

# EVALUATION REPORT

## Azerbaijan Internally Displaced Persons Youth Support Project

### COMPONENT B

### 'Youth Skills and Business Development'

January 2013

Social Development  
EUROPE AND CENTRAL ASIA



THE WORLD BANK

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This paper was compiled by Azra Kacapor Nurkic, Joanna P. de Berry and Kamran Agamaliyev. The implementing agencies for the Project were the Social Fund for the Development of IDPs, the Azerbaijan Community Development Research, the Training & Resource Center, the Ganja Regional Economic Advisory Center Social Union, the Social Development Public Union. Editing was undertaken by Bonita Brindley and formatting by Duina Reyes.

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# *Acronyms*

AZN	Azerbaijan Manat
CPI	Consumer Price Index
DRC	Danish Refugee Council
ECA	Eastern Europe and Central Asia
FGD	Focus Group Discussion
GoA	Government of Azerbaijan
IDMC	Internal Displacement Monitoring Centre
IDP	Internally Displaced Person (plural: IDPs)
LSMS	Living Standards Measurement Survey
OSCE	Office for Security and Cooperation in Europe
PL	Poverty Line
TSA	Targeted Social Assistance
SCRI	State Committee on Refugees and IDPs
SFDI	Social Fund for the Development of IDPs
SSI	Semi Structured Interview
UNHCR	United Nations High Commission for Refugees

## Executive Summary

This study reports the results of a summative and impact evaluation of the Azerbaijan Internally Displaced Persons Youth Support Project (IDP-YSP), implemented by the Social Fund for Development of Internally Displaced Persons (SFDI) and funded by the World Bank with a grant from the Japanese Social Development Fund (JSDF).<sup>1</sup> The purpose of the IDP-YSP was to respond to the economic and social marginalization of young Azeri people in the New Settlements (NSs) for Internally Displaced Persons (IDPs). The IDP-YSP development objective was to enhance social inclusion and promote economic opportunities among young IDPs in Azerbaijan who have spent most of their young lives facing the effects of war. The Project comprised three components but this evaluation focuses on Component B, “Youth Skills and Business Development”. Component B aimed to provide selected IDP youth with an opportunity to learn a vocational trade and subsequently develop new businesses to pursue their future financial independence. Component B was selected for fuller evaluation because the activities will be continued and scaled up under the recently approved Azerbaijan IDP Living Standards and Livelihoods Project, and this

evaluation contributes to the lessons learned and good practice.

During Component B implementation, implementing agencies used participatory techniques, which successfully mobilized communities and built confidence among the target population. Evaluation results from the New Settlement communities highlighted the Project team’s ability to cultivate critical relationships and secure buy-in and support as the critical precondition for Project implementation and among its most notable achievements. During early stages, Project staff had to confront the communities’ skepticism and lack of trust. In the past, multiple organizations had approached New Settlement communities with promises of support, which IDPs felt had remained unfulfilled. The Project team managed to surmount this legacy of low expectations and past disappointments and persuade community youth to participate and their elders to allow the Project to proceed. More community members were gradually won over as the Project began to yield visible results.

Component B provided 242 students with vocational training in either a classroom setting or traditional apprenticeship. Participants were selected through an application process during which they proposed a trade, vocational school, or apprenticeship and elected for a specific school or “master trainer.” Youth were trained in 17 different vocations, including providing services in computing, barbering, tailoring and automotive repairs. After learning a trade and passing a skills-based vocational test organized by the implementing NGOs, participants took

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<sup>1</sup> The summative evaluation is non-experimental, exploring the results of the Project through survey of the participants after programming, with no reference to a comparison or baseline group. The impact evaluation is quasi-experimental in that it compares Project participant results with results from a propensity score matched group (a group that was matched with the participant group based on observable characteristics) that were excluded from the Project. In this way, the study illustrates results that can be attributed solely to programming.

part in 10 days of business development training intended to transfer basic business and financial skills to help participants who wished to start a new business. Participants wrote and submitted business plans and tool grant proposals. Tools were delivered to 207 qualified participants. Finally, the Project facilitated meetings between youth and microcredit agencies to explore credit availability for business growth.

The Project was delivered without major interruptions using the strategy articulated in the Results Framework and Operations Manual. Youth enjoyed the process and reported that they found it valuable in pursuing their economic and social future. Most participants rated the trainings “good” or “excellent,” and reported that they enjoyed the camaraderie and socializing that occurred during study travel outside of their New Settlement.

Evaluation findings confirm that Project participants see themselves as much better off now than they were pre-Project. All participants have now mastered an income-generating skill, unemployment rates have plummeted and incomes have increased significantly.

### **Result One: The Project increased employment.**

- Unemployment rates among all participants fell from 92 percent pre-Project to 10 percent afterwards
- 81.5 percent of all participants who were unemployed before the Project were employed after
- Among participants, employment rates rose 80 percent; among the control group, employment rates rose only 11 percent over the same period
- IDP Project participants were three times as likely as nonparticipants to gain employment

### **Result Two: The Project increased the diversity of occupational options**

- Pre-Project, employed participants were concentrated in only two vocations; post-Project, participants found work in 17 vocations
- Post-Project, 88 percent of participants became self-employed through starting their own enterprise and 10 percent became employed by others

### **Result Three: The Project increased income among participants**

- Pre-Project, only 33 percent of all participants had access to income; post-Project, 100 percent had access
- Pre-Project average income among all participants was 40 AZN, post-Project average income was 166 AZN
- By Project-end, 85 percent of the treatment group were earning more than 99AZN a month compared to just 14 percent of the control group
- Project participants were six times as likely as the control group to earn more than 99AZN/ month

### **Result Four: The Project empowered participants**

- In survey and focus group responses, 65 percent of Project participants believed it to be “extremely likely” or “very likely” that their employment status would continue to improve due to the training they had received under the Project; none of the control group members believed it to be “extremely likely” or “very likely” that they would experience improvements in their employment status.

The Project sought a gender balance in participant selection and results, a balance that was not fully achieved. Only 30 percent of participants selected for the Project were women. However, these women saw substantial benefits in employment, income, range of vocational choice and confidence in future employment. When the impact study probed more deeply into the effects of the Project on females, however, the results showed that participant women made great gains but women in the control group (not participating in the Project) experienced greater success than men in the control group in obtaining employment. Therefore, a higher quantitative impact on male participants, who experienced greater gains from the program, including higher incomes and a wider range of vocations, can be attributed to the Project itself.

The Project succeeded in increasing employment and income levels for participants but a more important result was the dramatic change in the perception of future prospects among youth and communities. Evaluation focus groups revealed high levels of excitement among participants. Discussion of their new jobs or enterprises went beyond financial rewards; they recognized increased income as a step to future independence, hence, a brighter future. As a result of the Project, participants felt that they were on their way to a better life and expressed increased hope for future generations in the New Settlements.

*“Now that we are independent we can secure our own privileges. We can earn money and be free. We found new friends through this training and we have a better outlook on life.”*

~Young woman, Fizuli

# PART 1: Introduction

The internally displaced people (IDP) of Azerbaijan face difficult economic and social circumstances. In 2002, Government efforts to meet the needs of IDPs included resettling those living in the worst conditions to purpose-built New Settlements (NS). This resulted in better living accommodations but the NSs are remote, few places exist to socialize, and economic opportunities are limited, particularly for young women and men. In fact, employment opportunities for 15-24 year olds (20.6 percent of the population) are virtually non-existent. According to youth surveyed for this report, lack of jobs and social activities leave them little choice but to sit at home doing nothing. They remain economically dependent on their families and have little hope for future prospects, including starting a family of their own.

The Azerbaijan IDP Youth Support Project (IDP-YSP) aimed to enhance employment opportunities and social interaction for IDP youth to ease the path to financial independence and a smooth transition to adulthood. The IDP-YSP provided vocational and business training, and tools of the trade to qualified young people so they could seek employment or start their own businesses and gain some financial independence.

This study presents results from a summative and impact evaluation of the Azerbaijan Youth Development Project, implemented by SFDI and funded by the World Bank. To ensure learning and promote better outcomes for future efforts, the evaluation examined the process of imple-

mentation and Project results. In the absence of a baseline survey, Project participants were asked for their self-reflections on their status before and after the Project. The study also asked participants for their opinions on the quality of Project implementation, including overall Project organization, training quality and any logistical arrangements during the Project that helped or hindered achievement of Project objectives. The impact evaluation focused specifically on outcomes that could be attributed to the Project. To evaluate Project impact on participants, a control group was established for comparison comprising youth with similar observable characteristics selected through propensity-score-matching techniques.<sup>2</sup>

Study results yielded useful information on observable outcomes of the IDP-YSP Project and Lessons Learned. These results can contribute to improving future vocational and business development training Projects for young IDPs not only in Azerbaijan but also in other conflict-affected regions, including how to best allocate new financial resources. In particular, study results and recommendations will inform implementation of the US\$4.0 million Youth Training and Business Skills Component 3-a, of the recently approved Azerbaijan IDP Living Standards and Livelihood Project (P122943) funded by the World Bank.

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<sup>2</sup> The propensity-score-matching process is explained in the Evaluation Strategy and Methodology Section.

# **PART 2:** *Azerbaijan Youth Development Project Context and Overview*

## **Context**

Today there are about 590,000 internally displaced persons (IDPs) in Azerbaijan as a result of the Upper Karabakh conflict. Originally many of these IDPs were forced to find temporary shelter in railway cars or tent camps but the Government of Azerbaijan subsequently moved about 100,000 people who were living in the worst conditions to about 45 New Settlements (NSs). Despite these efforts, severe problems persist among the IDP population. The New Settlements are in remote areas and lack human development elements that would enable the IDPs to become healthy functioning communities.

Overall the IDP population faces many challenges but these challenges are overwhelming for the NS youth population who must confront the lack of employment opportunities in remote areas, and a sense of helplessness that stems from the extreme difficulties they have faced in their relatively short lives. Some 20.6 percent of IDPs are aged 15-24 years; this unusually high proportion of youth amplifies competition for the meager employment opportunities that do exist. Meanwhile, acquiring vocational skills is virtually impossible because training is severely underfunded. The few youth that manage to find training opportunities must then confront subsequent barriers—lack of tools and workspaces, which prevents them from using their skills or starting a business. Finally, IDP youth are socially marginalized not only because they lack regular contact with people who are not internally displaced but also because there are so few public spaces within the New Settlements to

socialize with other IDPs. In particular, young women have scant opportunity to socialize with anyone except family members.

## **The Project**

### **Project Objectives**

The Project promoted and supported empowerment of IDP youth aged 15-30 in New Settlements. Included were activities to stimulate youth participation in economic and social life through enhancing opportunities for social interaction and supporting young entrepreneurs to develop businesses. The Project had three programmatic components: Component A was Community Grants for Youth in New Settlements; Component B was IDP Youth Skills and Business Development; and Component C was Partnerships between Municipal/IDP Schools in Major Urban Settlements to Increase Social Interaction among Students.

**This evaluation focuses on Component B: IDP Youth Skills and Business Development.** The Component objective was to provide selected IDP youth with an opportunity to learn a trade and subsequently gain employment or develop a business in their home New Settlement. The goal was to enable youth to pursue financial independence and ease their transition to adulthood.

### **Project Implementation**

Three local nongovernment organizations (NGOs) were selected to implement the Project (see Annex 5 for NGO details); the Government

implementing agency, the Social Fund for the Development of IDPs (SFDI), provided Project oversight. Before working with participants the NGOs conducted a youth employment needs assessment within the New Settlements, and examined employment market demand and supply to identify the most promising vocational possibilities for young women and young men.

Next, implementing NGOs held meetings to promote community mobilization. However, the target communities were skeptical of the Project based on their experience with similar initiatives, which had been disappointing. Nevertheless, the implementing agencies applied structured, participatory community mobilization approaches and facilitated a community-led needs assessment to identify the communities' desired Project outcomes. Following this process, Community Development Groups (CDGs) were created comprising community members and IDP youth to represent the community and manage projects. Most CDGs comprised 8-12 active youth community members and aimed for gender balance. CDG members were trained in mobilization, communication, negotiation, community development, community participation, leadership, proposal writing, and management.

The CDGs were formal mechanisms to identify and support IDP youth interested in applying for vocational and business training offered by Project Component B. A five-member selection committee conducted the final application review and selection of Project participants. The Committee included representation from the following: 1) Japanese Embassy; 2) UNHCR; 3) Ministry of the Republic of Azerbaijan; 4) Ministry of Youth and Sport; and 5) Ministry of Economic Development. Project participants were selected based on the following eligibility criteria: 1) young people who have completed high school but have no formal university or vocational training; 2) a balance of young women and men; 3) youth seeking training in high-demand employment areas as determined by the

needs assessment; 4) young people who have demonstrated special abilities, initiative, leadership or special needs that merit consideration; 5) young people who could demonstrate some in-kind or cash contribution; and 6) young women and men who commit to transferring skills to their NS peers.

The Component provided 242 students (30/70 percent female/male) with the opportunity to learn a trade through classroom-based vocational training or traditional apprenticeship programs with a master trainer. Vocational training institutes were selected based on their geographic accessibility to the NSs, quality of facilities, capacity to absorb IDP-YSP youth, range of vocational offerings, demonstrated training quality, experience with IDPs, student retention, and budget/time reporting. Transportation was provided for trainees and special consideration was given to ensure that young women travelled in groups when travelling with young men. Most students undertook six months of vocational training. Youth were trained in 17 vocations; the implementing NGOs administered vocational exams to certify mastery of the trade. Upon successful completion of vocational training, 216 participants had 10 days of business development training, focusing on finances and good business practices.<sup>3</sup> Business development training participants wrote business plans and applied for grants to finance tool purchases. Following a review of tool grant applications, 207 participants received the tools necessary to establish a new business or work in their chosen trade, mostly within the New Settlements or in a nearby town. Also, Program staff facilitated meetings between microcredit agencies and Program graduates who were seeking financial support for business development. Program staff offered ongoing assistance to Program graduates who took on loans to support their fledgling businesses.

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<sup>3</sup> The original enrollment was 242 students. Attrition was due to military service, marriage, or failure to pass the vocational training exam.

# PART 3: Evaluation Purpose and Methodology

## Scope

The conclusions of IDP-YSP Project summative results and impact are based on data collected from 45 settlements in which vocational and business development trainings were implemented.

The summative evaluation included 221 Project participants who completed the survey; 154 men (69.7 percent) and 67 women (30.3 percent). Almost 75 percent of all Project participants were 21-29 years old; among the women, almost 27 percent were 18-20 years old; just over 15 percent of men were 18-20. Education levels among men and women were virtually equal—most participants had a high school diploma or equivalent. More than 50 percent of all female participants had never married; the rest were married, except for one widow and one divorcee. Among the men, nearly 75 percent had never married and the rest were married.

To evaluate Project results, Project participants were compared with a control group. The control group was established from youth who had applied to the Project and were not chosen.

Propensity-score-matching criteria were applied to both the control group and all Project participants to identify two groups that could be compared to each other based on equivalent characteristics apart from Project participation. The propensity-score-matching criteria were the following:

1. New Settlement residents
2. Age: 18-29 years
3. High school diploma as highest level of education attained
4. Income range before Project = 0-99AZN
5. Project applicant

The initial control group comprised 84 people; applying the matching criteria reduced this number to 64. The initial Project participant group comprised 221 Project participants; vetting for propensity-score-matching criteria reduced this number to 168, referred to as the “treatment” group.

After applying propensity-score-matching criteria the two groups were almost identical for ratios of gender, age range and education. The

Propensity Score Matching Criteria							
	Gender		Age in Years		Income		Education
	Male	Female	18-20	21-29	None	1-99AZN	High School
Control Group %	67.2	32.8	23.4	76.6	93.7	6.3	100
Treatment Group %	69.7	30.3	22.6	77.4	82.7	17.3	100

largest divergence was income but even this was small; among the control group only 10 percentage points more earned 1-99AZN/month.

## Evaluation Methodology

The IDP-YSP evaluation process of programmatic interventions for Project participants was designed to identify all outcomes for Project participants and highlight outcomes that could be attributed *directly* to the Project. Therefore, two types of analyses were conducted simultaneously.

The first analysis was a non-experimental summative evaluation, which examined post-Project effects on participants. All Project participants were asked to reflect on their personal status before and after the Project and respond to a range of questions in surveys and focus groups. In particular, all participants were asked to concentrate on the Project implementation process and results. This before-and-after focus enabled the evaluation study to examine positive outcomes and any unintended negative outcomes and then examine the Project implementation process to see if it could be adapted to improve the results.

The second analysis, a quasi-experimental impact evaluation,<sup>4</sup> illustrates outcomes that could be directly attributable to the Project. To determine impact, this study compared effects produced by the intervention with a counterfactual—what might have happened in the absence of intervention. By graphing the before and after for the Project treatment group and the control group (“no-Project group”) and adopting the area in between as the Project results, the study could measure direct program impacts on the population.<sup>5</sup> Since this Project was the only ac-

tive intervention in targeted settlements, control group members had no exposure to any similar intervention. Consequently factors influencing outcomes for the control group are equal to factors influencing outcomes for IDP-YSP Project participants and are therefore annulled in the data analyses.<sup>6</sup>

The majority of data used for the impact evaluation derive from surveys administered among all Project participants. For the impact evaluation, the 64-member control group was surveyed with questions relevant to comparison with the treatment group. Survey responses were supplemented by qualitative data gathered through focus groups with female and male Project participants and their parents in two New Settlements, Fizuli and Yevlakh.<sup>7</sup>

## Method for Presenting Findings

To clarify Project intervention results, findings from summative and impact evaluations are presented in tandem to provide a full picture of Project results, a focused view of Project impact on participants, and comparison with a control group (“no-Project group”).<sup>8</sup> Throughout the

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tions and Evaluations and Development, Independent Evaluation Group, World Bank, Washington, DC.

6 Studies have shown that such matching techniques work well in research that uses data with a set of covariates that accurately capture the likelihood that an individual participates in the Project.

7 For more on data collection and analysis techniques used in the evaluation, see Annexes 1 and 2.

8 Two participant groups are referenced throughout the study: 1) the 221 (total) participants from the summative evaluation; and 2) the 168 propensity-score-matched participants from the impact evaluation. This study will refer to the 221-member summative evaluation group as “Project participants” and a subset of that group—the 168-member propensity-score-matched group, as “the treatment group.” A 64-member propensity-score-matched non-participant group will be referred to as “the control group.” Post-Project results will be compared between the treatment group and the control group to establish a counterfactual (results in the absence of programming), and to isolate results attributable directly to the Project.

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4 Impact evaluation is used to assess, “the positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended,” according to a definition of the Development Assistance Committee of the Organization for Economic Co-operation (DAC OECD).

5 Leeuw, Frans and Vaessen, Jos (2009) Impact Evalua-

report the results that refer to 'all Project participants' are results drawn from the summative evaluation and use data from all 221 participants who completed the summative evaluation. By contrast results that refer to 'Project participants' or 'treatment group' are taken from the impact evaluation and use data from the 168 treatment group participants.

Highlights of the process evaluation are presented in the general *Project Results* and key findings

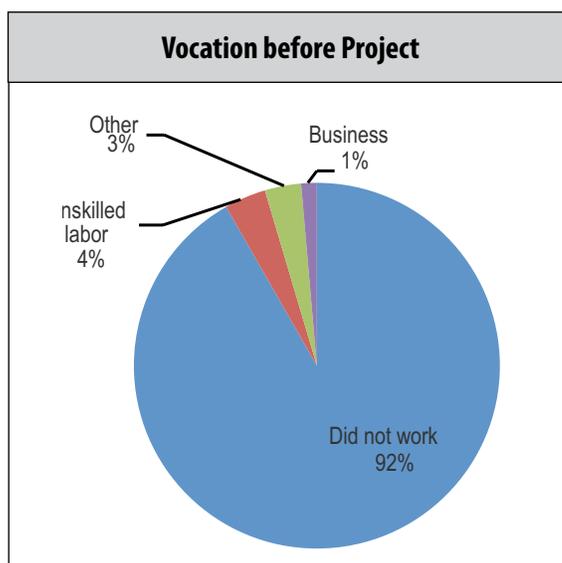
be presented *Project Challenges*, which will illuminate the *Recommendations*. The main report will focus on results-based findings. Process evaluation results are dense therefore most are presented in Annex 3.

One Project focus was gender, therefore following the presentation of general findings, the study disaggregates Project results by gender to illustrate differentiated Project effects.

# PART 4: Evaluation Findings

## IDP Youth before Project Participation

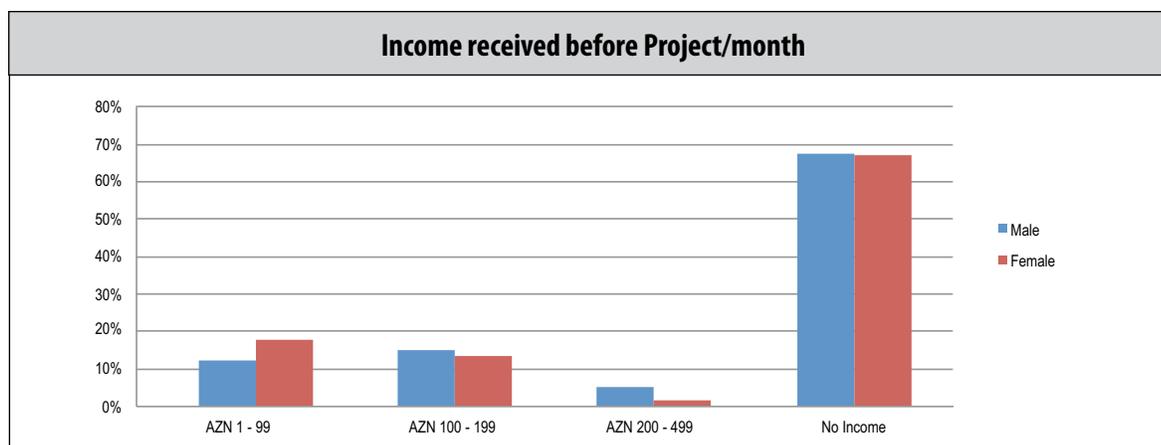
Youth living in the New Settlements face tremendous difficulties due to social and economic isolation, which leaves them with scant social and income-generating opportunities. As a result during this study, most young people who were asked to reflect on their life opportunities described their own future as bleak. Youth reported strong dependence on their families for economic survival, which severely inhibited the agency they had over their lives. They saw no way to gain knowledge, skills, or income. And, without money or learning opportunities, youth spent most of their time at home with nothing to do, no control over their direction in life, and without hope for the future.



## Employment rates and vocations

Pre-Project unemployment rates were extremely high among participants; overall, only 8.0 percent indicated employment and among women, only 2.0 percent. High unemployment was compounded by a lack of vocational variety among employed participants. Some 4.0 percent of participants responding to the pre-Project survey classified themselves as unskilled labor; 1.0 percent identified their vocation with a business, and the remaining 3.0 percent (7 people), were categorized as “other.”<sup>9</sup> Scarce opportunities for skill development in the New Settlements restricted youth to a limited range of vocations if they could find work at all. Participants talked openly about the lack of employment and opportunity within the NSs; in particular, during focus groups with young women, financial independence was a major topic. Young women said that young men could more easily access resources from family and community members. Women pointed out that their inability to secure financial resources gave them no choice but to depend on their family of origin or a future husband for economic security. Without opportunities to earn, women noted, they would have little control over their lives.

9 Survey respondents were asked to indicate sources of income before and after the Project. Respondents indicated a vocation or “did not work” or “did not earn.” Responses were coded and those that indicated that they did not work or earn were categorized as “unemployed.” The remaining responses, which could not be categorized due to vagueness, lack of similar responses, or unintelligible were categorized as “other.” Vocations in this category were guard (1 respondent) and market worker (1 respondent).



Despite a 92 percent unemployment rate, about one-third of Project participants had access to some income before the program.<sup>10</sup> However of that one-third, only 43 percent (about 14 percent of the total population) earned only 1-99AZN per month. Among young men, 14.9 percent earned 100-199AZN per month;<sup>11</sup> among young women, 13.5 percent earned 100-199AZN per month. Among young men, 5.2 percent earned 200-499AZN per month compared to just 1.5 percent of young women.

### **Obstacles to initial implementation**

Despite high unemployment rates and a general lack of opportunity in the NSs, initial meetings between Project staff and the community were difficult because the youths and their parents expressed distrust of the Project. During the initial implementation phase, Project staff had to confront strong resistance among young people who had a deeply ingrained negative outlook, and the communities, which had acquired a deep distrust of development organizations—the result of many experiences of unfulfilled promises and failure to deliver. Both young people and their parents expressed misgivings about the Project;

<sup>10</sup> In addition to earnings from work, the survey defines sources of income as money from rent, pensions, dividends, interest or social security.

<sup>11</sup> AZN (Azeri New Manat) is the currency of Azerbaijan. 1AZN = 1.22USD in 2008. In 2012, the value of 1 to 99 AZN is approximately 1.25 to 125 US dollars.

they did not expect Project participants to learn much or receive vocational tools. One parent from Yevlakh described the initial phase as follows.

*We didn't know what was good about [the Project] in spite of the fact that we attended these community meetings. Parents didn't trust that anything was going to happen. They thought it was a waste of time.*

~Parent, Yevlakh

Initially there was widely expressed sentiment that the program for youth participation would bring no benefit even when the alternative was for young people to sit at home doing nothing. This attitude reveals the high level of despondency that had developed within the New Settlements. In addition, Project staff had to tackle entrenched cultural attitudes that threatened to prevent young women from participating in the Project. One young woman noted,

*It's an internal family problem. There are lots of fathers who won't let their daughters go [to participate in training]. In the settlement there are lots of young women that are very eager to participate but their parents won't let them.*

~Young Woman, Yevlakh

Barriers to female participation included male family members' disapproval of women joining the work force (instead of remaining at home),

and cultural taboos against young women travelling outside the New Settlement, especially in the company of young men. Notably, mothers in particular worked to enable young women's participation; mothers encouraged their daughters to learn and improve their future prospects. Focus group participants reported that although some community members still disapproved, attitudes regarding female participation in the paid work force seemed to be changing.

Program staff had to earn trust and cooperation not only from Project participants but also from the community as a whole. Since initial Project implementation was one of the biggest challenges to Project success, it was judged to be one of the greatest achievements of the Project staff.

## Project Results

The evaluation revealed strong positive results for Project participants in employment, income, independence and confidence. Among all participants that were unemployed before the Project, 81.5 percent were employed by the time the survey was conducted, on average, one year later. Almost 90 percent of all participants had started their own enterprise and were running these fledgling businesses in a range of 17 vocations. Not only was the entire treatment group earning income but also treatment group members were six times as likely as control group members to earn above the lowest income bracket designated in the evaluation (AZN 1-99). Participants saw these achievements as the beginning of their future success; 65 percent reported that they felt "extremely likely" or "very likely" to experience continued improvement in their employment due to the training they had received under the Project.<sup>12</sup>

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12 Participants were surveyed anywhere from 1.5 to just under 3 years after the end of their training, indicating that results are likely more than just a short-term improvement in employment status. Specifically, of the propensity-matched treatment group, 18 participants had graduated from the training course approximately 3 years before the survey, 36 participants had graduated 2.5 years before the

Strong positive results from the Project can be attributed in part to the work of implementing NGOs. Despite initial distrust, more than 95 percent of all Project participants believed that Project staff understood "extremely well" or "very well" what Project participants needed to be successful. Project participants expressed high levels of satisfaction with vocational training and skills they had acquired and their resulting ability to work and earn. Some Project participants indicated that they were multiplying Project effects by passing on their skills free of charge to others in the community. Typically participants, especially women, said they had enjoyed vocational training more than business development training. Nevertheless, all participants placed great value on the business training and 90 percent of participants indicated they were "extremely likely" or "very likely" to recommend business training to others.

Participants gained employment in vocations that held their interest and increased their incomes. But perhaps more important, Project participation transformed the life trajectory of IDP youth and boosted their feelings of independence and optimism about their future prospects. Indeed, many participants linked this optimism not only to their own future but also to the future of other young people and the entire community. Young women and men saw their own individual development during the Project as a critical link to a better future for all IDPs in the New Settlements. One young man in Fizuli said, "We gained knowledge, education and started working. This Project will benefit the next generation!" And during a focus group one parent in Fizuli stated:

*The Project's main impacts have been increased income, a new outlook on life and the world. It has improved the employment status of young IDPs and decreased their*

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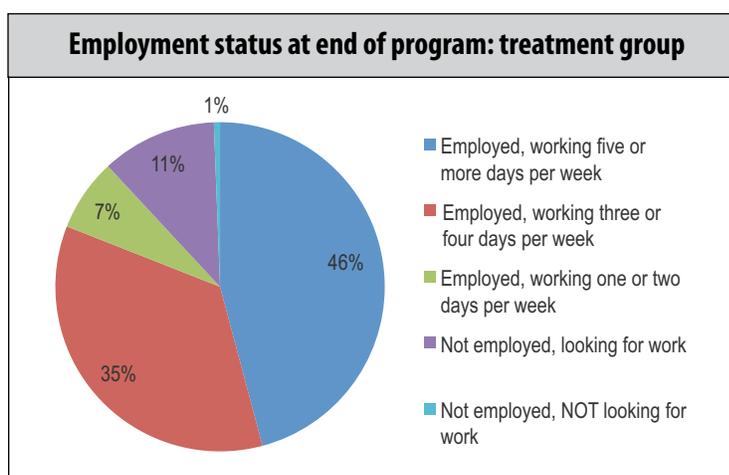
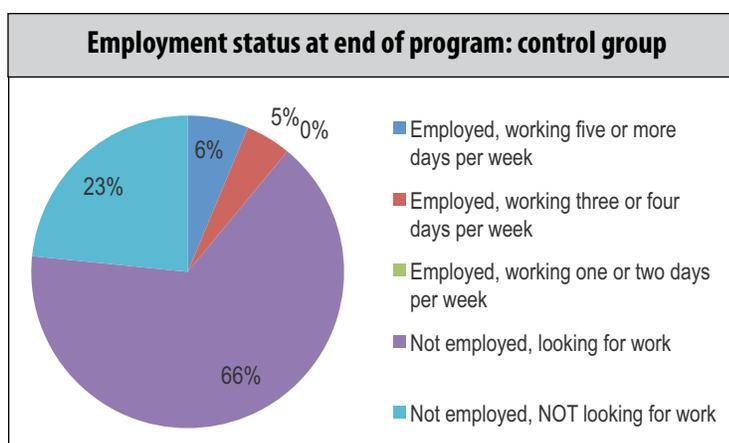
survey, 51 participants had graduated approximately 2 years before the survey and 63 had graduated 1.5 years before the survey.

*dependence on families and the community. Young people can now look forward to being able to support their families. They are encouraged to move forward in life, to work and to be productive. People are in overwhelming agreement about this.*

~Parent, Fizuli

## Employment rates

Employment rates rose dramatically for all Project participants; 81.5 percent<sup>13</sup> of all participants who were unemployed pre-Project, gained employment post-Project.<sup>14</sup> On average, during the twelve months following the completion of delivering Project activities to the time of the survey, employment among treatment group members had risen 74 percent compared with control group members.<sup>15</sup>



<sup>13</sup> Employment rates increased 11 percentage points for the control group from 0 percent to 11 percent. Employment rates rose 80 percentage points for the treatment population from 3.0 percent before the Project to 88 percent. The employment rate for the treatment group is lower than for the total participant population because of propensity score matching.

<sup>14</sup> Employment status was categorized as follows: 1) Employed, working five or more days; 2) Employed, working 3 or 4 days; 3) Employed, working 1 or 2 days; therefore, the study was unable to determine “average employment” based on number of days worked. Consequently, two measures are used to show results: 1) Working 1 or more days per week compared with unemployed or inactive; and 2) working 3 or more days per week compared to working fewer than 3 days per week.

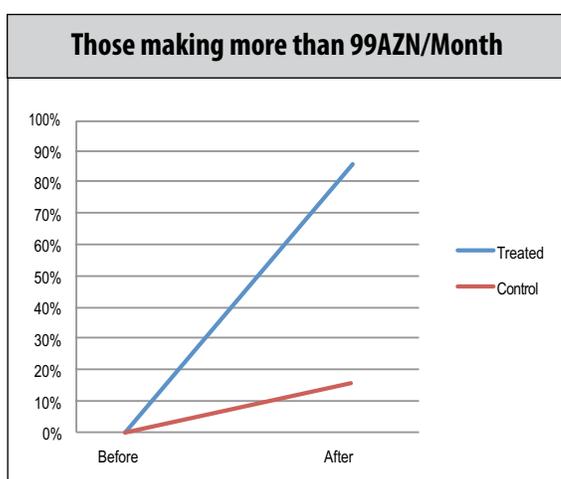
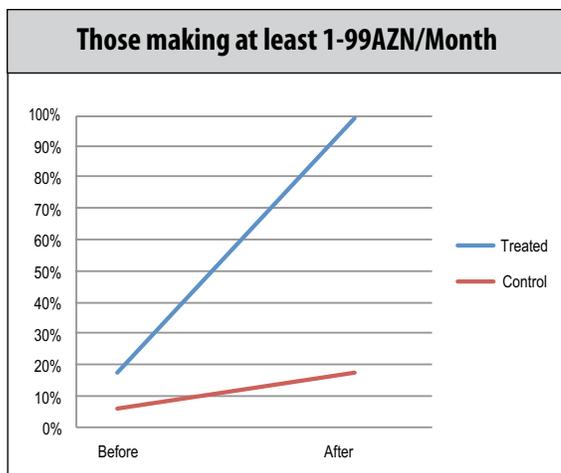
<sup>15</sup> There were two survey questions on participant employment status before and after programming. First, participants were asked to respond to an open question, “How did you earn money before the Project?” and second, they were asked to select from among multiple responses to, “Which of the following categories best describes your employment status?” (from, “Employed, 5 or more days per week” to “Not employed, NOT looking for Work”) In this

After completing the training, 81 percent of Project participants were employed three or more days per week compared to 11 percent of the control group. At the time of evaluation, 89 percent of control group members remained unemployed or inactive (neither employed nor actively seeking work) compared to only 12 percent of Project participants.

## Income

After the Project, 100 percent of all participants earned at least some income (pre-Project, 67 percent earned no income) and 85 percent were earning above the lowest income bracket (1-99AZN/month). Post-Project, 100 percent of

way, the study was able to show Project impact on employment status.



participants were making at least 1-99AZN compared to only 17 percent of the control group. The Project treatment group raised their income by 72 percentage points more than the control group.<sup>16</sup>

16 Post-Project, the control group was asked if they had a job or had started an enterprise and how much income they earned. Of the group, one member had a job and was earning 100-199AZN and 11 (18.3 percent) had started an enterprise; two (18.2 percent) earn 1-99AZN; and nine (81.8 percent) earn 100-199AZN. Among the control group, 53 of the 66 members chose not to answer the income question; the low response rate undermines data usefulness, making it difficult to assess impact. Therefore, the study concluded that it was reasonable to assume that the only employed control group members were those who indicated an income (17.1 percent of the control group), and that the remaining 82.8 percent (who supplied no response to the survey question) were earning no income.

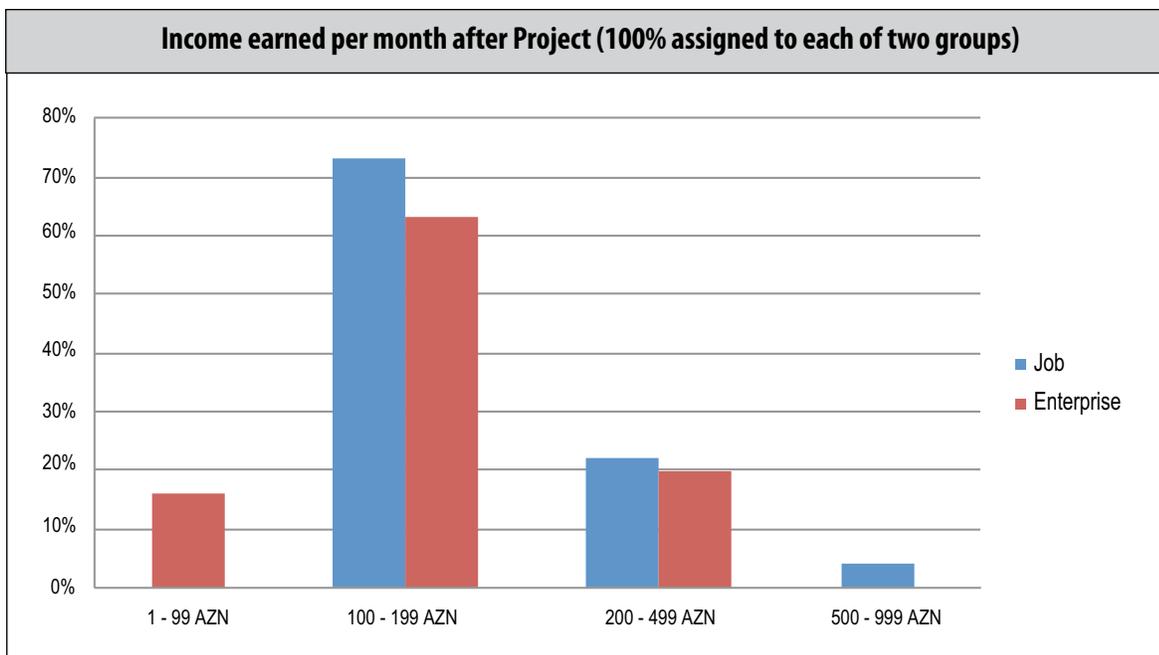
Pre-Project, no participants or control group members were earning more than 99AZN per month. Post-Project, both groups exhibited a higher percentage of individuals accessing this level of income. However by the end of programming, 85 percent of Project participants were earning more than 99AZN per month compared to just 14 percent of the control group. Project participants were six times as likely as control group members to earn over 99AZN per month. Finally, no control group member earnings reached the highest level (200-499AZN per month) after programming. Therefore Project training appears to be the key variable in participants' attainment of an income over 199AZN per month.

Project participants gained employment and increased their income in two ways—through employment by others and being self-employed by starting their own businesses. Among all Project participants, of those who gained employment, 86 percent became self-employed business owners after training, and 9.5 percent were employed by others (the remainder did not supply an answer to this survey question).

Participants employed by others tended to earn more than the self-employed enterprise owners; 16.3 percent of the self-employed were in the lowest income bracket (1-99AZN), and 100 percent of those employed by others earned a higher income. Moreover, a higher percentage of those employed by others were in the top three income brackets (100-199AZN, 200-499AZN and 500-999AZN) compared to self-employed enterprise owners.<sup>17</sup>

Despite lower incomes, over 95 percent of self-employed enterprise owners believed that their

17 The two age groups (18-20 years; 21-29 years) in the propensity-score-matched participant group were similar in most respects except for variations in earning potential among self-employed enterprise owners. About 20 percent of the 21-29 group earned 200-499AZN through their enterprise, but only 3.3 percent of the 18-20 group achieved this level of income.



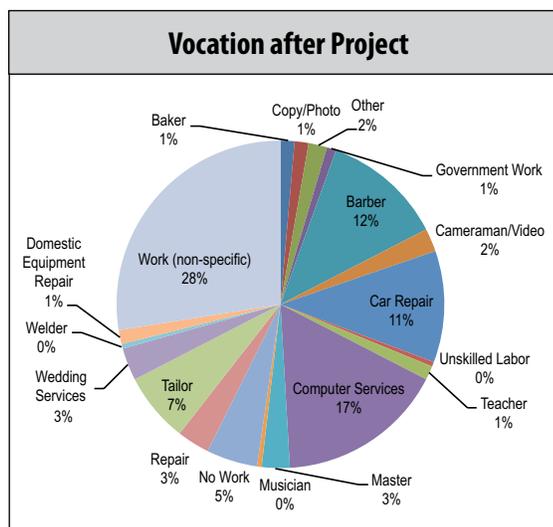
enterprise was profitable and 90 percent of all participants believed that being a self-employed enterprise owner was preferable to being employed by others because self-employment offers greater independence. All Project participants assigned greater value to perceived control of their own financial future because among IDP youth, financial dependence on families is a major concern. In fact, only 4.5 percent of 198 respondents to this survey question indicated that enterprises were better because of higher potential for income.

The Project dramatically increased the number and range of vocational opportunities for youth. Before the Project, participants worked in only two vocations; after the Project, participants were engaged in 17 vocations.<sup>18</sup> Project participants reported that they found work in or close to the vocations for which they trained, implying that employment status changes are attributable

<sup>18</sup> The free-response answers indicated that only 5.0 percent of Project participants are unemployed, but the study concluded that multiple choice responses regarding employment status (based on number of days worked per week) is more reliable because it is not a subjective participants' view of their employment.

to Project-provided training. However, precise numbers are unavailable on participants now working in the exact vocation for which they trained.

Ability to earn income with acquired occupational skills increased young people's sense of agency in their lives. About all 65 percent of Project participants expressed confidence that as a result of Project training they would be able to continue to improve their employment status. This is noteworthy because the survey took place after participants had completed their training



when most were already employed by others or self-employed in a start-up enterprise. Therefore, this belief that their employment status would continue to improve appears to confirm that participants see training as a first step on the path to a more prosperous future.

Finally, programming may have had one unanticipated result that merits further study in future projects—the decision to delay marriage. As discussed earlier, Project participants and the control group were closely matched in gender and age but marital status was not indicated. However, post-Project, it emerged that the marital status of the participant and control groups had diverged and it appears that Project participation may have contributed to a pattern of delayed marriage. In fact, participants had often described the Project as their only alternative to sitting at home so participants may have seen the Project as a “last-chance” option before marriage. A young woman from the Yevlakh focus group said,

*“If [women] don’t get into the Project and they can’t earn, they have to get married because they don’t have anything else to do. Their parents make them get married.”*

	Marital Status		
	% Never Married	% Married	% Divorced
Control Group	35.9	59.8	1.6
Treatment Group	70.8	28.6	0.6

## How Age Affected Outcomes

Evaluation results show that participants in the older group (21-29-years) may have experienced more benefits than the younger group (18-20 years). Older participants were slightly more likely to be working more hours and days and to be earning more. Also a greater proportion of

	Earning and Working Status with Age	
	% 18-20 years	% 21-29 years
Working three days or more	69	85
Earning more than 100 AZN at close of Project	82	95

the older group started their own enterprises. A higher proportion of the younger group was employed by others and younger participants were more likely to work nearer to home, within the New Settlement; older workers were more likely to work in a nearby town.

## How Gender Affected Outcomes

The impact evaluation showed that young women Project participants experienced considerable gains in employment, income levels, range of vocational choices and self-confidence about future employment, but young women in the control group also improved their livelihoods during the Project period. The impact evaluation results concluded that the Project had a higher quantitative impact on men who secured higher incomes and found work in a greater number of vocations. However in qualitative terms it might be argued that Project benefits to men and women are more equitable than at first glance. After the Project, most young men earned more but young women’s participation had succeeded in redefining some of the cultural norms that had previously constrained their options.

Focus group participants pointed out that women have inherently fewer opportunities and face higher barriers to entry into business than do young men. The young women said they feel unable to work in male-dominated occupations, and pointed out that their families oppose women travelling and working outside of the settlement. Community members acknowledged that cultural norms would not encourage young women to seek work outside of the settlement

(for example in a factory) but they also pointed out that Project training had enabled women to become self-employed and earning through offering their services within the New Settlement.

Therefore many community members commented on the profound impact of the Project on young women. Women participants were seen as successful because they gained employment, earned incomes and were achieving a measure of financial independence despite earlier opposition to women’s participation in the Project from families and communities.

*Young women from the training center are the best example of the success of the Project. All young women in the Project are earning income and making money. They would not have had a chance like this otherwise. This Project was the only alternative available to idle life for these young people.*

~Parent of Project Participant

**Employment Rates**

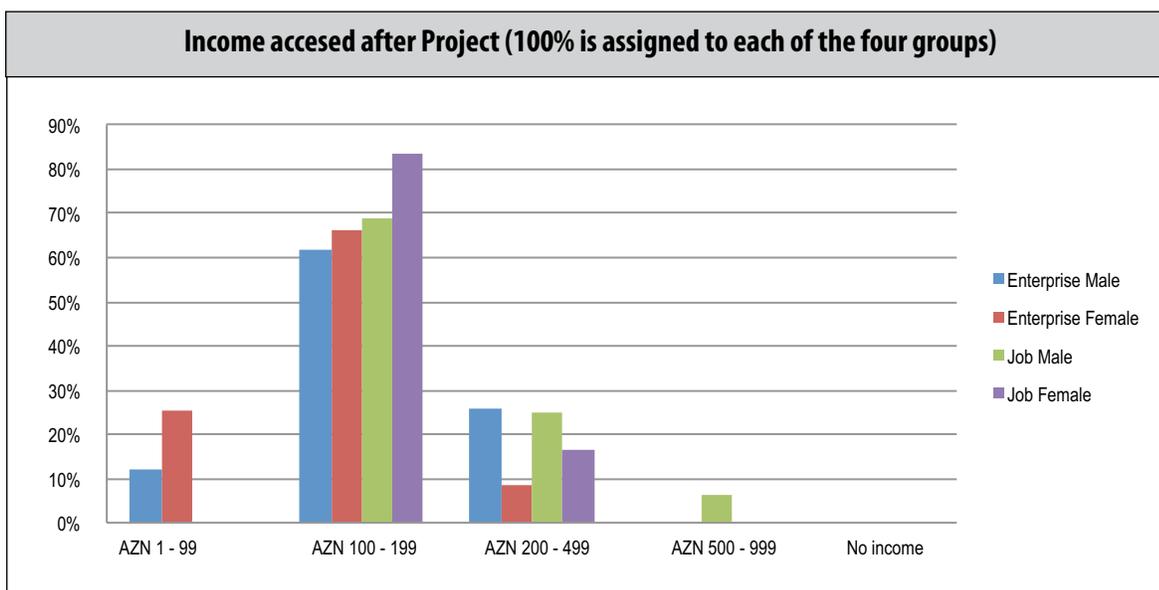
The employment status of women in both participant and control groups improved after the Project. However, a comparison with male counterparts reveals that more program benefits accrued to men in terms of employment. Among

Project participant men employed three days or more per week, the numbers changed from 6.0 percent before the Project to 80.4 percent after. Among control group men, the figures changed from 0 to 7.0 percent. Among Project participant women working three or more days per week, the change was from 2.0 to 82.4 percent; for control group women, the change was 0 to 19 percent.

**Income**

Before the Project, earnings for men and women participants were close to equivalent (although men were slightly more likely to have higher incomes). Post-Project income results data revealed that women achieved lower income gains than men. After the Project some 63 percent of men and 68 percent of women earned 100-199AZN, 25 percent of men earned 200-499AZN per month compared to only 9.3 percent of women. Earning above 200AZN is a threshold that is difficult for women to cross.

Similar to trends for all participants, women earned more money through employment than through entrepreneurship; 25 percent of women who started their own enterprises were in the lowest income bracket (1-99AZN) and only 9.0 percent were in the highest income bracket (200-499AZN) but 17 percent of women employed by others were in the highest income bracket.



Among men, about 25 percent of men employed by others and men entrepreneurs were in the highest income bracket.<sup>19</sup>

**Location of Enterprise or Job**

Although evaluation findings revealed that women tended to earn less than men, women noted that they could more easily host a new enterprise in their homes thereby avoiding the costs associated with setting up business premises. In fact, some 66.1 percent of women entrepreneurs had home-based businesses compared to only 47 percent of men. In Yevlakh, the issue of establishing business premises was raised independently by young men, young women, and their parents.

Among all Project participants who got a job after the Project, about half of the men worked within the New Settlement and the other half worked in the nearest town. In contrast, all women who got a job after the Project worked within the NS. However, 11.9 percent of women

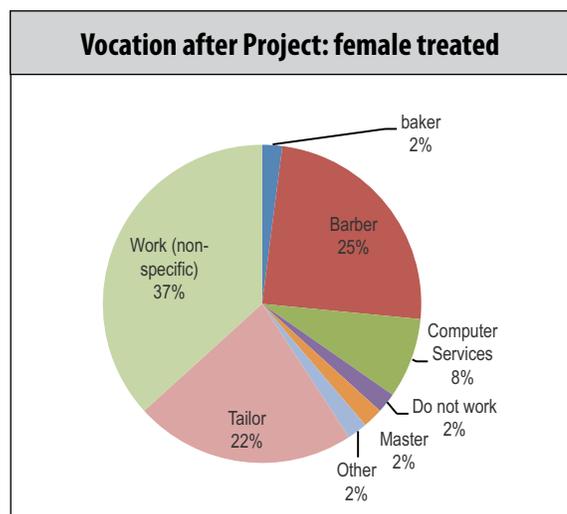
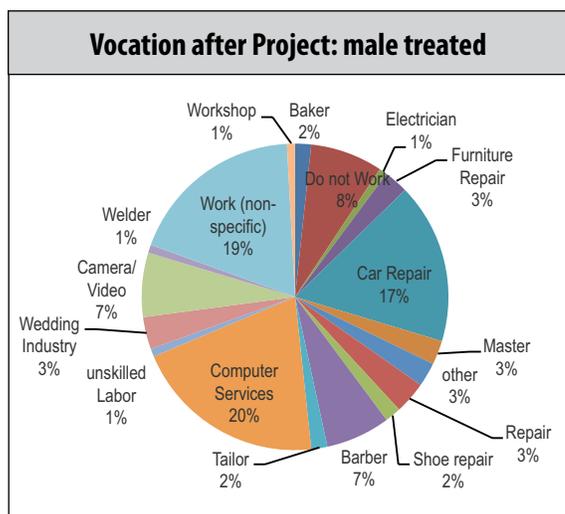
participants started an enterprise outside of the New Settlement compared to 10.6 percent of men. This finding is noteworthy in light of the initial difficulties women experienced in joining the Project due to community and family members' concerns about young women travelling and spending time in the company of men. After the Project, not only were women able to work and earn but also they were able to do so outside of home and even outside of the New Settlement. This demonstrates women's growing independence and gender integration among Project participants outside of the NS. Among control group members, none had started an enterprise within the New Settlement.

**Range of Vocations**

Women and men Project participants were able to work in a much wider range of vocations than their control group counterparts, although females in both participant and control groups worked in a narrower range of vocations than males.

Male Project participants worked in 16 vocations and female participants worked in only six vocations—this range reflects women's preferences, not Project intentions. The more limited range of female-chosen vocations may be linked to cultural attitudes about work and gender, i.e., that some vocations are unsuitable for women.

<sup>19</sup> Only 19 control group members answered the income question. Of those, 81.8 percent of men and 87.5 percent of women earned 100-199AZN; remaining group members earned 1-99AZN. Because of the small sample size and the fact that no control group members had incomes over 199AZN, the study concluded that it was not useful to use this group to draw conclusions about the ability of women to earn over 199AZN.



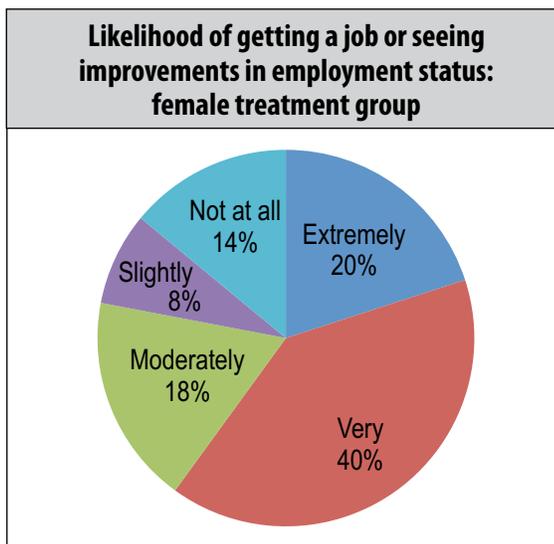
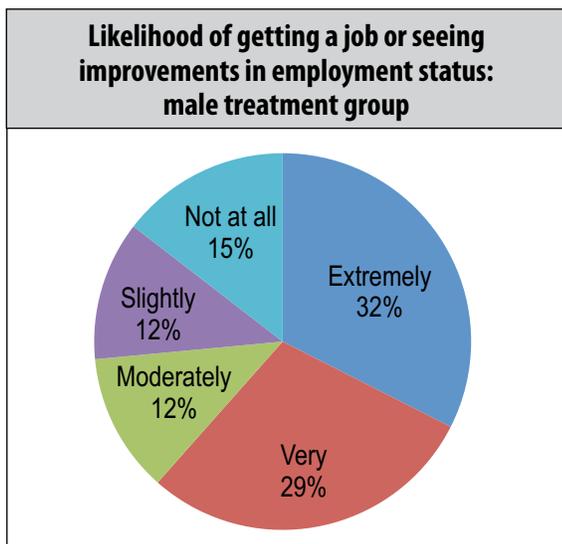
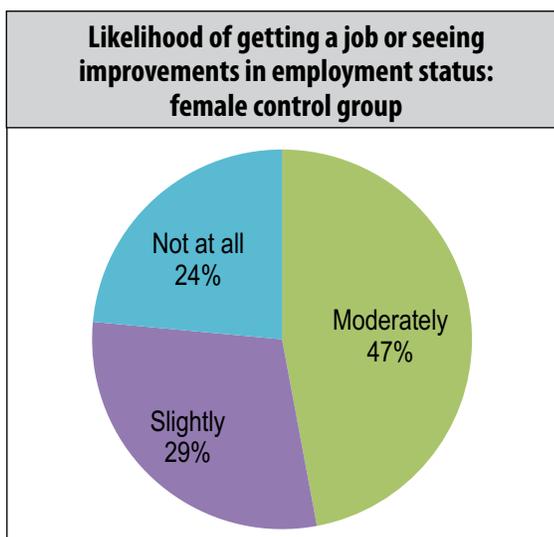
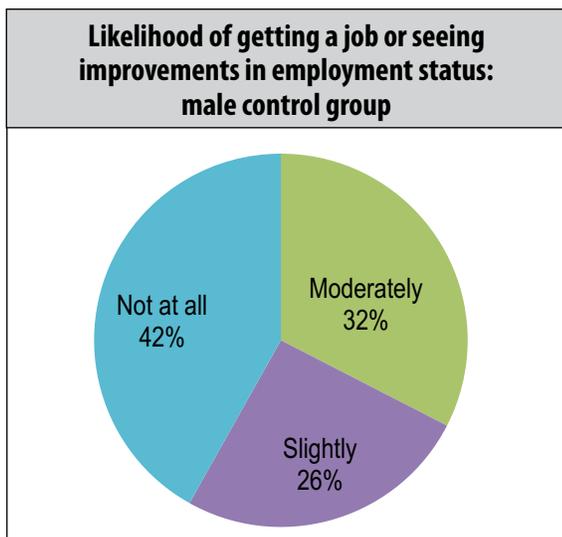
Some side effects of this gender-segregated employment market may be female Project participants' inability to achieve the higher earnings of their male counterparts. During a focus group, a man in Yevlakh stated, "No, of course the young women don't have the same access as the young men because they come into the Project here and, for example—photography—young women just don't [do photography]."

**Perceived Likelihood of Employment Status Improvements**

Male Project participants expressed more confidence in their future employment status than women participants, although both expressed

more confidence than control group members.<sup>20</sup> Among men, 32 percent believed it was "extremely likely" that they could improve their future employment; among women, it was only 20 percent. By contrast, in the control group, women expressed more confidence than men about their future employment status; 47 percent of women believed it was, "moderately likely" that their employment status would improve but only

<sup>20</sup> Respondents answered this question **after** programming, i.e., when their employment status had already improved over their pre-Project status. Nevertheless, even **after** programming and starting an enterprise or getting a job, they still expressed confidence that their employment status would continue to improve.



32 percent of the men thought this. The control group included a higher percentage of inactive men who are no longer even seeking employment, which may account for their lack of optimism.

## **Project Challenges**

Despite the positive achievements of the Project, the evaluation revealed several Project challenges, which are mapped below, and recommendations for overcoming these in future projects can be found in Section 7.

### **Gender Balance**

The Project intent was to have an equal number of young women and men, however male participants comprised about 70 percent of Project participation despite the fact that more women applied to the program than were selected. Since adequate female representation in the Project was one of the most challenging aspects of program implementation, and given the considerable time investment in trust-building required to encourage women to apply for the Project, this was a lost opportunity for robust female representation.

Male Project participants trained for and worked in a much wider range of occupations than their female counterparts, which likely contributed to men's ability to earn at higher income levels. The gender disparity in breadth of vocational choice reflects women's preferences and cultural norms rather than Project intention. Therefore the idea of maintaining a gender-segregated employment market for Project intake should be revisited.

### **Training Location**

During the evaluation process community members and participants debated the merits of conducting the vocational trainings in the nearest town. Focus group participants pointed out that the minimum one-hour travel time was a burden that was exacerbated by the cold dur-

ing winter months. Travel posed an even greater potential barrier to Project participation for the young women because cultural norms rule out travel for women outside the NSs, particularly in the company of young men. But the lack of vocational training facilities in the NSs leaves no alternative.

### **Ease of Understanding Training Materials**

For both vocational and business trainings only 11 percent of men and 18.2 percent of women rated the ease of understanding the materials as "fair", a relatively low rating compared to generally favorable ratings for most other aspects of the Project; these low ratings were more pronounced among the 18-20-year olds. Interestingly, low ratings for training materials did not affect the high ratings for quality of training and quality of trainer. But, it does suggest that training materials need to be improved.

### **Vocational Training: School-based vs. Apprenticeship**

Among the clear differences expressed in satisfaction levels between those who participated in school-based trainings and those who trained with a master, the most dramatic was the perception that the overall quality of school-based training was superior. Among those that trained in schools 75 percent rated quality as "excellent"; among those that trained with masters the figure was only 37 percent. Moreover, a higher percentage of participants that trained with a master rated the quality of teacher, usefulness of training, organization of training, and ease of understanding as "fair" and ratings of all aspects of training were lower than ratings of school-trained participants. These ratings may have been influenced by cultural norms; not only do school-based vocational trainings carry higher status than a traditional apprenticeship but also they award certificates, which may confer a higher feeling of mastery among trainees. Since both methods of learning are valid, future projects may want to explore ways of equalizing student perceptions.

**Ongoing Support**

Despite substantial gains in employment status and strongly expressed optimism about continuing improvements, post-Project youth focus groups expressed fears about the Project leaving them without support, and leaving other community members without the same opportunities they had access to under the Project.

**Business Premises**

Focus groups of young men and focus groups of young women cited the economic burden of establishing premises for their fledgling businesses, although women can more easily accommodate a home-based business, which is more economical. Parent focus groups emphasized the need for

the Project to provide additional support to help establish business premises.

**Microcredit**

The Project microcredit component was the only activity that did not yield intended results. Among participants who attended meetings facilitated with microcredit agencies, 56 percent of young men and a 82 percent of young women rated the quality of advice as “fair,” “poor,” or “needs substantial improvement”; and 30 percent of males and almost 45 percent of females rated meeting usefulness as “poor” or “needs substantial improvement.” Very few participants could meet the capital requirements to apply for a micro-credit loan.

# PART 5: Lessons Learned

This relatively simple intervention of vocational and business training has had a demonstrated impact, not only on employment and income but also on young people's outlook on life and hopes for the future.

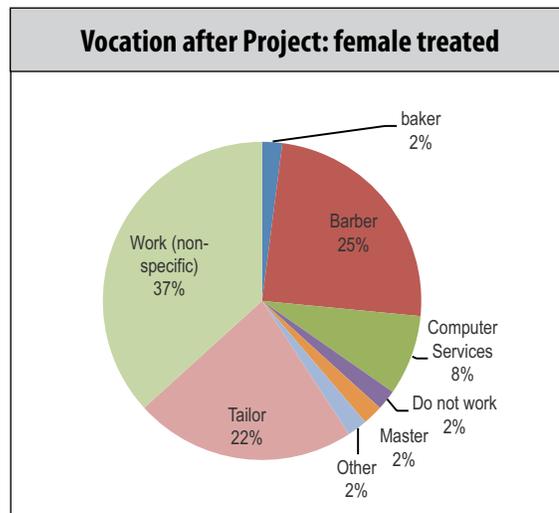
Before the Project, youth reported feeling a lack of independence but as they gained employment, started businesses and began earning, participants expressed excitement about the future and a desire for more of the same—work, business ownership, and increased financial independence.<sup>2122</sup>

Evaluation of Project implementation and completion provided the following lessons:

- Mobilizing the community and building relationships prior to launching vocational and business development training paid off during Project implementation.*** Conflict-affected communities such as IDPs in Azerbaijan are often skeptical about new activities and Project staff had to work hard to convince them that the Project would deliver. Ensure that recognized community elders or decision makers are consulted and

21 Responses to the focus group question, “What do you desire in the future?” were coded into like categories. Each respondent could provide as many answers as he/she wished. Responses were then aggregated to form percentages.

22 Because this Project is based on vocational and business training it is unsurprising that the highest number of respondents answered in that vein. However, it is important to note that most of those respondents were young men.



considered in laying the groundwork for a project. Mothers lobbied for their daughters' participation in the Project and proved to be valuable allies in overcoming opposition to female participation.

- Ensuring that the NGOs selected to work on the Project were recognized by the community as successful and trustworthy eased implementation.*** This was another element that helped overcome community skepticism and resistance.
- The Project design responded to participants' needs and opinions collected through the use of surveys and focus groups.*** Although it was assumed by many in the community that young women just want to get married, when asked directly, young women said they wanted a career. Young women said that vocational and business development

trainings were a path to gaining a measure of financial independence and control over their own lives.

- ***During implementation the Project design was modified to include business development training and a larger grant to purchase vocational equipment and tools for qualified applicants.*** This expanded the Project beyond delivering vocational training to include crucial elements that enabled young people to enter the market and launch their careers by starting a micro-enterprise.
- ***Unanticipated outcomes included the decision to delay marriage among Project participants.*** An emerging issue appears to be

that after the Project, control group females (those not accepted into the Project) were twice as likely to be married as Project participant women. Project evaluation data are insufficient to attribute delayed marriage directly to Project participation but focus group responses appear to support this link.

- ***Post-Project surveys and focus groups revealed that young women and men prefer to be self-employed*** through starting their own businesses because they equate this with independence even though being employed by others proved to be more lucrative and stable. This finding confirms the added value of business trainings to complement vocational trainings.

## PART 6: Recommendations for Future Projects

- **Develop a solid understanding of community power structures and dynamics where the Project is to be implemented.** This inspires trust and accelerates the initial phase of Project implementation.
- **Improve attempts to achieve gender balance among participants.** This study clearly indicates that more females were interested in participating in the Project but they failed to qualify as Project participants. Future projects must guard against selection bias and support more female participation. Future projects should develop targeted strategies to promote young women's participation, including ensuring an appropriate number of female facilitators and staff among the implementing NGOs.
  - **Offer culturally adjusted options that will allow more young women to participate in training:** e.g., conduct trainings inside the settlement with a master or with Project graduates. Although cultural norms appear to be shifting, some young women may never be allowed to participate if training requires travel outside settlements, particularly in the company of men. Focus group responses revealed that the default option is early marriage for young women who do not participate in vocational and business training.
  - **Conduct a thorough re-evaluation of factors that contribute to gender-differentiated Project results** in employment status, income and confidence in future employability separating those factors that are internal to the project and those that are external. Use evaluation results to recalibrate project and program design in ways that aim to substantially reduce or eliminate existing gender inequity. Focus on reducing barriers-to-entry and expanding the range of viable vocational choices for young women and men, which will improve earning potential and create shifts in the gender-segregated employment market.
- **Strengthen elements of project design that promote value-chain development to facilitate and improve collaboration among project participants and the overall business network.** Participants consistently stated that they would benefit from more ongoing support in the early stages of their micro-enterprise start up and beyond the life of the Project. This presents an opportunity for Project implementers to build on the enthusiasm to implement sustainable, and perhaps participant-led activities to continue the Project such as: (a) explore opportunities for peer support; (b) examine vocational choice to establish where links can be made among participants; and (c) during business training, teach participants how to look for opportunities to collaborate.
  - **Early in the Project, structure and foster the idea of participants meeting regularly to network and share ideas.** Such exchanges could improve the quality of

businesses, facilitate collaboration within the value chain, and enable smaller businesses to exploit economies of scale. Ongoing meetings also provide an outlet for socializing and peer-to-peer support, which complement larger program goals.

- ***Simplify and customize training materials for vocational and business trainings to increase their usefulness to trainees.*** Business training could be lengthened, or broken into smaller modules to improve comprehension and allow trainees to work with the material. Regular curriculum reviews and evaluations are essential to ensure that the trainees can understand the material. Trainers and masters may benefit from some training in working with adult learners.
- ***Inform potential trainees of the relative merits of training in schools or a traditional apprenticeship.*** Advise them of relatively higher satisfaction rates with school training. In addition, participants that select training with a master should receive a certificate to validate their skill acquisition and trade mastery.
- ***Develop additional financing resources for business expansion to bridge the gap until young people can qualify for micro-credit financing.*** Consider introducing meetings with microcredit agencies later, after fledgling businesses are established and participants have more capital, an established clientele, and stable cash flow. Meetings should be closely monitored to ensure fairness and eliminate any discriminatory practices.
- ***Explore the potential for formal collaboration with municipalities or government to help young entrepreneurs establish affordable business premises.*** Also, seeking community support might help ease the burden on participants and garner more support for the program.

# *Annex 1: Data Gathering Process*

## **Surveys**

SurveyMonkey© software was used to collect responses to 40 multiple choice and open-ended questions on Project processes and results from 221 Project participants. Comparison survey responses were collected from 64 propensity-score-matched control group members, comprising 22 multiple choice and open-ended questions.

## **Focus Groups**

Focus groups were conducted in the Fizuli and Yevlakh New Settlements with three demographic groups: young women, young men, and parents. Sessions lengths varied from 30 to 80 minutes. Each session had a translator who deployed a set of standard questions, and encouraged additional discussion that produced some useful information. Focus groups supply useful qualitative information to expand and enrich understanding of quantitative survey data. Group compositions are listed below.

- Fizuli – 11 young women; age 17 to early 20s
- Fizuli – 11 young men; age 17 to mid-20s
- Fizuli – 11 Parents; 4 women, 7 men
  
- Yevlakh -10 young women; age 15 to mid-20s
- Yevlakh - 11 young men; age 15 to late-20s
- Yevlakh -11 parents; 4 women, 7 men

# *Annex 2: Data Analysis Techniques*

## **Coding**

Many survey questions were open-ended to encourage expanded responses and maximize opportunities for young women and men to give full expression to their thoughts rather than select from among predetermined responses. Next, similar responses were categorized into groups. Data coded during this evaluation included: 1) type of vocational training received; 2) pre-Project source of any income; 3) post-Project source of income; 4) number of meetings with a microcredit agency. Responses to these questions were standard and easy to categorize. Any indecipherable words or phrases were categorized as “other” and acknowledged within the findings.

## **Filters and Cross-Tabs**

*SurveyMonkey*© software was used to store and sort data; filters were used to isolate data categories for an in-depth examination that allowed the study to draw conclusions about why individuals were in a particular category or how they differ from the rest of the population. For instance, a filter was used to focus on control group participants who indicated they were “unemployed, looking for a job” or “unemployed, *not* looking for a job.”

Cross-Tabs allowed the study to conduct side-by-side comparisons of responses, for example, male/female responses were compared using cross-tabs.

Instances where filters or cross-tabs are used to view data from a different perspective are noted in the report. The most frequent comparison—males/females—used cross-tabs, which is noted here, but not throughout the report to avoid repetition.

# *Annex 3: Summative Evaluation Results: Process*

Through survey and focus group data, the study set out to find how well Project participants understood the Project intent, how well training was implemented, what could be done to improve it, how the microcredit portion of the Project was received, what difficulties and successes participants encountered during the Project, and how well Project staff understood what participants needed to be successful. By taking these factors into account, the study aimed to evaluate whether changes to the implementation process would yield better results.

## **I. Project Intent and Project Staff Understanding of Success**

*We liked most the transparency and trust level achieved within the Project. This Project was real. It delivered what it said it was going to do. We liked the organization of the Project and conditions created by the Project for young people's safety and learning.*

~Parent, Fizuli

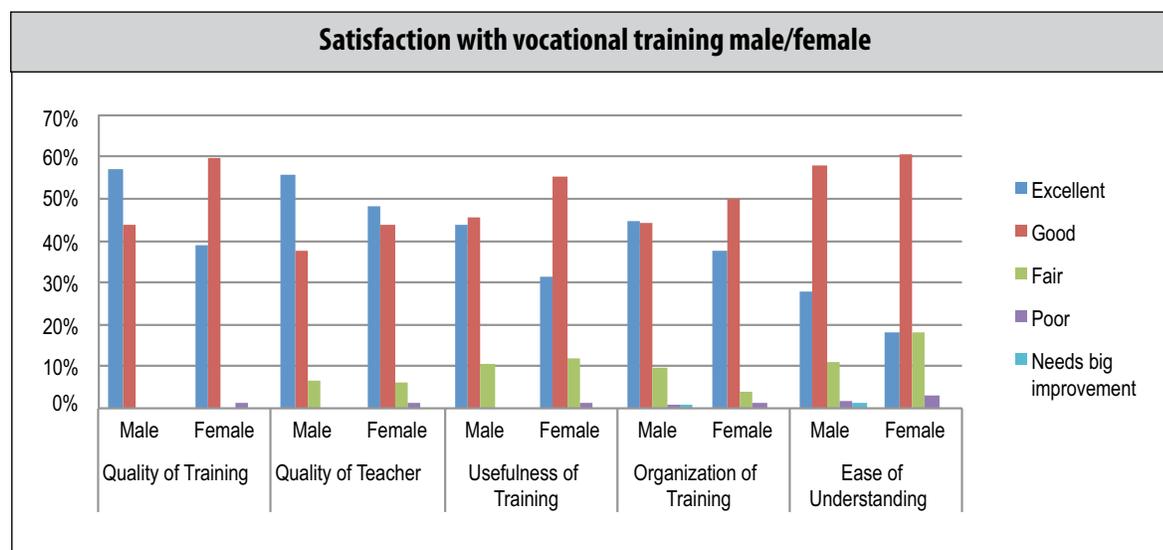
When asked if Project staff understood what participants needed to be successful, 97 percent of young men and 95.5 percent of young women selected responses of “extremely well” or “very well”, indicating high levels of trust in staff ability to implement the Project and lead participants on the path to success.

Results revealed that Project staff were able to clearly relay Project goals and then achieve them, with help from the community. All focus group participants could clearly identify the Project objectives, indicating a well-run Project and communicative staff. During focus groups, all participants appeared excited to share Project goals and they commented on how thoroughly goals had been achieved. Young men and their parents described the goals as, “training and providing work for IDP youth”. Young women echoed those goals and added that Project had given them a feeling of independence and hope.

## **II. Quality of Vocational Training and Exam**

After participants were selected, they were assigned to either master trainers or schools outside of the NSs to undertake their vocational training; among women, 72 percent chose a master trainer; among men, 57 percent. The most frequently requested vocational trainings were in repairs, barbering, and computer services. Young men trained in a wider range of fields; young women applied for and were selected for occupations they deemed gender-appropriate and interesting, which was a much narrower range than those chosen by young men.

Young men consistently rated all aspects of training as “excellent” more frequently than young women. The majority of men and women rated the ease of understanding as “good”, but women were more likely to rate it “fair” (18.2 percent) than men (11 percent) and less likely to rate it as “excellent” (18.2 percent) than men (27.9 percent).

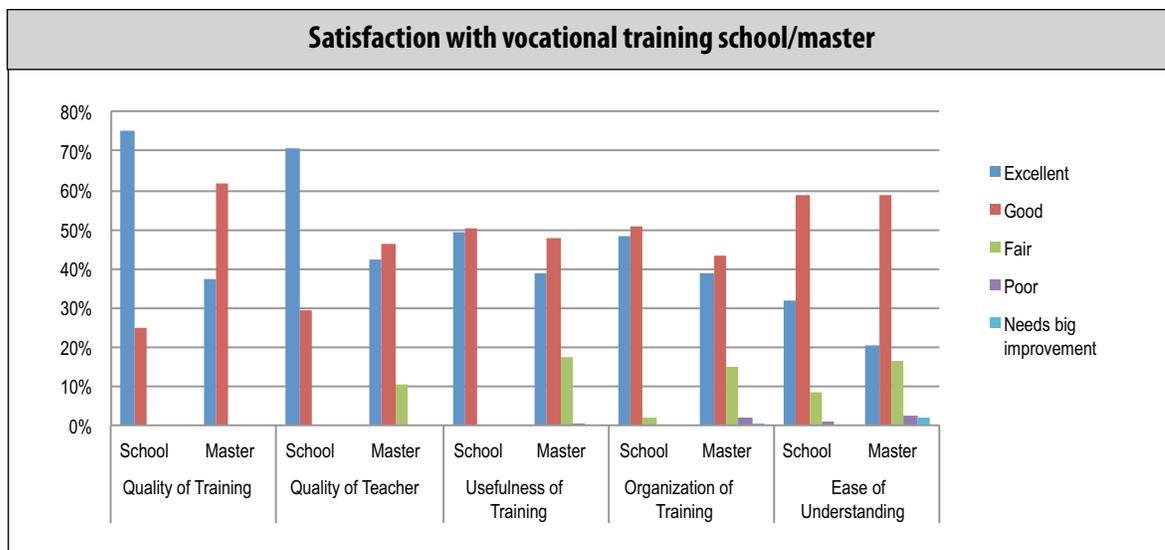


During focus groups, Project staff probed for additional information regarding ratings. Young women and young men were asked about the high incidence of “good” ratings rather than “excellent”.<sup>23</sup> Participants explained that the trainings were “excellent” in the context of the Project training objectives but when compared to other levels of education training was “good”. Female participants from the Fizuli focus group explained that the trainings were good but would never provide the same status or learning as attending university in Baku, for example. Also, young women who were training to be tailors said that the trainings would be better with fewer students, more machines and more teachers. They reported that trainees often waited to use a machine, which they saw as income lost because they could have been sewing clothes but were unable to do so.

The relatively high incidence of “fair” ratings for “ease-of-understanding” is interesting in that it does not seem to influence the high ratings for “quality-of-training” and “quality of teacher”. However, young men commented that it would be helpful to hold more frequent trainings and to assign more readings because struggling to recall the previous week’s lesson set them back each week. Consequently in Fizuli, young men requested five classes per week instead of two. Struggles with understanding and retention may stem from the poor quality of education within the NSs and for the IDP population in general.

Men were more likely than women to rate the quality of examination process as “excellent”, and the majority did; women were more likely to rate the exam process as “good”. Among women, 58 percent rated the quality of exam content as “good; among men, 55 percent. All who took the exam passed.

<sup>23</sup> The Fizuli focus group men said that the translation led them to think that the word “good” was actually a higher rating than “excellent.” However, this may have been said to appease the surveyor, since this confusion did not seem to affect any other questions using the same answer grid.



Satisfaction levels vary dramatically between participants in school training and participants with a master; 75 percent of school-trained participants rated the quality “excellent” compared with only 37 percent of master-trained participants. Moreover, master-trained participants rated the quality of teacher, usefulness of training, organization of training, and ease of understanding as “fair” to a much greater extent, and consistently gave fewer ratings of “excellent” for all aspects of the training than school-trained participants. Based on participant comments, it appears that trainees held the opinion that school-based training was more effective because it carried a higher social status than training with a master. This belief may have been reinforced when only the school-trained participants received official certificates upon graduation. In the same vein, vocational training was rated “good” instead of “excellent” because it is less valued than attending university in Baku.<sup>24</sup>

During focus groups, participants said they were impressed with the vocational training, excited about using their new skills to earn an income, and proud to be able to pass along their skills to other youths. Some participants were volunteering to train others for free, including a young man in Fizuli who was offering computer training, one who was giving music lessons, and one young man who was teaching barbering to another youth in his salon.

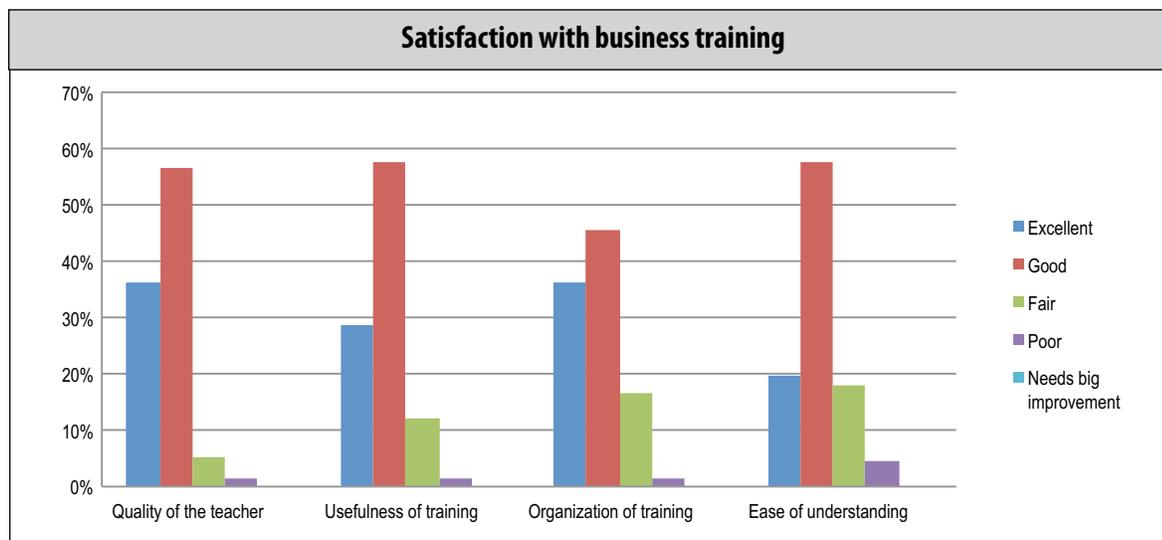
### III. Quality of Tools Provided by the Project

A full 95.9 percent of Project participants received vocational tools and equipment from the Project and 95 percent of those rate the tools as either “good” or “excellent.” Most Project participants, male and female, rate the usefulness of the tools and the organization of delivering the tools as “excellent” or “good”. Participants identified this element of the Project as one of the best and one of the most successful in removing barriers to earning. Some 61.5 percent of women participants rated tool quality “excellent” compared to only 57.2 percent of men, which is a notable exception since women’s ratings on almost all elements of the Project tended to be slightly lower than men’s ratings.

<sup>24</sup> Using a cross-tab for school-trained participants and a tab for master-trained participants, the study was able to compare disaggregated responses about trainings into these categories to better evaluate the quality of each.

#### IV. Quality of Business Development Training and Exam

All survey respondents participated in business training (except five men who entered military service at the time of training). Participants, particularly school-trained participants, consistently rated the business training lower than the vocational training, indicating challenges with Project implementation and teaching. Business trainings may have received lower ratings because some participants struggled with learning retention and wanted sessions to be more frequent than once per week. Business and vocational training received low scores on “ease of understanding”, which may be linked to low levels of learning associated with high school education.



Women more frequently rated overall business training as “fair” or “poor” than do men. Only 10.6 percent of women rated “ease of understanding” as “excellent” compared to 35.6 percent of men. Some 18.2 percent of women rated “ease of understanding” as “fair” and 4.5 percent of women rated it “poor”; 10.7 percent of men rated it “fair” and 2.0 percent, “poor”.

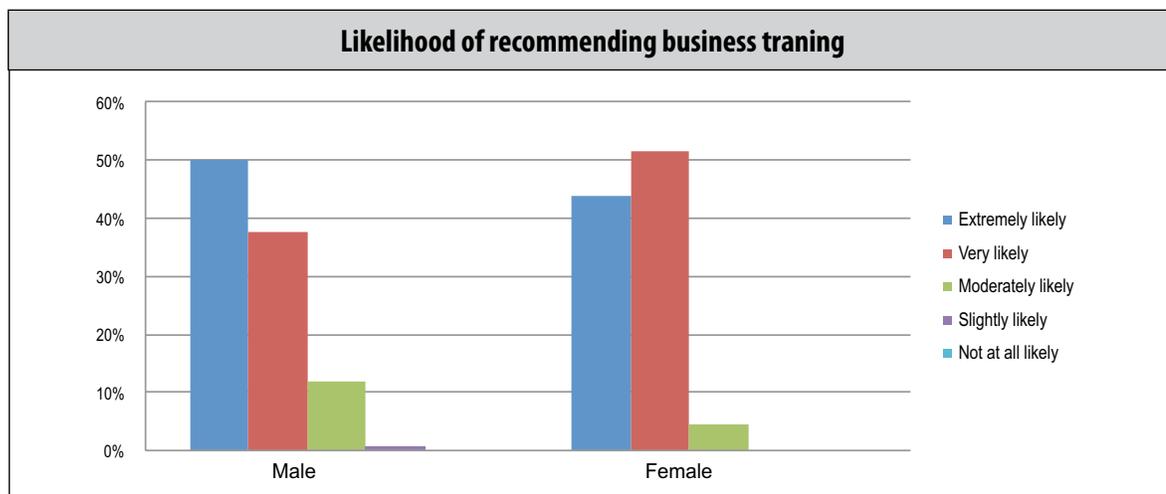
During focus groups, young men said they really enjoyed the business training and thought it was very helpful. *“Most of all we liked the business topics: how to manage money, how to make your business profitable, how to manage the business, how to start a business.”* Men cited the length and intensity of training as the biggest challenge and noted that they had problems keeping up with the curriculum and absorbing the material that had been covered. They suggested that the 10-day business development training be extended because, as one young men stated, “Even with a university diploma, 10 days is too short to learn something so deeply.”

The young women focus group participants were candid about enjoying vocational training more than business training, although they acknowledged the usefulness of business training. Opinions varied widely among young women from those who thought vocational training was more important and required more time than business training, to those who thought the business training should be longer and more comprehensive. One young woman said, “We’ve never had money before and now we do. We need to know how to manage it.”

Young women in Fizuli mentioned that it might be better to start the business training later, after they had been running their business for a while. However, it was apparent in that same focus group that

the business training was already having an impact on the way young women thought about business. A conversation started organically between two young women about what they did with the profit from their enterprises. One young woman said she spent her earnings; another said that was not right. “First, you need to set some money aside to buy more materials, second, you need to save some money for the future, and then you can spend on yourself.”

The comments from all focus groups indicate that among participants who were eager to start earning, vocational training was more valued, but business training was seen as very useful to help sustain their businesses. Most participants affirmed the value of business training by indicating that they would be “extremely likely” or “very likely” to recommend it to others.



## V. Microcredit Process

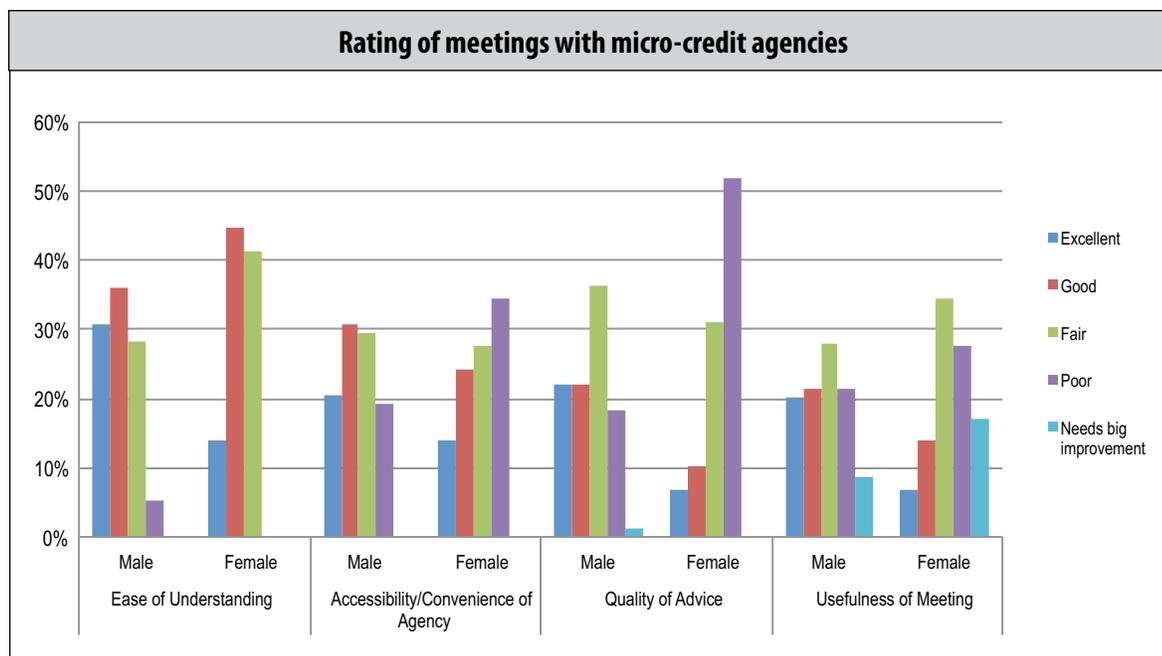
Microcredit agencies were encouraged to come into the NSs and meet with Project participants. About half of the female and half of the male Project participants met with a microcredit agency at least once; on average, men and women visited microcredit agencies about the same number of times.

Number of Visits	Men % (79 responses)	Women % (29 Responses)	Total % (108 Responses)
1	24.5	20.6	23.0
2	43.0	44.8	43.0
3	26.0	34.4	28.0
4	5.0	0	3.0
5	1.0	0	1.0

Women rated every aspect of the meeting much lower than their male counterparts. While 30 percent of men rated the ease of understanding as “excellent” only 14 percent of women did so. Perhaps most

25 Coded data for both cross-tabbed (male/female) and total responses. Data were categorized according to number of meetings—ranging from 1 time to 5 times.

revealing about the perception of value of these meetings is the “usefulness” rating by both males and females; most of each group rated it as “fair”, which was an infrequently selected response for the rest of the categories in the survey. About 9.0 percent of men and 17 percent of women rated the usefulness as “needs big improvement”—a response that was virtually absent regarding other Project aspects.



All focus group participants spoke out about their dislike of meeting with microcredit agencies. Participants said that they thought the terms of the loans were unfair and would make it impossible to repay. Participant businesses were start-ups, therefore, they had no collateral or cash flow to repay loans and their client stream was not yet established enough to ensure sufficient future income to repay loans. Among young women, survey and focus group responses indicated that they felt discriminated against. Young women were more apt to declare loan terms unfair than recognize their businesses were not ready to take out loans. Interestingly, parents expressed the harshest criticism about the microcredit situation. One parent said, “[The participants] would like to have access to fair microfinance. They feel that microcredit agencies are ‘stealing’ their [earnings] and preventing access to financial resources.”

Although opinions of microcredit meetings were negative, some participants were grateful for the experience and said what they learned would be useful if they decide to take out a loan in the future. Some participants suggested that it would be better to introduce microcredit opportunities later—after businesses had grown and accumulated capital.

# *Annex 4.1: Coded Data: "How do you earn money now?"*

**Total Population:** Project Participants + Propensity-Score-Matched Control Group

Male	Female	Response	Code
	X	work as baker at home	baker
	X	work as barber	barber
	X	working in beauty salon	barber
	X	work as barber	barber
	X	own barber salon	barber
	X	work as barber	barber
	X	Hair cutting, manicure	barber
	X	barber	barber
	X	work as barber	barber
	X	beauty salon	barber
	X	barber	barber
	X	work as a barber	barber
	X	hair cutting and manicure	barber
	X	cutting hair, manicure	barber
	X	work as barber	barber
	X	work as barber	barber
	X	computer service	computer services
	X	computer service	computer services
	X	computer service	computer services
	X	computer service	computer services
	X	computer service	computer services
	X	computer service	computer services
	X	computer service	computer services
	X	government department	Government work
	X	work as a master	master
	X	work as master	master
	X	do not work	no work
	X	do not work	no work

Male	Female	Response	Code
	X	work as a tailor	tailor
	X	tailoring	tailor
	X	sewing	tailor
	X	provide tailor service in settlement	tailor
	X	provide tailor service	tailor
	X	tailor	tailor
	X	sewing	tailor
	X	sewing	tailor
	X	tailor	tailor
	X	sewing	tailor
	X	working	work (non-specific)
	X	work as professional	work (non-specific)
	X	work	work (non-specific)
	X	work	work (non-specific)
	X	work as professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	work	work (non-specific)
	X	work as professional	work (non-specific)
	X	work	work (non-specific)
	X	work	work (non-specific)
	X	earn as professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	skilled work	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)

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Male	Female	Response	Code
X		baker	Baker
X		work bakery	baker
X		barber	barber
X		hair cutting	barber
X		barber	barber
X		blacksmith	blacksmith
X		cameraman	cameraman/video
X		cameraman	cameraman/video
X		cameraman	cameraman/video
X		video operator	cameraman/video
X		video operator	cameraman/video
X		repairing cars	car repair
X		repair cars	car repair
X		car repair	car repair
X		car repairing	car repair
X		repair cars	car repair
X		repairing cars	car repair
X		car repairing	car repair
X		repairing cars	car repair
X		car repair	car repair
X		car repair	car repair
X		repairing cars	car repair
X		car repairing	car repair
X		car repair	car repair
X		car repairs	car repair
X		car repairs	car repair
X		car repairs	car repair
X		repairing cars	car repair
X		repairing cars	car repair
X		car repair	car repair

Male	Female	Response	Code
X		repairing cars	car repair
X		repairing cars	car repair
X		car repair	car repair
X		repairing cars	car repair
X		repairing cars	car repair
X		launched the internet club	computer Services
X		repair computers	computer Services
X		computer services, printing, etc	computer Services
X		provide computer services	computer Services
X		computer services	computer Services
X		provide computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computers service	computer Services
X		provide computers service	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		computer services	computer Services
X		record music/make copies/photos	copy/photo
X		print photographs	copy/photo
X		photo studio	copy/photo
X		domestic equipment repairs	equipment repair

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Male	Female	Response	Code
X		domestic equipment repairs	equipment repair
X		domestic equipment repairs	equipment Repair
X		government department	government work
X		master	master
X		musician for weddings, concerts, parties	musician
X		no income	no work
X		looking for a job	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		do not work	no work
X		repair broken equipment	repair
X		furniture repair	repair
X		repair shoes	repair
X		repair shoes	repair
X		repair furniture	repair
X		receive equipment	repair
X		By receiving equipment	repair
X		knitting dresses	tailor
X		sewing/ tailor	tailor
X		teacher	teacher
X		computer teaching	teacher
X		computer teacher	teacher
X		work at weddings	wedding
X		work at weddings	wedding
X		wedding parties	wedding
X		weddings	wedding
X		weddings	wedding
X		weddings	wedding
X		work at wedding	wedding
X		welder	welder
X		workshop with my father	work (non-specific)

Male	Female	Response	Code
X		electric	work (non-specific)
X		make and sell a chair, table, etc.	work (non-specific)
X		skilled worker	work (non-specific)
X		use skills obtained in the Project	work (non-specific)
X		working	work (non-specific)
X		working	work (non-specific)
X		I do not work	no work
X		I work	work (non-specific)
X		I work	work (non-specific)
X		I work	work (non-specific)
X		work	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		business owner	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		I work	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		working	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		work	work (non-specific)
X		work	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		work	work (non-specific)

**Azerbaijan Internally Displaced Persons Youth Support Project  
Component B 'Youth Skills And Business Development**

<b>Male</b>	
<b>Code</b>	<b>Quantity</b>
Baker	2
Copy/Photo	3
Other	4
Government Work	1
Barber	11
Cameraman/video	5
Car Repair	24
Unskilled Labor	1
Teacher	3
Computer Services	29
Master	4
Musician	1
No Work	9
Repair	7
Tailor	2
Wedding Services	7
Welder	1
Domestic Equipment Repair	3
Work (non-specific)	35





Male	Female	Response	Code
X		no profession	Do not Work
X		do not earn	Do not Work
X		do not work	Do not Work
X		do not work	Do not Work
X		do not work	Do not Work
X		did not work	Do not Work
X		do not work	Do not Work
X		master	Master
X		work	Work (non-Specific)
X		work	Work (non-Specific)
X		work as professional	Work (non-Specific)
X		earn	Work (non-Specific)
X		work as professional	Work (non-Specific)
X		work	Work (non-Specific)

Female	
Code	Quantity
Computer Services	1
Do not work	24
Master	2
Work (Non-Specific)	2
Barber	1
Car Repair	1

Male	
Code	Quantity
Barber	1
Car Repair	1
Do not Work	42
Master	1
Work (non-specific)	6

**Azerbaijan Internally Displaced Persons Youth Support Project  
Component B 'Youth Skills And Business Development**

<b>Vocational Training</b>	<b>Participants</b>	<b>Vocation after Training</b>	<b>Participants</b>
Baker	3	Baker	3
Barber	33	Barber	20
Camera/Video Services	8	Camera/Video Services	7
Car Repair	34	Car Repair	20
Carpenter	2		
Computer Services	42	Computer Services	28
Domestic Equipment Repair	4		
Electrician	3	Electrician	1
Furniture Repair	3	Furniture Repair	3
Musician	4		
Shoe Repair	2	Shoe Repair	2
Tailor	24	Tailor	13
Welder	6	Welder	1
<b>Total</b>	<b>168</b>		
		Government	1
		Master	4
		Other	4
		Repair	4
		Unskilled Labor	1
		Wedding Industry	4
		Work (non-specific)	41
		Workshop	1
		Do not Work	10
		<b>Total</b>	<b>168</b>

## ***Annex 4.3: Coded Data: Answers to “How do you earn money now?”***

Project Participant Group

Male	Female	Response	Code
	X	work as baker at home	baker
	X	work as barber	barber
	X	working in beauty salon	barber
	X	work barbering	barber
	X	barber salon	barber
	X	barber	barber
	X	hair cutting, manicure	barber
	X	work as barber	barber
	X	work as a barber	barber
	X	hair cutting and manicure	barber
	X	cutting hair, manicure	barber
	X	work as barber	barber
	X	work as barber	barber
	X	computer services	computer services
	X	computer services	computer services
	X	computer services	computer services
	X	computer services	computer services
	X	do not work	do not work
	X	government department	government
	X	master	master
	X	I do not want	other
	X	work as tailor	tailor
	X	tailoring	tailor
	X	sewing	tailor
	X	provide tailor service in settlement	tailor
	X	tailor	tailor
	X	sewing	tailor
	X	sewing	tailor

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Male	Female	Response	Code
	X	tailor	tailor
	X	tailor	tailor
	X	tailor	tailor
	X	sewing	tailor
	X	working	work (non-specific)
	X	professional	work (non-specific)
	X	work	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	use my skills	work (non-specific)
	X	work	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
	X	professional	work (non-specific)
X		baker	baker
X		work based on client request for bakery	baker
X		barber	barber
X		barber	barber
X		barber	barber
X		hair cutting	barber
X		barber	barber
X		cameraman at weddings	camera/video
X		cameraman at weddings	camera/video
X		cameraman	camera/video
X		video operator	camera/video
X		video operator	camera/video
X		print photographs	camera/video

Male	Female	Response	Code
X		working in photo studio	camera/video
X		repairing cars	car repair
X		repair cars	car repair
X		car repair	car repair
X		car repairs	car repair
X		repair cars	car repair
X		repairing cars	car repair
X		car repairing	car repair
X		repairing cars	car repair
X		car repair	car repair
X		car repair	car repair
X		car repairing	car repair
X		car repair	car repair
X		repair cars	car repair
X		repair cars	car repair
X		repairing cars	car repair
X		repairing cars	car repair
X		car repair	car repair
X		repairing cars	car repair
X		repairing cars	car repair
X		repair cars	car repair
X		repair cars	car repair
X		repairing cars	car repair
X		repairing cars	car repair
X		repair computers	computer services
X		computer services, printing, etc	computer services
X		provide computer service	computer services
X		provide computer service	computer services
X		provide computer service	computer services
X		computer service	computer services
X		computer service	computer services
X		computer service	computer services
X		computers service	computer services
X		provide computers service	computer Services
X		obtain money through computer services	computer Services
X		computer service	computer Services
X		computer service	computer Services
X		computer repair	computer Services
X		computer service	computer Services
X		computer service	computer Services
X		computer service	computer Services

**Azerbaijan Internally Displaced Persons Youth Support Project  
Component B 'Youth Skills And Business Development**

Male	Female	Response	Code
X		computer service	computer Services
X		computer service	computer Services
X		computer skills	computer Services
X		computers service	computer Services
X		computer service	computer Services
X		computer service	computer Services
X		computer service	computer Services
X		looking for a job	do not Work
X		do not work	do not Work
X		do not work	do not Work
X		don't work	do not Work
X		do not work	do not Work
X		do not work	do not Work
X		do not work	do not Work
X		do not work	do not Work
X		do not work	do not Work
X		electrician	electrician
X		furniture repair	furniture repair
X		repair furniture	furniture repair
X		make and sell furniture, etc.	furniture repair
X		master	master
X		working as a master	master
X		teacher	master
X		ustaliqla	other
X		level of training	other
X		I get obtaine	other
X		repair equipment	repair
X		receive equipment	repair
X		receiving equipment	repair
X		domestic equipment repair	repair
X		repair shoes	shoe repair
X		repair shoes	shoe repair
X		knitting dresses	tailor
X		sewing/ tailor	tailor
X		worker	unskilled labor
X		work at weddings	wedding Industry
X		leading weddings	wedding Industry
X		attend weddings	wedding Industry

Male	Female	Response	Code
X		work at weddings	wedding Industry
X		welder	welder
X		work	work (non-specific)
X		use rational equipment	work (non-specific)
X		work	work (non-specific)
X		work	work (non-specific)
X		work	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		professional	work (non-specific)
X		work	work (non-specific)
X		I work	work (non-specific)
X		use my skills	work (non-specific)
X		professional	work (non-specific)
X		work	work (non-specific)
X		work in workshop with my father	workshop

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<b>Female</b>	
<b>Code</b>	<b>Quantity</b>
baker	1
barber	12
computer services	4
do not work	1
government	1
master	1
other	1
tailor	11
work (non-specific)	18

<b>Male</b>	
<b>Code</b>	<b>Quantity</b>
baker	2
do not work	9
electrician	1
furniture repair	3
car repair	20
master	3
other	3
repair	4
shoe repair	2
barber	8
tailor	2
computer services	24
unskilled labor	1
wedding industry	4
camera/Vvdeo	8
welder	1
work (non-specific)	22
workshop	1

## *Annex 4.4: Coded Data: What do you wish for yourself in the future?*

Male	Female	Response	Code
	X	happiness	happiness
	X	happiness	happiness
	X	health and safety for loved ones	health and long life
	X	health and safety for loved ones	health and long life
	X	health and safety for loved ones	health and long life
	X	good health	health and long life
X		build a workshop with friends	independence
X		be financially independent	independence
X		own premises and not pay rent	independence
X		Do not want to depend on anyone	independence
X		establish a mosque	independence
	X	owner / professional	independence
	X	manage myself	independence
	X	go to university	independence
X		support myself and my family	money and support family
X		wealth	money and support family
X		house, family and business	money and support family
	X	support family	money and support family
	X	money	money and support family
	X	earn money for the future of my children	money and support family
	X	own a limousine	money and support family
	X	higher salary to support family	money and support family
X		expand his services	permanent work and income /grown business
X		enlarge the number of my students	permanent work and income /grown business
X		enlarge business	permanent work and income /grown business
X		build a small business	permanent work and income /grown business
X		improve computer skills	permanent work and income /grown business
X		construct bigger premises	permanent work and income /grown business
X		establish an ensemble	permanent work and income /grown business

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Male	Female	Response	Code
X		open a big workshop/factory	permanent work and income /grown business
	X	scale up business	permanent work and income /grown business
	X	work in a high-quality manner	permanent work and income /grown business
	X	establish a good business then solve everything else	permanent work and income /grown business
	X	profession	permanent work and income /grown business
	X	permanent work and income	permanent work and income /grown business
	X	work in a high-quality manner	permanent work and income /grown business

Code	Quantity
Happiness	2
Health and long Life	4
Independence	8
Money and support family	8
Permanent work	14

## *Annex 5: Implementing NGOs*

The Azerbaijan Community Development Research, Training & Resource Center (CDC) was established in 2001 to aid sustainable community development in Azerbaijan by building capacity through education programs and skills training. CDC has three regional offices in Lenkoran, Ganja and Gabala; the organization works in partnership with international NGOs, civil society actors and community groups to implement projects that reduce poverty, strengthen civil society and support democracy. The CDC has experience working with IDP issues and maintains a good working relationship with the World Bank Institute, USAID, UNDP, UNHCR, UNICEF and Save the Children among others. CDC was hired as the administrative-services NGO with a mandate to provide administrative, technical, monitoring, and evaluation support and assistance to contractors and/or suppliers hired by SFDI. In addition, CDC managed screening and pre-selection of small grant proposals submitted by Community Services and/or School Services NGOs for technical feasibility and consistency.

The Ganja Regional Economic Advisory Center Social Union (GREAC) was established in 2004 to support and promote local environmental initiatives while facilitating livelihood projects to improve the welfare of youth. The GREAC has a head office in Ganja, a branch office in Barda and 49 small offices throughout the region employing 19 permanent staff and 49 private consultants who span the western and central parts of Azerbaijan. GREAC has worked with SFDI and the World Bank, the American and Japanese embassies and the Japan Social Development Fund. GREAC has implemented some 30 Projects with a value of US\$3.0 million, thereby gaining extensive experience in establishing Community Action Groups for IDPs in New Settlements.

The Social Development Public Union (SDPU) was established in 2003 to improve IDP living standards, especially among youth, and to facilitate smooth integration into society for young women and men. To achieve this, SDPU conducts trainings in vocational, small business, income generation, business management, and community development. SDPU has worked with the World Bank, UNDP, UNHCR, ADB and USAID. The SDPU multi-disciplinary team offers extensive experience and knowledge of international development, in particular, projects for income-generating business development among IDPs and refugees. SDPU works mainly in rural areas of Azerbaijan.



