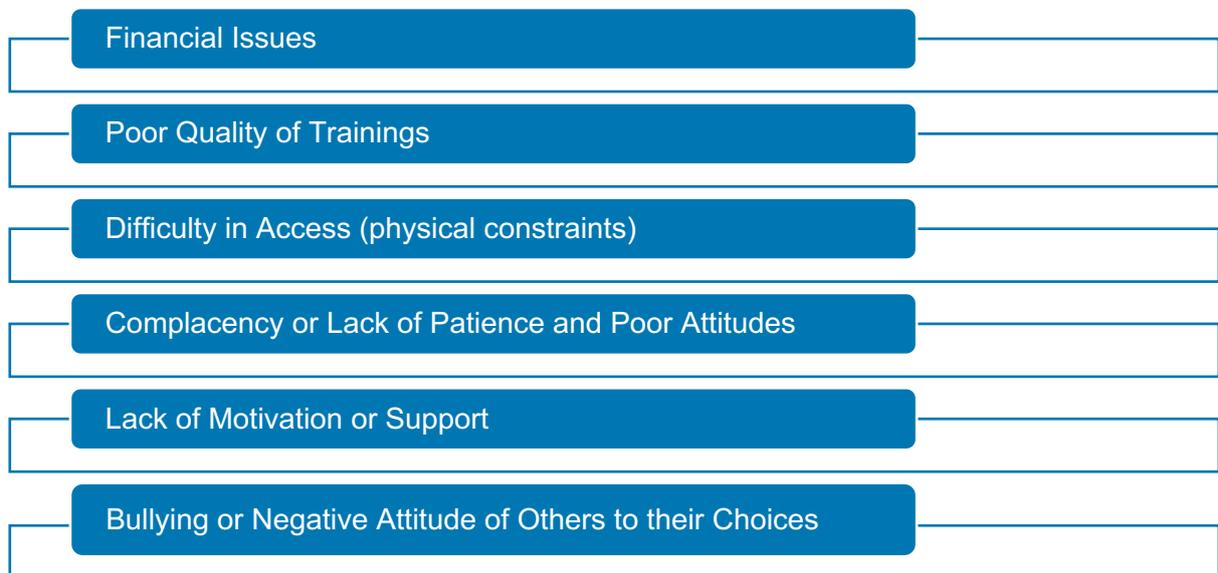
Figure 16: Obstacles to Participation, TVET Youth (%)

Like community focus groups, 50% of female focus groups discussed their own self confidence as the biggest obstacle in their participation of trainings.

Across all female focus groups, participants highlighted factors unique to them and their peers that further resulted in challenges for them in accessing the necessary training.



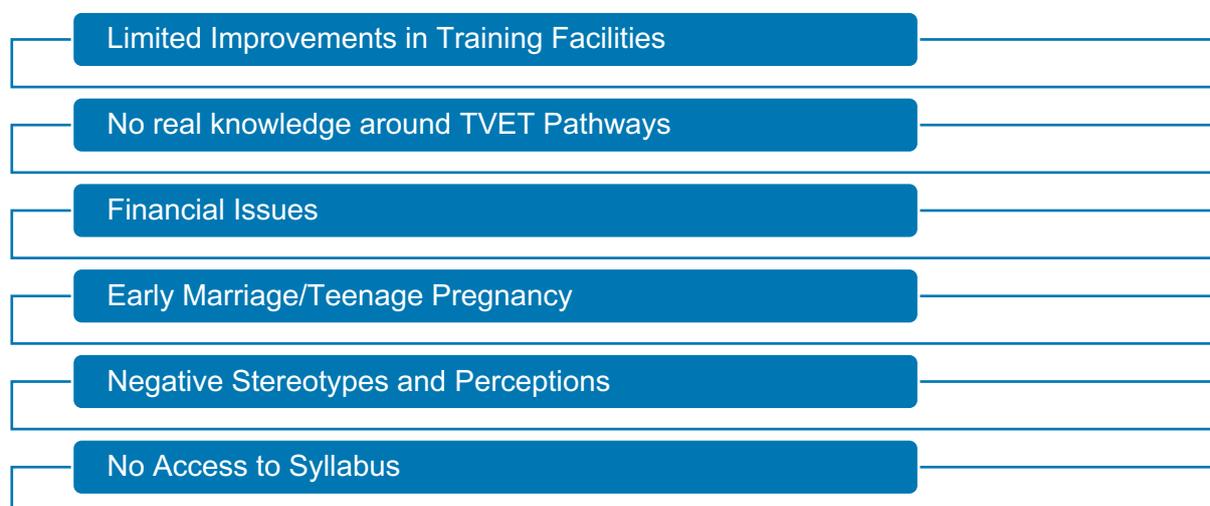
Amongst TVET youth focus groups, participants were asked what factors resulted in their peers leaving or not completing their trainings. Some of the key themes are outlined in the following chart.



In addition to the above, other factors mentioned included:

- Family responsibilities especially highlighted amongst female youth who had responsibilities to the elderly, the sick and the children.
- Lack of Guidance Counselling and clarity around where these training opportunities would take them.
- Peer Influence.
- Behavioural issues and misconduct and the disciplinary approach taken by the training provider.
- Early pregnancy and early marriage.
- Prostitution.
- Lack of certification.
- Lack of clarity on the pathway to employment or self-employment after completing the training.

Participants within the TVET focus groups were also specifically asked on the factors that stopped people from joining TVET skills development opportunities. The next chart outlines some of the key responses.



Factors Encouraging Participation in Training

Across all districts and focus groups there were 3 key factors commonly referred to as factors that would encourage participation in training.



75% of focus groups indicated the importance of allowances that would cover transport and would allow for a loss of income from whatever day to day activities income generating activities youth are participating in. This percentage was even higher amongst male only youth focus groups (83%). 42% stressed the importance of being provided meals during the training experience. 33% of the whole sample, and 50% of the male focus group sample, highlighted the need for start-up kits especially relevant for trainings that are to directly lead to income generating opportunities.

Most Effective Approaches to Knowledge Exchange

Focus groups across the districts discussed what makes for the most enjoyable and effective knowledge sharing experiences and some of the most common feedback is outlined below.

1. Facilitation

Participating youth highlighted the importance of effective facilitation in knowledge exchange. They highlighted some of their most challenging experiences with previous facilitators who seemed to lack both the knowledge of effective facilitation and the interest to

go beyond the bare minimum assigned to them. They suggested more thorough vetting processes of facilitators and more recruitment from within the district of people who are familiar with their challenges or experiences. Participants also encouraged intentional recruitment of facilitators with multiple language skills to ensure for more inclusivity within the various districts.

2. Experiential Learning

Participating youth stressed the need to practice what they learn and highlighted their preference to interactive and engaging learning spaces. They wanted spaces where the facilitator was the only one in control but where peer learning, questioning and continuous interaction was encouraged. They wanted trainings to include multiple approaches including but not limited to visuals, handouts, group discussions, research and presentations.

3. Mentorship

Participating youth highlighted the importance of integrating within training opportunities, local success stories that could act as mentors or sources of guidance. This would enrich the training experience and motivate the participants with community-based role models.

4. Inclusivity

This referred to gender and literacy inclusivity. Participants encouraged more mixed sex training opportunities where male and female youth could learn alongside each other. Participants also highlighted the importance of designing training interventions that did not exclude semi or illiterate youth. Multiple approaches should be utilised that would ensure ease of integration. Annex C includes a series of considerations for integrating literacy levels within design and delivery of training interventions.

5. Clarity of Communication

Participants asked that training interventions should communicate to them more effectively. They are not usually provided the necessary information to prepare themselves including a timetable and a more thorough understanding of what is expected from them. They also requested a follow up to the trainings by any intervention leads to ensure an assessment is conducted and lessons are learnt. They also expected organisations who outsource trainings to conduct random audits and ensure what is expected of the training partner is enacted on the ground.

6. Length of Trainings

Youth participants expressed a desire for trainings that ensured a certain degree of benefit to the participants. They highlighted some of their negative experiences with short trainings that were rushed through so facilitators can leave as opposed to ensuring adequate knowledge exchange. Hard skills training interventions were discussed as ideally no shorter than 6 months, whilst soft skills intervention could be shorter and range from as short as 2 weeks onwards. Most focus group discussions expressed a preference for shorter days which started at 8 am and finished by 12-2pm. Participants asked that trainings take place in the dry season and female focus group participants made suggestions around a 2-shift

training system where they could opt-in the time that best suited their own other commitments. Participants asked that trainers research the area in which they will deliver training and exclude from training calendar Luma (Local Market) days.

District Variances or Specifics

Most patterns indicated overall and within the already identified gender distinctions were also prevalent across the districts. Some unique district findings are outlined below:

Kailahun

- 50% of focus groups highlighted the importance of internships and apprenticeships alongside skills development interventions.
- 50% of focus groups within Kailahun highlighted the need for financial management training as a core to any entrepreneurship or business development training.
- 50% of focus groups highlighted Solar Installation as an area of career development of significant interest.
- 25% of focus groups indicated interest in learning driving, accessing adult education classes, and developing weaving skills.

Koinadugu/Falaba

- 50% of focus groups indicated an interest in developing skills within Building and Construction.
- 25% of focus groups highlighted the need for self-motivation training as part of a youth focused intervention.
- 25% of focus groups highlighted the importance of research in developing skills and in turn 50% of focus groups referred to developing ICT skills as an integral pathway to both hard and soft skills development.

Kono

- Participants in Kono highlighted interest in pursuing careers in Mining and Hospitality alongside the other areas identified within the other districts.
- 75% of focus groups referred to apprenticeships and internships as important pathways to skills development.
- In addition to Business Set Up/Management skills training, Kono youth also indicated an interest in training on operating heavy machinery, medical sector focused training, welding, and driving.

No major differences were ascertained from the analysis between urban and rural representation.

Entrepreneur Findings

Training Needs

Entrepreneurs interviewed identified a series of trainings that they needed at the outset of their entrepreneurship journey and training needs that they have at this point of their business journey. The following trainings were identified as having the highest prevalence:

Business Set Up- Management and Development

Financial Management

Communication (Inclusive of Persuasion and Negotiation)

50% of all interviews conducted with entrepreneurs raised a need for entrepreneurship training amongst youth. The component of financial management as an integral part of that was further reiterated by 22% of interviewees who referred to the importance of record keeping, profit and loss analysis, identifying how to project and forecast.

Entrepreneurs also expressed, across the board, an enthusiasm in participating in training that would help develop their businesses. As most entrepreneurs had never employed a support staff, business expansion was an area that they were interested in exploring and they highlighted several skills that were needed, in addition to those indicated previously, that would help them achieve that.

Customer Relationship Building

Effective Handling of Challenging Situations

Growth Mindset

Resilience

Communication

Stress Management

Self Motivation

Integrity

Self Discipline

Management

Export Market Development

Business Diversification

Entrepreneur interviews reflected very little gender or district differences with the common themes presenting themselves across the data analysis.

In terms of training availability/models, entrepreneurs suggested that trainings that would integrate them should be Friday and Saturday trainings that would happen in the form of a peer learning forum where real life experiences and challenges can be addressed with key themes and topics (those identified) taking a central position alternatively. Entrepreneurs

highlighted the need for continuous learning and development as part of their own business success and the need to provide spaces at district level to accommodate that.

Employer Findings

Across the diverse employer group identified within the methodology overview, challenges, and frustrations of operating within the districts were highlighted with common themes around limited access to skilled personnel, challenges with recruitment and the need for crucial skills interventions.

Hiring Considerations

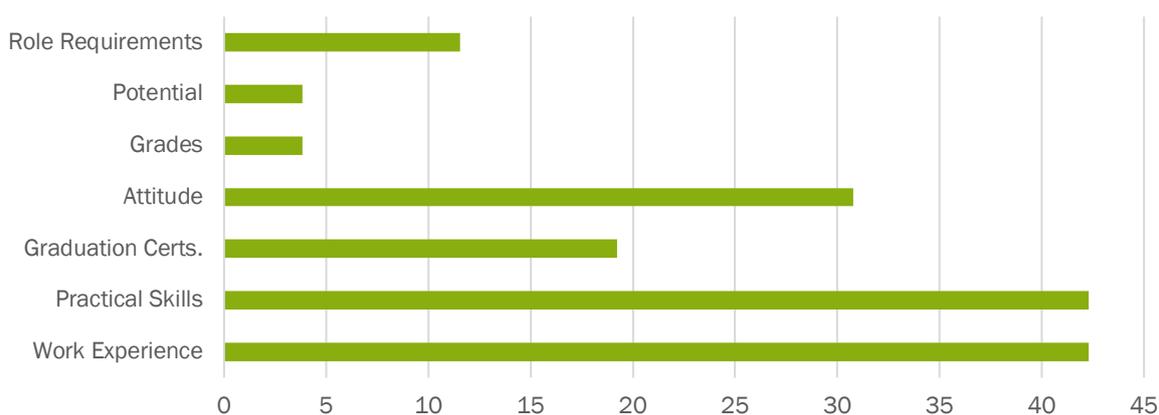


Figure 17: Hiring Priorities (%)

The two top priorities (42% of employers) communicated by employers across the districts were the practical skills and work experience that individuals can join their organisations with. Strongly following that was the attitudes presented throughout the hiring, onboarding, and tenure of employment of staff. Graduation certificates were referred to by 19% of employers but more so around roles that either required a certain degree of technical acumen or was considered more senior or supervisory.

Areas of least priority were grades, which were communicated as least important by 54% of employers followed by graduation certificates identified as least important by 38% of respondents.

Internal Training Needs

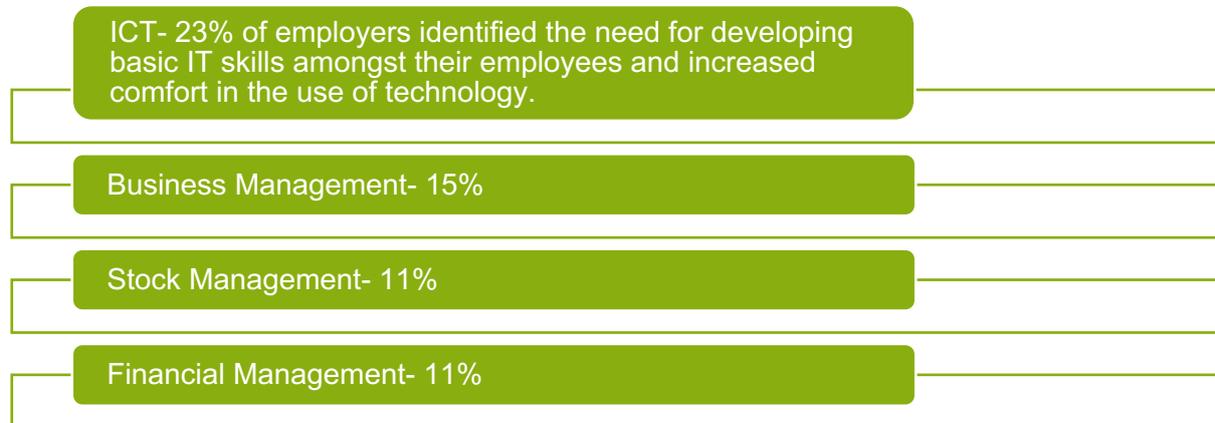
Employers were asked a series of questions to ascertain the training needs of their existing employee pool. These looked at tasks that their staff struggle to complete effectively, areas where external contractors or internationally hires needed to support, and trainings identified as either part of their ongoing professional development schemes or integrated within their training plan for this year or next. A combination of both soft and hard skill interventions became apparent as an outcome of these discussions.

Agricultural Skills Development

42% of employers highlighted the need for Agricultural specific trainings. These included the following key areas of skills development:

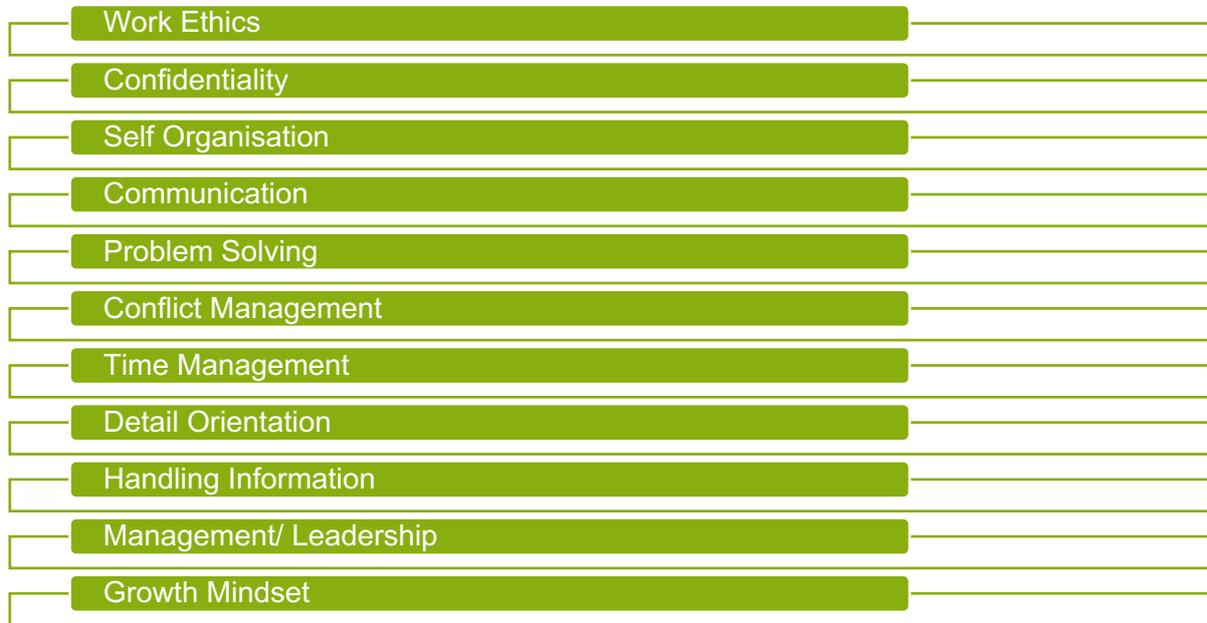


Additional Areas of Skills Development



Soft Skills Identified

In addition to the above, the following soft skills were identified as in need of development amongst employees within the organisations interviewed:



Although the above all appeared in interviews, the highest percentage of respondents (42% of employers) stressed the need for communication training that enforced and explained not only general communication guidelines but also considerations around the need for accuracy and clarity in reporting. This was followed by 27% of employers indicating the need for leadership training that explains leadership beyond the traditional demarcated boundaries of power and hierarchy but explains the role of self-leadership and individual responsibility as well as preparing individuals for management and supervisory position pathways. 15% of employers stressed the need for training around the importance of being detail oriented and especially within technical and highly sensitive roles (Clinical/Industrial) the importance of following guidelines and procedures attentively and diligently.

District Specific Training Needs

All employers interviewed were asked to comment on skills that should be developed amongst youth within their districts of operation to help them access opportunities and fill the demands of employers and the communities in which they live.

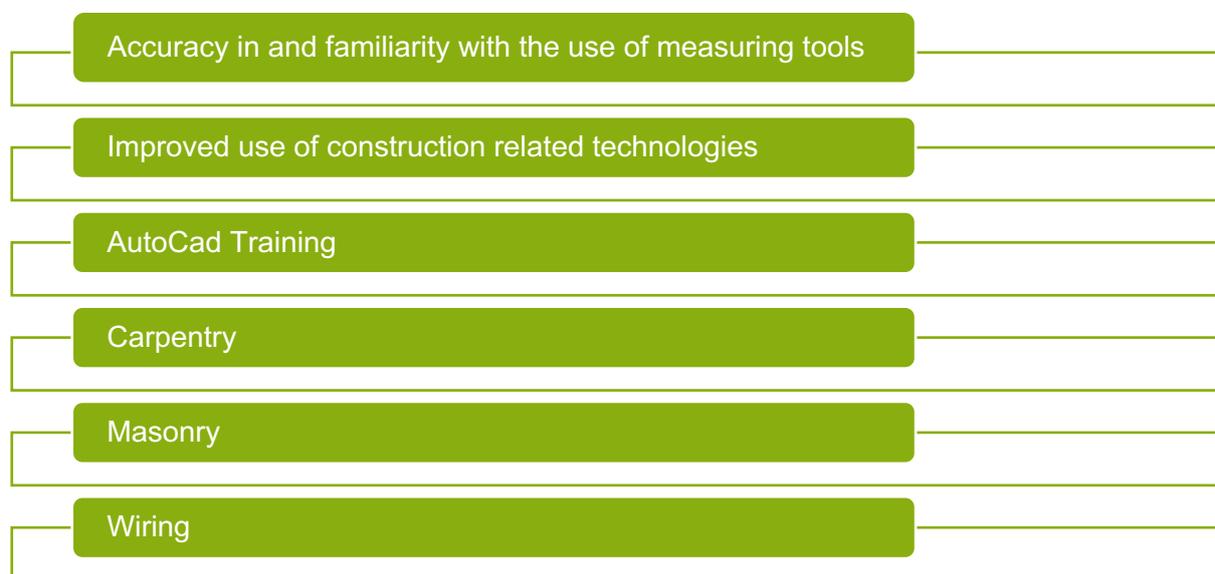
Kailahun

Within Kailahun areas of training highlighted by the largest respondents focused on Agriculture, Information Communication Technology, Manufacturing, Adult Education, Construction, and a few general and transferrable soft skills. All are outlined within the charts below.

Agriculture Trainings



Construction Trainings

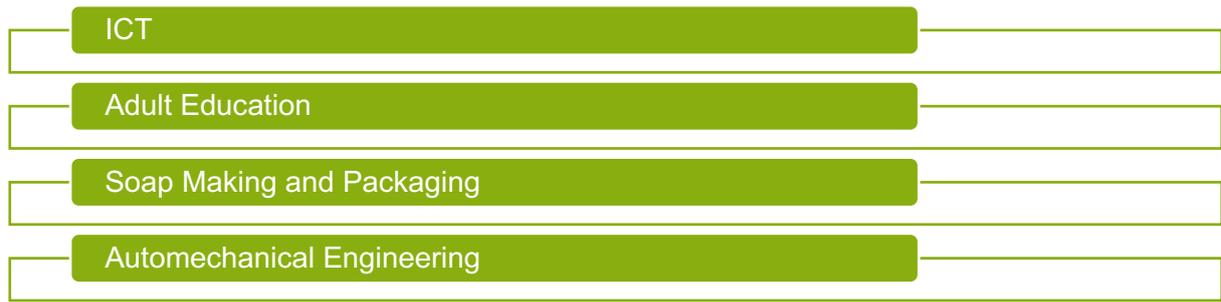


Soft Skills Trainings



40% of employers interviewed within Kailahun stressed the need for attitudinal and behaviour change amongst district youth. 20% stressed the need for growth mindset training to ensure that young people can persevere through challenges and setbacks without allowing them to demotivate them or deflate them. Employers also stressed the need for young people to be more engaged in discussions that help them stay motivated, eager to learn whilst grounding them in their reality in a way where it becomes motivating as opposed to disabling.

Other Areas of Training Needs Identified



Koinadugu/ Falaba

Unlike in Kailahun, training needs identified in Koinadugu and Falaba were centred on individual development with more of a focus on entrepreneurship and associated skills. 33% of respondents highlighted the need for entrepreneurship training and Career Development/Employability Training. These alongside ICT training were the highest communicated areas of training needs for youth. The chart below identifies these, and other areas of intervention also indicated by employers, within Koinadugu/Falaba districts.



In addition to the above, soft skills interventions were referred to at a high prevalence. 44% of respondents requested attitudinal and behaviour change interventions, 33% identified growth mindset trainings and 22% identified the need for communication trainings



In addition, two industries emerged that were referred to by a number of employers for further training and skills development interventions: construction and the fashion industry.

Construction Trainings



Fashion Industry Trainings



Kono

Within Kono trainings identified as imperative of the success of youth were within the following sectors/industries: Engineering, Fashion, Hospitality and Tourism. Soft skill trainings and English language development interventions were also identified as important.

Engineering

85% of respondents indicated the need for more engineering skills development interventions. The areas identified included:



Hospitality and Tourism

58% identified the importance of developing skills within the Hospitality and Tourism sector.



Fashion Industry

58% identified the importance of developing skills within the fashion industry.



Other Areas of Training Needs Identified

43% of employers identified entrepreneurship skills as integral for the success of youth within the district. These alongside growth mindset and attitudinal training were felt to be value additions to increasing young people's potential for success.



Female Challenges and Gender Inclusivity Strategies

Employers participating in this assessment were asked to comment on factors discouraging females to participate within their industries and initiatives that their industry counterparts should be taking to overcome this existing challenge and create for a more equal ground for participation and growth. This is especially important as the assessment identified that females only made 24% of the workforce of consulted district employers and 20% of those employed from within the district of operation. This highlights a significant gap with some employers, unable to even recruit one female to join their team from within the districts they operate.

The following chart displays factors identified by respondents as discouraging females from joining their respective industries:

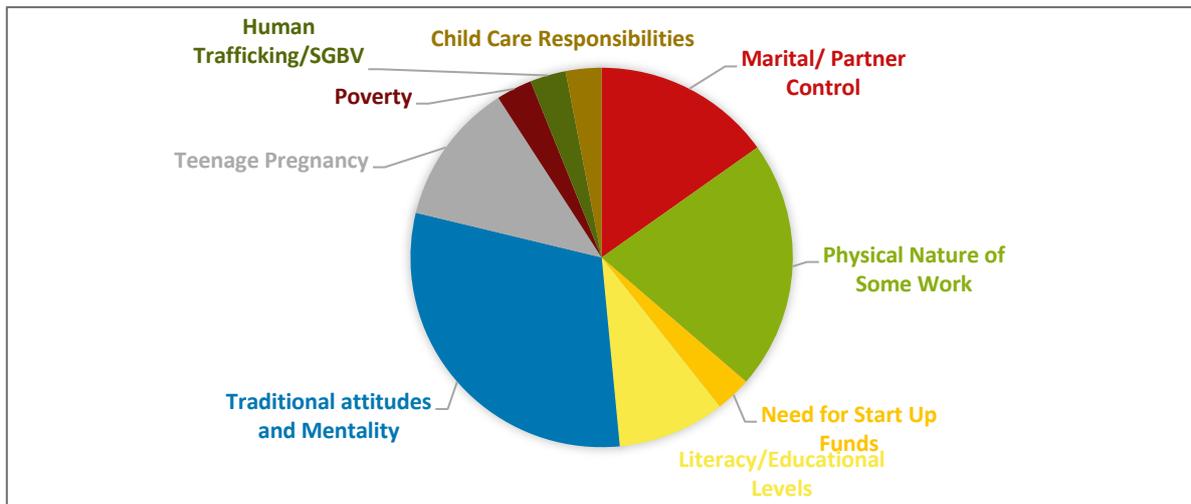


Figure 18: Factors discouraging females to join certain industries

38% of respondents identified traditional attitudes and mentalities as the biggest hindrance to female access and advancement within their industries. Employers mentioned that certain roles were perceived by society as “no place for women”. This compounded with the perception that housework, home caring responsibilities, and child caring were predominantly jobs for females meant that there was little room for women to develop the skills needed for the roles available or be able to stay for long enough within the roles to grow within them. The second biggest factor identified by employers, and predominantly mentioned by agricultural players, was how the physical nature of some roles discouraged women from participating. This was especially exacerbated by the limited access to the tools and machinery that would make this work more accessible and less enduring for those who participate in it.

19% of employers highlighted the role of the husband in deciding and dictating what was and was not acceptable for his wife. Some employers mentioned having to integrate partners and husbands into their communication with their female employees as there were constant challenges and disagreements that hindered when they felt excluded or lacking control. Unmarried women were also described as having to deal with various other forms of patriarchal controls within their own contexts. Early/Teenage Pregnancy was also referred to by 15% of respondents as a factor that results in an inability of women to participate actively within the workforce. Other factors referred to above, were mentioned by less than 12% of respondents but were also referred to within explorative consultative discussions. The issues around the prevalence of Sexual and Gender Based Violence and Human Trafficking within some of the communities included cannot be underestimated. More research needs to be conducted within districts with these areas of analysis as a primary focus to assess extent of the problem and provide strategies to mitigate.

Employers were also asked to highlight interventions that could address some of these factors and create for more gender inclusivity. Some of the following ideas were suggested:

- Transformational Recruitment Practices
- Internship and Traineeship Schemes
- Gender Equality Training
- Flexible Working or Access to Child Care Support

VI. Recommendations

Proposed Training Interventions

The findings of the assessment can best be implemented through the delivery of 3 sets of training interventions: Soft Skills Training, Technical (Hard) Skills Training and an Entrepreneurship focused training that comprises a mixture of soft and hard skills development components.

The below suggested areas of training and their associated subjects are developed as a result of the analysis of the data and findings articulated above. This is not an exhaustive list nor do all participants need to engage in all. Training intervention leads should refer to the considerations component to ascertain best approach to roll out with a focus on ensuring sustainable and high impact interventions.

Soft Skills Development Interventions

Based on a cross analysis of all data, the following soft skills training interventions are recommended.



COMMUNICATION



PERSUASION
AND
INFLUENCE



INTERPERSONAL SKILLS AND
SELF
CONFIDENCE



LEADERSHIP



SELF
MOTIVATION
AND SELF
MANAGEMENT

Outlined below are key topics that can be integrated within each module identified (content recommendations identified in Annex D):

Communication

-  Listening Skills
-  Communication to Avoid Conflict
-  Communication for Employability
-  Reporting and Workplace Communication

Persuasion and Influence

-  Influence and Persuasion in Professional Settings
-  Managing Conflict
-  Influence and Leadership
-  Persuasive Approaches in Marketing

Interpersonal Skills and Self Confidence

-  Dealing with Difficulty
-  Empathy and Emotional Intelligence
-  Assertiveness
-  Goal Setting
-  Challenging Fears and Norms- Empowerment

*This module is especially pertinent to the training needs of female youth.

Leadership

-  Personal Drive
-  Teamwork
-  Decision Making
-  Problem Solving
-  Innovation and Risk Taking
-  Self Leadership

Self-Motivation or Self-Management

 Independence
 Risk Taking
 Resilience
 Growth Mindset
 Organisational Skills
 Initiative

Hard Skills Development Interventions

For technical skills training, the recommendation of this assessment is that content is directly derived from the employer and youth group analysis with a consideration of district and gender needs and interests within the following areas:



Entrepreneurship Interventions

Prevalent through all areas of analysis was the importance of entrepreneurship training. Interventions within this would combine some hard and soft skills intervention that focus on the following topics:



Considerations in Design and Delivery

- Training leads should take a strategic and holistic approach to skills development that is directly developed with key findings in mind. Training interventions can be

conducted in phases and should contain a curriculum framework with clear metrics of success subject to regular monitoring and evaluation.

- The key themes, identified above, should be addressed in the form of district interventions where participants sign up based on interest after an inclusive and exhaustive communication exercise. These processes should be transparent and facilitated by external and neutral teams.
- Where necessary, district teams should conduct regular and additional data gathering and other deep dive enquiries to ensure relevant content specific needs from the above identified broad categories.
- Content should be delivered in an experiential and engaging manner with the time, day, and personal responsibilities of the trainees in mind.
- Within training interventions, local employers and success stories should be integrated.
- Trainers and training teams should all have gender equality training and be diverse in their gender make up where possible.
- Female specific interventions should showcase the non-gender conformist roles that females have taken within society and the successes of pursuing such options and challenging existing norms.
- Intentional action should be taken to ensure the inclusion of traditionally marginalised groups including but not limited to, female participants, those with disabilities and those lacking basic literacy skills. Where possible basic numeracy and literacy training should be integrated with interventions.

Annex A

1. Focus Group Questions TVET

Why did you enrol in a course here?

What skills do you have?

How have you developed them?

What are your most critical training needs? Why?

What skills do you hope to develop? Why?

What skills/topics are missing from your training here?

What does being independent and successful mean to you?

What is your ideal path (career aspirations)?

What opportunities would you like to be more connected to?

What resources do you need in your institute to enable your success?

How well do you feel prepared for the job market with the skills you attain here?

Do you think any preparation is needed to help others more successfully complete this programme?

How best do you learn? What tools support your learning experience?

What factors affect your ability to participate in trainings?

Do you have (other) commitments in the day that contribute to your availability to such opportunities?

What are the key challenges you experience?

What are the main reasons that your fellow students either dropped out or were not able to complete their training?

What do you think stops others from joining training here?

What didn't we ask that you wanted us to know?

2. Focus Group Questions Community Youth

What skills do you have?

How have you developed them?

What are your most critical training needs? Why?

What skills do you hope to develop? Why?

What does being independent and successful mean to you?

What is your ideal path (career aspirations)?

What opportunities would you like to be more connected to?

What resources do you need in your community to enable your success?

How best do you learn? What tools support your learning experience?

What factors affect your ability to participate in trainings?

What factors also affect other young people in your community when it comes to participating and completing a training?

What is the ideal length of training?

What hours of the day would be best suited for training for you?

Do you have a preference, in terms of your training model? Days of the week? Period it covers.

To make sure you participate in trainings, do you and others in your community need other support/services?

What are the key challenges you experience?

What didn't we ask that you wanted us to know?

3. Focus Group Consent Form

Purpose:

You have been invited to participate in a focus group led by Afriqia HR Solutions, on behalf of GIZ EPP IV. The purpose of this focus group to contribute to a training needs assessment covering the areas of Kono, Kailahun and Koinadugu. The information learned in this focus group will be used to guide training interventions led by GIZ in the areas in question.

Procedure:

As part of this study, you will be placed in a group of 8 individuals. A moderator will ask you several questions while facilitating the discussion. There is a note keeper who will be present to collect all of your comments and input as they are being made. However, your responses will remain confidential, and no names will be included in the final report.

You can choose whether or not to participate in the focus group, and you may stop at any time during the course of the study.

Please note there are no right or wrong answers to focus group questions. We want to hear the many viewpoints and would like everyone to contribute their thoughts. Out of respect, please do not interrupt others. However, be honest, even when your responses are in direct disagreement with someone else's input.

Benefits and Risks:

Your participation may benefit you and will contribute to the development of a training intervention more suited to the needs of young people in your district and others around. We do not anticipate any risks beyond those experience when you are part of any conversation.

Confidentiality:

Should you choose to participate, you will be asked to respect the privacy of other focus group members by not disclosing any content discussed during this study. Researchers within Afriqia HR Solutions will analyse the data and as stated previously, your responses will remain confidential, and no names will be included in any reports.

Contact:

If you have any questions regarding this Training Needs Assessment, please contact:

Afriqia HR Solutions
+ 232 30 684 521.

I understand this information and agree to participate fully under the conditions stated above.

Signature:

Name (printed):
Date

Annex B

1. Entrepreneur Interviews

Please indicate your business area of activity [interviewer to highlight]

Agriculture

Construction

Manufacturing

Trade

Other [Please indicate]

Please describe the service you offer:

Who is your target customer?

What area/s does your business operate?

How long have you been in business?

How many people do you employ (if any)?

What were the most important factors in getting your business started?

What skills/trainings did you wish you had at the outset?

What current areas of skills development are you interested in?

What kind of training would you most likely attend?

What were your biggest challenges when you were setting up your business?

What is your current biggest challenge?

What key advice would you give entrepreneurs in the early days of their business?

Is there a difference in the advice you would give male and female entrepreneurs?

What entrepreneurship opportunities do you believe are available currently for young people? Are any more specific to either males or females?

Please indicate the following:

Age:

Area of Residence- Village/Town, Chiefdom and District

Area in which your business operates

Gender

2. Employer Interviews

Name of Institution/ Organisation/ Company:

Town:

Chiefdom:

District:

Contact Person:

Contact Person Email and Phone Number:

1. Status (options provided in terms of foreign/local/government ownership)
2. Sectors in which company operates (similar options to entrepreneur interview guide above).
3. How many employees are employed by your company organisation?
4. Number of Males and Number of Females.
5. Number of Employees recruited locally (district level)
6. Number of Males and Number of Females (district level).
7. Please rank what you look for in applicants from 1-6 (1 being most important and 6 being least important)

Graduation Certificates:

Practical Skills:

Attitude:

Grades:

Work Experience:

Other (please specify):

8. Which tasks do your staff struggle to perform?
9. In which areas do you see training needs for your team? {encourage division between hard and soft)
10. What has been the biggest challenge, if any, to recruiting local youth?
11. Is there a difference in the challenges meeting you when you recruit female youth as opposed to male youth?
12. What skills do you see as necessary for young people to have to ensure they succeed at district level?

13. What skills do you envision will be more visibly needed in the next couple of years that are currently absent in your traditionally recruited demographic?
14. What can you advise to heads of TVET institutions in order to improve the quality and standards of graduates within the district?
15. In the last 2 years have you had any difficulties filling any vacancies? If so, what were the roles?
16. Why was it difficult to fill the vacancy?
17. What are your most common hiring needs?
18. How do you recruit for them traditionally?
19. What opportunities do you believe youth can tap into within the district?
20. What are the suggested steps which companies should take to equal out the ground and to improve the representation of women in your industry?
21. What in your opinion discourages women (if at all) from entering your industry?

3. Consultative Discussions with Stakeholders and Development Partners

Name of Organisation:

What do you feel are the most critical training needs in the district?

What opportunities do you feel should be made available at district level?

What factors stifle skills development at district level?

What should organisations consider as they develop training interventions for this area?

[District specific]

Are there specific training needs that are either gender or district specific?

What factors affect youth ability to participate in trainings?

What are the key challenges experienced by youth in this district?

What should a successful employment intervention programme include?

4. Entrepreneur Consent Form

Title: Training Needs Assessment

Researcher: [Name to be inserted]

Research Participant: [Name to be inserted]

The interview will take 45 minutes maximum. We do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures require that interviewees explicitly agree to being interviewed and understand how the information contained in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation.

The purpose of this interview is to contribute to a training needs assessment covering the areas of Kono, Kailahun and Koinadugu. The information learned in this interview will be used to guide training interventions led by GIZ in the areas in question.

Please sign the form to certify that you approve the following:

Interview will be led by a questionnaire and the researcher leading it will be taking down note of your responses.

You can review the researcher notes and comments after the interview has been completed and you can make any corrections.

Any summary interview content or direct quotations used for any material will be anonymised so that you cannot be identified, and care will be taken to ensure that other information in the interview that can identify you will not be revealed.

By signing this form, I agree that:

I am voluntarily taking part. I understand I do not have to take part and I can stop the interview at any time.

Extracts from the interview may be used as explained above.

I understand the purpose of the interview.

I do not expect to receive any benefit or payment for my participation.

I can request to look at my interview notes and make any edits I feel necessary.

I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Signature:

Name (Printed):

Date:

Annex C

Tips and Tools for Increased Inclusion- Varied Literacy Levels

The first decision that has to be made when approaching integrating literacy interventions is whether people do need to be literate, and the level of literacy they must possess to access training opportunities.

It is important to stress that literacy is key to building a sense of empowerment, dignity, independence and efficacy. It is also a very powerful motivator and, for participating females, can have especially significant long-term impact. Studies indicate that women who complete adult literacy classes are more likely to send their children to school than woman who have had no education and a mother's literacy level and general reading practices are predictors of how likely their children (daughters specifically) are to be literate.

Options that can be considered:

- Ensuring literacy is a pre-requisite or ensuring it is not.
- Provide literacy training and then follow up with skills training.
- Provide skills training which would in turn create more of a need (motivating factor) for follow up literacy training.
- Design and develop a skills and literacy integrated programme.
- Have trainees participate in a parallel literacy programme.

Studies indicate that Integrated Literacy Programmes come with better success rates.

What are Integrated Literacy Programmes?

These programmes combine the acquisition and improvement of literacy and maths skills with learning applied skills and knowledge that help youth improve livelihoods and quality of life.

Tips to integrate literacy training or be more inclusive with varied literacy levels.:

1. Integrate use of different languages in your training delivery.
2. Ensure the hours dedicates to the training will ensure those with different levels and experience are all equally accommodated and benefiting.
3. Focus on ensuring the selection of competent, reliable and adequately trained instructors that will ensure knowledge is relayed in a flexible and easy to adapt manner.
4. Ensure a pre-screening approach that would help divide trainees based on needs and interests. This in turn should encourage modified objectives that would reflect literacy levels, skill needs and other interest.
5. Create material that is inclusive- this should include: images, local examples and reflect local activities and experiences and local languages.

Whether integrating literacy training or ensuring literacy levels are not barriers, trainers and delivery partners should understand and factor into design the psychosocial impact of literacy levels. Activities included should promote relationships among peers and provide opportunities for them to learn from and alongside each other whilst modelling healthy behaviours.

Annex D

Soft Skills Modules Breakdown

Communication

Target Audience:

This course can be open to all interested youth as it should ideally involve a wide range of topics that would help them enhance their approach to communication to access and maintain employment.

Overview and Introduction:

Communication came up over and over again as a necessary area of intervention during the Needs Assessment. All successful interactions are underpinned by effective communication. Interviewed youth and key stakeholders identified the importance of developing communication skills to meet the demands of their existing priorities and increase their chances of employment success. This module should aim to provide participating youth with both the understanding and the practice to approach communication confidently to strengthen relationships, address situations of conflict and increase their chances of success whether in employment or as entrepreneurs.

Course Content:

Some of the key content that would be included should be:

- An understanding of communication- the different types.
- The distinction between general communication and purpose-driven or effective communication.
- The role of active listening within communication.
- How communication approaches differ and how your approach can mitigate or exacerbate the potential of conflict.
- The communication tools that youth should be conversant with as they seek or create employment for themselves.
- Workplace communication, reporting and professional communication considerations.

Learning Outcomes:

At the end of this training, the learner will be expected to be able to:

- Distinguish and identify the different types of communication.
- Identify the multiplicity of communication approaches.
- Consider tips and tools for how to enhance their own communication approach to be more effective.
- Identify the role communication plays within conflict situations and have explored strategies to mitigate risk of conflict or to ensure effective management of conflict.
- Identify the basic stages of accessing employment and have practiced ways to communicate within each stage using multiple tools.
- Identify best practice communication approaches when engaging with colleagues, key partners/stakeholders and/or supervisors.

Persuasion and Influence

Target Audience:

This course would be best suited to youth already in business or employment. It could be designed as a secondary (more advanced) module to the communication training.

Overview and Introduction:

In a world reliant on building relationships, the TNA highlighted the challenges that youth have, especially those in self-employment, with developing the skills to help them build the relationships necessary for their business' success. Results and the ability to achieve them is a skill carried out with and through other people. This module bridges the gap between vision and reality and involves considerations central to an understanding of motivation, decision making and how leadership qualities can create for better and more likely situations of persuasion and influence. Whether in a formal leadership position or not, young people should be able to exercise influence to get their goals achieved. It is important to note that influence, when used inappropriately, can cause more harm than good and there are plenty of examples at community level that may display that. This module will focus on not only developing skills related to influencing and persuading to achieve goals but ensure positive outcomes and relationships built as an outcome.

Course Content:

Some of the key content that would be included should be:

- Influence and persuasion in professional settings.
- Managing conflict.
- Influence and leadership.
- Persuasive approaches in marketing.

Learning Outcomes:

At the end of this training, the learner will be expected to be able to:

- Build rapport, deal with assumptions and be provided with tips and tools to handle different styles of communication.
- Understand how to get key messages across clearly and concisely.
- Learn the importance of attitude in having an impact on others.
- Learn what motivates themselves and those around them and how to tap into that motivation to achieve positive objectives.
- Link influence and persuasion to conflict management.
- Identify leadership qualities as separate to leadership positions.
- Utilise tips and tools to market themselves, their businesses and/or employers.

Interpersonal Skills and Self Confidence

Target Audience:

The content of this module means it would be relevant to all young people. Special consideration should be made for female youth and due to some of the sensitive content and discussions that may take place where there are both male and female participants, trainings should be gender segregated to allow for more openness and comfort amongst participants. In addition, a further age breakdown should be considered with a focus on the following age groups divided into 3 cohorts (18-21), (22-26) and (27-35). Where possible this training, should also be rolled out to adolescents prior to them reaching adulthood. This would increase the

impact and probability of success especially when tackling issues such as Early Marriage, Teenage Pregnancy and FGM.

Overview and Introduction:

The focus of this training is to help young people believe in themselves in an attempt to help them unlock their true potential. It focuses on addressing barriers that are both internal and external, societal and cultural whilst equipping participants with tools and strategies to refer to in the face of challenges.

Course Content:

Some of the key content that would be included should be:

- How to deal with difficulty (this may represent itself in the form of situations, people, or mindset).
- Empathy and Emotional Intelligence- how to develop both to build better relations with others.
- Assertiveness and how to exercise it.
- Goal setting with a focus on SMART goals.
- How to challenge fears and norms that may be disabling or limiting. It is suggested that an extra component should be developed that focuses on early marriage, teenage pregnancy, FGM and gender equality. This should be rolled out to both male and female participants. For the older groups, more content should be discussed around roles and responsibilities in the home.

As mentioned earlier, it is recommended that all content of this training be delivered to males and females separately.

Learning Outcomes:

At the end of this training, the learner will be expected to be able to:

- Define assertiveness and self-confidence in language relevant to their experiences.
- Consider the role of negative thinking in acting as an obstacle to their own growth.
- Access a series of strategies to be more positive in their thinking that include understanding their self-worth and the use of positive self-talk.
- Be more aware of how appearance and body language can help increase self-confidence and create for positive first impressions.
- Defined the importance of goal setting, and practice setting and using SMART goals.
- Access strategies for gaining positive outcomes in difficult interpersonal situations.
- Understand how to demonstrate empathy in a wide range of situations.
- Be aware of how theirs and others' emotions affect their performance and behaviour.

Leadership/ Self- Motivation

Target Audience:

These courses can be open to all interested youth as it should ideally involve a wide range of topics that would help them enhance their approach to leadership.

They can be integrated into one as the content is similar and the underlying themes are similar. We would encourage training interventions to include them in a more holistic model as opposed to two separate ones.

Overview and Introduction:

Too often, leadership is perceived as synonymous to power and authority. Young people assume that leadership skills can only be displayed by those who are in positions that provide them status, control and authority. This mindset limits both their ability to see their potential and more commonly, their ability to take on control of themselves, their actions and their future. This also can have them become passive players as opposed to active participants in their personal and professional lives. This training should overcome that and focus on skills and qualities related to leadership with every individual identifying themselves as a leader.

Course Content:

Some of the key content that would be included should be:

- Proactivity, personal drive and independent working.
- Teamwork and how to be effective team players.
- Decision making processes and evaluation.
- Problem solving- key steps.
- Innovation and the role of risk taking. How to ascertain what risk is a calculated risk to take.
- Leadership of self and others.

Learning Outcomes:

At the end of this training, the learner will be expected to be able to:

- Identify their own leadership potential in a way that would maximise their impact on others.
- Understand their role as a team player and prioritise team goals over selfish considerations.
- Identify their own leadership style preferences and have a set of strategies to strengthen on their existing approaches.
- Have a toolkit of steps that would help them make better decisions, approach risk and solve problems.
- Lead themselves in the face of challenges to create more conducive environments for their success.