



PAGE Research Themes 1-2 Analytical Framework

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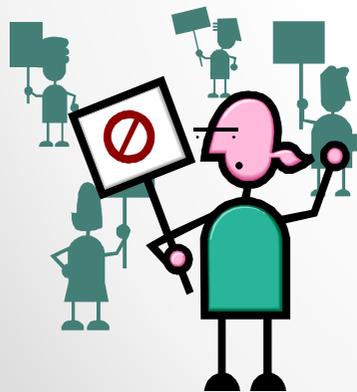
Country themes

- Providing social protection to the informal sector
 - Bolivia
 - Haiti
 - Niger
- Youth employment and entrepreneurship
 - Bangladesh
 - Pakistan

Providing social protection for the informal sector

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CBMS Analytical Framework (Theme 1)



What is a social protection (SP)?



- “... a set of policies and programs designed to reduce poverty and vulnerability by promoting efficient labour markets, diminishing people’s exposure to risks and enhancing their capacity to protect themselves against hazards and interruption or loss of income.” (ADB)
- It is about having safety measures of people and families in times of vulnerabilities and contingencies; having healthcare and safe work (ILO).



Types of SP

- According to ILO:
 - Social Assistance. Transfer program aiming at poor people as well as those vulnerable to economic shocks.
 - Labor Market. A preventive intervention which features measures that reduce risks in the labor market (e.g. unemployment, underemployment, relatively low wages). It can be an active or passive intervention
 - Social insurance. This type ranges from social security, unemployment insurance, old-age insurance, work injury insurance, and pension reforms to extension of health insurance packages in rural communities.
 - Micro and area-based schemes. Provide the same sort of social protection to small-scale agriculture and the urban informal sector that the more traditional social insurance programs supply to the labor force .
 - Child protection. Interventions can include early childhood development, school feeding programs, scholarships, fee waivers, youth programs, family allowances, and street

SP for the informal sector

- The emergence of social protection provided a strong policy framework in addressing poverty and vulnerability in developing countries.
- However, developing economies are typically characterised by traditional structures of labor which is dominated by the informal sector—accounts for a great portion of GDP in many countries
 - Most people in this sector are relatively more exposed to (and can be less protected from) various risks than their counterparts in the formal sector
- Targeted SP—to those in the informal sector in particular—is essential due to perceived lack of alternative opportunities and exposure to shocks

The informal sector

- According to ILO: “a small scale self-employed activities (with or without hired workers) at a low level of organization and technology with the primary objective of generating employment and incomes. Moreover, the activities are usually conducted without proper recognition from authorities and escape the attention of the administrative machinery responsible for enforcing laws and regulation.”

The informal sector

- Approaches to defining the informal sector (Hausmanns, 2004):
 - Enterprise approach (employment in the informal sector) or nature and characteristics of the employer
 - establishment has less than 5 employees implies informal
 - it is an unincorporated enterprises
 - goods or services produced are meant for sale or barter
 - it is not registered under specific forms of national legislation
 - it is not engaged in agricultural activities
 - Labour approach (informal employment)
 - employment contract status—no signed labor cards implies informal
 - social protection—absence of social security contribution implies informal
 - Lack of entitlement to paid annual or sick leave

The informal sector

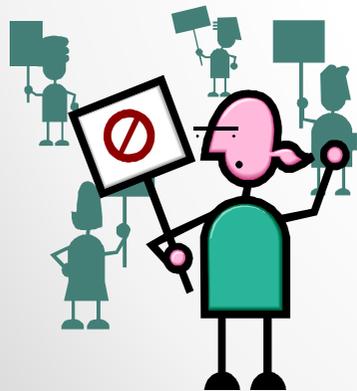
- Bangladesh
 - wage workers under verbal agreement or under employment arrangements not subject to contractual agreement.
 - include work of employers and own-account workers who only maintained informal financial records for personal use.
 - unpaid and contributing family workers

- Pakistan (Federal Bureau of Statistics, Statistics Division, Pakistan)
 - officially defined as all household enterprises owned and operated by own-account workers, irrespective of the size of the enterprise (informal-own account enterprise)
 - household enterprises owned and operated by employers with less than 10 persons.
 - Exclusions are all households enterprises engaged in agricultural activities or wholly engaged in non-market production

Country themes

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CBMS Analytical Framework (Theme 1)



Bolivia proposal

- Aims to investigate multidimensional poverty changes as well as the incidence of aggregate and idiosyncratic risks and the effect of formal and informal mechanisms of social protection
- Indicators: education, short term social security (health), long term social security (pensions), adequate dwelling, basic services, and food
- Measure risks and formal and informal mechanisms of protection

Bolivia theme 1 issues

- Informality (Pianto, et al, 2004)
 - salaried micro-enterprise and self-employed sectors.
 - one to four employees including domestic employees

- Some issues
 - Eradication of extreme poverty by year 2025—local government units (LGUs) key allies
 - share of social investments at the local level have increased rapidly
 - e.g. Bono Solidario in Bolivia—providing \$225 provided per year to any person 65 or greater (ADB, 2010)
 - High employment share in microenterprises and high incidence of informality: 75 percent (WDR, 2013)
 - Urban female labour force participation is high by Latin American standards, women are much more to be self-employed in the informal sector, and have much lower earnings (UNESCO, 2012)

Bolivia questions for research



- Context of the proposal
 - What is the extent of multidimensional poverty in the locality?
 - What is the level of aggregate and idiosyncratic shocks?
 - How does the effect of formal mechanisms of social protection differ from informal mechanisms

- Further questions?
 - What is the nature/extent of multidimensional poverty among households/ population engaged in the informal sector?
 - Were the social assistance programs able to address the particular vulnerabilities that mattered to respondents and were it able to have a positive impact to the beneficiaries?



Further development?

- Multidimensional poverty measurement
 - Core set of **indicators**
 - Separate analysis of indicators
 - Summary indicator: **$index = f(indicators)$**
 - Dimension reduction techniques: Principal components , Factor analysis, Multiple correspondence (PCA/FA/MCA)
 - Related literature (e.g. Alkire/Foster 2011, Asselin 2002)
- Informal social protection only? How about informal sector?
 - Measure of informality: individual / household vs enterprise
- Effects model?
 - **$poverty = f(shocks, SP, informality, spatial attribute, household characteristics, ...)$**
 - addressing endogeneity (e.g. quasi-experimental: IV regression, propensity score matching, RDD)

Haiti proposal

- Analysis of multidimensional poverty and targeting social protection beneficiaries with focus on the informal sector

- Multidimensional poverty
 - With list of indicators
 - No aggregation or poverty index; only in depth analysis of indicators of poverty

- Indicators relating to SP and informal sector
 - working in the informal sector and receiving transfers from a social welfare institution;
 - people participating in a contributory system;
 - persons integrated into an informal association of aid and solidarity, the level of income of people working in the sector,
 - risk management and coping strategies by shocks.

Haiti theme 1 issues

- Informality (Delatour and Duggleby, 1993)
 - a firm generating less than five thousand gourdes (~118USD) monthly with at most five employees (including owner)
 - a one-person firm not a member of liberal professions (doctors, lawyers, etc.)

- Some issues
 - Trade liberalization pushed agri sector workers to the urban areas—many of which in the informal sector
 - Poverty and informality exacerbated by poor economic growth and 2010 earthquake
 - Formulation of CCT signalled the need for appropriate targeting system

Haiti questions for research



- Proposal context
 - What is the extent of the effect of shocks on multidimensional poverty?
 - Informal sector?
 - Who were able to access the social security and health insurance systems?
 - among the informal sector workers?

- Further questions
 - To what extent does multidimensional poverty overlap with informality?
 - What is the effect of SP systems to poverty and informality?



Further development?

- Indicators of informality
 - individual / household vs enterprise
 - With signed labour cards? With social protection?
 - Employed in an informal firm?
 - Conjunctive (and) against conjunctive/disjunctive (and/or)
- Modelling effects can provide issues on developing further indicators
 - ***poverty = f(shocks, SP, informality, spatial attribute, household characteristics, ...)***

Niger proposal

- Quantify the decreasing of welfare of individuals and households (multifaceted)
 - informal sector
 - absence of social protection: focus on health, nutrition and basic education
- With proposed indicators of welfare

Niger theme 1 issues

- Plan of Economic and Social Development (PDES 2012-2015) with main objectives
 - A significant improvement in the level of social development;
 - Sustainable food security;

- Vast country with diverse demography
 - rapid population growth
 - religious and ethnic diversity

Niger questions for research



- Proposal context
 - What are the characteristics of the individuals in terms of poverty and informality?
 - What is the extent of decreasing welfare of individuals and households?
 - Do they have social protection?
 - Do they belong to the informal sector?

- Further questions
 - What characterizes the informal economy?
 - What were the eligibility requirements of the social assistance programs?



Further development?

- Specifics on social protection and indicators of informality
 - individual / household vs enterprise
 - With signed labour cards? With social protection?
 - Employed in an informal firm?
 - Conjunctive (and) against conjunctive/disjunctive (and/or)
- Modelling effects can provide issues on developing further indicators
 - ***poverty = f(shocks, SP, informality, spatial attribute, household characteristics, ...)***

Youth employment and entrepreneurship

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CBMS Analytical Framework (Theme 2)



Who are the youth?

- Although the term “youth” has been coined in relation to a specific age range, youth is a more fluid category than a fixed age-group
- Definition of youth is just facilitated by age
- For consistency across regions, youth is defined by the UN as those who are 15-24 years old

Who are the youth?

- “Youth” maybe flexibly understood in local levels as age 15-35 years old (African Youth Charter and Singapore)
- “Youth” is defined as those persons within age 15-30 years old (Philippines)
- “Youth” in the youth work program in Ireland focused on persons aged 10-25
- 18-35 years are called ‘Youth’ in Bangladesh (<http://www.dyd.gov.bd/>) as well as in Pakistan (<http://www.pakistanyouthcouncil.org/>)
- 2009 Youth Survey in Haiti focused on 10-24 year-olds (<http://www.fafo.no/pub/rapp/20143/20143.pdf>)

Entrepreneur and entrepreneurship



- Entrepreneurship is considered as one of the driving forces in pushing development particularly in modern economies
- The entrepreneurship field can be viewed as “the scholarly examination of how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated and exploited” (Peverelli and Song)
- entrepreneurs or business leaders are the ones creating new businesses at risk pressure to obtain the expected profit (Trofin, et. al., 2011)



Country themes

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CBMS Analytical Framework (Theme 1)



Bangladesh proposal

- capturing indicators related to youth employment and assessing entrepreneurial environment at rural areas
- Research questions:
 - how to make the existing entrepreneurial activities more rewarding?
 - what are the potential areas of entrepreneurship development in rural areas?
 - what kinds of support needed to develop entrepreneurs in the potential areas?
- Definitions
 - Youth : 15-35 years old
 - Entrepreneur: taken own initiative to start a new venture or expanding or diversifying family business and has market linkage for selling product or services will be identified as entrepreneurs.

Bangladesh theme 2 issues



- Sizeable youth population
- Skills and education (UNESCO, 2012)
 - there are increasingly more girls than boys in secondary school
 - Cost of education: richest households spend four times as much as the poorest households on supplementary tuition, and are more likely to invest in such tuition in the first place
 - Over half of the 200 million without foundation skills in the world live in just five countries including Bangladesh
- BRAC—provides poor rural families with an asset, such as a cow, from which to earn a living. It also provides training in microfinance and marketing to improve the profitability of the investment.



Further development?

- Indicators of propensity to invest as entrepreneur
 - Internal/household factors (parents and kin characteristics)
 - Individual: Skills and education
 - Business environment: ease in and cost of doing business
 - Unemployment spell (time until having a job)
 - Shocks
- Effects model?
 - ***Propensity to invest = f(shocks, skills, educ, spatial attribute, household characteristics, business environment, ...)***

Pakistan proposal

- To prepare a scientific paper on youth employment and entrepreneurship that can be published at any international peer reviewed journal
- To highlight the opportunities for Simulation of Youth Entrepreneurship at local level
- Develop youth competitiveness index

Pakistan proposal

- Research questions
 - Meeting the Youth Entrepreneurship Challenges: What are the challenges, opportunities and policy guidelines?
 - Starting from grass roots level: How Pakistan's demographic dividend could be reaped?
 - What are the poverty dynamics by entrepreneurship type and by gender?
 - How community and household poverty is linked to entrepreneurship activities in rural and urban areas of the Punjab?
 - Youth entrepreneurship inequalities and their effect on poverty dynamics at household level?

Pakistan theme 2 issues

- Pakistan is one of the countries that have maintained a low level of education spending
 - one of the countries with huge number of children out of school: 5.1M yet has reduced spending on education from 2.6% to 2.3% of GNP over the decade
- Skills and education: Over half of the 200 million without foundation skills in the world live in just five countries including Pakistan (UNESCO, 2012)
- Disparities
 - Location: the share of 15-19 year-olds who have made it to upper secondary is roughly twice as high in urban areas as in rural areas
 - Men earn 60% more than women with gaps widest for those with low levels of literacy and numeracy

Further development?

- Further indicators of competitiveness (e.g. innovation, attitude towards risk and entrepreneurship)
 - Leveraging on translating dimensions of competitiveness in WCY and WEF
 - Level and unit of measurement: PCA/FA might not work well with categorical variables
- Indicators of propensity to invest as entrepreneur
- Effects model?
 - ***Propensity to invest = f(competitiveness, shocks, spatial attribute, household characteristics, business environment, ...)***



Discussions

CBMS Analytical Framework



Thank you

CBMS Analytical Framework

Issues mapping

<i>Issue Based on Literature</i>	<i>Research Question</i>	<i>Indicator</i>	
<p>Quality of employment (attributed to changes in the labor market) have worsened in several developing countries resulting to poor economic performance and rising levels of poverty-- thus concern for social protection (Canagarajah and Sethuraman, 2001)</p> <p>There is a noted wide gap between those who have social protection and those who don't in developing countries, not only due to vast number of workers in the informal sector but also due to enormous difference in the quality of employment</p> <p>Quality of employment is about security of tenure and prospects for career development (ILO); it is about working conditions, hours of work, safety and health, fair wages and returns to labor, opportunities to develop skills, gender equality, and social protection. There is a need to develop tools to measure and understand the quality of employment to better design appropriate social protection policies</p>	<p>What do latest data show about trends and quality of employment?</p>	Access to employment	Unemployment rate, underemployment rate, labor force participation rate
		Security of Tenure (Job Security)	(1) Proportion of employed workers by class of employment (part time, contractual, others); (2) Proportion of workers in the formal and informal sector
		Working Conditions	Hours of work by class/industry of worker, by age-group, by sex
		Fair Wages and Returns to Labor (Wage Security)	Wage rate by class of worker, by industry
		Gender Equality	Proportion of employed persons by sector/industry, by class of work, and by sex
		Social Protection	Proportion of employed workers receiving health and accident insurance, pension/old-age benefit by class/by industry of work, by sex, and by age-group
		Prospects for Career Development	Highest educational attainment
			Skills

Issues mapping

	<i>Issue Based on Literature</i>	<i>Research Question</i>	<i>Indicator</i>	
2	Strong overlap between poverty in households and employment in the informal sector (Canagarajah and Sethuraman, 2001)	<p>What is the nature/extent of poverty among households/ population engaged in the informal sector?</p> <p>What are the characteristics of workers/ population/ households engaged in the informal economy?</p>	Poverty and subsistence incidence	<p>Proportion of workers in the informal sector who are income and subsistence poor</p> <p>Proportion of households with employed members in the informal sector</p>
			Educational Attainment	Proportion of workers in the informal sector by level of educational attainment
			Access to Basic Social Services	

Issues mapping

<i>Issue Based on Literature</i>		<i>Research Question</i>	<i>Indicator</i>	
3	Need for more effective social protection for the informal sector-- in particular policies that provide opportunities, empowerment and security. (Canagarajah and Sethuraman, 2001)	What characterizes the informal economy? What makes workers in the informal sector insecure and vulnerable?	Job insecurity	Proportion of workers in the informal/formal sector who are underemployed
			Wage insecurity	Proportion of workers in the informal/formal sector receiving minimum wage rate
	(a)The informal sector is exposed to a number of risks (economic shocks, natural disasters, ill-health, disability and personal violence) that makes people insecure	What are the different types of shock/s that affect the informal sector?		Proportion of households with informal sector workers who were affected by shocks during the past _____
	(b) The coverage of the informal sector workers in the social security and health insurance system is very low	Who among the informal sector workers were able to access the social security and health insurance systems?		Proportion of informal sector workers to the total number of workers, by urban-rural
				Number of formal and informal sector workers who are covered by social security systems and health insurance, by urban-rural
			What are the types of social protection program that covers the informal sectors?	

Issues mapping

Issue Based on Literature	Research Question	Indicator	
<p>3 Need for more effective social protection for the informal sector (contd.)</p> <p>(c.) Most of the informal sector workers have no access to social assistance programs due to poor targeting and design</p>	<p>Who among the informal sector workers were able to access the social assistance programs by the government or private sectors?</p>		<p>Proportion of HHs with informal sector workers who were able to access any SP programs</p>
	<p>What were the eligibility requirements of the social assistance programs by the government, private sectors or NGOs?</p>		<p>Proportion of households with informal sector workers who were able or were not able to access any social assistance program</p>
	<p>Were the social assistance programs able to address the particular vulnerabilities that mattered to respondents and were it able to have a positive impact to the beneficiaries?</p>		

Issues mapping

<i>Issue Based on Literature</i>		<i>Research Question</i>	<i>Indicator</i>	
3	Need for more effective social protection for the informal sector (contd.) (d) Need to empower marginalized groups in terms of class, gender, locality, and industry	What characterizes the informal economy? What are the characteristics of workers/ population/ households engaged in the informal economy?	Poverty and subsistence incidence	Proportion of workers/population/households in the informal sector with income below the poverty threshold
				Proportion of workers/population/households in the informal sector with income below the food threshold
			Educational Attainment	Proportion of workers in the informal sector by level of educational attainment
			Access to Basic Social Services	
			Access to Credit	
			Asset ownership	

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
1 Ballooning youth population yet many have no foundation skills¹				
<p>About one out of six people of the world are of 15-24 years old yet many of them are likely to have no foundation skills. UNESCO's recent report asserts that their dataset show more than one out of two countries have at least half of their 15-19 year-olds lack foundation skills. And yet, many countries only squeeze in their government budgets allocation over time for primary and secondary education.</p>	<p>What is the extent of lack of foundation skills among youths in ___?</p> <p>What are the reasons behind lack of foundation skills among youths?</p> <p>What are the adverse effects of decreased education budget on the youths?</p>	<p>Literacy rate</p> <p>Primary/secondary/tertiary school participation rate</p> <p>Proportion of youths children not attending school, by reason for not attending school</p> <p>Proportion of youths, by educational attainment</p>	<p>Age</p> <p>Educational attainment</p> <p>School attendance/grade level</p> <p>Reasons for not attending school</p>	<p>When is __'s birthday?</p> <p>What is __'s highest educational attainment?</p> <p>Does __ currently attend school? In what grade level?</p> <p>What is __'s reason for not attending school?</p>

¹ Include literacy and numeracy skills vital for getting work and are prerequisites for engaging in further education and training.

Issues



Issue	Research questions	Indicator	Variables	Questionnaire item
1 Ballooning youth population yet many have no foundation skills				
<p><i>Socio-economic factors</i> Many young people are bridled by poverty in acquiring skills. Two-thirds of young people who belong to poor households in Ethiopia were not able to go to school. This is in stark contrast to those from rich households where only one out of seven young people never had a chance to go to school. This disparity is even induced by gender such that, in poor countries, girls are less likely to acquire foundations skills than boys, particularly those in rural areas.</p>	<p>What is the extent of the effect of (multidimensional) poverty on skill acquisition of youths?</p> <p>How does access to education and acquisition of skills differ between boys and girls across location?</p>	<p>CBMS core indicators juxtaposed with literacy, education, location and sex</p>	<p>Urbanity</p> <p>GPS coordinates: household and facilities</p> <p>Sex</p> <p>Water and toilet facility</p> <p>Tenure status and construction of house</p> <p>Income (with breakdown)</p> <p>Hunger</p> <p>Deaths and cause</p> <p>Nutrition status (source: health worker)</p> <p>Victims of crime</p>	<p>What is the source of drinking water of your household?</p> <p>What type of toilet facility of your household?</p> <p>What is your household's tenure status in your dwelling?</p> <p>What is the construction material of roof / wall?</p> <p>How much is your household's total net income from ___?</p> <p>Did you or anyone in your household experience hunger and have nothing to eat?</p> <p>Is there a past member of your household who died in the last 12 months? Age? Sex? Cause?</p> <p>Is there anyone in your household who were victims of murder? Theft? (etc.)</p>

Issues



Issue	Research questions	Indicator	Variables	Questionnaire item
2 Alarming levels of unemployment among the youth				
<p>Youth unemployment rates are 2-3 times adult employment rates. In some countries, youth unemployment reached alarming levels—40% in South Africa (since early 2008) and 50% in Spain (in early 2012). Youth unemployment is twice the national figure in countries where it is not a problem.[4] Those who are less educated are more vulnerable to unemployment or low quality employment.</p>	<p>What is the extent of unemployment among the youths?</p>	<p>Employment/unemployment rate, by age range and educational attainment</p>	<p>Employment related variables</p>	<p>Did ___ work, have a job or business during the past week?</p> <p>Did ___ look for work or try to establish business during the past week?</p> <p>Why did __ not look for work?</p> <p>When was the last time ___ looked for work?</p> <p>Had opportunity for work existed during the past week, would __ have been available?</p> <p>Is ___ willing to take up work during the past week or within the next two weeks?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
2 Alarming levels of unemployment among the youth				
<p><i>Unemployment spell</i> The youth suffer from sustained unemployment. ILO's study in eight countries reveals that more than two out of five youth in each country had been unemployed for at least a year.</p>	<p>What factors affect the unemployment spell? How do you shorten unemployment spell rate?</p>	<p>Unemployment spell rate</p>	<p>Time until finding a job</p>	<p>When did __ start to have a job? When did ___ start to find a job? Or How long before you found a job?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
2 Alarming levels of unemployment among the youth				
<p><i>Disability</i> Young people with disabilities have difficulty in acquiring education and work. In Malawi and Swaziland, more than 50% of the 15-29 year-olds with disabilities had never been to school. Employment rate among 15-29 year-olds with disabilities are 3% and 28% in Malawi and Swaziland respectively.</p>	<p>What is the extent of discrimination among youths with disabilities (YWD) in terms of education and employment? What measures are in place / can be placed to mitigate these discriminations ?</p>	<p>School participation rate among YWD Employment rate among YWD</p>	<p>Disability indicator Type of disability</p>	<p>Does __ have a disability? What is __'s disability?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
3 Skills development are at times not inclusive				
<p>According to UNESCO's report of 46 countries, less than half addressed skills development of youths in the informal sector.</p> <p>It must be noted that combining microfinance or social protection with skills development programmes, can be an effective strategy to tackle multiple disadvantages or deprivation.</p>	<p>What are the skills required by informal sector youth workers?</p>	<p>Proportion of youths in the informal sector</p>	<p>Informal sector indicator: social security, employment card, number of employees (see Theme 1)</p>	

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
4 There is considerable work-to-skill mismatch among youths				
<p>This is one of the issues faced by many economies yet there is insufficient data to measure the extent of skills-work mismatches across countries.</p> <p>There are instances that skills acquired were not put into good use due to insufficient matching jobs. The state plays a key role in matching skills supply to demand (e.g. Korea).</p> <p>This can also be a factor of brain drain among youths when they can find more matching career in other country.</p> <p>In the many economies, skill development policies target enhancing quality of formal technical and vocational education and training—including strengthening partnerships with the private sector—often to address skill-work mismatch(e.g. K-12 program of the Philippines)</p>	<p>What is the extent of skill-work mismatch in the country?</p> <p>How much is the effect of job mismatch to potential brain drain?</p>	<p>Proportion of youths employed by actual and intended career</p> <p>Proportion of youths intending to migrate</p> <p>Under-employment rate</p> <p>Unemployment by reason for unemployment</p>	<p>Course</p> <p>Intended career</p> <p>Actual job / career</p> <p>Desire more hours of work</p> <p>Number and type of business establishments</p>	<p>Is your current job in line with the one you planned to be your career?</p> <p>What fields / courses do you think are in-demand right now?</p> <p>Are you planning to migrate? Why?</p> <ul style="list-style-type: none"> - Unemployment - Unhappy with the government <p>Did __ want more hours of work during the past week?</p> <p>Did __ look for additional work during the past week?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
4 There is considerable work-to-skill mismatch among youths				
<p><i>Field of specialization preferences, educational priorities, and post-education plans</i></p> <p>This is in support of factors mentioned above and also to ascertain the determinants of choice of specialization of youths. For instance, does the job market really dictate the track that youths take? In the case of field saturation, this also impacts unemployment.</p> <p>Also there are some who after graduation undertakes advanced education and training.</p> <p>To some youths, having a family in the future is a driving force to either secure employment or establish a business. This can also have intersection with family values and peers since the family or peers can encourage children to take a specific vocation.</p>	<p>What are the determinants of specialization preferences of youths?</p> <p>How is the job market influential to specialization preferences of the youth?</p>	<p>Average number of courses taken before taking current course</p> <p>Proportion of youths by reason for taking specialization</p>	<p>Reason for taking the specific specialization</p> <p>How many courses taken before taking the current</p> <p>Plans after graduation</p>	<p>What is __'s reason for taking this course?</p> <p>Did __ take other course before this course?</p> <p>What course(s) did __ take before?</p> <p>What do you plan to do after graduation?</p> <ul style="list-style-type: none"> - Employment - Post-graduate studies - Establish a business - Go abroad - Have a family

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
4 There is considerable work-to-skill mismatch among youths				
<p><i>ICT Utility</i> Another factor is good, quality education that fosters acquisition of transferrable skills. For instance, inclusion of ICT in standard education is emerging due to high demand for this skill.</p> <p>The extent of which young people utilize media is one of the major determinants of learning as well as influences on the track being taken in terms of education and employment. To some, media is an avenue to market and network which is a sign of innovation and competitiveness.</p> <p>Several media are already studied; here existence of social media can be exploited to assess their impact on youths.</p>	<p>To what extent do social media affect skills development and entrepreneurship among youths?</p> <p>How to maximize the positive effect of the media?</p> <p>Skill->market or market->skill</p>	<p>Proportion of youths using social media</p> <p>Proportion of youths with access to internet</p>	<p>Facebook, twitter</p> <p>Skype</p> <p>Ebay and the like</p> <p>Blogs</p> <p>Website</p> <p>Frequency of use of media</p>	<p>Do you use Facebook?</p> <p>Do you use Twitter?</p> <p>Do you use Skype?</p> <p>Do you sell goods online such as e-bay or the likes?</p> <p>Do you have a blog?</p> <p>Do you have your own website?</p> <p>How often do you:</p> <ul style="list-style-type: none"> - browse the internet for review - watch TV news programs - listen to radio info programs - read broadsheets

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
5 Shortage of skills is a serious constraint (World Bank, 2012) as well as unfavourable business environment for entrepreneur				
<p><i>Society and government</i></p> <p>It is said fresh graduates are more idealistic than those who have worked years after. Also, in terms of entrepreneurship, younger firms are more victimized by irregularities than older ones.</p> <p>In Egypt, nine out of ten youths complained about nepotism in job markets and more than four out of five felt corruption was growing. One reason youth see their future hugely depend on connections with the government. (UNESCO, 2013)</p> <p>Brain drain is also one dimension, many fresh graduates are attracted to move to abroad for greater compensation</p>	<p>To what extent does business environment facilitate entrepreneurship?</p> <p>How do society and government mould skills of the youths?</p> <p>Why do youths move out?</p>	<p>Average rating given by youths on the government</p> <p>Proportion of youth voters</p>	<p>Registered voter</p> <p>Voted last election</p> <p>Plan to migrate</p> <p>Rating of government</p> <p>Reason for establishing business (e.g. to help society)</p>	<p>Are you a registered voter?</p> <p>Did you vote last election?</p> <p>What is the reason for not voting?</p> <p>Are you planning to migrate? Why?</p> <ul style="list-style-type: none"> - Unemployment - Unhappy with the government <p>How do you rate the prevalence of corruption in the public sector?</p> <p>What is your reason for establishing this business?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
5 Shortage of skills is a serious constraint (World Bank, 2012) as well as unfavourable business environment for entrepreneur				
<p><i>Entrepreneurship propensity / reason for entrepreneurship</i> Individual-specific reason for being an entrepreneur is vital to assess directly reasons for being an entrepreneur, especially among youths. There are literature that site family tradition, dream of being a boss and additional income as some of the reasons/</p>	<p>What are the individual characteristics that drive entrepreneurship?</p>	<p>Proportion of youths by business ownership</p>	<p>Owned businesses in the past</p> <p>Reason for being entrepreneur</p> <p>Means of acquiring the business</p>	<p>Have you ever owned/operated a business in the past?</p> <p>Why did you acquire/establish this business?</p> <p>How did you acquire this business?</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
5 Shortage of skills is a serious constraint (World Bank, 2012) as well as unfavourable business environment for entrepreneur				
<p><i>Competitiveness</i> This is a factor that is unobservable but is vital driver of entrepreneurship and employment. This issue can encompass many aspects such as resilience, innovation, and risk taking.</p>	<p>What are the factors that determine competitiveness among youths?</p> <p>Does being competitive translate to lower unemployment among youths?</p>	<p>Competitiveness and innovation indices</p>	<p>Innovation (product, service, process, marketing) and expenses for innovation</p> <p>Value chain</p> <p>Expansion</p> <p>Risk taking / moving out</p>	<p>Did you introduce new products, services, marketing strategies, processes to the market in the last two years?</p> <p>Do you have a consistent client that is larger than your business?</p> <p>Did you attempt to expand in the last two years?</p> <p>Are you planning to expand in the following two years?</p> <p>Given the resources, I will move this business to __</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
5 Shortage of skills is a serious constraint (World Bank, 2012) as well as unfavourable business environment for entrepreneur				
<p><i>Perception on the business environment</i> Individual's response to environment is important in assessing how people actually view external conditions such as cost of doing business and quality of life. For instance, does the poor quality of roads really hurt their business to the point they would want to move their business? Is their choice of skill in response to market conditions?</p>	<p>To what extent does poor business environment hurt entrepreneurs?</p>	<p>Average rate of power and water interruption Proportion of youth business owners who will move out given resources</p>	<p>Perception on roads and public services Extent of power and water services Extent of telecommunications interruption Moving out/ moving business</p>	<p>How do you rate the roads in your town? How frequent do you experience water interruption? How frequent do you experience power interruption? How much time did it take to renew your business permit? How do you rate your town in terms of cost of doing business?*</p> <p>Given the resources, I will move this business to___</p>

Issues

Issue	Research questions	Indicator	Variables	Questionnaire item
5 Shortage of skills is a serious constraint (World Bank, 2012) as well as unfavourable business environment for entrepreneur				
<p><i>Organizations and connections</i> Membership in organizations is known to foster knowledge sharing and facilitation of processes through networks. Youth organization can be of help in developing youths' market value and open up towards entrepreneurship and employment. Same with business owners.</p>	<p>To what extent does business connections help entrepreneurs?</p>	<p>Proportion of youths with business connections</p>	<p>Membership in organization Membership in business organization</p>	<p>Is __ a member of any organization? What is the name / type of organization?</p>

Presentation outline

- Overview
 - General and specific objectives
- Theme 1: Providing social protection for the informal sector
- Theme 2: youth employment and entrepreneurship

General objectives

- In this session, the aim is to provide an overview and initiate discussion on the global trends and emerging development policy issues and concerns
- With special focus on:
 - Theme 1: providing social protection for the informal sector
 - Theme 2: youth employment and entrepreneurship

Specific discussions

- Role of social protection for the informal sector, and of youth employment and entrepreneurship development in the over-all development agenda
- Different types of social protection
 - for the informal sector?
 - rationale for their implementation and key information needed to monitor the impacts/outcomes of policies

Specific discussions

- Given key concerns that need monitoring in Themes 1-2 (in the context of their contribution to the identified development agenda):
 - What are the information/data available at the national level that can be used in the analysis?
 - What are the information/data available at the local level that can be used in the study?
- How can CBMS fill in the information gaps?