



# Youth-Led Labor Market Assessment Framework and Guide

Meaningfully involving youth in labor market assessments through participatory action research



# Acknowledgments

This research was made possible by IREX through its Center for Applied Learning and Impact in collaboration with Makerere University. Thanks to the youth researchers and youth research contributors,<sup>1</sup> as well as the implementing team that trained and supported the youth during the pilot of the Youth-Led Labor Market Assessment framework. Special thanks to Makerere University, which provided the space, administrative support, and local knowledge expertise for the initiative.

The pilot would not have been possible without the contributions of youth and employers in the trade sector across Kampala, Uganda. Their cooperation and willingness to provide valuable information enabled a productive and meaningful research process.

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<sup>1</sup> Youth Researchers are the group of young people (age 17 to 29) who completed all trainings and conducted all of the research and Youth Research Contributors worked solely on the research design and data collection.

# Introduction

Young people have the potential to lead. If provided with the opportunities to build skills and networks, they can strengthen their leadership capacity and meaningfully contribute to their communities. Around the world, young people must be prepared to address the challenges facing society by leveraging their skills, assets, and collective impact to solve problems for themselves and others. Youth-led participatory action research (YPAR) allows youth to lead a research initiative that “promotes social change and improves community conditions for healthy development.”<sup>2</sup>

While research conducted by academics and experts, often without youth involvement, may be more technically rigorous, YPAR ensures another type of rigor through its use of “well-established participatory research methods and... opportunities both for promoting youth development and for improving the scientific study of issues affecting young people’s lives.”<sup>3</sup> YPAR’s unique added value to research is its reliance “on local [youth] knowledge and [emphasis on] the involvement of non-academics who have expertise as individuals who *live* the research issue.”<sup>4</sup> This youth involvement allows for research to be designed, conducted, and interpreted from a youth lens that would otherwise not be represented in adult-driven research.

## Youth Participatory Action Research

An innovative approach to research and positive youth development that engages youth as experts to improve their lives, communities and the institutions that seek to serve them. It has been used to address many different issues in diverse contexts and settings by several fields and disciplines.

(Adapted from “Adolescent Participation in Research: Innovation, rationale and next steps.”)

Applying YPAR methodology to labor market assessments, IREX developed a Youth-Led Labor Market Assessment (YLMA) Framework that incorporates gender and social inclusion approaches and piloted it with youth researchers in Kampala, Uganda to learn and strengthen the framework. In collaboration with Makerere University, the pilot engaged 18 youth between the ages of 17 and 29 from diverse cultural and educational backgrounds and trained them to play key leadership roles in conducting a labor market assessment. With training and support from research experts and mentors, these youth researchers investigated labor market needs and opportunities that mattered to them. In these leadership roles, they contributed their perspectives and contextual knowledge on the needs and interests of young people like themselves. Throughout the research, they took on decision-making roles, from research design to implementation and dissemination. The youth researchers learned and practiced concrete research skills, developed work-relevant soft skills, and made key decisions throughout the research process while gaining knowledge of the local labor market and exposure to employers. At the end of the intervention, the youth were recognized for their work, with 16 designated as youth researchers due to successfully completing all the research tasks and responsibilities. Due to personal challenges, two youth were unable to successfully complete half of the research tasks and were recognized as youth research contributors.

The process, outcomes, lessons, tools, and resources of the YLMA pilot were captured to generate learning on YPAR approaches in YLMAs. The impact of the YLMA process on participants was evaluated through a retrospective pre-post survey and interviews, with key results displayed throughout this guide. **IREX’s YLMA Framework strengthens the leadership, soft skills, and research skills that are needed for positive workforce outcomes and to enable young people to adopt an inclusive perspective in their lives.**

2 Emily J. Ozer and Amber Akemi Piatt. “Adolescent Participation in Research: Innovation, rationale and next steps.” *Innocenti Research Brief* 2017-07, Methods: Conducting Research with Adolescents in Low – and Middle-Income Countries, no. 5, (2017): 1, [https://www.unicef-irc.org/publications/pdf/IRB\\_2017\\_07\\_Ado105.pdf](https://www.unicef-irc.org/publications/pdf/IRB_2017_07_Ado105.pdf).

3 Jane L. Powers and Jennifer S. Tiffany. “Engaging Youth in Participatory Research and Evaluation.” *Journal of Public Health Management and Practice*, Public Health Management Practice, November(2016): S79–S87. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.540.1179&rep=rep1&type=pdf>.

4 Ibid.

## Purpose

This guide provides a framework and guidance for conducting a YLMA. It provides the process, outcomes, lessons, and tools for engaging youth in labor market research that helps develop their skills for positive outcomes in their lives. It also offers insight on the value of youth-led research for diverse stakeholders, including youth, youth-serving organizations, and donors. IREX's youth-led labor market assessment framework and guide is informed by research on YPAR approaches implemented by IREX and other youth development organizations around the world.

## Target Audience

This document is for youth development program implementers and donors considering or planning to conduct YLMAs. It draws on the learning from piloting IREX's YLMA Framework designed for youth between the ages of 17 and 29 with at least some secondary school education. While this framework has been applied in an out-of-school setting in Uganda, we invite implementers to draw from it and adapt it for application in other settings, including schools and other locations around the world.

## Components of Document:

Part 1: Youth-Led Labor Market Assessment Framework

Part 2: Pilot: Lessons Learned and Recommendations

Part 3: Tools

Appendices

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# Part 1: Youth-Led Labor Market Assessment Framework

## 1.1 Why do a Youth-led Labor Market Assessment?

A Youth-led Labor Market Assessment (YLMA) is a particular type of youth-led participatory action research (YPAR) in which young people are given the opportunity to take on leadership roles in a labor market research process. What makes a YLMA distinct from other types of PAR is that it specifically focuses on issues that pertain to work and allows youth to unpack employment opportunities and challenges as well as employer needs in a specific location or sector. It gives youth a chance to contribute their own needs and interests; collaborate with peers, research experts, and mentors to address issues for themselves and others; and to develop key soft-skills and research skills, while shaping a research agenda and learning about the local labor market. In addition, youth are highly effective at connecting with their peers, which helps them find and surface insights when the target research respondents are also young people.

In a YLMA, youth design the research questions, implement data collection, analyze data, and report and disseminate the findings of the assessment. It has several benefits for youth, youth-serving organizations and other implementers, and donors.

### Unique Value of Involving Youth

**Labor Market Assessments conducted by economic experts are critical. Yet, young people can add value to youth-focused market research as researchers because they draw on their experiences and needs to inform the focus of the research. Their involvement also helps with obtaining information from other youth who may be more comfortable engaging with their peers than adults.**

## Benefits for youth

This engagement equips youth with experience that positions them to be work-ready, evidence-informed young leaders with interests in understanding and improving their communities. Through their involvement in YLMA's, youth benefit in several ways, including:

- **Voice:** Exercising their voice by contributing their own and other youths' ideas, interests, and needs in different phases of research.
- **Soft-Skills:** Developing soft-skills for the workforce, such as collaboration, communication, higher-order thinking, adaptability, accountability, resilience, and inclusion (see IREX Youth Essential Skills Definitions in Appendix A).
- **Research, Planning, and Facilitation Skills:** Learning and applying research skills, such as research design, data collection, analysis, as well as interviewing and focus group planning and facilitation.
- **Leadership:** Practicing leadership roles and responsibilities, including planning and conducting surveys and focus groups, managing stipends and allowances, submitting data, and managing communications with youth and employers.
- **Labor Market Knowledge:** Learning about local labor market landscape, such as job opportunities, hiring trends, skills in demand, constraints of entering the labor market, and the impact of education and training on employment outcomes.
- **Network:** Getting the opportunity to strengthen their network with other young people, employers, academic institutions, and the community.

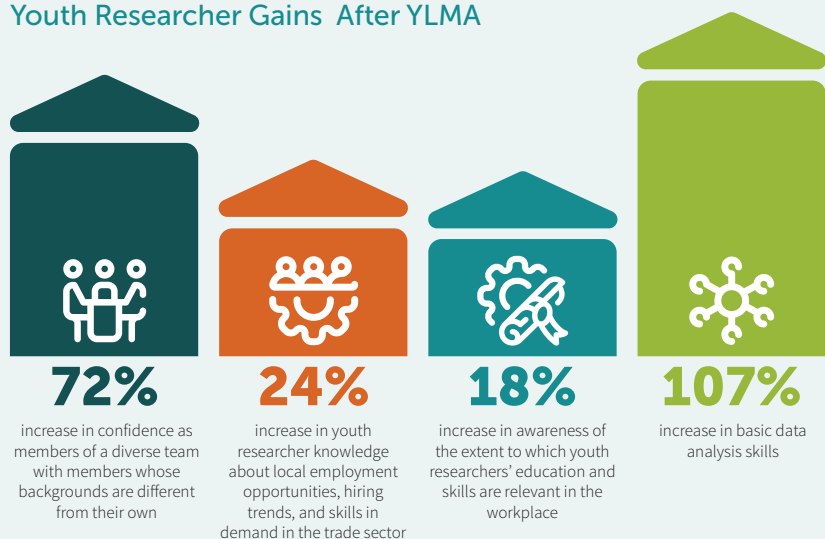


*"People [soft] skills are the most important thing I gained as a result of my participation in the YLMA: how to interact with people, how to lead people...I learned, when to step in and when to step out – communications skills, and teamwork skills."*

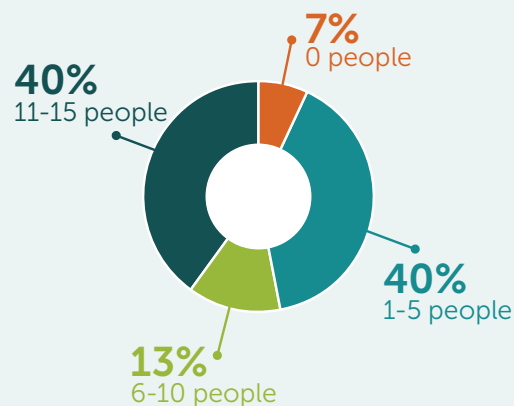
*-Youth researcher,  
YLMA Pilot – Uganda*

### YLMA Pilot – Uganda

#### Youth Researcher Gains After YLMA



#### Growth in Number of People in Professional Network as a Result of YLMA Participation



## Benefits for youth-serving organizations and other Implementers

Youth-serving organizations and other implementers that conduct YLMA's can also benefit from the experience.

- **Youth Voice in Design and Planning:** Ensure that the perspectives and voice of the young people who will be served by an intervention are front and center in designing and planning that intervention. This positive youth development approach engages young people meaningfully, rather than solely as beneficiaries of an intervention and creates buy-in from youth who will be served by programs.
- **Learn and Apply Knowledge:** Learn ideas, interests, and needs from youth researchers that can be applied to their own operations.
- **Leverage Data for Programming:** Use the data and analysis conducted by youth researchers to inform their youth programs and overall community engagement.

## Benefits for Donors

Donors often seek to invest in youth development efforts that contribute to transformative positive change. While YLMA's alone cannot solve all youth development challenges, they are effective in addressing a range of issues that affect positive growth in youth around the world.

- **Youth Generated Learning:** YLMAs create a research product that can contribute to donor knowledge on a diverse range of labor market needs and opportunities generated by youth themselves, **who simultaneously develop skills and expand their networks.**
- **Diverse Areas of Impact:** A YLMA can cover a range of areas that help youth succeed in their lives, including soft and technical skills development, application of gender and social inclusion approaches, and community engagement.
- **Sectoral Linkages:** YLMAs provide opportunities to bridge divides between sectors, especially the public and private sector with youth at the helm of the connections – as they engage stakeholders in those spaces during their research.

While there are many benefits for conducting YLMA's for youth, youth serving organizations, and other implementers as well as donors, it is not always appropriate to incorporate this type of YPAR in all youth programs. Key factors, including organizational readiness, available funding and resources, and local partnerships are essential to consider before incorporating YLMAs into youth programs. These factors are explained in 1.2 The YLMA Framework.



## 1.2 • The YLMA Framework

The YLMA Framework provides a comprehensive process for implementing labor market assessments with youth at the helm. It covers all parts of a YLMA, from the start, when an organization begins conceptualizing the intervention, to the end, when youth researchers disseminate the final product and take steps to see their recommendations come to life.



There are eight stages of a YLMA which are:

- **Getting Ready:** Organizations seeking to implement a YLMA assess their capacity to conduct it and plan for the intervention.
- **Inclusive Youth Recruitment:** Use steps that factor diversity and inclusion into planning for recruiting and selecting the youth researchers that will conduct the labor market assessment.
- **Preparation Training:** Youth researchers acquire knowledge, skills, and experiences that help them work together and design the assessment with a gender and social inclusion lens.
- **Data Collection:** Youth researchers go out in the field to apply their knowledge and skills to collect and record data.
- **Data Analysis Training and Application:** Youth researchers develop data analysis skills, and apply those skills to analyze the data they collected, generate insights, prepare findings and conclusions, and develop recommendations.
- **Product Development:** Youth researchers learn about types of final products, and collaborate to decide what the final product will be; then they develop it.
- **Presentation and Dissemination:** Youth researchers present the final product to their peers, employers, community members, and other key stakeholders as well as share the work through other identified channels. They are also recognized for their work.
- **Celebration, Next Steps, and Evaluation:** Youth researchers celebrate the completion of the labor market assessment, reflect on their participation, develop an action plan for the research, and contribute to an evaluation of the intervention.

This framework helps develop various research skills and soft-skills that are necessary for positive workforce outcomes in youth, including communication, collaboration, and higher order thinking. IREX used its soft-skills training and resources – the Youth Essential Skills Toolkit<sup>5</sup>, in the YLMA pilot in Uganda to enable an intensive soft-skills acquisition process throughout the intervention. The pilot provided evidence on the skills developed through the intervention.

<sup>5</sup> The Youth Essential Skills (YES) Training Toolkit is a resource that focuses on developing ten key soft-skills called “essential skills” that have been empirically proven to contribute to positive youth outcomes, including workforce success, civic participation, and preventing violent extremism (PVE).

Research skills	Soft-skills
<ul style="list-style-type: none"> <li>● Research design</li> <li>● Planning and logistics</li> <li>● Time Management</li> <li>● Interviewing</li> <li>● Focus group facilitation</li> <li>● Data cleaning and analysis</li> <li>● Digital tools (Microsoft Excel, Mobile App)</li> <li>● Gender and Social Inclusion Considerations</li> <li>● Report writing</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Higher Order Thinking</li> <li>● Adaptability</li> <li>● Inclusiveness</li> <li>● Resilience</li> <li>● Accountability</li> </ul>

In the sections that follow, each stage of the framework is further explained with resources and examples from the pilot.

### 1.2.1. Getting Ready

It is important to assess whether your program is equipped to implement a YLMA and prepare adequately for the intervention. There are several factors that enable a program to successfully implement a YLMA, including their motivation and purpose for the intervention, organizational capacity, implementation support, as well as setting the parameters of the research.

## I. Motivation and Purpose for YLMA

Organizations conducting a YLMA need to be clear about why they are conducting it. The motivation refers to the incentive or set of incentives that drive an organization, whereas the purpose refers to the reason for conducting the YLMA. These factors should be determined before starting. This clarity will inform the design, and enable the organization to learn and strengthen its own approaches while supporting youth. It also allows organizations to later evaluate their work by reflecting on the whether the YLMA process responded to the motivations and purpose they identified.

### IREX's YLMA Framework Pilot in Uganda

<b>Motivation(s)</b>	<ul style="list-style-type: none"> <li>● Desire to equip youth with work relevant skills.</li> <li>● Desire to learn what training and support youth need to effectively design and administer a labor market assessment</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>● To enrich youth with research skills, soft-skills, and leadership development opportunities.</li> </ul>

## II. Implementer Capacity

Having a clear motivation and purpose must be supported by a YLMA implementer's capacity to execute it. It requires ensuring that they have the staff, time, funding, tools, and other resources to successfully manage the intervention.

### Staff

Various staff roles and expertise are needed for a YLMA to be successful. An implementer's staff oversees the entire intervention, from planning and logistics; to ensuring adequate training and support for youth researchers; and successful collaboration with partners, mentors, employers, and community members. The key staff skills necessary for a successful YLMA are:

<b>Training design and facilitation</b>	The ability to design and facilitate training for youth based on the YLMA Framework.
<b>Research and evaluation</b>	Expertise in research design, data collection and analysis, and reporting, as well as assessing youth development interventions. A high-level of expertise in research and evaluation helps with ensuring rigor.
<b>Positive youth development</b>	Expertise in using approaches that enable youth to contribute meaningfully and positions them in empowering roles.
<b>Planning and logistics</b>	The ability arrange and organize the various components of the process from securing training space to providing stipends.
<b>Gender and social inclusion</b>	Expertise in using approaches that build recognition of the link between diversity, creativity, and innovation while intentionally reducing identity-based discrimination and disparities, promoting equity and human rights, and ensuring meaningful inclusion of marginalized groups.

If these skills are not represented among the staff, support from a partner organization, advisor, mentor, or youth leader with the expertise needed can help fill the gaps. Adequately assessing whether a YLMA implementing team has these skills is necessary before starting the intervention.

## Time

The amount of time an organization can dedicate to implementing a YLMA plays a key role in the success of the intervention. Determining this early can help when identifying the scope of the intervention. The time considerations and example of the time used for the YLMA Pilot-Uganda are provided below. In the pilot example, the Facilitators consisted of two Technical Advisors on Leadership and Monitoring and Evaluation.

<b>Time Consideration</b>	YLMA Pilot-Uganda Example (6 month intervention)	
<b>Amount of time staff has to oversee the YLMA</b>	The approximate staff time needed for each stage of the framework is provided below. This includes time needed to design, develop, and implement each stage.	
	<b>Stage</b>	<b>Staff</b>
	Getting Ready	2 Facilitators, Local Partner
	Inclusive Youth Recruitment	2 Facilitators, Local Partner, Youth and Gender and Social Inclusion Advisors
	Preparation Training	2 Facilitators, Local Partner, Local Research Trainer
	Data Collection	2 Facilitators, Local Partner, Local Research Trainer
	Data Analysis Training and Application	2 Facilitators, Local Partner, Local Research Trainer
	Product Development	1 Facilitator, Local Partner, Local Research Trainer
	Presentation and Dissemination	1 Facilitator, Local Partner, Local Research Trainer
	Celebration and Next Steps	1 Facilitator, Local Partner, Local Research Trainer
		<b>Hours (per staff member)</b>
		60 hours
		80 hours
		180 hours
		40 hours
		180 hours
		30 hours
		20 hours
		12 hours
	<i>Note: This time will vary based on the needs of each intervention.</i>	
<b>Time period when the intervention should be scheduled (e.g. during times when staff support and resources can be dedicated to the intervention)</b>	<b>March – August</b> (allow flexibility in the duration, in case adjustments are needed)	
<b>Time period when the target group of youth can dedicate themselves to starting and completing the intervention (e.g. if working with students, seek a time when they are on vacation or have extended period to focus on the YLMA).</b>	<b>April – August</b> (if working with youth in-school, a good time to schedule data collection is when they are on vacation).	

While a set time for the intervention should be planned, YLMA implementers should allow for flexibility within the schedule to accommodate unanticipated changes or challenges during the intervention. In addition, timing should factor in gender and social inclusion by ensuring culture and context sensitivity. For instance, recognizing significant holidays or days of worship.

## Budget

The cost associated with implementing a YLMA is a critical factor that organizations must consider before starting. The budget should factor in the amount of time youth will be engaged as researchers and may encompass the following:

- Staff or Research support Team (Project facilitators, consultants, and administrative support)
- Training materials and supplies (e.g. handouts, pens, paper, flip charts, etc.)
- Meeting spaces
- Food/snacks for Youth Researchers during trainings and celebration
- Data collection funds (for transport, planning/logistics, internet use)
- Funds for local partner or youth leaders to support youth
- Travel for implementing staff
- Final product publication and dissemination (e.g. designing and printing)
- Equipment for conducting the YLMA (e.g. survey software)
- Inclusion fund to cover costs of accommodations during workshops (attendant travel, assistive software, sign or minority language interpreters, child care, etc.)

### YLMA Pilot – Uganda

The budget for the pilot was approximately \$15,000, including travel cost for non-local staff, food, youth transportation and data stipends, space rentals, etc. This budget applies to Uganda and may not be the same in other countries.

### YLMA Pilot – Uganda

During the pilot, Youth Researchers and the Research Support Team (technical experts, mentors, and advisors) used WhatsApp as a communication platform to enable peer-to-peer support and mentorship throughout the intervention.

When working internationally, some flexibility should be made to accommodate any changes in costs or rates as a result of fluctuations in the economy, such as inflation. In addition, implementers should plan for unanticipated costs that may arise due to challenges during the intervention.

## Tools and Resources

Various tools and resources are necessary for implementing a YLMA, but they vary based on the design of the intervention and the needs of the Youth Researchers. YLMA implementers should have the capacity to prepare youth to conduct the labor market assessment successfully with adequate tools and resources. These tools and resources may include:

- Training curriculum
- Technology (e.g. computers for data analysis)
- Software (e.g. data collection and/or analysis software)
- Space for focus groups
- Virtual communication platform
- Mentors and advisors

### III. Support

Youth-focused interventions require support for positive youth development that fosters a brave space<sup>6</sup> for young people, where they feel empowered and committed to the intervention as well as their own development. As youth navigate their lives at home, school, work, and community, it can affect how they participate in the intervention, as the challenges they face in different areas of their lives affect them. This reality means that implementing organizations must have the ability to provide a supportive environment that adequately responds to their needs. To ensure support in a YLMA, implementers should look at partnerships, mentorship, and communications as key avenues that can help foster an environment where youth thrive.

#### Mentorship

YLMAs can be challenging and complex for the youth involved. Both adult mentors as well as peer-to-peer mentorship are useful for supporting youth throughout the intervention, helping them learn and apply their skills while navigating the complex components. For both types of mentorship, some guidance should be provided so that the mentorship relationship is clear and well executed.

- **Adult mentors:** An adult mentor can be assigned to the group of Youth Researchers to engage with them in the trainings as well as be available to engage with them outside of the trainings. This individual should be knowledgeable about research, have interest in supporting youth, and be committed to equity and inclusivity.
- **Peer-to-peer mentorship:** This form of mentorship allows Youth Researchers to support each other throughout the YLMA. This can be done by assigning partners that support each other throughout the intervention or at specific periods (e.g. data collection partners).

#### Communications

Support for youth can also be fostered through communication. Since a YLMA may take several months to complete, youth need to maintain communication with each other as well as the implementing team for support and problem solving. Along with trainings, check-in meetings and digital communication can serve as ways for youth to share their experiences and challenges and receive support from others.

- **Check-in meetings:** Scheduling check-in meetings (in-person) for Youth Researchers, especially during data collection, allows them to connect and share their experiences, challenges, and learning. This opportunity enables them to support one another and also receive technical assistance and encouragement from mentors and facilitators.
- **Digital communication:** Although in-person meetings provide effective means of building support, opportunities to hold them may be limited. As a result, digital communication can be leveraged to help youth connect for support. Platforms like WhatsApp and Facebook among others can be used for this purpose.

#### Partnerships

Partnerships are important for ensuring adequate support for youth researchers, planning operational aspects of YLMAs, or help with research needs. For instance, a planning and logistics gap can be addressed by working with a partner with strength in that area to address it. A research need might require that a partner helps with expanding the sample size by leveraging their networks. Although partnerships may be created for a variety of reasons, all partners should be invested in supporting the youth researchers in the YLMA process.

<sup>6</sup> Brave space offers a shift on the commonly used “safe space” framework by “shifting away from the concept of safety and emphasizing the importance of bravery” in efforts to help participants engage with one another authentically during challenging discussions.

#### YLMA Pilot – Uganda

Youth Researchers were paired as partners for data collection and supported one another during the process for surveys, interviews, and focus groups. They used a WhatsApp group chat to communicate regularly and problem solve.

#### YLMA Pilot – Uganda

By partnering with the Makerere University Guidance and Counselling Centre, youth were provided with local insight on the employment landscape, advice and support with approaching employers, as well as contacts that helped expand the employer sample size.

#### YLMA Pilot – Uganda

Youth involvement was “high,” (Continuum of Youth Involvement in Evaluation and Research) with youth researchers involved at all stages and adults helping and guiding the analysis, reporting, and change efforts. In addition, youth participation was between Rung 6 and 7 (Roger Hart’s Ladder of Young People’s Participation).

Youth development program implementers working in other geographies outside of where the YLMA will be conducted should seek local partners that offer the following benefits:

- **Knowledge base:** Local partners have a strong understanding of the environment and can help navigate challenges and social and cultural needs, as well as provide insight on the labor market.
- **Reputation and Influence:** Local partners that are respected for work in the community are often well positioned to leverage that status to support youth in the YLMA. Their influence is essential for getting participation of people and institutions (e.g. employers, training centers, or schools), who might not view youth as leaders and furthermore dismiss them during data collection.
- **Networks:** Local partners have connections and relationships that could help youth with successfully completing the YLMA, this may include connections with employers, youth, government, and other stakeholders.
- **Impact and Learning:** Working with a local partner allows them to gain learning from the intervention that can be applied to other work, shared with the community, and used with other youth. While interventions may end, the knowledge, expertise, and lessons-learned can be used by local partners beyond the project.

## IV. Research Scope

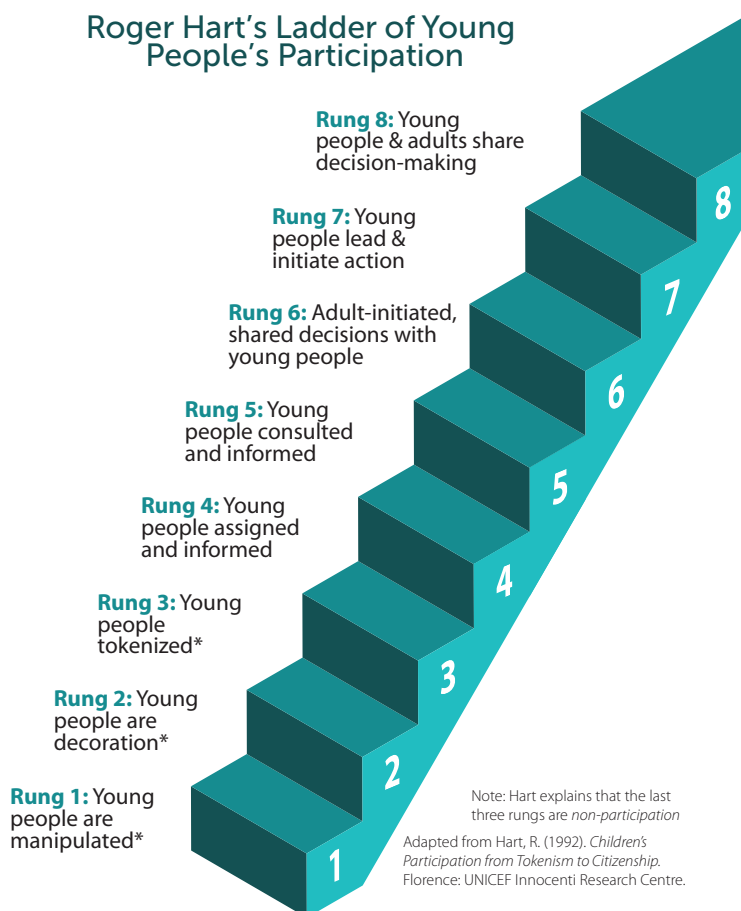
Determining the research scope for the YLMA enables an implementer to plan the process effectively, ultimately ensures that youth will be engaged as leaders, and achieve the desired outcomes of the YLMA. Scope considerations include existing data or research, research questions, research methods/activities, target youth group, number of youth researchers, location of the research, length of the research, and how technology will be used.

### Level of youth participation and leadership

The level of youth participation and leadership you can support should be decided before the YMLA in order to ensure that it is feasible (based on budget, time, and staff). The preparation of youth and their ability take on the leadership roles where the research is conducted should also be considered.

Using the Continuum of Youth Involvement in Evaluation and Research<sup>7</sup> framework (Table 1: Determining Level of Youth Participation and Leadership) helps determine how youth can participate as leaders in a research capacity. In addition, Roger Hart's Ladder of Young People's Participation<sup>8</sup> helps identify how youth will be meaningfully engaged in the process. We adapted the framework to include key youth target group factors that implementers should consider when determining the level that would best serve them. These factors may include age, level of education, and research experience.

### Roger Hart's Ladder of Young People's Participation



<sup>7</sup> Kim Sabo Flores, *Youth Participatory Evaluation: Strategies for Engaging Young People*, (San Francisco: Jossey – Bass Publ., 2008).

<sup>8</sup> Roger A. Hart, *Children's Participation: From tokenism to citizenship*, *Innocenti Essay* no. 4 (1992), International Child Development Centre, Florence.

Table 1: Determining Level of Youth Participation and Leadership

Youth Involvement	Process	Target Youth Group <sup>9</sup>
Highest	Youth-led research/evaluation is part of organizational planning cycle; experienced youth act as peer trainers and are paid.	At least secondary education; at least 17 years old <sup>10</sup> ; youth have one or more previous experience in all phases of research (design, data collection, analysis, product development).
High	Youth participate in research design, data collection, and analysis; youth report findings and implement change.	At least some secondary education; at least 17 years old; no research experience required (yet, experience in at least one phase of research is beneficial).
Medium-High	Youth design and administer research instruments; adults analyze results, develop findings, and implement changes.	At least some secondary education; at least 17 years old; no research experience required.
Medium-Low	Youth give input on process.	At least some secondary education; at least 14 years old; no research experience required.
Low	Youth collect data.	At least some secondary education; at least 17 years old; no research experience required.
Very Low	Information is collected from youth.	Should be based on information needed.
None	Outside adult conducts research without collecting information directly from youth.	None.

Adapted from Kim Sabo Flores, *Youth Participatory Evaluation: Strategies for Engaging Young People*, (San Francisco: Jossey – Bass Publ., 2008).

## Design Elements

There are several elements that factor into the research design. While the focus of the research and data collected can be determined with youth researchers, it is helpful if certain elements are pre-determined by the YLMA implementing team. Elements, such as the target youth researchers, number of youth researchers, location of the research, duration of the research time, the skills that need to be developed, activities, and technology, must be determined and fed into a thorough implementation plan that adequately supports youth.

### Tip

Engage local youth mentors as well as adult mentors and experts in determining elements of the research parameters as much as possible. Local input at all levels is critical for youth development and helpful for conducting the YLMA.

Research Design Elements	Questions for YLMA Implementers
Location	Where will the labor market assessment be conducted? <i>Tip: When choosing a location, gather information on youth assets, needs, and skills as well as the labor market landscape for selection)</i>
Existing data or research	What existing data or research has already been done on the labor market in the location? <ul style="list-style-type: none"> <li>● What are the gaps in the data or research?</li> <li>● Who was included or excluded in the existing research?</li> <li>● How will you share existing research and data with your youth researchers and what will you share?</li> </ul>

<sup>9</sup> IREX created this column based on experience and assumptions in youth development and YPAR.

<sup>10</sup> This age is based on a when youth are legally able to work and move independently around the world. While this guide uses a general age, it is critical that implementers assess the age range for youth in the location where the YLMA will be conducted.

Research Design Elements	Questions for YLMA Implementers
<p>Research questions</p> <p>(Can be determined with youth researchers. See 1.2.3 Preparation Training)</p>	<p>What questions will be addressed by the YLMA?</p> <ul style="list-style-type: none"> <li>● What is needed to address the gaps in the existing data or research?</li> <li>● What do youth see as the most important issues related to employment opportunities?</li> <li>● What are the highest priority issues to address with data and how would they be stated as questions?</li> </ul>
<p>Target youth group</p>	<p>Which group of youth will be engaged as researchers? (Table 1: Determining Level of Youth Participation and Leadership)</p> <ul style="list-style-type: none"> <li>● Age range</li> <li>● Level of education</li> <li>● Gender</li> <li>● Social identity (ethnicity, [dis]ability, mother tongue, class, caste, etc.)</li> <li>● Status (in-school, out-of-school, employed, etc.)</li> </ul>
<p>Number of youth researchers</p>	<p>How many youth will be engaged as researchers?</p> <p><i>Tip: Use budget and staff support to help determine</i></p>
<p>Duration</p>	<p>How long will it take from start to finish and when is the best time to conduct trainings and research activities?</p> <ul style="list-style-type: none"> <li>● Time needed from start to finish (months, weeks, days, etc.)</li> <li>● Target group availability? (If youth researchers are in school, consider when they have the most time to do trainings and conduct research).</li> </ul>
<p>Skills development</p>	<p>What skills do the target group of youth need to develop?</p> <ul style="list-style-type: none"> <li>● Technical skills (e.g. data collection)</li> <li>● Soft-skills (see Appendix A: IREX Youth Essential Skills Definitions). Key soft-skills like higher order thinking, collaboration, communication, and inclusiveness are essential skills for the YLMA.</li> </ul> <p><i>Tip: Use data on the target group (e.g. needs assessment) to help determine</i></p>
<p>Activities</p>	<p>What types of research activities will be used?</p> <ul style="list-style-type: none"> <li>● Focus groups</li> <li>● Interviews</li> <li>● Surveys</li> </ul> <p><i>Tip: Consider when and how gender and social inclusion considerations will be emphasized, especially if youth will be involved in the selection process to build their inclusiveness skill (see Appendix A: IREX Youth Essential Skills Definitions).</i></p>
<p>Technology</p>	<p>What types of technology can be used?</p> <ul style="list-style-type: none"> <li>● Survey tool/platform</li> <li>● Tablets/phones</li> <li>● Computers</li> </ul>

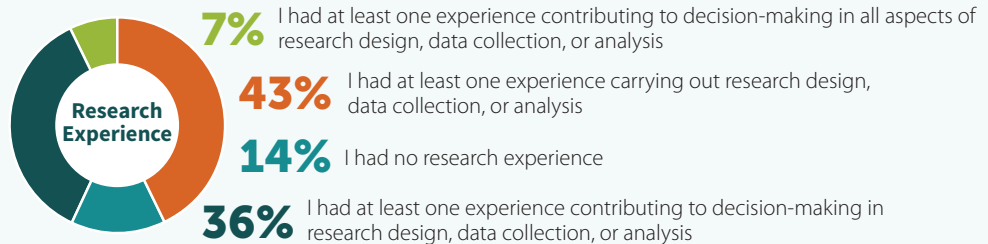
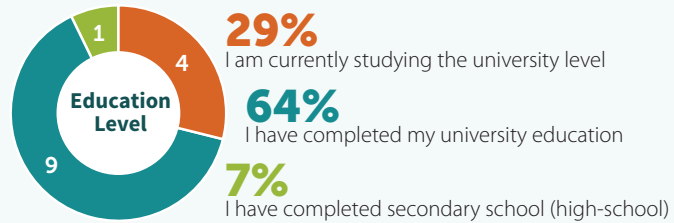
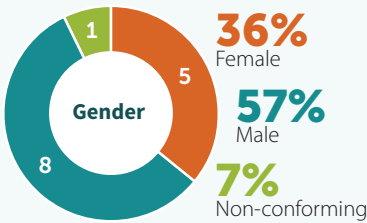


## 1.2.2. Inclusive Youth Recruitment

Designing and conducting a YLMA that accurately reflects labor market opportunities requires considering how issues of age, gender, class, ethnicity, race, sexual orientation, disability and other cultural and social identity factors affect youth lives. This begins with inclusive recruitment and continues through the final consideration of next steps. Recruiting youth to participate in a YLMA requires attention to their technical ability and gender and social inclusion (GESI) practices to enable marginalized youth to gain awareness of the opportunity and access it, as well as to ensure their safety and meaningful inclusion throughout the YLMA experience.

### YLMA Pilot – Uganda

#### Youth Researcher Demographics and Research Experience

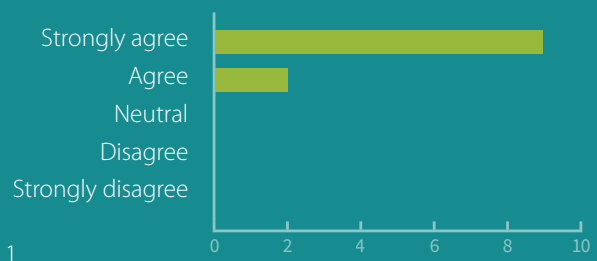


Engaging a diverse group of youth researchers in the YLMA pilot in Uganda allowed youth to interact and collaborate with people of different social identities. It also helped them gain awareness of ways to include marginalized voices in communities in research.

RADDIS (research, assess, design, develop, implement, and select), the inclusive recruitment steps, helps with understanding the context as well as creating and implementing a recruitment plan that seeks to engage youth from all backgrounds and experiences as researchers with unique assets to contribute to the YLMA.

These steps are intensive and require a lengthy time commitment to complete. For implementers with short recruitment timeframes, the “research” step is critical and once complete, can decrease the time needed for subsequent steps as the contextual knowledge gained during this step informs the youth recruitment decisions (e.g. focusing on a target group of marginalized youth). In addition, implementers with previous experience recruiting and working with particular marginalized youth in a location may spend less time on each step by leveraging their existing knowledge. However, even with experience and knowledge, the “considerations for implementer” (see table below) should be reviewed to determine if there are gaps that need to be addressed.

“After working on the youth-led labor market assessment, I am more aware of specific ways to include the voices of marginalized communities in my data collection and research efforts”



## RADDIS: Inclusive Recruitment Steps

Step	Description	Considerations for Implementer
<b>R</b> esearch	<p><b>Research local context</b></p> <p>A successful inclusive youth recruitment plan is customized through deep understanding of the context where the intervention will occur. Therefore, implementers should research and understand the landscape, considering which locally salient identities intersect to expand opportunities for some youth while marginalizing others.</p>	<ul style="list-style-type: none"> <li>● Which youth within the target group (age, level of education, experience, etc.) are marginalized due to social identity? What are their needs?</li> <li>● What are the power dynamics between the target group themselves and within the society around them?</li> <li>● What merit factors for participation are appropriate for the target group?</li> <li>● What legal protections or restrictions (formal and customary) affect youth in general and marginalized youth in particular?</li> <li>● Do any youth experience safety concerns related to travel or identity-based violence?</li> <li>● Where are marginalized youth located?</li> <li>● What are effective channels for reaching marginalized youth?</li> <li>● What assets (e.g. multilingualism) and sources of support do marginalized youth have?</li> <li>● What are sensitive identity topics?</li> </ul>
<b>A</b> ssess	<p><b>Assess Implementer support</b></p> <p>Once you have an understanding of the sociocultural, legal, and logistical obstacles to inclusion, it's important to assess what support systems your program is able to provide for different marginalized youth, if recruited. For both transparency and safety, all prospective accommodations should be thoroughly vetted, budgeted, and communicated to prospective participants in advance. Implementers should determine if they can provide ongoing support throughout the YPAR process with youth.</p>	<ul style="list-style-type: none"> <li>● Are you able to provide an accessible space for trainings and data collection (e.g. focus groups) for youth with mobility-related disabilities?</li> <li>● Are you able to provide interpretation support for youth with hearing impairments or from linguistic minorities during trainings and data collection, if needed?</li> <li>● Are you able to provide alternate format materials and support for youth with visual impairments?</li> <li>● Are you able to provide stipends or reimburse travel costs for youth from low income households or areas without safe public transportation?</li> <li>● Are you able to create a brave space for youth of all genders, races, classes, ethnicities, abilities, and sexual orientation?</li> </ul>
<b>D</b> esign	<p><b>Develop a recruitment strategy</b></p> <p>With the research and identified supports and gaps, YPAR implementers can then design the recruitment strategy. A strategy should entail who, how, and what kind of recruitment will occur, including clarification of the selection criteria for both youth participants and for members of the Selection Committee.</p>	<ul style="list-style-type: none"> <li>● What types of demographic questions should be in the application? (e.g. gender, ethnicity, etc.)</li> <li>● When running a program evaluation or exploratory research study should you focus on high-quality research where you would identify a few high performing research assistants or focus on developing the skills of a wide range with a wider group of youth?</li> <li>● Will you use a paper-based application or online-based application and/or both?</li> </ul>

Step	Description	Considerations for Implementer
	<p>At this stage, it's important to factor in the research on identities to effectively address differences in incentives and obstacles facing prospective youth participants. An inclusive recruitment strategy will align the range of benefits of YPAR participation with the needs and motivations of diverse youth (See Table 2: YLMA-Pilot Uganda Recruitment Strategy).</p>	<ul style="list-style-type: none"> <li>● How do youth access and evaluate information in general? Marginalized youth in particular? (TV, radio, social media, flyers, etc.)</li> <li>● Are there existing networks for more effective outreach to marginalized youth?</li> <li>● What language needs to be adapted for a youth audience? (for instance, if the word "assessment" is not common, identify how to convey it to youth)</li> <li>● What local institutions can help reach youth? (be aware of how the engagement of local institutions might affect youth participation)</li> <li>● Where do different groups of youth congregate?</li> <li>● What criteria should selection be based on?</li> <li>● How does one design a remuneration package for youth recruits?</li> </ul>
<b>D</b> velop	<p><b>Develop recruitment materials</b></p> <p>When you are ready to begin outreach for recruiting diverse youth, invest time to develop age-appropriate and accessible materials to capture youth interest and spread the word, from nomination and application forms to flyers, emails, and social media posts. Use methods of communication that fit the context and reach the target youth participants. Clearly convey the accommodations and support systems available through the materials as well as the platforms chosen and the networks tapped for the outreach campaign.</p>	<ul style="list-style-type: none"> <li>● Information about the YLMA opportunity (what it entails, where it will be focused, duration of time, incentives for participation etc.)</li> <li>● Process for application (open period, deadline, etc.)</li> <li>● Selection criteria</li> <li>● Timeline for selection</li> <li>● Implementer contact information</li> <li>● Frequently Asked Questions</li> </ul>
<b>I</b> mplement	<p><b>Implement recruitment process</b></p> <p>Once the materials are ready, it's time to recruit. During this time, it's important to monitor incoming applications so that any imbalances in identities such as gender and social inclusion can be addressed. In some cases where imbalances begin to appear, you may want to adjust outreach efforts to address the imbalance.</p>	<ul style="list-style-type: none"> <li>● How often will submissions be monitored?</li> <li>● What indicators suggest that there are imbalances in identities?</li> <li>● What can be adjusted to address imbalances?</li> <li>● How long will adjustments take to have an impact on the recruitment process?</li> </ul>
<b>S</b> elect	<p><b>Select participants</b></p> <p>The process for selecting youth researchers should be well thought out. In addition to ensuring the fair and transparent application of the selection criteria for participants (as published in the recruitment materials), a strong selection process carefully considers who will be involved in the decision-making process, how selection criteria will be weighted in the event of differences of opinion, and how results will be communicated to applicants.</p>	<ul style="list-style-type: none"> <li>● Do the members of the selection committee bring diverse research, occupational backgrounds related to youth development, and local context? Do they reflect the social inclusivity of the recruitment strategy, research theme, and applicant pool?</li> <li>● What representation of different identity groups is needed for diversity? (e.g. if the local context allows for mixed-gender pairs of researchers, does the gender balance within the group make this achievable?)</li> <li>● When will youth be notified?</li> <li>● How will youth be incentivized so they don't drop out?</li> <li>● Will a group of youth be selected and/or trained as alternates, in case some selected youth cannot participate or drop out?</li> </ul>

**Table 2: YLMA-Pilot Uganda Recruitment Strategy**

The YLMA pilot youth researcher recruitment strategy required a nomination, in which youth were nominated by an institution they were affiliated with (either a school or youth-serving organization), as well as in application from youth. This approach was used to ensure that the short-term intervention would not leave youth unsupported at the end, rather, the youth could take their learning back to their nominating institutions and apply their skills in a supportive environment.

What	How	Who (responsibility)	When/Duration
Outreach and nominations	Flyers and emails through Makerere University’s Counselling and Guidance Center. Emails to youth-serving organizations. Makerere University faculty/staff and youth-serving organizations in Kampala nominate youth.	Implementing Team	3 weeks – 4 weeks
Applications	Nominated youth are invited to complete an application.	Implementing Team	6 weeks (overlaps with nominations)
Selection	Staff and partner (Makerere University Counselling and Guidance Center) read nominations and applications and select based on interest, experience, and diverse representation.	Implementing Team	2 weeks
Notification	Email to selected youth and non-selected youth. Youth alternates are notified. Selected youth are given two weeks to confirm participation.	Implementing Team	1 day

### 1.2.3. Preparation Training



Once youth researchers are selected and planning for the YLMA is complete, it’s time to launch the research process. The first step is the Preparation Training which is focused on helping youth researchers build research-related technical and soft skills to conduct the labor market assessment. At the onset, youth researchers must be introduced to Brave Space Rules (See Appendix XX), which establishes an environment for respectful collaboration and challenging discussions. Once a brave space environment has been established, youth researchers can begin preparing to work together, strengthen their soft skills, make critical decisions about the research design, take on leadership roles and responsibilities, and create and practice using research instruments.



### Leadership roles and responsibilities

- Conducting surveys, interviews and focus groups
- Managing stipends and allowances
- Submitting collected data
- Planning interviews and focus groups
- Supporting and advising other youth through regular communication

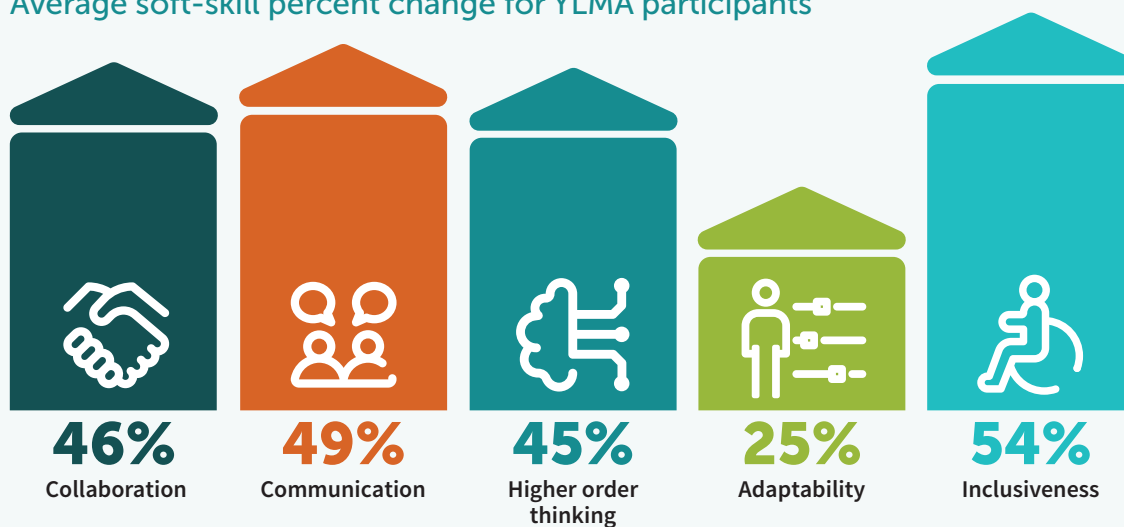
## Teambuilding, Soft Skills, and Responsibilities

Team building, soft skill development, and taking on responsibilities happens throughout the implementation of a YLMA. Starting with a training that emphasizes them helps youth build relationships with one another, recognize and strengthen critical soft skills necessary for the labor market assessment, and learn key roles and responsibilities needed for success.

- **Teambuilding:** Teambuilding enables youth researchers to create a support network with one another. It can be done by using activities, such as icebreakers and small group debrief activities (See 3.2.1 Preparation Training: Team Building).
- **Soft skills:** Soft skills such as collaboration, communication, higher order thinking, adaptability, inclusiveness, resilience, and accountability can be developed through the YLMA. It is important to introduce youth to these skills early by providing space to explore their definitions, what they look like in practice, and the extent to which youth have used such practices in their own lives. Throughout the YLMA process, they should reflect on how they apply these skills so that they are able to identify their personal acquisition and use of the skill. Additionally, youth researchers should be encouraged to improve their practice of the skills during the YLMA research process.
- **Responsibilities:** A YLMA requires immense responsibility from youth researchers. In the preparation training, youth researchers should be introduced to the roles that are necessary (e.g. interviewer, note-taker, facilitator) and the responsibilities each of these roles requires.

### YLMA Pilot-Uganda: Average Increase in soft-skills

Average soft-skill percent change for YLMA participants



During the YLMA Framework Pilot in Kampala, Uganda, there was an increase among youth researchers in all the skills.

## Gender and Social Inclusion Lens

When conducting labor market assessments, applying a GESI lens is important for ensuring that the research is guided by equitable and socially inclusive methods and practices. This element of research must be taught to youth researchers so that it informs their decision-making as they design and implement research as well as analyze and disseminate data. This can be done through trainings (see 3.2.2 Preparation Training: Gender and Social Inclusion) in the following ways:

- Leading youth in activities that provide opportunities for them to explore their own identity, power, bias, and how these factors influence research questions, methods and findings.
- Leading youth activities that help them understand why marginalized voices matter, who those voices are in their community, and how to engage them in research.

### Research skills

- Research design
- Planning and logistics
- Time Management
- Interviewing
- Focus group facilitation

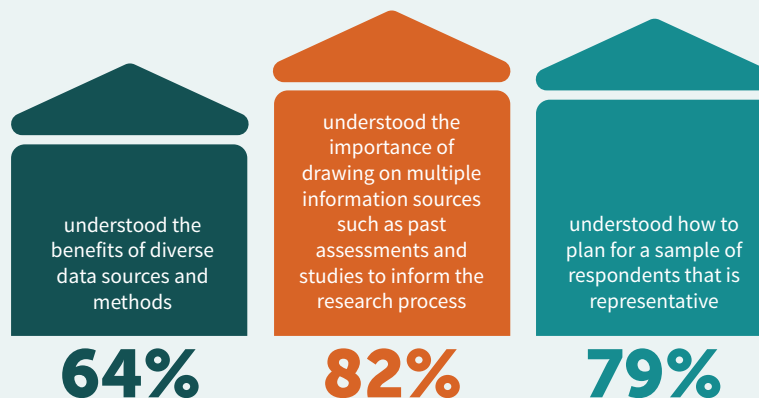
## Research Design and Methods

During the Preparation Training, time should be set for youth researchers to contribute to the research design and methods. Depending on the anticipated level of youth leadership and participation (see Table 1: Determining Level of Youth Participation and Leadership) in the YLMA, the contribution by youth researchers may vary. Youth may be involved in developing research topics and questions, sector and geographic selection, research methods, sampling, or instrument selection and development.

### YLMA Pilot – Uganda

In the YLMA pilot in Uganda, youth researchers were decision makers in various aspects of the design with assistance from the implementing team. They learned about each research design component and were led through experiential activities that enabled them to unpack complex data that informed their decision-making, especially for sector selection. After the YLMA, youth researchers reported gains in learning on research design and methods.

### Out of 15 respondents:



**Table 3: YLMA Pilot – Uganda Research Design Elements**

Research Design Component	Youth Researcher Engagement	Outcome/ Decision
Research Topics and Questions	Youth were guided to collaborate to brainstorm and decide on research topics and questions focused on school-to-work transitions.	4 research topics 10 research questions
Sector Selection	Youth were provided data on growing and emerging sectors in Uganda and guided in analyzing them based on the rate operation in Kampala, diversity of sub-sectors, rate of youth employment, and diversity in the people employed (education levels and gender).	Trade Sector
Geographic Selection	Youth were led in considering the geographic boundaries of the research based on budget, where diverse groups were located, and where youth respondents could be accessed.	Kampala metropolitan area
Sampling	Youth were guided in identifying the segment of youth respondents within the larger target group of young people transitioning from school to work.	Youth between the ages of 14 and 29 with at least some secondary education Employers in the trade sector as defined by the International Labor Organization
Methods	Youth learned about different data collection methods and were guided in selecting the most appropriate methods for their research questions and target respondents.	Surveys Focus Groups Key Informant Interviews
Instrument Development	Youth learned about different types of questions for specific instruments and were guided to develop questions for each instrument.	Survey Questions Focus Group Questions Key Informant interview Questions

## Test and Practice

Once the research design and instruments have been developed, youth researchers can test the instruments and practice the methods – surveying, focus group facilitation, and interviewing key informants. Testing the research instruments helps to make sure that there are no errors in the questions and that the youth are able to use the instruments properly. During the training, youth should learn best practices for each method and use role play to practice them.

### YLMA Pilot – Uganda

Youth researchers used a mobile-phone application (SurveyCTO) to conduct surveys. Limited time for testing resulted in a question error. This affected the sample size for the question and resulted in a limitation in findings. With more time to test the App, the error could have been corrected before affecting the collected data.

## 1.2.4. Data Collection



The data collection stage of the YLMA is when youth researchers go into the field and apply the skills they have acquired to obtain information from target research respondents. The following approaches are recommended for successful data collection:

- **Pairing or Grouping:** Pairing or grouping youth researchers with each other for data collection helps them collaborate and builds their confidence to apply their data collection skills. When pairing or grouping youth, you should consider their data collection strengths and weaknesses (e.g. public speaking or listening) in addition to what is effective for reaching diverse groups. For instance, in cultures where communication between people of opposite genders can be problematic, pairing youth of different genders prepares them for encounters where it might be safer or more advantageous for one gender to engage respondents.
- **Individual Support:** Data collection can be challenging for youth because it is when they apply their new skills in a real-life situation on their own, so checking in with youth individually is important. Youth may feel overwhelmed or even face challenges during data collection that they may not share in groups. Therefore, setting up one-one-one check-ins can help them feel supported as well as enable the implementing team to identify where they can provide more help.

Types of individual support may include:

- **One-on-one meetings or phone calls:** An implementing team member schedules time to talk with each youth participant about their experience.
- **Office hours:** Open times when a member of the implementing staff is available to meet with youth and discuss their experience. This can be done in-person or virtually.
- **Communication:** Constant communication with experts, mentors, and other youth researchers throughout data collection helps youth researchers have access to support when they need it. This can be done by setting up a communication channel that all parties have access to (e.g. WhatsApp Groups, Facebook Group, Mobile Text Messaging).
- **Check-in Meetings:** The data gathering in the field should be complimented with in-person meetings that provide the space for youth researchers to share their experience, discuss challenges, and problem solve collaboratively. These meetings also provide the support team with insight on what the youth researchers need to succeed.

### YLMA Pilot – Uganda

Individual support was provided through both “one-on-one” phone calls and office hours. During these times, youth expressed diverse needs, from wanting additional survey copies or funds due unique to challenges.



## 1.2.5. Data Analysis Training and Application

### Skills developed at this stage



Collaboration



Communication



Inclusiveness



Higher Order  
Thinking



Adaptability



*"I gained confidence while dealing with interviews. My first research experience was not a sufficient thing – I had my colleagues helping me. But this time, I had to interview outsiders, which helped me gain more confidence. Also using Excel to analyze data. I did not know that you can use Excel to analyze data."*

*- Youth researcher, YLMA Pilot – Uganda*

After data collection, youth researchers need to be trained to analyze the data collected. Through data analysis training, they learn how to store, organize, and clean data using the data that they collected and then develop findings, conclusions, and recommendations. The following elements help youth learn and apply key data analysis skills:

- **Pairing or Grouping:** During data analysis training, pairing or grouping youth researchers helps them collaborate and support each other as they learn. Data analysis is a rigorous task, so youth researchers should feel supported throughout the training.
- **Expert Guidance:** A data analysis expert should be involved in teaching youth researchers data analysis skills to ensure that they learn from a credible source and to also add greater rigor to data analysis process. This also allows youth researchers to engage with someone with experience in the field that they can connect with get advice from for their assessment. Hart's ladder of participation may need to be revisited at this stage to assess what capacity youth have to analyze data and what time, budget, and staffing is available to support youth in analyzing data and developing conclusions and recommendations. For example, additional staff may be needed to conduct data analysis that youth are unable to complete.
- **Practice and Application:** While learning data analysis skills are key, practicing them is also critical for youth researchers to be able to use the skills. For instance, if using Excel (Microsoft program used for data analysis) to demonstrate an analysis technique, youth should be provided with the data they obtained to practice the skills on their own. The more practice time that is allotted to the youth, the better they can acquire the data analysis skills. With help from the research support team, youth researchers can work in groups to organize, clean, and draw insights to create findings, conclusions, and recommendations.

## 1.2.6. Product Development



Once the data is analyzed, it's time to create the final product. This stage of the YLMA entails selecting the format of the product that is best for the target audience and developing it. Allowing youth to decide what the most effective channel for dissemination of the data empowers them as leaders in not only obtaining the information, but also how it is distributed. The elements that help make this phase successful include:

- **Audience Analysis:** Youth researchers should be guided to consider who the audience of the research product they will develop will be, what their needs are, and how they will use the product.
- **Product Format Selection:** Decision-making by youth researchers is as important for building their leadership capacity as ensuring that they are involved and have ownership of how their work contributes to the final product. With the help of the research support team, youth researchers should be introduced to different formats (based on budget) for the final product (report, brief, infographic, etc.) and select the format that best suits the audience that they seek to present their findings. This requires identifying the audience and the best way to present information to them.
- **Collaborative Product Development:** Once the format of the final product is selected, the research support team must provide a process for youth researchers to collaborate on creating the content. This can be done through identifying the key parts and creating small groups to work on each part. For example, a report can be divided into parts, and groups of youth can be assigned to use the analyzed data to write specific sections. The research support team should provide edits and support through this process.
- **Production:** Once the content of the final product is ready, the research support team must plan the time and resources to produce the product. This may entail professional designing and printing.

### YLMA Pilot – Uganda

Youth researchers selected to produce a [report as well as an infographic](#) based on the target audiences, which was primarily youth. Based on their analysis, they determined that a youth-friendly product, such as an infographic, was more appropriate for youth.

## 1.2.7. Presentation and Dissemination

### Skills developed at this stage



Collaboration



Communication



Higher Order Thinking

Once the final product is ready, the next stage is for youth researchers to present it to their target audiences. Youth researchers should be involved in planning the presentation and inviting attendees. Their families, mentors, and other supporter can also be invited. The following elements are key for a successful presentation:

- **Planning:** Planning the presentation well will allow for youth researchers to be able to showcase their work effectively. The planning process should involve youth researchers so that they have input in the coordination, exercising their leadership, of the planning process. These roles may include creating and sending invitations, contributing to the invitation list, and finding and setting up the location.
- **Practice:** Presenting a final product can be daunting, and youth researchers must be provided the opportunity to prepare for this by practicing their presentations. This can be done by having youth practice speaking and getting feedback and advice from one another before the presentation.
- **Recognition:** It's important to recognize youth researchers for the work they have completed, skills they have gained, and their contribution to research as a whole. Formal certificates can be given to each youth researcher that recognizes them for their contributions at the presentation.



## 1.2.8. Celebration, Next Steps, and Evaluation

### Skills developed at this stage



Collaboration



Communication

“

*“I have shared information that we collected with fellow students at the university. I gave the YLMA report to my friends from campus for them to share it with others. Also, I learned the mismatch between my learning and employees preferred skills. As a result, I am helping my sister tailor her education to employers’ needs.”*

*- Youth researcher, YLMA Pilot – Uganda*



Completing a YMLA is an immense task that deserves celebration. A space should be created for youth researchers to come together and reflect on their journey and congratulate one another. No matter the level of youth leadership involved in the intervention, the role of youth in the process should be celebrated. In addition, youth researchers can collaborate to determine the next steps for the research as the research support team prepares to measure the impact of the YLMA intervention and the outcomes from the research. The following elements are important for the celebration and next steps:

- **Reflection:** The celebration is a fun gathering, but space should also be created for youth researchers to reflect on the YLMA process. The following questions can prompt reflection:
  - a. What was the most rewarding part of the YLMA?
  - b. What was the most challenging part of the YLMA?
  - c. What skills did you learn and how do you plan to use them?
  - d. What surprised you most about the YLMA process?
- **Action Plan:** When the YLMA is over, youth researchers are able to use what they gained in other aspects of their lives, but the research they contributed to should not be left aside. Therefore, an action plan for how they can take their work and share it with others, as well as help others apply it to shape their ideas, behavior, or policies, should be created. Once a plan is created, it should be used by the research support team to follow-up. Action plan outcomes may include:

- a. Meetings with youth and/or key stakeholders to present research and make commitments for action.
- b. Create a policy brief for government
- c. Intervention for youth learning and awareness of research content

- **Evaluation:** The YLMA must be evaluated to assess its impact on youth researchers and the community. The end of the intervention is the opportune time to begin measuring impact – both immediately at the end of the intervention and at least three months afterwards. However, evaluation and learning questions should be identified before an intervention even begins so that the information collected and the tools used are optimized to address those specific questions. There are three key evaluations that can be used to maximize learning about the impact – skills development, training feedback, and ripple effects.

### YLMA Pilot – Uganda

A self-reflection retrospective pre-post survey initially after the intervention along with a graining feedback survey. Then follow-up interviews were conducted four months later with identified youth that reflected that they gained the most or the least from the intervention (see Appendix C YLMA Pilot-Uganda Evaluation Data).

Evaluation Type	Purpose	Tool	Time
Skills Development	Assess level of skill acquisition during the intervention as well as peer collaboration.	Pre-post survey	End of Intervention
Training Feedback	Assess quality, relevance, satisfaction, and enjoyment of trainings	Survey	End of intervention
Ripple Effects	Assess 1) the extent to which the learning and the final product are used by participants over time, 2) understand the extent to which target outcomes are achieved (use of LMA findings, network strengthening), and 3) to identify any unintended outcomes.	Interviews or survey	Post end of intervention (Suggestion: At least 3 months or more after end of intervention).

## Part 2: Pilot – Lessons Learned and Recommendations

Interviews with YLMA pilot youth researchers and the implementing team surfaced several lessons that have been incorporated in the YLMA framework and provide critical insights for YLMA implementers.

### 2.1 Youth Involvement?

**Youth can succeed with a high level of participation and leadership at any stage in a YLMA.** This is especially true when they are guided by experts on the implementing team. The level of youth participation in the YLMA pilot was high throughout the process but ranged from adult-initiated with shared decision-making with youth (e.g. analysis and report writing) to entirely youth-led with adults as equal partners in decision-making (e.g. drafting research questions). Respectively, these levels of participation correspond to rungs 6 and 7 of Roger Hart's Ladder of Young People's Participation.



**Recommendation:** Adequately assess youth capacity to lead in a YLMA and ensure that adequate expert support is provided for them to succeed.

**Having youth in leading roles when conducting the labor market assessment does not significantly lower rigor.**

This was because (1) some youth researchers had previous experience with research; (2) the preparation training covered many critical components of doing research; (3) the research support team held youth researchers accountable for their contribution; and (4) the research support team guided the youth researchers in analysis and took on some analysis when necessary. Furthermore, the youth involvement added additional benefits to the process: the research was more relevant for young people, with the youth researchers investigating problems they cared about, and it was easier to engage other youth (with over 200 youth surveyed). The use of mobile technology by youth allowed remote monitoring of survey locations as well as how long surveys took. This enabled the team to eliminate poor or unreliable data or to follow-up with data collectors about concerns.



**Recommendation:** Determine the level of rigor desired for the research, then consider how that level of rigor can be attained without forgoing youth involvement and leadership for youth relevant research.

**When youth do not have the time to devote to the research, their participation and the quality of work suffers.**

It was hard for participants to get away from their internships or classes to attend the research training. While overall attrition among youth participants was low, fewer youth may have dropped out if we had reduced the length of the workshops or the timeline of the overall research process. The intervention could have been shortened if we had reduced the scope of the research and therefore the timeline for implementing it. For instance, the mixed methods data collection was very time-consuming, especially given that youth had other obligations. A reduced research scope would have mitigated the risk of delays in data collection and perhaps resulted in fewer youth dropping out before the project's completion. Likewise, a reduced scope with fewer research questions would have allowed for a smaller, more targeted sample and likely would have resulted in more meaningful conclusions. However, while the variety of methodologies used (key informant interviews, youth and employer surveys, and focus groups) required a high investment in training and longer time, the benefits to youth in terms of learning was significant.



**Recommendation:** Take the time to understand youth researchers' availability and develop a scope aligned with it. Youth have many demands on their time which constrain their participation (e.g. work, school, family life).

## 2.2 • Design Elements

**Decisions regarding the research design in the early phases of the process affect the research outcome.** One of the decisions made when designing the YLMA was to provide youth researchers with literature on youth employment in Uganda rather than conducting a formal literature review. This was decided because of the limited time the implementing team allotted to getting ready for the labor market assessment. Not doing a formal literature review made it difficult to steer the research to very specific and targeted research questions that filled gaps in other research. With more time in the getting ready stage, the implementing team would have done a formal literature review. They would have then provided the review to youth researchers to draft research questions with a more specific and targeted focus on gaps in youth unemployment in Uganda. However, note that a literature review can also steer researchers in predetermined directions, so it is important to factor that consideration into design.



**Recommendation:** Understand the implications of research design decisions on the process and final research outcome.

**Gender and social inclusion component of training is critical.** Whether diverse identity groups exist within the group of youth researchers or not, a GESI lens is important for youth research, both for working on the assessment and engaging with one another. For example, in the case of the Uganda pilot YLMA, one youth researcher reflected, “I was quite uncomfortable at the beginning of the training, however as time went on, I noticed that everyone was accommodating me regardless of my identity.” Therefore, creating a safe environment by establishing a culture of tolerance among youth researchers is important for their collaboration and success, as well as for the way in which they approach research. By emphasizing diversity and inclusion in the training, youth were able to apply it to research questions, data collection instruments, and with research respondents. For example, a focus group was planned for hearing-impaired youth, an idea that was initiated by youth researchers.



**Recommendation:** recommend learning about the GESI challenges and constraints in the location of the intervention and incorporating learning and reflection on the topic and its relevance to research in trainings.

**During the data collection stage, youth can benefit from high levels of mentorship and support.** During the YLMA, youth were not accompanied during focus groups and interviews. While this provided a high level of participation and leadership for their growth and development, some observation of them during data collection could have helped youth strengthen their skills if the implementing team was present to provide feedback while they were in the field. While this type of support was not possible due to budget constraints, it can help youth feel confident about their skills and receive feedback immediately that they can apply.



**Recommendation:** YLMAs should consider how accompanying youth for some parts of their data collection experience can help them succeed.

## 2.3 • Partnerships

**Taking time to select the right local partner benefits youth and the research.** Partnering with local institutions to support the youth-led labor market assessment was helpful for gaining insight on the local context, connecting with employers, and accessing training venues and equipment (including computers and software). While there were opportunities for both IREX and local partners to gain from the research, the partner was volunteering their time and research activities sometimes fell outside of their day-to-day responsibilities. This led to the local partner being over-extended and sometimes unable to provide consistent support.



### Recommendation:

- 1. Assess motivation and set expectations.** Clarifying why an institution seeks to partner on the intervention helps with defining roles and expectations and ultimately ensuring that the partnership is mutually beneficial.
- 2. Plan enough time for selecting the partner(s).** Finding the right partner can be time consuming, especially if you are working in a location that you do not have strong networks. Ideally, planning should be done in collaboration with the partner, so holding off on detailed planning until a strong partner is identified is best.
- 3. Create shared accountability.** Create an evaluation plan for all partners to evaluate their own performance as well as each others.
- 4. More than one.** Engage with multiple local partners or individuals in the event that one or more become unavailable.
- 5. Compensation.** Provide an honorarium or compensation for the support.

## 2.4 • Unintended Outcomes

**In addition to research and soft-skills development and improved knowledge of the labor market, many positive unanticipated outcomes emerged from the YLMA process.**

- 1. Network development.** In addition to deepening their understanding of the labor market and developing their research and soft-skills, youth substantially grew their professional networks as a result of their participation in the study. For instance, through the YLMA process, one of the participants was offered a job; another was asked to submit their resume for a potential job; another developed a network that refers customers to him for research related contracts; and another engaged other youth researchers in developing and submitting a research proposal for a short-term job. The network that these youth researchers gained through the YLMA contributed to links to employment opportunities.
- 2. Gaining credibility.** Some of the youth researchers said that the YLMA drastically improved their credibility because they were able to use the findings to demonstrate knowledge of the labor market as well as show that they contributed to the work. One youth researcher referenced the YLMA at an International Labour Organization conference outside Uganda and another at a workshop he helped set up in Uganda.



**Recommendation:** In order to capture and demonstrate the full impact of the intervention, future YLMAs should include network development and perception of credibility in evaluations.



## Part 3: Tools

### 3.1 Training Schedule

This training schedule was used for the YLMA Pilot – Uganda. The schedule took into consideration that the youth researchers were both in-school and out-of-school youth; therefore, as much as possible, activities were scheduled outside of school and working hours. The terms used for engagements are articulated below:

#### Check-in meetings

Points when youth researchers meet with the research support team to reflect on what they are working on (e.g. data collection or analysis). These meetings are used for teambuilding, problem solving, and skills strengthening.

#### One-on-One Calls

Phone conversations that are scheduled by a member of the research support team with each youth researcher. These calls provide a space for youth to reflect on their participation, challenges, growth, and collaboration with their peers.

#### Office Hours

Non-mandatory time provided by the research support team for youth researchers to use when they need support. Youth researchers can use this time to talk about any topic they choose.

### Schedule





Date	Hours	Purpose
<b>Preparation Training</b>		
March 24 – 25	9am – 5pm	Preparation Training
March 26 – 30	4:30pm – 7:30pm	Preparation Training
<b>Data Collection</b>		
April 12	4:30pm to 6:30pm	Check-in Meeting
May 3	4:30pm to 6:30pm	Check-in Meeting
May 14	4:30pm to 6pm	Check-in Meeting
May 17	4:30pm to 6pm	Office Hours
May 18	9:00am to 11am	Office Hours
May 29 – June 1	30 mins/person	One-on-One Calls
<b>Data Analysis Training and Application</b>		
June 20 – 22	4pm – 7:30pm	Data Analysis Training
June 23	9am – 5pm	LMA Analysis Training
June 24	9am – 5pm	LMA Analysis Training
<b>Data Analysis Check-ins</b>		
July 12	4:30pm to 7:30pm	Check-in Meeting: Data Analysis and Final Product Development
July 26	4:30pm – 7:30pm	Final Product Development
<b>Presentation, Celebration, and Next Steps</b>		
August 7	4pm – 6pm	Check-in Meeting: Analysis and Review for Report and Dissemination
August 26	1pm – 3pm	Presentation Practice
August 27	10am – 12pm	Presentation
August 27	4pm – 6pm	Celebration and Next Steps

## 3.2 • Key Training Activities

We have selected a list of illustrative training activities that were used for different stages of the YLMA-Uganda pilot. While not comprehensive, these activities provide examples of what YLMA trainings can encompass.





### 3.2.1. Preparation Training: Team Building

#### Team Building Activities

 Name of Activity	 Purpose	 Duration	 Materials
Imposter	Getting to know each other	12 minutes	None

#### Procedure

1. Have each participant find someone in the room that they don't know and introduce themselves to them by sharing their name, their favorite hobby, and why they are here.
2. Ask everyone to find another person that they don't know and then introduce themselves to the new person by posing as the last person they spoke to. They will share that person's name, favorite, hobby, and why they are here.
3. Ask participants to seek another person they don't know and pose as the last person they spoke to and repeat the introduction.
4. Have participants create a circle and take turns introducing themselves to the group as the last person they spoke to. Then, have the person they spoke about confirm or correct the introduction.

 Name of Activity	 Purpose	 Duration	 Materials
Card Tower Challenge	Collaboration and communication	50 minutes	Notecards Tape

#### Procedure

##### Part I | 30 Minutes

1. Put participants in small groups of 4 to 5. Provide each group with notecards and tape and ask them not to touch the items.

*Trainer prompt: Using the materials in front of you, you must build the tallest structure you can. Here are the rules:*

- You cannot talk while building.
  - You must keep building until I tell you to stop.
  - You have 10 minutes to build the structure.
2. Ask participants to begin building the structure. Begin tracking the time.
  3. After 10 minutes, ask participants to stop.
  4. Ask everyone to walk around and look at other groups towers and note what they were able to do.
  5. Ask each group to discuss the strategy they used in their groups.

## Process Questions

- What happened while you were building the structure?
- How did you communicate?
- How did what was happening make you feel?
- What worked well and what did not?
- What would have helped you work better together?
- What would have changed if you knew the assignments people had?

*Trainer prompt: Although building the structure was difficult, you were able to look back and think about how you could have improved your work together. Communication and collaboration will be key to completing the YLMA, so remember the lessons you drew from this activity.*

## Part II | 20 Minutes

1. Put participants in small groups of 4 or 5. Provide each group with cards and tape and ask them not to touch the items.

*Trainer prompt: Using the materials in front of you, you must build the tallest structure you can. This time, there are no rules you must follow.*

2. Ask participants to begin building the structure.
3. After 10 minutes, ask participants to stop.

## Process Questions

- What was different this time than when you had rules?
- Did your group have a plan for building?
- What was most effective about working together this time?
- What was least effective about working together this time?
- What lessons can you take from this and apply to the Youth-Led Labour Market assessment?



### Name of Activity

Give and Get



### Purpose

Getting to know each other and collaboration



### Duration

60 minutes



### Materials

Flip chart  
Sticky notes



## Procedure

*Trainer prompt: Next, we are going to get to know each other a bit. Specifically, we are going to get to know what each of us bring to this initiative and what we also hope to get out of it.*

1. Give participants 2 sticky notes to reflect on one strength they bring to the group that will help them succeed and one thing they want to get out of their participation, then write the answers on the sticky notes. Give an example - Trainer prompt: I bring my strength in being able to talk to youth easily, and I want to learn how to talk to employers and other adults better.
2. Pair participants and ask them to share and discuss.
3. Next, have participants create a circle and share with the group, then place the sticky notes on a flip chart in the middle of the group.
4. Once all sticky notes are placed on the flip chart, ask participants to look at all the “gives and gets” and reflect.

## Process Questions

- How can you ensure that we tap into what others bring to the group?
- How might knowing this help you throughout the initiative?



**Name of Activity**  
Collaboration Stories



**Purpose**  
Collaboration and communication



**Duration**  
30 minutes



**Materials**  
None



### Procedure

1. Break into small groups and have participants share a story of a time they worked with one or more people on a project. They should share what went well and what was difficult.

### Process Questions

- Were there any similarities in your stories? Differences?
- What was successful about the collaborations?
- What was difficult about the collaboration?
- What does this group need to do to have effective collaboration?

## 3.2.2. Preparation Training: Gender and Social Inclusion

### Gender and Social Inclusion Activities

**Name of Activity**

Gender and Social Inclusion Overview

**Purpose**

Understanding of Gender and Social Inclusion

**Duration**

60 minutes

**Materials**

PowerPoint

**Procedure**

Use a PowerPoint to share the following:

1. What gender and social inclusion is.
2. Why it's important.
3. What terminology will be used to refer to different identity groups.
4. What the gender and social inclusion barriers in Uganda are (show youth what was obtained from research, ask them if it is accurate, and seek their input to further contextualize it).

**Name of Activity**

Social Identity Wheel

**Purpose**

Understanding and personal connection to Gender and Social Inclusion

**Duration**

60 minutes

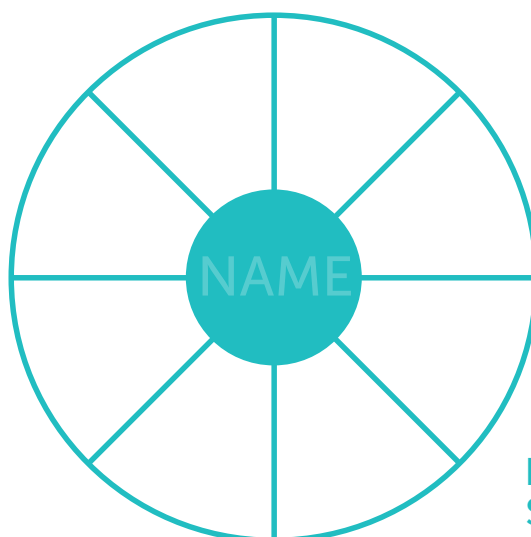
**Materials**

Flip chart  
Copies of Social Identity Wheel  
Pens

**Procedure**

*Trainer prompt: Now we need to consider how the work will get done and why we should include different groups of people in the research.*

1. Give each participant a blank social identity wheel and ask each person to write “your name” in the center circle. Then, working individually, ask them to write in each of the outer sections the name of a group with which they identify. This can include anything: tribe, female, sister, athlete, student, Muslim, musician, Christian, teacher, activist, or any group with which they identify. The idea is to indicate social identities (that is, identities of the individual in relation to others which those others recognize) rather than individual attributes: for example, “artist” is a social identity whereas “creative” is a personal attribute. Ask them to avoid personal adjectives such as “adventurous,” “hard-working,” and so forth. They should reflect carefully and respond as thoroughly as possible, not necessarily filling in all slices of the template. (10 minutes)



**Example:**  
Social Identity Wheel

- Once they have completed the identity wheel, ask them to reflect on which identities bring them advantage and power, and which, if any, of their identities have been marginalized or excluded. (10 minutes).
- Then ask participants to insert a blue UP arrow in any part of their identity wheel where they feel this aspect of identity creates unity or connection with other groups—where belonging to this identity might “power you up”, providing advantages and privilege. (10 minutes)
- Then ask them to insert a red DOWN arrow in any part of their identity wheel where they feel or have experienced marginalization as a member of that group; if they feel that this identity “powers you down,” serving to disadvantage members of this group. There is a possibility that participants can feel both powered up and powered down by a specific identity, depending on the context. If this is the case, they can put both arrows and write the context in which the arrows apply.(10 minutes)
- Once the identity wheel is complete, group them in pairs and ask them to discuss their identity wheel. Let participants know that if they are not comfortable sharing, they can share how it felt to create the wheel with their partner. (10 minutes).

#### Process Questions

- How will your identities impact the work you are doing in the YLMA?
- How can your learning and reflections from this exercise inform your work?
- What, if anything, did you learn from this exercise about yourself?
- How can you all support each other with issues of gender and social inclusion during the YLMA?

## 3.2.3. Preparation Training: Instrument Creation

### Instrument Creation Activities



#### Name of Activity

Data Collection and Sources



#### Purpose

Linking data collection method to data source



#### Duration

60 minutes



#### Materials

Data collection methods PowerPoint  
3 colors of sticky notes  
Flip charts - one saying “youth” and another saying “employers”



#### Procedure

- Give an overview of the pros and cons of each data collection method (focus groups, interviews, surveys).
- Ask participants “based on the pros and cons, which data collection methods should be used with each group (youth and employers)”?
- Assign specific colors for the three types of data collection methods - focus groups, interviews, and surveys). Provide participants with all 3 colored sticky notes and display 2 flip charts - one with “youth” written on it and the other with “employers” written on it.
- Ask participants to consider the pros and cons for each data collection method and using the sticky notes, match the method they think should be used (colored sticky note) on the corresponding flip chart (data source - youth or employers) they want to use it for.
- After all participants have placed their sticky notes on the flip chart, have everyone look at where all of the sticky notes were placed and discuss:
  - Why might a data collection may or may not be the best for each group?
  - Have you considered time constraints, amount of expertise needed for data analysis, or the access to the group?
- Have participants eliminate methods based on the discussion, until a final conclusion is made on which methods are appropriate.

#### Process Questions

- How was that?
- What did you find easy?
- What did you find challenging?

**Name of Activity**

Match Data  
Collection Method  
with Questions

**Purpose**

Identifying which questions are best for  
the different types of data collection  
methods

**Duration**

60 minutes

**Materials**

Qualitative vs.  
quantitative data  
PowerPoint

**Procedure**

1. Provide an overview of qualitative and quantitative data and between open-ended and close-ended question for surveys. For good research, be sure to steer youth in choosing close-ended questions for survey and open-ended questions for interviews and focus groups.
2. Distribute a handout with all the survey questions that the youth have developed.
3. Split into groups based on research question and provide the following instructions:
  - a. Determine which questions are most relevant for the research question and which are not. Use that to recommend elevating or dropping a question and mark them on the handout.
  - b. Review all the questions and determine which questions are better asked in a survey, interview, or focus group or multiple and mark them.
  - c. Mark any questions that are unclear or there is vast disagreement on elevating or dropping within the group.
4. After 10-15 minutes, bring the group back together and ask the following.
  - Are there any questions that your group thought could be asked using multiple methods?
  - Which questions did your group not have consensus on?
  - How many questions were marked for each method?
  - Do you think we'll need to reduce or add more focus group/interview questions? Why?

**Process Questions**

- How was that?
- What did you find easy?
- What did you find challenging?

**Name of Activity**

Developing  
Surveys

**Purpose**

Selecting and  
revising survey  
questions

**Duration**

1 hour and  
30 mins

**Materials**

Response question handout <https://drive.google.com/file/d/1zQPjR6o0ji9SQaxuJBZFB8lVOPQfK8ul/view?usp=sharing>  
Example youth questionnaire  
Blank survey template

**Procedure**

1. Provide an overview of best practices for developing survey questions.
2. Give participants (1) response option handout; (2) an example youth questionnaire; and (3) a blank survey template with space to enter questions.
3. Put participants in pairs and assign them a set of questions. Provide the following instructions:
  - a. For each set of questions, revise and improve the questions based on what you've learned, adding new questions if necessary. Reflect on which questions are necessary to address our research questions; which are interesting but not necessary; and which are neither necessary nor interesting (take those out!). Select one person to write the question on a flip chart. Everyone should write the revised question on their survey template. Tell them they will need this for the next exercise, so don't forget to do this!
4. Ask everyone to get up and find a partner from one of the other groups. Assign each participant to a question, and have them practice asking those questions with their partner and providing feedback to one another. Feedback questions:
  - Was it clear what you were asking?
  - Is there anything you would add to the question to make it clearer?

- Next, have participants return to their original partner to share the feedback they received and use it to make changes as necessary.

#### Process Questions

- How was that?
- What did you find easy?
- What did you find challenging?

## 3.2.4. Data Collection: Check-in Meeting

### Data Collection Check-In Meeting Activities



#### Name of Activity

Significant Moments



#### Purpose

Reflecting and sharing experience during data collection



#### Duration

25 minutes



#### Materials

None



#### Procedure

*Statement: Up until now, you have all been conducting youth surveys in Kampala and have done a great job. While conducting surveys, there may have been some moments that stood out to you as significant moments when you learned something, were surprised by something, or even failed at something. We will now take some time to think about those and discuss them.*

1. Have participants count from 1 to 4, and have them divide into groups based on their number.
2. Ask them to take a moment to think of a significant moment that occurred while surveying youth and share it with their group.
3. Ask for a representative from each group to share a summary of the significant moments with the large group.

#### Process Questions

- What did you enjoy most about surveying youth?
- What was the hardest part about conducting the survey?



#### Name of Activity

Question and Answer Time



#### Purpose

Open space for addressing youth questions and concerns



#### Duration

25 minutes



#### Materials

Sticky notes  
Pens



#### Procedure

1. Ask participants to take a moment to think of questions they may have about the employer survey, key informant interviews, and focus groups, and write them down on sticky note.
2. Collect the questions and respond to them one-by-one. (This method will encourage everyone to ask questions without judgement).



## 3.2.5. Product Development: Report Content

### Product Content Activities



#### Name of Activity

Research Report Components



#### Purpose

Understanding what a research report entails



#### Duration

30 minutes



#### Materials

[Research Report Components Sheet](#)  
Flip chart paper  
Markers



#### Procedure

*Statement: Now, it's important to start working on your final report. Each of you will contribute to the final report and in order to do so, you need to understand what the different components of a report are.*

1. Break the participants into 5 groups (can do this by counting to 5 then asking those with the same number to find each other).
2. Pass out the Research Report Components Sheet
3. Assign each group the following sections of the research report component:
  - a. Executive Summary
  - b. Research purpose and questions
  - c. Background
  - d. Research methods and limitations
  - e. Findings, Conclusions, and Recommendations
4. Provide flip chart paper to each group. Ask them to read the sections of the Research Report Components Sheet and develop a summary of what it entails that they can share with the rest of the group and write on paper.
5. Once they finish summarizing the key points in groups, have each group present the key elements of the section they were assigned to everyone. For instance, the group assigned to Executive Summary will share what it is and what it entails. Each group should take a turn.

#### Process Questions

- What did you learn about the different components of a research report?
- Do some components seem harder than others? Why?

*Trainer Prompt: All the components of a Research Report are important even though some parts may seem like they require more work than others.*



#### Name of Activity

Research Report Components



#### Purpose

Understanding what a research report entails



#### Duration

30 minutes



#### Materials

[Research Report Components Sheet](#)  
Flip chart paper  
Markers



#### Procedure

*Statement: As we begin to work on the final report, we need each of you to take on a specific part of the research report to ensure that we are able to develop the best report we can. Each of you will get to work on a particular component in groups.*

1. Announce groups and ask participants to record which component they have been assigned to. Create the groups in advance so that you can create groups with evenly distributed strengths and balance of identities.
2. Provide each group with some blank sheets of paper, and ask them to begin crafting what the section should entail for their research report (let groups have 25 minutes to work).
3. Have each group briefly share what they decided to include in their assigned sections.
4. After they share, ask each group to identify someone that will be the leader. Then, share that the leader will have to type what the group has come up with in a form that will be sent before the next meeting. Emphasize that this will be what is revised and strengthened for the final report and each group is responsible for the part they have been assigned.

#### Process Questions

- Was it easy or challenging? Why?
- What did you learn about the part you were assigned to?

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## Appendices



### Appendix A: IREX Youth Essential Skills Definitions

While “soft skills,” “socio-emotional skills,” and “life skills” are commonly-used terms for describing the skills that this toolkit focuses on, we use the term “essential skills” to articulate the importance of this set of skills to a young people’s successful participation in economic and civic life. The ten essential skills were determined based on research on the skills that are not only needed today, but are also anticipated as critical for youth to develop to be successful in the future. Each skill is defined below:

Skill	Definition
 <b>Higher Order Thinking</b>	The ability to identify an issue and take in information to evaluate and prioritize options in order to reach a reasonable conclusion. It includes problem solving, critical thinking, and reasoning.
 <b>Collaboration</b>	The ability to work effectively and respectfully with others. It includes coordination, collaborative decision making, conflict resolution, negotiation, and communication within teams. It requires self-awareness, empathy, and cultural competence for effective cooperation with diverse individuals.
 <b>Positive Self-concept</b>	The awareness of one’s abilities that reflects an understanding of his/her strengths and potential. It includes self-awareness, self-confidence, self-efficacy, self-esteem, self-worth, as well as a sense of well-being and being valued.
 <b>Adaptability</b>	The ability to recognize, read, and adjust to changes in people, places, and circumstances. It includes the tendency to generate, recognize, and act on ideas, alternatives, or navigate ambiguity.
 <b>Interdisciplinarity</b>	The ability to draw connections between different types of experiences and information and to apply learning from one domain of life such as sports to another domain of life like health.
 <b>Resilience</b>	The ability to persist in achieving goals and tasks. It includes the capability of developing social capital, social ties, and seeking support when navigating challenges as well as the ability to ask for help and re-define challenges as opportunities.
 <b>Entrepreneurial Thinking</b>	The ability to identify and leverage opportunities to create value for oneself and others. It includes understanding the needs and interests of those affected by a problem or involved in an opportunity. It requires proactively mobilizing available resources and thinking creatively to work on solutions as well as navigating uncertainty and risk.
 <b>Communication</b>	The ability to effectively express oneself. It includes active listening, knowing how to reach your audience, storytelling, making a case, and professional communication with others. Modes of communication include listening, verbal, non-verbal, and written communication.

Skill	Definition
 <p data-bbox="207 289 321 321"><b>Empathy</b></p>	<p data-bbox="435 212 1490 310">The ability to feel and understand what someone else is feeling. It is the practice of putting oneself in another person’s shoes and seeing what it looks like from there. It includes naming emotions and understanding one’s environment.</p>
 <p data-bbox="183 457 345 489"><b>Inclusiveness</b></p>	<p data-bbox="435 390 1490 457">The practice of including diverse people and treating them all fairly and equally. It includes the ability to consider who is present, who is missing, and who is the intended audience.</p>
 <p data-bbox="175 604 354 636"><b>Accountability</b></p>	<p data-bbox="435 562 1409 594">An obligation or willingness to accept responsibility or to account for one’s actions.</p>



## Appendix B: Brave Space Rules

This guide for creating a Brave Space provides notes for Trainer's to use when introducing the idea to a group. Use these as talking points for setting a brave space.

Ask participants if there is anything missing from the list of rules. As participants contribute, add them to the list and ensure that the group understands it and agrees to it.

*Trainer Prompt: Does anyone want to add anything else to the list? If so, please share what it is and why.*

### Be Responsible for Yourself

#### 1 Engage with Good Intention

- What you think, say, or do affects other people. Engage others with good intention and with an understanding that they intend to do the same.
- Own your thoughts, words, and actions, and seek to understand how they affect others, even if they may have a different impact than you expect.

*Trainer prompt: This ground rule helps us recognize that our words and actions have impact and while we all come to this conversation from a good place, we need to be responsible how our words and actions might impact others.*

#### 2 Go to the Edge of Your Comfort Zone

- Be bold and challenge yourself to think in ways that you are not used to or are comfortable with because learning happens at the edge of that comfort zone.

#### 3 Lean in, Lean back

- Everyone has something valuable to contribute, so make an effort to create space for different voices to be heard.
- If you have not spoken, challenge yourself to “lean in” since you might contribute something valuable.
- In the moments when you are dominating the conversation or others have not spoken, lean back so that others can lean in to contribute.

*Trainer Prompt: Think back to a time where you really enjoyed a group discussion. Did many people share their points of view? Did only one?*

#### 4 Have Fun (Optional)

- Come into this space and into this group ready to laugh and have fun. Laugh-readiness has been shown to contribute to creative thinking.

### Respect Others

#### 5 Listen Actively

- Listen intently and with an open mind to what others have to contribute. Each person has unique experiences that may be different from yours, this presents an opportunity to learn from them.
- Take time to understand others' points of view by putting yourself in their shoes, even if their thoughts are different from yours.

*Trainer Prompt: Why is listening valuable for this space? What does active listening look like?*

## **6 Respect**

- Be respectful to everyone present and maintain respect throughout the training. Be open to others challenging your views and to respectfully challenging theirs.
- Don't be aggressive or forceful in communicating your views.
- Focus on the issue and not the person so that you do not cause harm to another person.

*Trainer Note:*

*Ask participants – what does respect look like when sharing and learning with others?*

*What does a personal attack look like?*

## **7 Embrace disagreements**

- Invite and respect differing views to unlock creativity and strengthen your diverse community. Work to understand the sources of your disagreement and continually engage each other to address them to work toward creative and common solutions.

*Trainer Note: How can disagreements be useful? (We do not mean arguments)*

## **8 Confidentiality (Optional)**

- What is shared during this session will not be shared or discussed beyond this session to respect the confidentiality of all participants.



## Appendix C: Data Collection Prompts

To help youth researchers prepare for data collection, these prompts help them remember how to introduce the research to respondents. These may be adapted for use by youth conducting interviews.

### I Employer Interview

**Introduction:** I am (your name) and this is (partner's name). We are Youth Labour Market Assessment Researchers working on a Youth-Led Labour Market Assessment, which is a research initiative led by [Makerere University](#) and [IREX](#), an international NGO. This assessment is conducted by youth for youth and will uncover the labour market needs, including skills needed for jobs and access to employment for youth (ages 14-29). The findings of the assessment will be shared with young people to help them understand what is needed when seeking and obtaining work in Kampala.

In your role at (name of company), your knowledge on employment within your company and the larger industry will be valuable for the research initiative. The interview will be no more than 30 minutes and your name will be kept confidential.

Can we continue?  Yes  No

### II Employer Survey

We are conducting a youth-led Labor Market Assessment, a research initiative led by Makerere University and IREX, an international NGO (non-governmental organization). The assessment is conducted by youth, for youth. The findings from the assessment will help young people gain useful information about jobs and opportunities.

In your role at (name of company or institution), your knowledge on employment within your company/institution and the larger industry will be valuable for the research initiative.

The interview will be no more than 10 minutes and your name will be kept confidential.

Would you like to continue?  Yes  No

### III Youth Focus Group

**Introduction:** My name is \_\_\_\_\_ and this is my colleague \_\_\_\_\_ and \_\_\_\_\_. We are conducting an assessment with Makerere University and IREX, an international NGO (non-governmental organization). We would like to ask your thoughts on employment opportunities and skills for youth in Kampala. This information will help youth gain valuable knowledge about jobs. In this survey, youth are those between ages 14 to 29.

All opinions shared are confidential. By confidentiality, I mean that your responses will only be shared with the research team and we will make sure any information included in the resulting report does not identify you as the respondent. This focus group discussion will take one hour.

Are there any questions on what I have just explained?

Let's start with introductions. Please introduce yourself and your current employment status.

### IV Youth Survey

My name is \_\_\_\_\_ and this is my colleague \_\_\_\_\_ and \_\_\_\_\_. We are conducting an assessment with Makerere University and IREX, an international NGO (non-governmental organization) based in the US. We would like to ask you a few questions for an assessment we are doing on youth employment opportunities and the job search process in Kampala. This information will help youth gain useful information about jobs and opportunities. In this survey, youth are defined as those between ages 14 to 29. Your responses will be kept anonymous, meaning that we will not take your name with your responses.

The survey should take less than 15 minutes.

Would you like to continue?  Yes  No