



# USAID/ETHIOPIA CROSS-SECTORAL YOUTH ASSESSMENT SITUATIONAL ANALYSIS

January 5, 2018

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USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to transition young people successfully into productive, healthy adults. PYD is defined by USAID as:

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## ACRONYMS AND ABBREVIATIONS

ANFE	Adult and non-formal education
CBO	Community-based organizations
CRS	Catholic Relief Services
CSO	Civil society organization
CSSP	Civil Society Support Program
CSYA	Cross-Sector Youth Assessment
DFID	UK Department of International Development
Ed&Y	USAID/Ethiopia Education and Youth Technical Office
EDC	Education Development Center, Inc.
EG&T	USAID/Ethiopia Economic Growth and Trade Technical Office
EnDC	Entrepreneurship Development Center
EPRDF	Ethiopian People's Revolutionary Democratic Front
ESDP	Education Sector Development Programme
FGD	Focus group discussion
FGM	Female genital mutilation
GBV	Gender-based violence
GDP	Gross domestic product
GOE	Government of Ethiopia
GRAD	USAID "Graduation with Resilience to Achieve Sustainable Development" project
GTP II	Growth and Transformation Plan II
ICT	Information and communications technology
LI-WAY	Livelihood Improvement for Women and Youth
NGO	Non-governmental organization
KII	Key informant interviews
MFI	Microfinance institution
MOYS	Ministry of Youth and Sports
NEPS	National Employment Policy and Strategy
NGO	Non-governmental organization
OVC	Orphans and vulnerable children
PADet	Professional Alliance for Development in Ethiopia
POTENTIAL	USAID "Building the Potential of Youth" project
PRIME	USAID "Pastoralist Areas Resilience Improvement through Market Expansion" project
PSNP	Productive Safety Net Program
PYD	Positive Youth Development
REAAP	Reliance through Enhanced Adaptation, Action-learning, and Partnership
REST	Relief Society of Tigray
RH	Reproductive health
SKY	Helvetas's "Skills and Knowledge for Youth" program
SNNP	Southern Nations, Nationalities, and Peoples' Region
SOW	Statement of work
SME	Small and medium enterprises
STEP	Sustainable Training and Education Program
TVET	Technical and Vocational Education and Training
TYA	Tigray Youth Association
UNDP	United Nations Development Programme
UNHCR	Office of the United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
YIA	Youth in Action
YNSD	Youth Network for Sustainable Development

## EXECUTIVE SUMMARY

Ethiopia is experiencing the second-largest youth bulge in Africa today. Of the 102 million people in Ethiopia, an estimated 30 million are aged 15-29.<sup>1</sup> The number of people in this age group is projected to rise to 40 million by 2030.<sup>2</sup> To better understand the status and aspirations of these Ethiopian youth in their journey from adolescence to adulthood, USAID commissioned YouthPower Learning to conduct a Cross-Sectoral Youth Assessment (CSYA) using a Positive Youth Development (PYD) lens.

PYD, both a philosophy and an approach to youth development, “engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.”<sup>4</sup> This assessment considered the barriers and opportunities for Ethiopian youth across the four domains of the PYD framework – assets, agency, contribution, and enabling environment.

A set of six guiding research questions and numerous secondary questions served as the assessment framework for three primary research methodologies. YouthPower

Learning conducted 24 focus group discussions (FGDs) with a total 177 young people living in six regions in Ethiopia: Addis Ababa, Amhara, Dire Dawa, Oromia, Southern Nations, Nationalities, and Peoples' Region (SNNP), and Tigray. The team conducted 54 key informant interviews (KIIs), in Addis Ababa and select field locations, with USAID/Ethiopia technical offices, donors, implementing partners (international and local NGOs), community-based organizations (CBOs), and Government of Ethiopia (GOE) ministries. The team also conducted a literature review to supplement findings from the field.

This Situational Analysis focuses on the assessment findings. The CSYA identified root causes of dissatisfaction of youth, which cut across all four domains of the PYD framework. Youth highlighted the lack of opportunities to build skills and to contribute to decision-making processes, while emphasizing that the enabling environment does not allow them to pursue quality education nor obtain decent employment. Specifically, the top three root causes identified by youth include:

- ✓ **Lack of employment opportunities.** Almost two-thirds of FGD participants were unemployed at the time of research and noted that their lack of jobs severely limited their ability to achieve their life goals. Youth are resentful that the GOE is not providing adequate support for job creation, and preconditions for government-run credit schemes, such as the Youth Revolving Fund, are too onerous to be accessible by most youth.
- ✓ **Irrelevant education system.** FGD participants noted that the current education system in Ethiopia is of poor quality and misaligned from the interests of young people, and thus does not equip youth with skills to establish a livelihood. Although the increase in academic institutions and universities in the country might appear to be a positive development, these institutions are not changing the outcomes for young people, as many youth are “graduated but unemployed.”
- ✓ **Social, economic, and political marginalization.** FGD respondents said that despite scores of government-affiliated youth associations across Ethiopia, real opportunities for youth contribution and leadership in the communities are sharply limited. Furthermore, Ethiopia’s ethnic federalist system, in which ethnicity is closely linked with political power, discriminates

### Box 1. Domains of the PYD Approach<sup>3</sup>

- **Assets:** Youth have the necessary resources, skills, and competencies to achieve desired outcomes.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.
- **Contribution:** Youth are engaged as a source of change for their own and for their communities’ positive development.
- **Enabling environment:** Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution.

against other ethnicities in granting access to government services. As a result, youth feel disenfranchised and are more predisposed to engage in increasingly violent movements against the government.

This Situational Analysis also identifies promising policies, structures, programs, and partnerships that address Ethiopian youth's root causes of dissatisfaction and align with the PYD approach. These promising policies, structures, programs, and partnerships were identified in KIIs with GOE officials, USAID/Ethiopia and other donors, and international and domestic implementing organizations serving young people, as well as from secondary research, and include:

- ✓ **Promising policy** related to USAID/Ethiopia's funding for the Pastoralists Areas Resilience Improvement through Market Expansion (PRIME) program supporting vulnerable households (including youth), to allow for a flexible and responsive implementation approach.
- ✓ **Promising structures** that build an enabling environment for PYD interventions include the UK Department of International Development's (DFID) youth advisory panel; USAID/Ethiopia's multi-technical office funding scheme for youth programming and its working group on youth; and the Youth Network for Sustainable Development (YNSD), consisting of 160 youth-led organizations promoting youth leadership and civic engagement nationwide.
- ✓ **Promising programs** that help Ethiopian young people gain the assets they need to become productive adults include those such as the Helvetas' Skills and Knowledge for Youth program that provides market-driven information and communications technology (ICT), gender equity and young women's empowerment, life and employability, livelihood, and entrepreneurship skills training for young people; USAID's POTENTIAL program, with its holistic and comprehensive youth development approach targeting vulnerable youth in six regions of Ethiopia; and World Vision's Youth Ready Program, which supports functionally illiterate young people to develop and enact a livelihood plan.
- ✓ **Promising partnerships** that create opportunities for more coordinated PYD-aligned youth interventions include the Civil Society Support Program (CSSP) Partnership between the British Council, the Canadian International Development Agency, DFID, Embassy of Sweden, Embassy of the Netherlands, Irish Aid, and Royal Norwegian Embassy that funds a wide range of Ethiopian civil society organizations (CSOs), including youth-led community-based organizations and associations, and the partnership between the Ministry of Youth and Sports (MOYS) Alamata Office and Professional Alliance for Development in Ethiopia (PADet) Alamata Office. The latter partnership illustrates how a GOE agency and community-based youth development organization can work together in close coordination to help Ethiopian youth attain employability, workforce readiness, and entrepreneurship skills they need or to create jobs for this sector.

## I. INTRODUCTION

### RESEARCH OVERVIEW

USAID/Ethiopia commissioned YouthPower Learning to conduct a CSYA to better understand the status and aspirations of Ethiopian youth aged 15-29 in their journey from adolescence to adulthood—a transition that includes starting a productive working life, developing healthy lifestyles, and exercising citizenship. The primary aim of the CSYA was to support USAID/Ethiopia with:

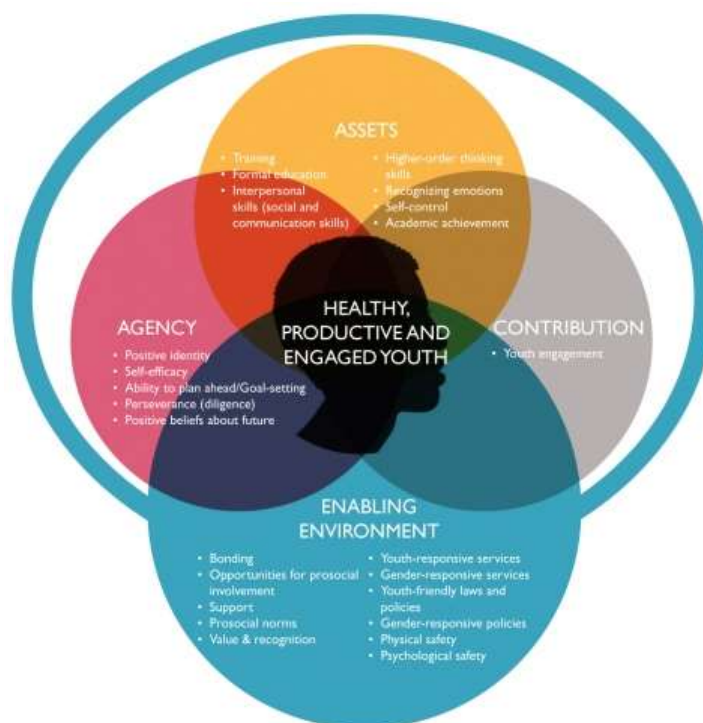
1. Identifying the challenges and unmet needs Ethiopian youth encounter in making this life transition;
2. Mapping institutional efforts by the GOE and donors to address these needs;
3. Identifying evidence-based approaches to current youth development programming; and
4. Providing strategic guidance in the design and development of future programming that will impact the positive development of Ethiopian youth.

YouthPower Learning applied a PYD lens to the CSYA. PYD, both a philosophy and an approach to youth development, “engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.”<sup>5</sup> This approach has a proven positive impact across an array of outcomes and sectors in the United States and other high-income countries; donors, governments, practitioners and policymakers are increasingly looking to this approach to provide more holistic support for youth in low- and middle-income countries.<sup>6</sup>

The PYD Framework (see Figure 1) offers four domains through which the vision of healthy, productive, and engaged youth can be achieved:

- ✓ **Assets.** Youth have the necessary resources, skills, and competencies to achieve desired outcomes.
- ✓ **Agency.** Youth perceive and have the ability to employ their assets and aspirations to influence their own decisions about their lives and set their own goals, as well as to act upon those decisions to achieve desired outcomes.
- ✓ **Contribution.** Youth are engaged as a source of change for their own and for their communities’ positive development.
- ✓ **Enabling environment.** Youth are surrounded by an environment that develops and supports their assets, agency, access to services and opportunities, and strengthens

Figure 1. PYD Framework





their ability to avoid risks and stay safe, secure, and protected, and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term “environment” should be broadly interpreted and includes social (relationships with peers and adults), normative (attitudes, norms, and beliefs), structural (laws, policies, programs services, and systems) and physical (safe, supportive spaces).

YouthPower Learning integrated this PYD lens into a set of guiding research questions<sup>7</sup> that served as the framework to inform the team’s technical approach in conducting the CSYA:

- a) What do Ethiopian youth want to achieve and what factors are blocking them from achieving their life goals? Who are the most vulnerable youth populations in Ethiopia, and what are their unique needs? What are the challenges in USAID program implementation in youth development?
- b) What is the role of youth in inter-ethnic and inter-regional conflict? What factors influence youth to participate in conflict? What are their main sources of frustration/grievance with government? What are some positive examples of youth as peace-builders, and how can these examples be replicated?
- c) What is working well to support youth in Ethiopia and enable them to actualize their enormous potential? That is, what promising policies, structures, programs, and partnerships currently exist that could be learned from, scaled up, and/or borrowed? What are the most successful pathways for youth employment (SME development, manufacturing, agriculture service provision, etc.)?
- d) What priorities areas and programs should be the strategic focus of USAID’s multi-sector approach to youth development over the next five years?
- e) What areas for partnership offer the most potential benefit, e.g., partnerships with other USG agencies, the private sector, NGOs, universities, faith-based organizations?
- f) How can USAID best support the GOE to advance its youth-focused policies and programming? What opportunities/structures exist for youth civic engagement?

The YouthPower Learning team’s data collection design for the six guiding research questions included three primary methodologies.

- ✓ **FGDs** were conducted with youth (disaggregated by gender), aged 18-29, living in urban, peri-urban, and rural areas in the six targeted regions specified in the CSYA Statement of Work (SOW). To include experiences of 15-17-year-olds, the facilitation team asked youth focus group participants to comment on various topics about the experiences of youth aged 15-17 in their community. To discuss and triangulate FGD findings, the FGD team held daily debriefs, and data analysis was guided by the assessment objectives and the research questions. FGD questions were adapted from existing protocols (see Annex 3-5 for the FGD protocols and forms) where gaps were recognized by the team.

Maintaining privacy and confidentiality of participants was of the utmost importance to the team; therefore, no identifying information was collected from any participant, and informed verbal consent was obtained from each participant.

- ✓ **KIIs** A series of 54 KIIs were conducted during the field visit with USAID/Ethiopia, other international donors active in Ethiopia, USAID/Ethiopia’s implementing partners, program staff of GOE institutions tasked with serving youth, and domestic youth-serving organizations. See Annex 6 and 7 for the KII protocols.
- ✓ **Literature review.** YouthPower Learning conducted a literature review, amassing more than 40 documents on the context of youth in Ethiopia. These documents served as references for responding to the six primary research questions and their associated secondary questions,

particularly related to demographic data and trends. They also served as a baseline comparison for findings from youth FGDs and KIIs.

## LIMITATIONS

This study has several limitations regarding the recruitment of young male and female FGD participants, some geographic limitations, and time allotment factors affecting FGD and KIIs.

**Breadth versus Depth of the Study.** The CSYA SOW contained six primary questions and 62 secondary questions for which USAID/Ethiopia sought answers. With such a broad range of questions and short length of time allocated to the study, it was imperative for the team to prioritize breadth over depth in answering the questions.

**Time Allotment for FGDs and KIIs.** For each focus group session, there were 11 individual questions and 18 focus group questions. As a result, it took an average of 90 to 100 minutes to conduct a typical session, which may have resulted in respondent fatigue and limited answers.

Likewise, each KII session involving the staff of USAID/Ethiopia technical offices and implementing partners, GOE officials, international donor agencies leadership, the staff of international implementing and domestic youth-serving organizations consisted of 15 question categories and additional sub questions, which took an average of 90 minutes to conduct. Many KII respondents did not have this much time available, resulting in limited responses to many of the questions and inhibiting further clarification of answers.

**Recruitment.** Local youth-serving CBOs in 24 localities in the Addis Ababa, Amhara, Oromia, SNNP, Dire Dawa, and Tigray regions pre-selected the 78 females and 99 males (177 total) to participate in the focus groups; they were not a random sample. Young people living in rural/remote kebeles were not included in this study because participants were chosen with a “tarmac selection bias” — they live near main roads in kebeles in or near urban and peri-urban areas.

Perspectives of young people aged 15-17 were likewise limited in the analysis, as no young people in this age range were recruited for the FGDs due to ethical considerations. Instead, older youth related their perspectives on the experiences of youth aged 15-17 in their community.

Nevertheless, based on the KIIs, direct observation of groups of young people, the participation of some young people who were recent rural-to-urban migrants or emigrant returnees, and the way the questions were framed to consider “young people like you” in the focus group guide, it is believed that the findings reflect situations and circumstances similar to those of participants' peers in urban and rural kebeles. However, further study with a larger sample of randomly selected young people is necessary to confirm this assumption.

**Civil Unrest.** Demonstrations in Shashemene during the FGD sessions may have affected participants' ability to answer questions in a satisfactory and transparent manner. The unrest also limited the time available to administer the FGD questions due to safety concerns of both participants and members of the CSYA FGD team.

## II. THE SITUATION OF ETHIOPIAN YOUNG PEOPLE

This section provides a brief demographic overview of Ethiopian youth in terms of growth estimates, educational attainment, employment status, health and wellbeing, and segments identified as the most vulnerable.

**Population Growth Estimates of Ethiopian Youth.** Ethiopia is experiencing the second-largest youth budge in Africa, after Nigeria;<sup>8</sup> the median age in Ethiopia is estimated to be 19.<sup>9</sup> Of 102 million Ethiopians, an estimated 30 million are aged 15-29,<sup>10</sup> and the number of young people in this age group could rise to 40 million by 2030<sup>11</sup>. Coupled with Ethiopia's growing youth population is a growing urban

population. In 2017, 19 million Ethiopians lived in urban areas; by 2030, an estimated 39 million people, many of whom will be youth, will be living in urban areas.<sup>12</sup>

**Educational Attainment.** Although the GOE has made significant investments<sup>13</sup> in education under a series of Education Sector Development Programmes, student achievement is still lacking.<sup>14</sup> As of 2007, only 55 percent of Ethiopian youth were literate – 63 percent male and 47 percent female.<sup>15</sup> Furthermore, “for every 1,000 children who begin school, around one-half will pass uninterrupted to Grade 5 and only one-fifth to completion of Grade 8.”<sup>16</sup>

Primary school enrollment in Ethiopia is high (102 percent gross as of 2015)<sup>17</sup>, but completion rates continue to lag (only 54 percent as of 2015)<sup>18</sup>. Secondary school enrollment rate in 2015 was only 35 percent.<sup>19</sup> Ethiopian youth are more likely than youth from other African countries to not complete primary education<sup>20</sup>. High drop-out rates (more than 80 percent in rural areas during the first four years of school)<sup>21</sup> are attributed to “distance to school, low household income and inability to pay, demand for child labour, need to look after younger siblings, and illness, death or migration of a parent.”<sup>22</sup>

An additional challenge in Ethiopia is the low rate at which students successfully pass from low-secondary to upper-secondary school; only 30 percent of students who reach grade 10 will continue to upper-secondary school.<sup>23</sup> Low survival rates can be attributed to poverty, lack of transportation to school, limited supply of schools, lack of qualified teachers, a need to make money, and early marriage pressures.<sup>24</sup>

As an alternative to the formal education system, the technical and vocational training institution (TVET) system offers a parallel track for Ethiopian youth. After the national exam at the end of grade 10, Ethiopian youth are able to enter into the TVET system and pursue one, two, or three years of additional training.<sup>25</sup> Youth entering TVETs are placed at the regional level into specific sectors based on government predictions of demand.<sup>26</sup> Based on a German apprenticeship model, the government mandates that 70 percent of a TVET student’s time in the program is devoted to participating in apprenticeships.<sup>27</sup> Despite efforts to link TVETs to the private sector, the model continues to produce more graduates than there are jobs available.<sup>28</sup> This will continue to be a challenge, as youth enrollment and the number of TVETs in Ethiopia has increased; 1,348 TVETs<sup>29</sup> were serving more than 340,000 students as of 2014.<sup>30</sup> Additional challenges of the TVET system include a shortage of qualified teachers, lack of consistency in competency assessments of graduates,<sup>31</sup> weak identification of demanded technologies, and inconsistent collaboration with priority sectors<sup>32</sup>.

In recent years, the GOE has pursued an expansionist higher education policy, rapidly increasing the number of institutions, and as of August 2015, 36 public and 98 private higher education institutions served Ethiopian youth who successfully pass secondary school.<sup>33</sup> According to the Ministry of Education, of the approximately 138,000 graduates from higher education programs (undergraduates, graduate, and postgraduate degrees) at the end of the 2015/2016 school year, males sharply outnumbered females (68 percent male, 32 percent female) and the vast majority of graduates were at the undergraduate level (92 percent).<sup>34</sup> The relatively low numbers of Ethiopian youth enrolled in higher education, compared to other African countries, can be attributed in part to the high dropout rates, particularly at the secondary-school level.<sup>35</sup> The quality of the higher education institutions is poor; observers have noted that these institutions serve as “diploma mills”<sup>36</sup> and even the prime minister called Ethiopian graduates “half-cooked.”<sup>37</sup> A 2008 policy dedicating 70 percent of the higher education curricula to science and technology has compounded the quality issue, as universities struggled to find qualified professors (many only hold bachelor’s degrees) and to develop specialist teaching facilities.<sup>38</sup>

The GOE states that nearly 115,000 higher education graduates were placed into jobs in 2015/2016 — 83 percent of the 2016 graduating class;<sup>39</sup> however, the quality of these jobs, and the relevancy of available jobs to graduates’ technical expertise was not disclosed.

**Employment Status of Ethiopian Young People.** Many Ethiopian young people—especially those in rural areas and peri-urban neighborhoods—live below or on the brink of poverty. High rates of

youth unemployment plague Ethiopia. As of 2014, national estimates of unemployment rates for youth aged 15-24 were 26.7 percent (30 percent for young women and 22 percent for young men)<sup>40</sup>.

The GOE's inability to create an enabling environment within the private sector to absorb new workers is a root cause of social unrest among youth. The World Bank reports that "Ethiopia's labor force is projected to grow by two million a year over the coming 10 years, while the number of young workers (age 15-29) will increase by 8.5 million by 2025. Persistently low education levels of rural youth (84 percent of rural youth had not completed primary school), combined with increasingly sizable gender gaps (employment ratio for women age 15+ is 72 percent, versus 86 percent for men), and increasing land shortages, make it increasingly challenging to productively employ a rapidly growing and largely unskilled youth population."<sup>41</sup>

**Health Factors Affecting the Wellbeing of Ethiopian Young People.** Health factors also affect Ethiopian youth, especially women, and their overall life trajectory. Thirteen percent of women aged 15-19 have given birth or are pregnant—2 percent by the age of 15 and 28 percent by the age of 19.<sup>42</sup> This phenomenon is more common in Afar and Somali regions, and data show that adolescent pregnancies decrease with more education and/or wealth.<sup>43</sup> Nineteen percent of Ethiopian women aged 15-19 are married or in a union.<sup>44</sup> Contraceptive use in Ethiopia is increasing, but usage rates remain higher in urban, rather than rural, areas. Conception needs vary by marital status; for example:

- ✓ 31.8 percent of women aged 15-19 and 38.5 percent of women aged 20-24 use some form of contraception.<sup>45</sup>
- ✓ 20 percent of married women aged 15-19 and 18 percent of married women aged 20-24 have unmet needs for contraception (i.e., are not currently using contraception but wish to postpone their next birth or stop childbearing altogether).<sup>46</sup>
- ✓ Contraceptive use rates for unmarried women aged 15-19 and 20-24 is not available, but for unmarried, sexually active women overall, 58 percent use contraceptives, and 26 percent have unmet needs for contraception.<sup>47</sup>

Ethiopia ranks positively in the 2017 Youth Family Planning Scorecard<sup>48</sup>, scoring 'green' (positive) distinctions with regard to policies and services that support youth access to family planning services. External authorization (consent issues) and comprehensive sexuality education are areas that need improvement.<sup>49</sup>

The HIV prevalence rate in Ethiopia is low, at 1.1 percent.<sup>50</sup> Youth who have knowledge of HIV prevention—24 percent of young women and 39 percent of young men aged 15-24—tend to live in urban rather than rural areas, be more educated, and be wealthier.<sup>51</sup> These rates are lower for youth aged 15-17. Overall, 25 percent of young women aged 15-19, 53 percent of young women aged 20-24, 20 percent of young men aged 15-19, and 46 percent of young men ages 20-24 have been tested for HIV.<sup>52</sup>

## YOUTH SEGMENTS IDENTIFIED AS MOST VULNERABLE

YouthPower Learning identified sub-groups that are particularly vulnerable in Ethiopia; these groups include adolescent girls and young women; lesbian, gay, bisexual, and transgendered (LGBT) youth; young people living in drought/pest-afflicted areas; youth refugees; youth migrants; and trafficked youth.

**Adolescent Girls and Young Women.** Despite progress over the past decade, gender indicators show that Ethiopian adolescent girls and young women continue to be the most vulnerable subset of youth. According to the 2017 Global Gender Gap Report, Ethiopia ranks 115th out of 144 assessed countries, which indicates major gender disparities.<sup>53</sup> Ethiopia, ranked 174th out of 188 countries on the Human Development Index, scored in the bottom group (group five) on the Gender Development Index, a measurement that "accounts for disparities between women and men in three basic dimensions of human development—health, knowledge, and living standards."<sup>54</sup>

Women, young and old, face barriers in terms of access to health services, education, and employment, and practices such as child marriage, female genital mutilation, and domestic violence are common. Young women in Ethiopia are less likely to be educated or complete primary education.<sup>55</sup> Likewise, secondary school enrollment and completion rates for young women are far below their male peers.<sup>56</sup> In terms of gender parity ratios in education, Ethiopia ranks 169th out of 186 countries for girls and women over the age of 15, and 177th for women over the age of 25.<sup>57</sup>

Child marriage, a common practice, inhibits Ethiopian adolescent girls and young women's education. Although marriage before age 18 is illegal, 41 percent of women aged 20-24 were married before age 18, and 16 percent of these were married by age 15.<sup>58</sup> Child marriage rates are especially high in Amhara, where 74 percent of women aged 20-24 were married by 18 and the median age of first marriage is 14.7.<sup>59</sup> In a study on a CARE program targeting married adolescent girls, conducted by International Center for Research on Women, 90 percent of girls had no involvement in choosing their spouse, 75 percent did not consent to their marriage, and these brides on average had their first sexual experience at the age of 13.<sup>60</sup> These married girls spend most of their time doing housework and tending to livestock and crops; they are generally excluded from community events and have limited mobility.

In addition, 65 percent of women aged 15-49 have undergone female genital mutilation (FGM); the rate is lowest amongst Orthodox Christians and highest amongst Muslims.<sup>61</sup> FGM is most prevalent in Afar and Somali regions (rates of 99 percent and 98 percent, respectively), then Welaita/Hadiya region at 92 percent.<sup>62</sup> The FGM rate is 54 percent in urban areas compared to 68 percent in rural areas; the FGM rate decreases with wealth and/or education.<sup>63</sup>

Gender-based violence (GBV) is also a common and widespread practice in Ethiopia. Despite revisions to family law in 2000 and criminal law and the constitution in 2005 “to protect rights of women and children, and to promote gender equality and equity,”<sup>64</sup> survey data found that 35 percent of ever-married women, and 33 percent of ever-married women aged 15-29, experienced physical, emotional, or sexual violence from a partner or husband.<sup>65</sup> These rates are higher amongst older women, formerly married women, women living in rural areas (36 percent), and women living in the following regions: Oromia (39 percent), Harari (38 percent), and Amhara (37 percent).<sup>66</sup>

According to the Africa Child Policy Forum, more than 84 percent of girls in Ethiopia reported to have experienced some form of physical abuse, and 30 percent reported to have been victims of rape.<sup>67</sup> More than half of women and girls do not report violence to authorities, primarily because they fear to be stigmatized and shamed by the community.<sup>68</sup> A number of underlying factors help perpetuate violence against girls in Ethiopia including: traditional gender norms, the high value placed upon female virginity, parental concerns surrounding premarital sex and pregnancy, dowry pressures, the perception that marriage provides protection from HIV and other sexually transmitted infections, and the desire to secure social, economic, or political alliances.

**LGBT Youth.** A segment of Ethiopian young people identified through a literature review that is particularly vulnerable in Ethiopia is LGBT youth. The number of young people in this segment is not known because of the widespread condemnation and criminalization of the LGBT lifestyle in Ethiopia, and the traditional views held by the vast majority of the population regarding the relationships between young men and women.

Consensual same-sex sexual activity and marriage are illegal in Ethiopia, punishable with up to 15 years in prison. And, there are no protections for LGBT youth against hate speech or discrimination regarding employment or housing. Furthermore, the GOE makes it illegal for health centers or charities to provide services to members of Ethiopia's LGBT community or allow access to print or electronic media covering LGBT topics. As a consequence, life for Ethiopian LGBT young people is bleak and uncertain.<sup>69</sup>

**Young People Living in Drought/Pest-Afflicted Areas.** Rural areas in Ethiopia are sensitive to changes in the natural environment, and recurrent droughts severely impact the ability to maintain stable livelihoods. For example, a recent study by Mercy Corps found that the ‘El Nino’ drought in 2015 increased the use of household-level negative coping mechanisms, such as selling livestock below market rates, using household food for animals, migration, selling off assets, taking children out of school, or sending children to work.<sup>70</sup> This drought in the Fafan Zone of the Somali region caused crop failures and poor livestock conditions, migration, disruption of education and other basic services, and some disease outbreaks.<sup>71</sup> Furthermore, climate change, characterized by erratic rainfall, more frequent droughts, increasing temperatures, more instances of heavy rainfall, and a high likelihood of extreme events, is exacerbating the environmental challenges that rural households face.<sup>72</sup> These climatic changes are particularly detrimental to youth and women in rural areas, as a lack of livelihood diversification and off-farm income hamper their resiliency to the changing environment. In addition, for landless youth, few off-farm alternatives exist – public works programs and milk distribution are the only opportunities cited in recent study on climate change conducted in Tigray, Amhara, Oromia, and SNNP regions, and Dire Dawa.<sup>73</sup>

**Youth Refugees.** An estimated 450,000 Ethiopians are internally displaced and another 86,000 have sought sanctuary in other countries, mainly Sudan.<sup>74</sup> Furthermore, Ethiopia hosts the fifth-largest refugee population in the world and the second-largest number of refugees in Africa (after Uganda), with more than 880,000 refugees registered with UNHCR as of September 2017<sup>75</sup>. The majority of these refugees come from neighboring countries, including South Sudan, Somalia, Eritrea, and Sudan, and are fleeing conflict and food insecurity. Of these refugees, 153,000 are youth<sup>76</sup> aged 15-24. Youth refugees in Ethiopia are typically fleeing violence in their home countries, and allegedly continue to be recruited to return as combatants.<sup>77</sup> Refugee youth also grapple with negative societal perceptions of youth (youth are sometimes seen by others as a cause of insecurity) and a lack of voice in decision-making in camps and settlements.<sup>78</sup>

Refugee resettlement is a UNHCR priority, as voluntary repatriation or integration into Ethiopian communities is unlikely. However, Ethiopia’s projected resettlement needs in 2017 (50,800) and in 2018 (65,750) seem unlikely to be fulfilled because only 2,000 cases were resettled in 2016 (more than 7,000 were submitted to individual countries).<sup>79</sup>

**Youth Migrants.** Although the number of youth migrants is unknown, studies have cited that 50-70 percent of the Ethiopian population temporarily or permanently migrates.<sup>80</sup> Historically, Ethiopia has been one of the largest producers of migrants in Africa, as Ethiopians fled political conflict, famine, and persecution following the 1974 revolution.<sup>81</sup> Ethiopian youth of today migrate from rural to urban areas seeking educational or work opportunities or to escape an early marriage; however, “opportunities for rural migrants in urban areas are limited, and life in cities frequently does not meet expectations.”<sup>82</sup> According to the 2008 Urban Migration Survey, almost two thirds of Ethiopian rural-urban migrants are female and tend to come from families with lower education levels than non-migrants. 90 percent of migrants plan to stay in Addis Ababa.<sup>83</sup> Ethiopian youth also emigrate, transiting to Saudi Arabia (via Djibouti, Somali, and Yemen), South Africa (via Kenya), and to Europe (via Sudan and Libya) in search of a better life<sup>84</sup>.

Often, Ethiopian youth migrating abroad find themselves in dangerous and exploitative situations. A 2016 International Organization for Migration newsletter highlighted the traumatic stories of Ethiopian youth migrants heading to South Africa in search of economic opportunities but detained in Zambia. One young man stated, “I left Ethiopia to go to South Africa in the hope of getting a good job that paid well to send money to my family back home,” but another explained that “we were placed in containers so tightly packed, we could barely breathe. We were beaten with sticks and belts.”<sup>85</sup>

The migration in Ethiopia is driven by push, rather than pull, factors, which are primarily linked to lack of employment opportunities<sup>86</sup>. In 2010, 42 percent of migrants said they would not have migrated if they had been able to make a living at home.<sup>87</sup> Households with less agricultural land, poorer households, and

households afflicted by drought were most likely to send migrants.<sup>88</sup> Furthermore, research shows that youth’s perceptions of expected land inheritances impact migration decisions—an expectation of land inheritance lowered the likelihood of long-distance permanent migration and rural-to-urban permanent migration.<sup>89</sup> It also resulted in a higher likelihood of employment in agriculture and lower likelihood of nonagricultural employment, as economic opportunities for youth in nonagricultural sectors are largely low-skilled operations with limited labor demand.<sup>90</sup>

**Trafficked Youth.** “Ethiopia is a source and, to a lesser extent, destination and transit country for men, women, and children subjected to forced labor and sex trafficking.”<sup>91</sup> Although the exact number is unknown, many Ethiopian youth are subjected to domestic and international human trafficking, primarily forced labor and forced prostitution.<sup>92</sup> Domestically, young men from rural areas are forced into labor in the traditional weaving, agricultural, herding, and street vending sectors while young women are forced into domestic servitude and in limited numbers into the commercial sexual industry.<sup>93</sup> Internationally, both young men and women are subjected to forced labor and involuntary domestic servitude in Sudan, Djibouti, and the Middle East.<sup>94</sup>

Youth suffer a range of abuses and trauma when trafficked; women, in particular, are often victims of sexual and gender-based violence.<sup>95</sup> An International Labour Organization study found that women “constitute the majority of those victimized by traffickers;” the majority of these female migrants are young women (53.6 percent of migrant female Ethiopians are aged 19-25 and 30 percent are aged 25-30.)<sup>96</sup>

A number of push and pull factors contribute to human trafficking in Ethiopia; lack of economic opportunities coupled with increasing poverty are pushing women and youth into situations of trafficking, while promises of employment and a better life (especially the appeal of the “West” shown in the media) influence youth to seek opportunities through traffickers.<sup>97</sup> Also contributing to the human trafficking problem is the steady demand from Middle Eastern countries for cheap, unskilled labor, despite a 2013 ban on private agency recruitment of Ethiopian labor in Gulf countries due to human rights violations.<sup>98</sup> This demand puts Ethiopian young women at risk, because many who have emigrated to the Middle East have been enslaved and sexually abused.<sup>99</sup>

### III. FINDINGS FROM THE YOUTH ASSESSMENT

This section outlines findings from the FGDs conducted with Ethiopian youth aged 18-29 by YouthPower Learning in September and October 2017.

#### DEMOGRAPHIC SUMMARY

The team spoke with 177 young people (99 males and 78 females) during 24 FGDs conducted in six regions in Ethiopia (Addis Ababa, Amhara, Dire Dawa, Oromia, SNNP, and Tigray) as part of the data collection process. Of the 177 participants in the FGD, 100 young people were aged 18-24 and 77 were aged 25-29. Of the participants, 14 percent were married, 7 percent were divorced, and 79 percent were unmarried.

**Table I. Ages of Youth FGD Respondents**

Region	Male, Ages 18-24	Female, Ages 18-24	Male, Ages 25-29	Female, Ages 25-29
Addis Ababa	7	6	3	2
Tigray	10	6	9	6
Amhara	12	8	6	6
Dire Dawa	8	7	8	4
Oromia	12	8	10	8
SNNP	10	6	9	6
<b>Total</b>	<b>59</b>	<b>41</b>	<b>45</b>	<b>32</b>

Almost all participants completed some formal schooling. The educational attainment of youth participants ranged from grade 5 to completion of tertiary education: 31 percent completed grades 1-8, 31 percent completed grades 9-10, 25 percent completed grades 11-12, and 12 percent completed 13+ grades. The levels of education attainment of the FGD respondents was higher than average education attainment rates across Ethiopia—this may be due to the convenience-sampling strategy used in the CSYA.

**Table 2. Summary of Educational Attainment by Levels**

Grade Level	Male	Female	Total
Primary (grades 1-8)	39	16	55
Low and upper secondary (grades 9-12)	56	44	100
Tertiary (college and universities)	4	18	22
<b>Total</b>	<b>99</b>	<b>78</b>	<b>177</b>

Slightly more than half of youth interviewed were not enrolled in an education program. Those in school were enrolled in grade 8 through degree and diploma programs; most were completing a university or college (TVET) program.

Only 38 percent of participants were employed; 57 percent of males and 69 percent of females were unemployed. Although hesitant to discuss their daily earnings, the average daily wage reported by employed males was 24.09 Birr (USD 0.89) per day and by females was 23.56 Birr (USD 0.87) per day. About half the participants said they receive money from their family members to supplement their income. A few identified specific family members, including their husbands, as the primary contributor. Only one mentioned a loan system as a source of supplemental income.

Many of the participants are not in school, employed, or training. In their free time, young men spend much of their day engaging in leisure activities, such as playing pool and football, watching sports and films, and using substances such as khat (a local leaf chewed as a stimulant), alcohol, and cigarettes. A number of young men aimlessly wander or seek daily work. In contrast, young women spend much of their time doing housework, however some reported to be engaged in prostitution. Young women are also using substances like their male counterparts. Respondents said that many younger youth, ages 15-17, are still attending school, but those who are not in school may be engaged in casual labor, chewing khat, playing pool, and wandering on the street.

Despite poor telecom network service in Ethiopia, nearly all respondents (97 percent of females and 99 percent of males) owned mobile phones. Ownership of computers was limited, because of the cost. However, 36 percent of youth said they could access a computer, at locations like internet cafes and NGO-supported youth centers. 27 percent of youth have access to the internet, primarily connecting through internet cafes. Poor quality of the connection and costs to access the internet were reasons for low usage of internet.

## KEY INFLUENCES ON ETHIOPIAN YOUTH

During the FGD, respondents commented on the multitude of influences on their ability to get ahead. Across all geographic regions covered under this assessment, youth exposed similar, mostly negative, influences, including:

- ✓ **Lack of job opportunities.** Overwhelmingly, youth stated that the most significant factor to their success is a lack of livelihood. With no money and no viable job opportunities in their communities, young people may seek to migrate. This problem is compounded for young women, since the few existing job opportunities are typically given to men.



- ✓ **Corruption.** The FGD participants said that favoritism for members of the existing governing political party or government officials' families can outweigh skills and education. This corruption frustrates youth looking for jobs.
- ✓ **Lack of support from family/community.** Generation gaps with family members result in a failure to understand youth aspirations, and a lack of support from family members. Young women stated that a lack of family support negatively influenced their ability to get ahead, because they have few opportunities for meaningful participation in household decision-making. A few young women noted that they have no opportunities to engage in conversations with decision-makers. In addition, the community has a distorted perception toward youth that they are less trustworthy and unreliable.
- ✓ **Substance abuse.** In all regions, respondents indicated that addiction to substances like khat, tobacco, alcohol, and marijuana are direct threats to youth in Ethiopia. Addiction to these drugs can lead to criminal and risky sexual behaviors and increase the risk of HIV/AIDS infection or suicidal behavior. Khat businesses are flourishing because of a lack of policies banning the production or sale of it, even in predominantly Christian areas (and particularly in peri-urban areas) where the practice was previously uncommon. According to FGD participants, even young people aged 15-17 are copying this practice from their older siblings, resulting in a younger generation of addicts.
- ✓ **Peer pressure.** Peers have powerful influence, in both positive and negative ways, over youth. For example, many participants indicated that their peers may influence them to drink alcohol or chew khat.
- ✓ **Lack of positive role models.** Youth reported a lack of role models to demonstrate a viable path toward a successful life. This was especially true for younger youth, who are greatly influenced by older youths. For example, when younger youth see older youth with university degrees but no jobs, they deduce that formal education does not pay off. Likewise, when younger youth witness older youth using substances (khat, tobacco, and alcohol) or migrating abroad in search of better opportunities, they are influenced to pursue these pathways.
- ✓ **Lack of access to quality health services.** The majority of young men indicated that the availability of health services is not a problem, as these centers are generally within reasonable distances. The problem, however, was the availability of medicine and the poor quality of service offered by health professionals, which they reported being below the minimum standard. Health issues that most influenced young men were substance abuse and issues with reproductive health and sexually transmitted diseases.

Young women, however, generally disagreed with their male counterparts regarding the availability of health clinics, noting that youth-friendly services are not available near them. Women with health clinics nearby said that only older women and mothers used the health clinics. Several other young women noted concerns with the confidentiality of the clinics while others shared that private clinics were preferable to public services. Young women were more prone to offer positive factors related to their lifestyles that affect their health, such as having a healthy diet, being supported by friends and family, drinking clean water, taking care of themselves, and taking health-related courses. Several women said avoiding sexually-transmitted diseases is a common issue.

- ✓ **Restrictive gender norms.** Young women noted that GBV is a common practice in Ethiopia, especially with the high rate of early marriage. One of the female respondents said, *“Because of poverty and lack of opportunities, we are forced to be engaged with marriage with a person that we don’t want (as) our lifelong partner.”* The female participants also explained that many women are forced to leave their local communities in Ethiopia to look for better opportunities, mostly in the Middle East, and the violence against them begins when they start the journey facilitated by

local brokers. Many local brokers, in addition to the money they request for facilitating emigration, force young women into sexual relations, oftentimes before they even leave the country. Some of the respondents—many from Amhara, due to their proximity to the Djibouti road—were forced to return from Saudi Arabia and other Middle Eastern countries where they experienced different forms of violence, ranging from beating to sexual harassment.

Young women also said that gender norms negatively influenced their ability to secure a livelihood. For example, credit associations prefer to provide loans to men, because they worry that if a young woman gets pregnant she will not be able to pay the loan back on time. Furthermore, several young women shared that employers often prioritize young men over young women for positions.

A few respondents noted positive influences on their ability to get ahead. Free education through the TVET system is seen as a real opportunity by young men, because the system provides marketable skills to earn income. Young women, in contrast, noted that support from family members, when available, and friends can positively influence their ability to get ahead.

## **ROOT CAUSES OF YOUTH DISSATISFACTION**

During the FGDs, youth were asked to rate their satisfaction with daily life in Ethiopia – less than 1 percent of respondents stated they were satisfied. Nearly all youth expressed some sort of dissatisfaction with their daily lives, and 39 percent indicated they were only somewhat dissatisfied. Their reasons ranged from social to economic to political conditions. Overall, lack of employment opportunities was the main grievance of youth, compounded by poor government service delivery, a weak and irrelevant educational system, corruption, nepotism, discrimination, and marginalization due to political affiliation.

### Box 2. Root Causes of Youth Dissatisfaction as Identified by Stakeholders

In addition to the youth respondents' own perceptions, stakeholders interviewed as part of the CSYA offered their perceptions on the root causes of youth dissatisfaction. The following is a summary of the key identified causes (see Annex I for the comprehensive list):

- There are not enough jobs, even for young people who graduate from TVET or university.
- The Ethiopian educational system is not relevant at any level for preparing students for entry into the job market.
- Access to credit for young people is too restrictive and bureaucratic.
- Access to productive land for young people for agricultural use is too difficult/not available/or in conflict with peers and adults who use the land for livestock grazing.
- Some segments of young people seeking/receiving GOE services appear to be favored over other segments.
- Many young people have limited venues to share input on decisions made by the GOE that directly affect them.
- Because of a lack of jobs and the effect of the social media, some young people—especially females—feel compelled to emigrate under very risky circumstances, which makes them vulnerable to trafficking.
- Young people with marketable skills and education often have too high of expectations regarding pay, responsibilities, and ability to perform work-related tasks at job entry.
- Many un/underemployed young people—especially males—prefer jobs that generate “quick cash” for daily needs rather than persist in longer-term trainings that would enhance their marketable skills to generate higher incomes.
- Many young people—especially males with limited education and skills—do not possess the appropriate “work readiness” attitudes for formal jobs.

**Lack of Employment Opportunities.** The primary root cause of dissatisfaction expressed by youth during FGDs is the lack of employment opportunities. Approximately two-thirds of FGD participants were unemployed at the time of research, and youth noted that their lack of livelihoods severely limited their ability to achieve their life goals. The few employment opportunities identified by youth respondents were primarily related to petty trading, but a few young women said receiving per diem from attendance at meetings held by NGOs was an opportunity to earn money. For youth who are employed, many are unsatisfied with the meager income they earn as daily laborers on construction or road rehabilitation sites or as street vendors, and said the pay was insufficient to meet their needs. One male youth shared that *“We are working simply to survive – we don’t have interest in what we are working now.”* Youth working informally, like street vendors, are also subject to high taxation, which results in youth ending their small-scale initiatives and becoming unemployed and frustrated.

The GOE has tried to tackle youth unemployment through initiatives such as establishing credit institutions to lend to youth and offices to support job placements in vocational institutions. However, youth feel that the government is not sufficiently focused on the problem and is not willing to recognize and address their financial problems. Participants said that GOE initiatives are crippled by mismanagement and corruption, and they face discrimination based on political affiliation when trying to access these services. One male youth shared, *“The central government has good policies and strategies on youth job opportunities. However, it is paperwork that is not practically implemented, as many of the officials who are working in different government offices do not give due respect and attention to the youth.”* The jobs that are available are prioritized for people who have the right political affiliation or family connections, the participants said.

Lack of role models is another a challenge youth face when earning money. Without someone for guidance and support, young people are often at a loss on how to meet their aspirations. Participants

said they also lack the necessary skills to tap into existing job opportunities, and that the education system did not adequately equip them with skills, because it is not connected to the labor market.

Furthermore, youth stated that government and privately-run credit provision schemes are failing to address the demand of young people seeking credit, because the system favors the minority of youth connected to the political system. Initiatives like the government-run Youth Revolving Fund, have preconditions too challenging for youth to meet. For example, to access a loan, youth must present several official documents that are not only time-consuming and expensive to procure, but oftentimes dependent upon being having the right connections or political affiliations (see Box 3 for the list of preconditions for accessing a loan from the Youth Revolving Fund).

Although unemployment is a primary concern among youth aged 18-29, many youths aged 15-17 also suffer due to a lack of livelihood. Some younger youths, especially orphans and those from poor families, wander the street looking for jobs, resulting in abuse or exploitation. These youth struggle to earn money, lacking the skills for employment, or lacking the trust of potential employers.

### **Box 3. Preconditions to Access Credit from Youth Revolving Loan Fund<sup>100</sup>**

In March 2017, the Ethiopian government established a 10 billion Birr-fund dedicated to providing financing through partner microfinance institutions (MFIs) to youth to start income-generating activities.<sup>101</sup> The fund is coordinated by the MOYS.

To access credit under the Fund, youth must form a group of at least five individuals. Each individual must present the following documents to be eligible:

1. Marriage certificate;
2. Skill training certificate;
3. Legal certificate as a business entity or association;
4. Trading license;
5. Certificate of approval from the either the Rural or Urban Land Administration Offices of the work and/or sales location;
6. Rule of Law ratified by all business entity members—must have the official Justice Bureau stamp and each member must sign each page of the regulations/laws;
7. Letter of establishment, with signature on each page by all members; this letter must have the official Justice Bureau stamp;
8. A formal business plan created by joint venture in which each member must sign and put her/his stamp on each page of the business plan;
9. Credit application signed by all members for the amount of money for loan;
10. Renewed kebele ID card to those who are 18-34 years old;
11. Attachments of permits from both the kebele and woreda committees;
12. Letter of discharge of every member from other loans;
13. Statement of savings equal to at least 10 percent of the sum requested for the loan on hand, as well as collateral;
14. Letter of unemployment from the Ministry of Youth and Sports or woreda office of the Ministry of Labor and Social Affairs;
15. Letter of financial analyses made by woreda microfinance loan officer;
16. Letter and minute signed by all members. One representative must be designated as chairperson to accept the loan provision in his/her name. If the business group has an approved legal stamp, it must be on every page of the document. If the enterprise does not have the stamp, the Justice Bureau must stamp each page of the document.
17. If the business plan is related to light manufacturing, pro forma price tags of each piece of equipment must

be obtained from suppliers.

In the end, and after all this effort, if the enterprise proposed by the group is not considered to be a priority by authorities at the woreda level, it may be denied.

**Social, Economic, and Political Marginalization.** According to the FGD participants, experiencing social, economic, and political marginalization is common for youth in Ethiopia. Any public service provision, like job opportunities and access to credit, is linked to political party affiliation. The participants unanimously indicated that in the Ethiopian governance system, there is no real meaningful youth engagement.

FGD respondents said that despite scores of government-affiliated youth associations across Ethiopia, such as the Ethiopia Youth League and Ethiopia Youth Federation, real opportunities for youth contribution and leadership in the communities are sharply limited. Young people cannot be the leaders of these associations, instead the government assigns officials to lead them. One young man said, *“The government usually tell us ‘these are your leaders’ but we don’t know how they are elected and even where these youth leaders came from.”* Therefore, all decisions that affect young people’s life are decided by the government without consideration of youth’s thoughts and beliefs.

Young people argue that this kind of government approach disfranchises them from government policy and legislation. Others said, *“We are usually called by the government official to listen to what they have already decided and simply consider our participation a decoration.”* Furthermore, youth are fearful of the government-run cascade surveillance system, known as “1 to 5”. Under this system, one informant monitors five people, and this informant is monitored in another monitor’s group of five. This system cascades to the central government. Although the government maintains that the purpose of the one-to-five system is “participatory deep democracy,” any information a monitor learns about an individual’s movements or views that is considered a threat to the system is delivered to the government through the one-to-five chain.<sup>102</sup> In FGDs, young people expressed concern that their participation in community activities could activate this surveillance mechanism.

Similarly, youth believe that those who hold the political power ensure that all available opportunities are given to members of their own ethnic group. One respondent said, *“Since Ethiopia established ethnic federalism, many youth who are living outside of their original places or even who are born the same place but belong to a different ethnic group are highly marginalized and denied of their citizenship rights, like having job and other benefits.”* Ethnic-based administration risks promoting marginalization and ethnic-based discrimination that could impede some groups from accessing opportunities.

**Irrelevant Education System.** FGD participants validated the findings of the literature review (summarized in the ‘Situation of Ethiopian Young People’ section). They noted that the education system in Ethiopia is of poor quality and misaligned from the interests of young people, and thus does not equip youth with the skills they need to establish a livelihood. Some FGD participants framed the current educational system as a *“killer of a generation and manipulated by the current political ideology to sustain political power.”* Others noted that, *“We are going to school simply to keep up the morale of our parents without aspiring something in the future; no other purpose than this.”*

In particular, they noted that the curricula vary in content and quality across institution type, so students’ learning is constrained by their economic status. For example, English language instruction typically begins during nursery school in the private schools but in government-run schools, English classes do not start until grade six is completed. Youth see the overall education system differentiated between the *“have”* and *“have nots.”*

Respondents noted that educational certificates are not sufficient to equip youth to get ahead. Classes, taught using a theoretical-only pedagogy, build knowledge rather than skills. Oftentimes teachers lack sufficient teaching skills too, although one participant noted that this lack of quality instruction may have to do with the low wage teachers receive. Furthermore, even though some education is better than no

education, being politically affiliated is more advantageous than education. In fact, youth stated that uneducated people are leading the education system, as political membership is what matters in the system.

Although the increase in academic institutions and universities in the country might appear to be a positive development, these institutions are not changing the life of young people, evidenced by the many youth who are “graduated but unemployed.” Many of these graduates end up working as daily laborers in road construction, causing many youth perceive the pursuit of higher education as a waste of time. TVET institutes, in contrast, were identified by youth as providing opportunities to develop technical skills.

The formal education system also fails to teach important life skills, according to respondents. Ethics and civics courses are not comprehensive and can be influenced by political agendas. Instead, young people gain skills through NGOs, such as DOT Ethiopia, Ethiopia Orthodox, and the Red Cross, which offer training to overcome challenges. When asked what skills would help them get ahead, respondents suggested:

- ✓ Entrepreneurship and financial literacy
- ✓ Conflict resolution and teamwork
- ✓ English language skills
- ✓ Soft skills (self-confidence, problem-solving)
- ✓ Technology skills
- ✓ Communication and public speaking
- ✓ Active listening and respecting others

## ROLE OF YOUTH IN CONFLICT

In the past years, Ethiopia has experienced conflict throughout the country, ranging from strong-handed crackdowns on large antigovernment protests to sporadic and violent ethnic clashes across regional borders (see Box 4). This section offers insights into the drivers of youth involvement in conflict and the ways young people seek to resolve conflict.

### Box 4. Recent Instability in Ethiopia

Ethiopia has experienced sporadic, but increasingly fierce, outbursts of violence across the country in the past several years. Youth have been both contributors to and victims of conflict in Ethiopia.

One contributing factor to recent unrest is the marginalization of specific ethnic groups under the decentralized federalist state system, established by the Ethiopian People’s Revolutionary Democratic Front (EPRDF) in 1995.<sup>103</sup> The EPRDF, perceived to be closely linked to the Tigran ethnic group, has been accused of discrimination by other ethnic groups, in particular the people of the Oromia and Amhara regions. Likewise, Human Rights Watch has accused the GOE of silencing journalists, activists, and opposition party members, especially youth, and repressing civil society organizations, especially youth-led associations, among other authoritarian tactics.<sup>104</sup>

Beginning in the Oromia region in late 2015, thousands of Ethiopians, many of them youth, took to the street to protest the planned expansion of Addis Ababa into Oromia; although more broadly, protesters sought to express their deeply-held frustrations with government-perpetuated human rights abuses and years of marginalization.<sup>105</sup> Protests soon expanded into the Amhara and SNNP regions. In 2016, frustrations with a discriminatory and increasing authoritarian government reached a boiling point, and widespread protests swept the country. The conflict reached an apex in early October 2016, when anti-government protesters demonstrated during a religious festival in Bishoftu, Oromia region. In response, security forces used tear gas and rubber bullets to quell the violence. A deadly stampede followed and resulted in at least 52 deaths, further escalating the antigovernment

movement.<sup>106</sup>

After this tragedy, the GOE imposed a state of emergency, granting authorities the right to conduct unauthorized searches and banning diplomats from traveling more than 40 kilometers outside of Addis Ababa.<sup>107</sup> More than 11,000 Ethiopians were arrested in the first month of the emergency order.<sup>108</sup> And, according to a report released by the Ethiopian Human Rights Commission in April 2017, 669 people including security forces have been killed in antigovernment protests in Oromia, Amhara, and SNNP.<sup>109</sup> The report blames much of the violence on the protesters, stating that the security forces' response was proportionate, although they could have increased security at events.<sup>110</sup> After 10 months, in August 2017, the GOE ended the state of emergency order, but sporadic unrest continues in the Oromia<sup>111</sup>, Amhara, and SNNP regions.

The GOE blamed this unrest on frustrated, unemployed youth, rejecting any explanations associated with political or ethnic marginalization. A government spokesperson “insisted that lack of jobs for the teeming youth that the universities produced year in and year out was the cause of the protests.” However, the GOE claims that after recent investments (such as the Youth Revolving Fund), “thousands of the youth who took to the streets before a year are now engaged in production, engaged in manufacturing, engaged in agriculture.”<sup>112</sup>

The clashes between ethnic groups about access and ownership of resources and boundary disputes also cause conflict. The main disputes have been between the Oromo and Somali peoples, who share the longest regional border within Ethiopia.<sup>113</sup> Since 1995, when ethnic federalism was established, these groups have sought to control resources and land, often with the support of regional governments.<sup>114</sup> Although there has been unrest between the groups for many years, recent outbursts of violence occurred in early 2017 and in September, increasing in intensity. Violent protests were triggered by the reported killing of two Oromo officials on the border of the regions in September; the protests resulted in the death of up to 40 Somali khat traders.<sup>115</sup> “Tit-for-tat” retaliation continued for months, and recently the Somali security services, the Liyu, have been accused of targeting Oromos in the Somali region.<sup>116</sup> Reportedly 200,000-400,000 Ethiopians have been internally displaced to camps in Harar, Dire Dawa, and elsewhere along the Somali-Oromia border.<sup>117</sup>

In response to this recent conflict, the federal Ministry of Education has changed placement processes for incoming freshmen in those regions to only place students in universities within their own regions, due to safety concerns.<sup>118</sup>

**Limited Opportunities for Civic Engagement.** Consistently, youth across all regions agreed that their voice is limited in civic settings—when government officials call for meetings with youth to discuss issues, there are discussions, but youth do not have a real ability to change meeting outcomes. Instead, youth are simply informed of prior decisions, and cannot identify the decision maker. This lack of youth engagement in decision-making processes is a large frustration for youth.

Generally, youth feel that at the community level, decisions rest in the hands of the government, and the government is not interested in the needs of youth. Young men are fearful that asking questions during community meetings could result in jail. The ‘one-to-five’ surveillance system, pervasive across the country, also makes young men fearful of the government. A few young men noted opportunities to engage through the youth and adolescent league, but others said engagement is limited to the election process. Many young women, in contrast, do not attend community-level meetings at all, some noting that many people do not generally go to such meetings while others were not even aware of such meetings. Some young women, however, mentioned volunteer opportunities available in their communities.

Furthermore, under the federalist system, youth see the government closely interlinked with ethnicity. One youth respondent said, “*This government promotes ethnicity rather than humanity, and this approach has*

eroded our ... love, friendship, and sense of living togetherness.” This ethnic discrimination is amplified for those in regions where they are not part of the dominant ethnic group. Youth also believe that elites, who are close to officials in the political system, own the bulk of resources in the country; this unequal resource distribution is another factor pushing youth to engage in conflict.

**Conflict Resolution.** Many young men said mediation processes, and for severe cases the court system, are the primary ways in which conflicts between youth and the community are resolved. Other young men often it is better to drop a specific issue related to the government, rather than engage in discussion about it. Young men also complained that police tend to detain everyone involved in conflict, rather than focusing on instigator. Some young people also turn to violence or substances, such as khat or alcohol, to deal with conflict. Strikingly, some young women noted that suicide is one way to resolve conflicts in their communities; they see suicide as a final escape from the abuses and restrictions they face and the hopelessness they feel daily. Young women also said emigration to other countries was as a means to flee conflict. More positively, some young people turn to their friends to help them resolve conflict.

## YOUTH ASPIRATIONS AND CHALLENGES

The majority of the 177 young people who participated in the FGD also participated in brief individual exit interviews. During these interviews, respondents were asked what they hoped to achieve in the next three years. Two young men said they had no future aspirations, noting that widespread corruption and discrimination left them hopeless about their future. However, the rest of the respondents shared their individual aspirations related to education, economics, and marriage.

- ✓ **Education.** Respondents indicated that, regardless of the state of the education system, education is important. One said, “*Even if I am in despair by the current education system (due to its poor quality), I still want to go to university to improve my knowledge and skills in the future.*” Although many youth participants dropped out of school, some were still eager to complete their education in the next three years, while others were interested attending university.
- ✓ **Securing a Livelihood.** Another common aspiration of young FGD respondents was securing a livelihood, whether by getting a job or becoming a businessperson. Approximately one-quarter of both male and female youth said a livelihood is their primary aspiration in the next three years—several even shared their aspirations for a specific career path (being a football player, actress, hostess).
- ✓ **Marriage.** Some youth, primarily male, said they aspire to get married in the next three years.

Youth were asked to comment on different factors that positively and negatively influenced their ability to achieve their aspirations; these factors include:

- ✓ **Lack of money.** The majority of respondents said poverty is the obstacle that blocks the achievement their aspirations.
- ✓ **Lack of knowledge.** Some youth said they lack adequate knowledge to achieve their aspirations in the next three years.
- ✓ **Lack of job opportunities.** Other youth said the lack of available job opportunities will influence their ability to achieve their life goal.
- ✓ **Political instability.** Youth indicated that especially for the past three years, political instability has become worse, affecting a large area of the country. Some young men noted that this ongoing political instability will influence whether they will achieve their aspirations.
- ✓ **Support from family and friends.** Although Ethiopia has a tradition of families and communities supporting one another in times of need, several young women noted that a lack of support from their families/communities will negatively influence their ability to achieve their aspirations.



**Interest in Migration.** Some youth have lost hope in good opportunities in Ethiopia and aspire to emigrate abroad. One participant said, *“Instead of living in shame in your country, it is better to die going abroad.”* Close to half of young people (more young men than young women) are interested in emigrating abroad to places such as the United States (more than one-third of those interested in emigrating), the Middle East (more than one-quarter of those interested in emigrating), and Europe (nearly one-quarter of those interested in emigrating). Libya, China, Sudan, Australia, and Canada were also cited as possible destinations. Youth migratory preferences vary by region. In Addis Ababa, youth are not interested in moving elsewhere in Ethiopia, preferring to emigrate abroad or stay in the city. Young people in Amhara prefer to move away rather than stay in their present location.

**Table 3. Youth Interest in Migration by Gender**

Sex	No interest leaving present location	Want to move within Ethiopia	Want to move abroad
Female	20%	8%	13%
Male	28%	5%	26%

## IV. GOE POLICIES AFFECTING YOUTH

This section outlines GOE policies that have implications on the development of Ethiopian youth, including the Growth and Transformation Plan II, Education Sector Development Programme V, National Employment Policy, National Technical & Vocational Education & Training (TVET) Strategy, National Youth Policy, Social Protection Policy, and the Youth Development and Growth Strategy.

**GROWTH AND TRANSFORMATION PLAN II.** To capitalize on Ethiopia’s youth bulge and growing urbanization, it is paramount for the GOE to investment in inclusive economic growth and human capital.<sup>119</sup> To guide these development investments from 2015-2020, the GOE enacted the Growth and Transformation Plan (GTP) II in May 2016 to foster “rapid, broad-based, and inclusive economic growth” to transform Ethiopia into a low-middle-income country by 2025. Building on the success of the Sustainable Development and Poverty Reduction Programme (SDPRP), the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), and the first Growth and Transformation Plan, the GTP II identifies agriculture and light manufacturing, especially the export-oriented manufacturing industry, as the leading sectors to sustain Ethiopia’s economic growth and transformation.

The GTP II takes a mainstreaming approach toward youth and women; promoting female and youth empowerment is one of the nine pillars. Under the plan, youth are supposed to be empowered through participation in the democratic processes and gain skills to contribute to and benefit from the productivity of the economy. The GTP II emphasizes the need for youth to exercise their citizenship rights and suggests their participation in youth associations is the most effective way to do so. The GTP II commits to strengthening youth associations and social cooperatives, among other associations, through capacity building and resource allocation.

Agriculture is a promising sector for youth job creation, whether in production (horticulture and small ruminants), agroforestry, or more advanced agro-processing, especially for educated university graduates. Job creation in the manufacturing sector is similarly noted as advantageous for youth; the plan notes that women and youth are to be primary recipients of the 1.5 million jobs created in the sector. Capacity building, market linkages, and access to credit will be facilitated for youth in small industries at the woreda/kebele level. Urban development and cultural/tourism initiatives under the GTP II are also beneficial to youth and women.

### **Current Market Trends and their Implications on Youth**

GOE investments and successive development plans are paying off. Ethiopia has been recognized as the fastest-growing African economy as of 2015 (10.2 percent) and the African country with the highest GDP (8 percent), due to the increase of private financial flows and investors' shift toward consumer goods.<sup>120</sup> Ethiopia ranked sixth in the top 10 African destination countries for foreign direct investment, with investments totaling \$2.7 billion in the chemicals, real estate, and textiles sectors.<sup>121</sup>

To date, the GOE has made significant investments into building a robust manufacturing sector, oriented toward export and domestic markets. Specifically, the growth of light manufacturing in textile, leather, and agro-processing sectors, is an opportunity to provide employment to its large working-age population, particularly those migrating from rural to urban areas.

Although Africa as a manufacturing destination does not appear likely, given the continent's relatively high labor rates compared to South Asia countries, Ethiopia is an outlier with conditions ripe for the development of a globally competitive manufacturing sector.<sup>122</sup> Ethiopia's generally low costs—comparable to Bangladesh, a global manufacturing hub, stable administration, and developed logistics infrastructure make Ethiopia an attractive investment opportunity for global manufacturing companies.<sup>123</sup>

In fact, several companies have already entered Ethiopia's market; H&M's factory in Mekele is a prominent example<sup>124</sup>. PVH, a leading textile company, also committed to a vertical supply chain in Ethiopia at the recently developed Hawassa Industrial Park. In this situation, the government's strong commitment to supporting the textile industry was key to PVH locating their factories in Hawassa. However, these efforts have been hampered by a shortage of skilled workers, as the Ethiopian TVET system is inadequately equipping the workforce with the skills for textile manufacturing.<sup>125</sup> Ultimately, the long-term sustainability of the manufacturing sector depends on the existence of a stable political environment, without periods of sustained political unrest, and stronger infrastructure, such as electricity.<sup>126</sup>

Despite growth in the manufacturing sector and the development of industrial parks throughout Ethiopia, it remains to be seen if these investments will sufficiently respond to the challenge of youth unemployment. The GTP II outlines strategies to ensure women and youth are the primary beneficiaries of the manufacturing sector growth, such locating industrial parks near women and youth and providing preferential access to credit for women and youth working in medium-size industrial parks. Research is insufficient to assess whether these development goals are being achieved through the manufacturing sector.

Although the agriculture sector only accounts for 40 percent of the total value-added to the economy and half of its exports, it remains the sector by which the majority of Ethiopians earn a livelihood.<sup>127</sup> It is Ethiopia's large population and land mass, rather than efficiency of production, that makes its agriculture sector the fourth-largest in Africa. As agriculture continues to be an important sector for Ethiopia's short- and medium-term economic prospects, it is a significant aspect of the GTP II. Specific objectives of the GTP II agricultural strategy include increasing productivity, strengthening infrastructure (irrigation), managing natural resources and watersheds, improving land administration, and innovating in green and climate-smart technologies. Youth are expected to play a key role in increasing the productivity of the Ethiopian agricultural sector, with strategies in horticulture, livestock, and crops ranging from linking graduates with agricultural degrees to small- and medium-sized investors, providing capacity building to youth on best agricultural practices, and strengthening youth's (and women's) participation in agricultural cooperatives.

For Ethiopian youth to seize economic opportunities in the agricultural sector, several challenges must be overcome, the most pressing being land access. Ethiopia has severe problems related to land scarcity—driven by population density, especially of youth. To access land, youth rely on periodic land

redistributions, inheritance, and rental markets. Inheritance norms vary across cultures, but all largely exclude young women; sibling rivalry also is a determinant of land inheritance.<sup>128</sup> If the Ethiopian government does not intervene, the decline in arable land over time may increase youth unemployment and urbanization.<sup>129</sup> Freeing up land can greatly reduce youth unemployment. Education and increases in nonagricultural sector economic opportunities will be crucial to employ landless youth as will increasing the adoption of agriculture technologies, which will allow households to have the income to demand other services youth can provide.

In addition to the GTP II, other policies have implications on Ethiopian youth – this section provides a summary of the most relevant policies.

**Education Sector Development Programme V (ESDP V).** Implemented by the Ministry of Education, the ESDP V is the guiding action plan for 2015-2020, comprehensively outlining GOE investments in education. Building on the plans implemented during the previous four programmes, the ESDP V's educational framework focuses on a limited list of key priorities that align with the GTP II national policy plan, especially the role of education and training as the main supply of human capital into the economy. Six priority programs have been selected under the ESDP V:

- ✓ **Capacity development for improved management.** This program focuses on the “structures, processes, and capacities” in place to ensure administrators within the education system can make informed decisions that positively impact student learning. Specifically, the program aims for a strengthened overall structure, evidence-based decision-making, coordination, adequate supply of staff, and necessary preconditions for work.
- ✓ **General education: quality.** This program aims to increase the quality of pre-primary, primary, and secondary education to incentivize students to remain in the system and be equipped with the knowledge, skills, and attitudes necessary for productive lives. To accomplish this goal, the program focuses on improving teacher’s instruction, leadership, and management skills, strengthening curricula, achieving minimum education standards at the school level, leveraging ICT, and ensuring quality through licensing and inspection.
- ✓ **General education: access, equity, and internal efficiency.** With a focus on providing access to education beginning at pre-primary through the two years of secondary education (emphasizing second-cycle primary and first-cycle secondary), this program calls for “system expansion, quality development, and decreases in dropout and repetition rates” with a particular emphasis on disadvantaged youth.
- ✓ **Adult and non-formal education (ANFE).** Recognizing that high rates of illiteracy across the population is a barrier to achieving the goals of the GTP II, this program aims to provide opportunities for education and lifelong learning for all. Expansion and strengthening of the existing ANFE system, increasing participation of women, and improving quality of ANFE programs are the primary components under this program.
- ✓ **Technical and Vocational Education and Training.** Building on the achievements of the ESDP IV, this program focuses on “occupational standards development and assessment; trainees’ development and institutional capacity building; and industry extension and technology transfer services” with the aim of “producing a lower- and middle-level, competent, motivated, adaptable and innovative workforce.”
- ✓ **Higher education.** Seeking to strengthen the existing 36 public universities, four private universities, and a host of other private universities and colleges working in the higher-education space across Ethiopia, this program emphasizes system expansion and consolidation, equity, relevance and quality enhancement; research, technology transfer, and community engagement; and institutional collaboration, leadership, and governance.

**National Employment Policy.** The GOE's National Employment Policy and Strategy (NEPS), developed by the Ministry of Labor and Social Affairs in November 2009, was prepared to guide interventions to improve employment and reduce poverty in Ethiopia, especially given the landscape of an increasing labor supply, low labor productivity, and weak public and private labor market services. Furthermore, urban un- and underemployment, especially youth unemployment in urban areas, is a growing GOE concern.

Job creation is a GOE priority, and its employment strategy aims to link economic growth, employment, and poverty to ensure that growth is shared and aids the poor. The objectives of the NEPS are social welfare, economic growth, and political stability. Policy actions are categorized by generating employment, improving labor productivity, improving labor market institutions, and cross-cutting areas in the labor market, on both the demand and supply side. To implement NEPS, the policy established a National Employment Council to guide, coordinate, and track implementation of strategies by different stakeholders.

**National Technical & Vocational Education & Training (TVET) Strategy.** Ethiopia's National TVET Strategy was enacted by the Ministry of Education in August 2008 and its main objective is to “create a competent, motivated, adaptable, and innovative workforce ... through demand-driven, high quality technical and vocational education and training.” Under this strategy, the TVET system is considered to encompass all formal, non-formal, and informal training provided by public and non-public providers, as to comprehensively “address occupational requirements of all segments of the labor market” (especially the rural labor market, urban and semi-urban micros and small business sector, and civil service) and to reduce fragmentation. A wider range of target groups, with an emphasis on women and girls, is to be served by the TVET system under this policy, and deeper involvement by stakeholders is also directed.

The strategy calls for the TVET system to be “reorganized into an outcome-based system” where identified labor market competencies become learning benchmarks (in conjunction with the development of occupational standards, certifications, and a qualifications framework), and the TVET system, made up of private and public providers, should be decentralized and made more efficient. More flexible modes of delivery— through modularized training methodologies, cooperative/apprenticeship models, use of ICT, integration of self-employment skills, and career/vocational counseling— are offered to modernize TVET institutions. Recognizing that existing TVETs need capacity building to ensure strategic objectives, the strategy calls for the strengthening of curriculum and instructors' skills through partnerships between the private and public sectors and resource allocation.

**National Youth Policy.** The Ethiopian National Youth Policy, put in place in 2004, established the Ministry of Youth, Culture, and Sports<sup>130</sup> as the main body to create an enabling environment for youth<sup>131</sup> to contribute to and benefit from social, economic, and political development. The policy's vision is to “create an empowered young generation with democratic outlook and ideals, equipped with knowledge and professional skills, get organized, and built on ethical integrity.” Major policy issues include youth in relation to democracy and good governance, economic development, education and training, and health; these issues are to be advanced through a number of measures, such as capacity building, advocacy and awareness campaigns, competitions/awards, research, youth forums, and partnerships between local and international actors. The government, youth, family, and civil society are all tasked with responsibilities to implement the policy— the government must “direct, coordinate, integrate, and build the capacity” for policy implementation whereas youth roles center on being engaged and loyal citizens<sup>132</sup>.

**Social Protection Policy.** Ethiopia's Social Protection Policy was developed in March 2012 by the Ministry of Labour and Social Affairs to move citizens from a social welfare model to one that protects citizens from economic and social deprivations, prevents impacts of adverse shocks, and promotes enhancement of assets, human capital, earning capacity, and transformation actions to help the country better manage social protection. The current landscape of vulnerability in Ethiopia includes agricultural vulnerability and chronic food insecurity, natural disasters, economic shocks, health and nutrition risks,

and demographic vulnerability/population explosion. Of particular note are the vulnerabilities of people with disabilities, orphans and vulnerable children (OVCs), unemployed youth, and child laborers struggling despite Ethiopia's recent economic growth and increases in social services (such as primary school enrollment) and infrastructure development.

Given remaining policy and program gaps, the Social Protection policy is aimed at establishing a strategy and action plan for the provision of effective social protection services to strengthen families and communities. The policy's vision is to see all Ethiopians enjoy social and economic wellbeing, security, and social justice. The objectives include protection from adverse shocks; increase scope of social insurance; increase access to health, education, and social welfare services; guarantee minimum level of employment; enhance status of marginalized; and hold society accountable for social protection policy.

**Youth Development and Growth Strategy.** The GOE Youth Development and Growth Strategy's mission is *"to realize the renaissance of our country by creating a generation with a complete personality which is mentally and physically fit and productive and through ensuring the economic, social, and political participation and benefits of the youth and through institutionalizing the issues of the youth."* Recognizing that unemployment is the primary issue that youth face, but that additional challenges remain due to the political leadership's lack of interest in engaging youth and addressing their needs, the strategy notes far-ranging objectives related to Ethiopia's youth development across economic, social, and moral dimensions.

Complementary to these objectives are a number of broad strategies aimed at enhancing participation of youth in political processes, engaging youth in the economy, and ensuring youth have access to health services. The strategy notes the government's role as a coordinating and capacity building body, with an obligation to allocate resources to objectives outlined in the strategy. The role of youth, and youth-serving organizations, is largely to organize themselves in a more cohesive, unified unit. Society at-large is tasked with transforming their attitudes to youth, while NGOs are directed to provide most of the direct services for youth.

## V. PROMISING POLICIES, STRUCTURES, PROGRAMS, AND PARTNERSHIPS SUPPORTING YOUTH

This section outlines promising policies, structures, programs, and partnerships, identified during KIIs for the CSYA<sup>133</sup> that are helping to address the root causes of Ethiopian youth's dissatisfaction: the lack of livelihood opportunities, lack of relevant education system, and social, economic, and political marginalization. These examples were selected due to their alignment with the PYD approach; these policies, structures, programs, and partnerships help to build youth assets and agency, create opportunities for youth engagement, and strengthen the enabling environment for PYD.

Specifically, YouthPower Learning has identified:

- ✓ One promising procurement policy of USAID/Ethiopia that provides organizations operating in fast-changing environments the needed budgetary flexibility to provide a broad array of services, including livelihood skills development for youth, during crisis periods;
- ✓ Four promising structures that strengthen the overall enabling environment for Ethiopian youth;
- ✓ Ten promising programs ensuring that Ethiopian youth are acquiring the requisite assets to become productive adults, engaged citizens, and capable parents; and
- ✓ Three promising partnerships supporting PYD programming, through a multi-donor funding scheme of youth-led community-based organizations and associations, a close collaboration between GOE and UN agencies to support youth to build assets critical to their self-sufficiency; and a strategic alliance at the woreda-level between the MOYS and a CBO to assist youth to acquire the assets they need to make a successful transition from school to work.

Each entry listed under the policy, structure, program, or partnership subsections includes a brief description of the item, with footnotes linking to webpages for more information, and followed by a concise rationale highlighting why each entry is noteworthy.

## PROMISING POLICIES

This section offers an example of a promising USAID/Ethiopia procurement policy that offers implementers flexibility to provide responsive programming, much of which targets youth.

**USAID/Ethiopia’s Unrestricted Budget Policy Under the ‘Adaptive Learning Management Process’ Framework.** Funded by USAID/Ethiopia’s Feed the Future Initiative, Mercy Corps is implementing the Pastoralists Areas Resilience Improvement through Market Expansion (PRIME) program.<sup>134</sup> PRIME focuses on improving the livelihoods and income of households that wish to remain pastoralists, or for those transitioning out of pastoralism in Afar, Oromia, and Somali. Although PRIME is not a standalone youth development program, young people—mostly young pastoralists living in remote/rural kebeles—are beneficiaries and participants throughout all of its Feed the Future programming.<sup>135</sup>

USAID/Ethiopia’s Assets and Livelihoods in Transition Office provides 100 percent of the funding for PRIME food-insecure household livelihoods income-generating initiative through USAID/Ethiopia’s current policy based on Mercy Corp’s “Adaptive Learning Management Process” framework.<sup>137</sup> The line items of the PRIME program budget are not subject to USAID’s usual preapproval requirement for more than 10 percent variance. Essentially, the policy preauthorizes funding to be shifted between existing pre-approved programmatic activities and new technical activities in the face of uncertainty in the drought-affected regions of Ethiopia where PRIME operates.

USAID/Ethiopia’s policy allowing unrestricted shifts between budget line items and activities based on need without prior donor approval is unique. The policy empowers organizations that provide services to drought-affected children, young people, and adults while operating in fast-changing environments to rapidly shift resources and support to meet immediate needs during crisis.

### Box 5. USAID/Ethiopia Pastoralists Areas Resilience Improvement through Market Expansion (PRIME) Program

PRIME offers a comprehensive service mix for pastoralists, especially young people, including: closer, more direct producer/market linkages; strengthened market systems to better absorb commodities produced by pastoralists; expanded access to financial services; money management skills training; more efficient access to animal and crop inputs; improved management and conservation of natural resources held in common; and timely market and weather information; all which lead to greater household income and resilience to shocks.

For those households seeking to transition out of the pastoralist lifestyle, Mercy Corp’s PRIME program provides: life and employability skills training; money management skills training; linkages to TVETs for vocational/technical skills training; job placement services; and identification of local emerging labor market opportunities for rapid insertion into jobs.<sup>136</sup>

## PROMISING STRUCTURES

This section offers four structures identified during the CSYA as strengthening the enabling environment for PYD interventions targeting youth. The following chart summarizes the key features of these structures; descriptions of each structure and its unique success factors are included after the chart.

**Table 4. Promising Structures Identified**

Promising Structure	Affiliated Organization(s)	Brief Description of Structure	Key Structural Features Relevant to PYD
Youth Advisory Panel	DFID	Provides opportunity for 15 young people to offer	Provides opportunities for youth to contribute to

		feedback on the design, delivery, and effectiveness of DFID's youth programming	programs targeting their development, supports alignment of programs to youth priorities
Multi-Technical Office Funding Scheme	USAID/Ethiopia	Allows for funding from multiple technical offices to be allocated to joint youth programming	Supports the development of holistic youth development programming in line with the PYD approach
Working Group on Youth	USAID/Ethiopia	Convenes members (from each USAID/Ethiopia technical office) monthly to discuss topics related to youth development and programming	Provides platform for coordinating and sharing lessons learned and best practices related to youth programming
Youth Network for Sustainable Development	160 youth-led, non-political, grassroots organizations	Convenes and offers services to the youth-led organizations that support youth leadership and civic engagement	Strengthens CBOs that focus on youth issues, offers opportunities for youth contribution and leadership in the network, supports youth skill-building efforts

### **The United Kingdom Department for International Development's Youth Advisory Panel.**

UK DFID, with the British Council, recently organized a youth advisory panel. The purpose of the panel is to gather firsthand input and feedback from young people on the design, delivery, and effectiveness of UK DFID's youth development programming to make it as realistic, relevant, demand-driven, and youth-friendly as possible. The panel consists of 15 young people selected from all regions and is inclusive of young women and youth with disabilities. The panel meets quarterly.

By giving young people—who are representative of peers potentially participating in the DFID's youth programming—an opportunity to be a part of the decision-making process, the youth advisory panel is a practical application of the UK DFID's perspective that young people should be considered agents of change and development and that they should have a say about programs that impact them.

**USAID/Ethiopia's Multi-Technical Office Funding Scheme.** USAID/Ethiopia's multi-Technical Office funding scheme offers a promising structure in to support the Education and Youth Office's signature positive youth development and livelihood skills training program, implemented by Save the Children and its five partners, entitled Prioritizing Opportunities through Training, Education, Transition Investment, and Livelihoods (POTENTIAL) Program.<sup>138</sup>

Under the leadership of the Education and Youth Office, funding streams from the Assets and Livelihoods in Transition Office, the Economic Growth and Trade Office and the Office of U.S. Foreign Disaster Assistance are combined with those of the Education and Youth Office to fund the POTENTIAL program.

This multi-Technical Office funding approach promotes better coordination of youth programming between offices. It ensures that such programming incorporates best practices in youth development and that the service mix for young people is comprehensive. It also minimizes the duplication of efforts and resources in youth programming offered by various technical offices while minimizing gaps in geographical coverage.

**USAID/Ethiopia's Working Group on Youth.** The Working Group on Youth was established by the Programs Office and has been operation since April 2017. It meets monthly, and is made up of

representatives of each of USAID/Ethiopia’s technical offices that provide youth development programming. The Working Group on Youth is an efficient mechanism to:

- ✓ Promote inter-office coordination to ensure that youth programming across all technical offices is comprehensive, while minimizing duplication of efforts in youth programming offered by various offices, and ensuring adequate geographical coverage;
- ✓ Provide a venue to ensure that youth programming design, implementation, and evaluation across all technical offices comply with best practice standards in youth development;
- ✓ Serve as venue for information sharing and lessons learned across all USAID/Ethiopia’s technical offices on effective practices in youth development;
- ✓ Encourage more multi-Technical Office funding arrangements similar to the Office of Education and Youth-funded POTENTIAL Program.

**Youth Network for Sustainable Development (YNSD).**<sup>139</sup> The YNSD is a nationwide network of about 160 youth-led, non-political, grassroots organizations. The YNSD reaches about 32,000 young people, ages 18-29, nationwide, of whom about 60 percent are female. YNSD member organizations provide services to other young people in one or more of the following thematic areas:

- ✓ Civic engagement, participation, and leadership;
- ✓ Sexual and reproductive health, HIV/AIDs prevention, and healthy lifestyles; and
- ✓ Ecology and natural resource conservation and management.

The YNSD promotes youth engagement, leadership, and consultation through formal “youth councils” in each member organization. The councils are generally composed of 10-15 young people, of whom about 60 percent are young women. Each council gives feedback on the design and implementation of each member organization’s activities in the three areas.

Beyond the individual member organization-established youth councils, the YNSD umbrella organization has its own established youth council made up of members of all the member organization youth councils. The YNSD umbrella organization provides organizational capacity building training and promotes youth engagement, leadership, and volunteerism, especially for young women, among its member organizations. The umbrella organization also serves as a grant manager of a small grants program for the three priority areas, funded by the Ministry of Foreign Affairs of the Netherlands, the Packard Foundation, and DFID.

The YNSD offers the opportunity to “wholesale” grant making in a cost-effective manner to a large number of youth-led organizations that are promoting leadership and participation among peers nationwide in order to reach more young people with their trainings and engagement strategies.

## PROMISING PROGRAMS

YouthPower Learning identified numerous programs in Ethiopia that address youth’s root causes of dissatisfaction and support the positive development of youth. The following chart summarizes the key features of these programs; descriptions of each project and its unique success factors are included after the chart.



**Table 5. Promising Programs Identified**

Promising Program Name	Operating Model	Brief Description of Program	Key PYD Approach of Youth Programming
Abebech Gobena Yehetsanat Kebekabena Limat Mahiber (Agohelma)	Social enterprise	Offers a comprehensive set of services, including health services, psychosocial support, and livelihood training to married and unmarried young women	Strengthens enabling environment by providing access to youth-friendly and youth-responsive health services; builds youth financial assets and livelihood skills; supports young women's resiliency and self-efficacy through counseling
Graduation with Resilience to Achieve Sustainable Development (GRAD) Program	Donor-funded program (USAID)	Supports vulnerable families affected by drought and famine conditions to move from reliance on safety net assistance to long-term food security through household livelihood creation	Supports youth to develop financial assets through village savings and loan associations and entrepreneurship/workforce skills; provides supports through coaching/ mentoring; strengthens enabling environment through linkages to TVETs
Livelihood Improvement for Women and Youth (LI-WAY) Program	Donor-funded program (Swedish International Development Agency)	Seeks to create employment opportunities for 200,000 women and young people in greater Addis Ababa	Seeks to build youth skills related to specific employment opportunities; seeks to address specific barriers impeding youth from success
Prioritizing Opportunities through Training, Education, Transition Investment, and Livelihoods (POTENTIAL) Program	Donor-funded program (USAID)	Offers 17,000 young people a comprehensive mix of services (training, mentoring, linkages to economic opportunities) to help them obtain livelihoods	Strong emphasis on building youth assets and agency through multi-phase soft skills/entrepreneurship training program; offers positive supports through coaches and mentors, strengthens enabling environment through market linkages and family/community-level interventions
Reliance through Enhanced Adaptation, Action-learning, and Partnership Activity (REAAP)	Donor-funded program (USAID)	Conducts risk-reduction activities to support drought-affected households, a majority of whom are youth, to better withstand climate change	Focus on building youth assets through training, empowers young women through gender equity interventions, offers opportunities for youth contribution and leadership in the community
Skills and Knowledge for Youth (SKY) Program	Donor-funded program (Helvetas/ Ethiopia Swiss Intercooperation)	Provides 2,000 young people with market-driven ICT, gender equity and young women's empowerment, life and employability, livelihood, and entrepreneurship skills training	Focus on strengthening youth assets and agency through an intensive training program, provides support through coaching; strengthens enabling environment by convening employer actors and stakeholders to support youth placement into employment opportunities
Sustainable Training and Education Program (STEP)	Donor-funded program (GIZ)	Builds the capacity of public universities and TVETs to provide quality education that prepares students to gain marketable skills	Strengthens the enabling environment by building and strengthening linkages between private sector and universities, develops youth assets through life, employability, workforce readiness, and entrepreneurship training at targeted institutions

Promising Program Name	Operating Model	Brief Description of Program	Key PYD Approach of Youth Programming
Tigray Youth Association (TYA) Programs	Nonprofit organization	Provides a comprehensive set of services to youth ages 15-29 living in Tigray to help them develop the essential competencies, skills, and attitudes they need to become productive adults and citizens	Builds youth assets and agency to pursue livelihoods; provides access to youth-friendly health information; fosters opportunities for youth engagement in civil society through the deployment of youth “development army units”
Youth in Action Program	Donor-funded program (Mastercard Foundation)	Provides a mix of services designed to improve the prospects of more than 9,000 vulnerable, out-of-school youth	Builds youth assets through skill-building (life, employability, and entrepreneurship trainings) and access to finance; provides support through peer groups and mentors, strengthens enabling environment by linking youth to private sector networks
Youth Ready Program	INGO-funded (World Vision)	Empowers young people to be responsible for themselves, their families, and their community through their two-phase approach entitled “Viability Journey”	Focus on building youth life, employability and entrepreneurship skills; provides mentorship and peer group support, offers access to financial assets, such as seed capital, scholarships, and wage support; strengthens enabling environment through linkages to TVETs and employers

**Abebech Gobena Yehetsanat Kebekabena Limat Mahiber (Agohelma).**<sup>140</sup> The Abebech Gobena organization in Addis Ababa offers a comprehensive set of services largely to married and unmarried young women with limited education from a very low economic stratum, in a welcoming environment to improve the quality of their lives and help them become self-sufficient and resilient. The comprehensive service mix for these young women range from:

- ✓ Primary healthcare, including family planning, mother-child health, nutrition, healthy lifestyles, HIV/AIDS prevention and testing, supplementary feeding program for children under three years of age, sanitation and hygiene, and immunizations;
- ✓ Psychosocial support for those young women who have or are experiencing trauma and domestic violence;
- ✓ Livelihood trainings, including life and employability skills training, IT training, vocational skills training, entrepreneurship training, money management, and financial services through the establishment of savings and loans groups.

The organization also provides services to OVCs, including operating a dormitory and running a tuition-free private elementary school for several hundred children from the surrounding neighborhoods.

The organization operates 750 women's savings and credit groups and graduates more than 200 women every six months in its workforce development programming that includes: garment making, food preparation, and catering. Last year 23,621 young women and their children were direct beneficiaries of this organization.

What makes this organization unique among many Ethiopian NGOs is how it follows the GOE mandate that NGOs generate their own income.

*Financial Sustainability Strategy.* This organization generates its own revenue to fund its programming for young women through various social enterprises. The enterprises including the following:

- ✓ Food production, including a large injera preparation facility and processing facility that produces 54 types of spices that are distributed to major hotels (for example, the Sheraton Hotel) and restaurants in the city of Addis Ababa;
- ✓ A café open to the public;
- ✓ A garment manufacturing facility that produces school uniforms and knits sweaters;
- ✓ Primary healthcare services for the surrounding neighborhoods, including an ambulance service, a walk-in clinic, a small hospital, and a pharmacy onsite; and
- ✓ An internet access and computer training facility.

This organization is heavily invested in becoming as self-sustaining as possible through its own revenue generation schemes and reducing its reliance on outside funding to cover its overhead and programming expenses for young women.

**Graduation with Resilience to Achieve Sustainable Development (GRAD) Program.**<sup>141</sup>

Funded by USAID/Ethiopia, the GRAD program is implemented by CARE and seven other implementing organizations: Relief Society of Tigray, Organization for Rehabilitation and Development in Oromia, Agri-Services Ethiopia, SNV Netherlands, Education Development Center (EDC), Digital Green Growth, and the International Development Irrigation.<sup>142</sup>

GRAD supports the GOE's Productive Safety Net Program (PSNP; Phase IV)<sup>143</sup> that helps vulnerable families affected by drought and famine conditions move from social assistance programs/food security safety net assistance to long-term food security through household livelihood creation in select areas in the Amhara, SNNP, and Tigray Regions of Ethiopia.

The GRAD program does not offer standalone programming exclusively targeting young people—it targets all members of vulnerable households, which include young people ages 15-29. Its current target

is about 97,900 households, of which some 22,000 participants are estimated to be young people; men and women are targeted equally. The mix of services are quite comprehensive and include the following:

- ✓ Life and employability skills;
- ✓ Financial literacy training;
- ✓ Entrepreneurship skills development;
- ✓ Linkages to financial services;
- ✓ Linkages to vocational/technical skills at TVETs;
- ✓ Promotion of gender equity;
- ✓ Healthy lifestyles with an emphasis on nutrition;
- ✓ Youth leadership;
- ✓ Civic engagement by mobilizing volunteers to form “village economic and social associations;”<sup>144</sup>
- ✓ Coaching and mentoring of participants engaged in livelihood skills training and job creation; and
- ✓ Mediation and conflict resolution through its Social Analysis in Action<sup>145</sup> participatory approach to bringing positive changes in gender equity and promoting household food security and reproductive health across all age groups.

The GRAD program is a notable example of multiple implementing partners coming together in a strategic partnership to achieve the following:

- ✓ The combining of the unique competencies and resources of each organization into one endeavor with a greater, more focused impact than if the organizations worked individually;
- ✓ A more comprehensive program design to move vulnerable households that include young people from dependency to self-sufficiency through expanded household livelihood creation;
- ✓ A greater access to a broad array of financial, technical, and human resources to implement programming that helps vulnerable households become more food secure in a manner that is more effective; and
- ✓ A more coordinated approach among partner organizations in their service delivery to vulnerable households to ensure a more thorough geographical coverage while minimizing the duplication of efforts among the various organizations.

**Livelihood Improvement for Women and Youth (LI-WAY) Program.**<sup>146</sup> The LI-WAY Program is comprised of SNV Netherland, Mercy Corps, Save the Children, and TechnoServe, and is funded by the Swedish International Development Agency.

Starting in 2017 and continuing for the next five years, the partnership will seek to create employment opportunities for 200,000 women and young people in greater Addis Ababa. It conducting a thorough analysis of the local economy in the following ways:

- ✓ In-depth assessment of the socio-economic challenges facing women and young people;
- ✓ Local job market opportunity appraisals in select urban/peri-urban areas of Addis Ababa to identify high potential opportunities for the rapid insertion of women and young people into the workforce;
- ✓ An analysis of job entry barriers that women and young people face so the alliance can tailor employment trainings to help them overcome challenges and get jobs.

Similar to the GRAD program, the LI-WAY Program is another example of several implementing partners coming together in a strategic partnership to achieve the following:

- ✓ The combining of the unique competencies and resources of each organization into one endeavor with a greater, more focused impact than if the organizations had worked individually;

- ✓ A more comprehensive program design targeting women and young people;
- ✓ A greater access to a broad array of financial, technical, and human resources to implement programming more effectively; and
- ✓ A more coordinated approach among partner organizations in their service delivery to women and youth, which ensures a more thorough geographical coverage while minimizing the duplication of efforts.

**Prioritizing Opportunities through Training, Education, Transition Investment, and Livelihoods (POTENTIAL) Program.**<sup>147</sup> The POTENTIAL program is a five-year program ending in 2019 with a goal is help un- and underemployed young people aged 15-29 living in eight urban and 20 kebeles in rural areas of six regions acquire the livelihood knowledge and skills they need to become economically self-sufficient.

Funded by USAID/Ethiopia as its youth development program model, the POTENTIAL program is being implemented by a strategic partnership that includes Save the Children as the lead implementing partner, EDC,<sup>148</sup> HUNDEE-Oromo Grassroots Development Initiative,<sup>149</sup> PADet,<sup>150</sup> Relief Society of Tigray,<sup>151</sup> and Facilitator for Change Ethiopia.<sup>152 153</sup>

The POTENTIAL program uses a comprehensive set of PYD strategies to prepare out-of-school young people to become self-sufficient, employed or self-employed, and community-minded.

The POTENTIAL Program's curriculum toolkit includes five integrated components to prepare young people for employment:

- (1) *Positive Youth Development*, an asset-based approach focusing on how one will earn a living (i.e., developing a long-term personal development plan and setting life goals), family (i.e., providing for their family), and community (i.e., exploring resources available in their community and contributing to it);
- (2) *Aflateen*, providing social and financial education for younger youth, aged 15-18;
- (3) *Work Ready Now*, equipping young people with "soft" employability skills, knowledge and behaviors necessary for success, includes modules and topics in the following areas:
  - (a) Personal development, including values and skills, setting goals and making plans, and learning new skills.
  - (b) Interpersonal communications, including listening and speaking effectively, cooperating with others, and customer relations.
  - (c) Effective work habits and conduct, including community mapping, finding a job, appropriate workplace behaviors, and attitudes.
  - (d) Leadership, including leading a team, teamwork and group cooperation, problem solving, and decision making.
- (4) *Work Based Learning*, providing young people with a real workplace experience by observing or working on products or services; and
- (5) *Be Your Own Boss*, basic skills for young people who wish to improve on existing income-generating activities or pursue self-employment, and includes such topics as the characteristics of business owners, coming up with business ideas, marketing, business operations, finance, and creating business plans.<sup>154 155</sup>

The program has reached about 17,000 young people. About 45 percent of program participants are females and 55 percent are males. So far, about 6,700 have gained employment: 68 percent are self-employed, 18 percent work for wages for employers, and 17 percent have gained better employment.<sup>156</sup>

The POTENTIAL Program model exhibits several outstanding characteristics of youth workforce development programming. For example:

- *Youth Livelihoods Conceptual Framework.* The POTENTIAL Program’s youth livelihoods conceptual framework, with a thorough and wide ranging approach to youth programming, provides a concise overview on how the program helps young people access the knowledge, skills, and resources they need to become productive adults within four domains:

Readiness-oriented youth programming:

1. Human capital, including literacy and numeracy, employability and life skills, technical skills, internships and apprenticeships.
2. Social capital, including mentoring, career counseling, social networks, and peer networks.

Access-oriented youth programming:

3. Financial capital, including savings groups, loans, money management, and revolving credit.
4. Physical capital, including tools, land, work clothes, equipment, and physical space.

- *Ongoing Job Market Assessments.* The POTENTIAL Program regularly conducts local labor market and value-chain assessments to identify emerging and unmet opportunities for the rapid insertion of young people into the workforce. The assessments also ensure that the skills participants receive and the qualifications they achieve match labor force demands.
- *Work-Based Learning.* The POTENTIAL Program provides numerous opportunities for young people to be exposed early in their training to the formal workplace environment through employer visits, job shadowing, temporary employment, and apprenticeships.
- *Work-Based Learning Journal and Logbook.* Each young person participating in Work-Based Learning activities keeps a journal describing the actual work they do each day and log their time on the job. Their workplace supervisor reviews and signs the logbook each day. The recording of structured work experiences in the journals form the basis for preparing resumes and documenting participants’ work experience.
- *Formal Training Program for Youth Mentors/Coaches.* All adults, whether local implementing partner staff or volunteer business mentors are trained to work with youth participating in the program. The topics include:
  1. How to build supportive relationships with targeted young people;
  2. How to help young people create their livelihood plans and assist them in achieving their goals; and
  3. Effective job placement strategies and managing long-term relationships with youth and employers over time.

Trainers are given a *Coaches Training Manual* and each mentor receives a *Guide to Coaching Youth*.

- *Start Up Business Ideas Catalogue.* This unique catalogue offers 116 ideas for micro and small businesses requiring startup capital of up to \$250. The micro and small business ideas are organized according to the following sectors: agriculture, manufacturing/processing, trade, services, construction, and transport. The catalogue describes the business, equipment, raw materials and their sources, technology, and processes. Also outlined are the key decisions that need to be made by young entrepreneurs during the startup phase, including human resource requirements, target market and customers, linkages to support providers, opportunities, challenges and the amount of capital needed to start up the business.
- *Assistance in Creating Small Group Enterprises.* The POTENTIAL Program places a significant emphasis in helping completers of the Be Your Own Boss entrepreneurship training program to join with family members, neighbors, and/or peers to create small enterprises. Such an approach enables young people to meet the minimum requirement of having five individuals in a group to

access credit from the GOE's Revolving Youth Fund as well as better meet the collateral and 20 percent cash-on-hand requirements.

**Reliance through Enhanced Adaptation, Action-learning, and Partnership Activity (REAAP).** The REAAP<sup>157</sup> initiative, implanted by Catholic Relief Services, supports the GOE's PSNP Phase IV food security and livelihood development program<sup>158</sup> and is funded by USAID/Ethiopia's Feed the Future Initiative.<sup>159</sup> Under REAAP, CRS is partnering with five organizations, including the Center for Creative Leadership,<sup>160</sup> the Ethiopian Catholic Church-Social Development Coordinating Office of Harar,<sup>161</sup> Handicap International Ethiopia,<sup>162</sup> and CORDAID.<sup>163 164</sup>

REAAP does not offer standalone programming exclusively targeting young people. Its climate change resilience programming targets all members of drought-affected households, which include significant numbers of young people, ages 15-29, who live in these households and are the major revenue generators on whom family members depend to survive. Nevertheless, to ensure that aspects of its programming meet the needs of youth in drought-affected households, REAAP conducts formal assessments to ensure its household livelihood skills development programming meets needs of young people participating in household resiliency programming.<sup>165</sup>

The REAAP activity targets 95,000 rural households with an estimated population of 475,000 living in drought-affected areas of East and West Hararghe zones of Meta, Fedis, Midhega Tolla, Mieso, Tulo, and Oda Bultum woredas in Oromia region. The households participate in risk-reduction activities that mitigate drought, erratic rainfall, and land degradation, and to better withstand climate change. The services offered are wide-ranging, including:

- ✓ Life and employability skills and financial literacy training;
- ✓ Entrepreneurship skills development;
- ✓ Formation of savings and internal lending communities allowing participants to buy food and livestock and start small businesses for extra income;<sup>166</sup>
- ✓ Promotion of gender equity, equitable decision making, confidence-building, and resilience of women, especially young women;<sup>167</sup>
- ✓ Empowerment of those who are physically challenged to help them participate in and benefit from resilience-focused activities and become productive citizens;<sup>168</sup>
- ✓ Healthy lifestyles, with an emphasis on nutrition and encouraging a greater consumption of vegetables into their diets through the promotion of "keyhole gardens" involving small, raised-bed gardens needing minimal amounts of water; and
- ✓ Youth leadership and civic engagement for young men and women.

REAAP is another noteworthy example of multiple implementing partners coming together in a strategic partnership that:

- ✓ Combines the distinctive competencies and resources of each of REAAP's partner organizations into a comprehensive programming mix with a greater, more focused impact if the organizations worked individually;
- ✓ Provides more comprehensive program design to move vulnerable drought-affected households that include significant numbers of young people from dependency to self-sufficiency through expanded household livelihoods creation and famine mitigation activities;
- ✓ Offers a greater access to an extensive range of financial, technical, and human resources to implement programming that helps vulnerable households, especially those that are physically challenged, to become more food secure in a manner that is more effective; and
- ✓ Advances a more coordinated approach among partner organizations in their service delivery to vulnerable households to ensure that each organization's resources go further by minimizing the duplication of efforts.

**Skills and Knowledge for Youth (SKY) Program.**<sup>169</sup> The SKY program is implemented by Helvetas/Ethiopia Swiss Intercooperation. Working primarily in Bahir Dar of the Amhara region, the Helvetas SKY program provides market-driven ICT, gender equity and young women’s empowerment, life and employability, livelihood, and entrepreneurship skills training for young people aged 18-30, characterized by Helvetas as from “low/no skill – no job – no income” poverty levels. In addition, the SKY program also targets young people with disabilities, heads of single-parent/female-led households, or recent returnees from Middle Eastern countries.

In 2016, the SKY program in Bahir Dar aimed to reach 2,000 young people with livelihood skills training. About 1,600 participated in its training programs; of those, 79 percent gained full employment within one month. The cost to train one participant by the SKY program averages about \$300.

The trainings offered by the SKY program to under- and unemployed young people are short-term, typically lasting an average three months, so they can start earning at least \$2 per day. Young people seeking to enhance their technical knowledge and skills are referred to the Amhara Bureau of TVETs.

Several aspects of the SKY program model are distinctive:

- ✓ *Periodic Stakeholder Consultations to Identify Local Employment Trends.* Helvetas’ efforts to assess local employment trends is notable. To accomplish this task, Helvetas has developed a network of representatives of the local Chamber of Commerce, the Association of Hotels, the Association of Car Mechanics, other local professional business associations, the Amhara Bureau of TVET’s Technical, Vocational, and Entrepreneurship Division to assess recommended qualifications for new hires, to identify emerging jobs opportunities, and to identify gaps in small business services that young entrepreneurs could fill. The stakeholder consultation meetings are held quarterly.
- ✓ *Private Sector Master Trainers.* Helvetas only uses master trainers from private organizations for the provision of life and employability, workforce readiness, and entrepreneurship training and some technical/vocational training.<sup>170</sup> The private sector trainers that Helvetas contracts must have GOE-recognized trainer certifications in the technical subjects they teach.
- ✓ Helvetas pays for master trainers from these organizations using a *results/outcome-based payment system* it started in April 2017. Trainers are paid in three installments – 30 percent at the beginning of training, 50 percent when training is completed, and 20 percent when young people get a job or become self-employed. The trainers are tasked with coaching and assisting SKY program completers in the transition from training to getting jobs. Through this approach, Helvetas seeks to incentivize trainers to be outcome-oriented and accountable.

Helvetas reports that trainers from the private sector seem to be more motivated to place students in jobs to qualify for the last 20 percent compared to the GOE trainers, who do not receive such compensation.

*Longitudinal Tracer Studies.* A third aspect unique to the SKY program is that Helvetas uses a local consultancy firm to conduct tracer studies on all of its program completers. The tracer study follows up with graduates regarding satisfaction of their training, current employment status, and whether they are better off before or after participation in the program.

**Sustainable Training and Education Program (STEP).**<sup>171</sup> The Sustainable Training and Education Program is a three-year initiative ending in mid-2018 of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) with the GOE’s Ministry of Education’s Higher Education Relevance and Quality Agency<sup>172</sup> and the Federal TVET Agency.<sup>173</sup>

STEP focuses on building the capacity of public universities and TVETs to provide a quality education that prepares students with marketable skills relevant to jobs in the private sector, or to create their own jobs.



For the GOE's 35 higher education institutions—with a priority on universities with schools of technology, research, engineering, and ICT—STEP provides technical assistance to set up university-based job placement centers that will prepare students to make a more successful transition from the classroom to the formal workplace after graduation. University-based placement centers are designed to be mechanisms to build and strengthen linkages between companies and universities on an ongoing basis and become job-creation hubs by:

- ✓ Offering life and employability skills and workforce readiness training to students at both the undergraduate and graduate levels;
- ✓ Promoting entrepreneurship training;
- ✓ Arranging internships through university-private sector partnerships;
- ✓ Posting jobs and hosting job fairs and networking events with private sector employers; and
- ✓ Providing guidance and coaching on how to prepare resumes and prepare for job interviews.
- ✓ Building and strengthening ongoing linkages between companies and universities to better understand hiring trends in the growing private sector.

For GOE's TVET system, STEP provides technical assistance in establishing private sector/TVET partnerships and setting up job placement offices offering similar classroom-to-work transition services as the university-based job placement centers. However, within the TVET system, instead of promoting internships, STEP places a greater emphasis on the “cooperative vocational training model”<sup>174</sup> involving a mix of theoretical training in the classroom with ongoing practical training in the formal workplace. Importance is also placed on entrepreneurship training so TVET graduates will be equipped with the knowledge and skills to create their own businesses and jobs.

The STEP approach provides a roadmap on how GOE post-secondary institutions could do a much better job of preparing graduates to take their place in Ethiopia's fast-growing economy, especially in the promising construction, finance, manufacturing, mining, service, and trade sectors.<sup>175</sup>

STEP also helps GOE universities and TVETs establish permanent infrastructures to better match the qualifications of their graduates with the standards of potential employers, and/or to fit the types of jobs employers are looking to fill.

**Tigray Youth Association (TYA) Programs.**<sup>176</sup> The TYA was established in 1983 to provide young people, aged 15-29, living in Tigray Regional State within seven zones, 52 woredas, and 819 tabiyas/kebeles,<sup>177</sup> with a comprehensive set of services to help them get the essential competencies, skills, and attitudes they need to become productive adults and citizens. The TYA seeks to:

- ✓ Enable Tigran young people to play an effective role in the nation's and region's development;
- ✓ Help youth get the technical and professional support to overcome the challenges of unemployment and poor living conditions;
- ✓ Enable youth to eliminate harmful traditional practices that affect their health and cause psychological problems;
- ✓ Help them become ethical citizens;
- ✓ Protect their human rights and to enable them to play their role in enhancing the country's rule of law;
- ✓ Help alleviate the economic, social, and psychological problems they experience;
- ✓ Improve the relations and unity among all youth, as well as promote tolerance for one another;
- ✓ Instill the value of hard work, encourage creativity, and enable them to become self-reliant to solve their problems themselves.<sup>178</sup>

TYA is organized into several departments that provide a range of services to young people. The Economic Department is focused on job creation for the young people, aged 15-35, who are mostly unemployed and have achieved at least grade 8 education. A major job creation strategy of the TYA is to link small groups of young people with employers in business and industry, such as the Velocity Textile and Garment manufacturing facility, the MAA garment factory, and the Mesfin Industrial Engineering (MIE) company.

These industries and others closely work with the TYA to outsource their jobs to TYA-affiliated youth members. The department is responsible for training young people in workforce readiness skills, life skills, communication skills, entrepreneurship, and how to develop business plans.

The Economic Department also links young people wanting to start their own businesses to a MFI called *Dedebit*, to access the GOE Revolving Fund for Youth and other funding sources such as the TYA's own revolving funds to access credit to create their own businesses.

The TYA also assists young entrepreneurs through further training, business/value-chain enhancement schemes, more effective market linkages, and loan access for further expansion of enterprises.

The Social Department works with government bureaus like health, education, women affairs, and social affairs on a range of issues related to youth. The main role of the department is to create awareness among male and female members of social and health issues such as HIV/Aids prevention, the promotion of gender equity and equality, immigration and trafficking, nutrition, women's health, integrated functional adult literacy, and addictions to alcohol, khat, and other substances. Youth with addictions are linked to a rehabilitation center.

There are two aspects of the TYA that makes the organization unique:

- ✓ *Youth Leadership, Engagement, and Participation Structures.* Its youth leadership, engagement, and participation structures at the grassroots level provide ample opportunities for young people to exercise leadership, work in small groups and practice teamwork, and get involved and provide feedback on the youth development programming offered by the TYA. They range from the tbaiya/kebele level to the regional level.

The foundational youth engagement structure the TYA employs is the formation of "development army units." Each development army unit is an administrative and programmatic structure at the tbaiya/kebele level where 20-30 young people are grouped in a unit.

The members of each development army unit elect their own leaders and participate in personal development, social, and employment creation activities through the unit. All members of the unit participate each year in the planning of personal development activities. Currently, 16,468 units comprise TYA's development army, consisting of an estimated 500,000 Tigran young people. In 2016, the TYA reported that it created an estimated 230,000 jobs through its development army unit model.<sup>179</sup>

- ✓ *Financial Sustainability Strategies.* Similar to the Agohelma organization described above, the TYA also uses a social enterprise approach to help sustain its financial viability. The first revenue generating scheme is the renting of office space in several of its buildings in Mekele and other towns.

The second revenue stream that helps cover its administrative costs is the annual membership fee of 10 birr per member for each unit. These funding streams are used for salaries and other administrative costs for its 130 employees. Donor funds are only used to cover the direct costs of running its economic and social department programming for young people.

**Youth in Action Program.**<sup>180</sup> The Youth in Action (YIA) Program is funded by the Mastercard Foundation and implemented by Save the Children and PADet, Save the Children's local implementing partner. The Office of the MOYS is also part of this partnership in the Alamata woreda.

The YIA Program seeks to improve the prospects of more than 9,000 vulnerable, out-of-school youth, ages 15-18, in 20 rural areas and eight kebeles in urban areas, many of whom are functionally illiterate. The model provides sufficient literacy and numeracy remediation training to help youth get to the level they need to be to participate in the program, get a job, or create a business.

Other trainings offered by the program include financial literacy, life and employability, work readiness, and entrepreneurship training through its Learning for Life employability skills model (Myself, My Family, My Community, My Pathway). The youth are then linked to vocational/technical skills training at TVETs and to the local Office of the Ministry of Agriculture for youth who wish further training in agriculture and animal husbandry.

The program has created 5,900 job opportunities for youth, mostly in the agriculture and manufacturing sectors. Of the total, 46 percent (2,714) of the job opportunities reached vulnerable females and the remaining 54 percent (3,186) are male beneficiaries. The second cohort groups constitute 2,950 vulnerable youth engaged in different skills trainings. More than 7,000 youth who have participated in the program have opened savings accounts.<sup>181</sup>

There are several facets of YIA worth highlighting:

- ✓ *Peer Support Groups.* The YIA program fosters the establishment of peer support groups among its program participants to mutually backstop one another and exchange what is working in getting employed.
- ✓ *Business Development Mentors.* The YIA program links young people who want to start their own businesses with local experts in small business development to support them during the launch, operation, and expansion phases of their businesses.
- ✓ *Youth-Led Procurement.* The YIA program provides seed money to support young entrepreneurs starting their own businesses. During this process, participants in YIA receive a small cash grant to purchase the materials or services needed to establish their own businesses. The approach encourages young people's self-development process and to make decisions independently of their family.
- ✓ *Suppliers and Buyers Networking.* Through the youth-led procurement process, young people build relationships with other business owners in the local market. Business development mentors also connect young entrepreneurs to suppliers and buyers through market day contacts, introductions to local successful businesses, and through market surveys regarding demand for particular products and/or services.

**Youth Ready Program.**<sup>182</sup> The Youth Ready Program is an initiative of World Vision/Ethiopia. The program targets functionally illiterate young people who are not in school or employed between the ages of 12-24, and living in select urban and rural settings in the Amhara, Oromia, Tigray, and SNNP regions.

Adolescents between 12 to 18 years old tend to enroll in the program's life and employability skills trainings, while young people between the ages of 19-24 receive life and employability skills training, as well as livelihood and entrepreneurship skills training and linkages to TVETs for further technical training.

Depending on their literacy and numeracy levels, both groups of young people may receive remediation assistance based on the Read Right model<sup>183</sup> to reach the necessary level to optimally participate in the Youth Ready Program.

Based on World Vision's Youth Livelihood and Empowerment Theory of Change,<sup>184</sup> the Youth Ready Program seeks to empower young people to be responsible for themselves, their families, and their community. The Youth Ready Program uses a two-phase approach entitled Viability Journey to achieve this aim:

- ✓ **Phase 1: Viability Foundation.** During this first phase, peer support groups of young people are formed and meet at least twice a week for three hours over a six-month period. During this period, the peer support groups participate in knowledge- and skill-building activities clustered into five modules that help them: (1) develop a positive self-image and relationships, and identify one’s skills and assets; (2) acquire financial literacy, money management knowledge and skills, and incorporate savings and loans practices<sup>185</sup> in their peer support groups; (3) develop life, employability, and workplace readiness skills, and customer service and interpersonal communications; (4) participate in entrepreneurship training; and (5) engage in citizenship training activities that cover a range of topics including gender equity and diversity, conflict mediation, and community service. An important task during this first phase is the preparation of individual “livelihood pathway plans.”
- ✓ **Phase 2: Supported Pathways.** Once the young people graduate from Phase 1: Viability Foundation, they continue meeting in peer support groups for an additional six-month period while they are supported by adult mentors and business coaches to turn their “livelihood pathway plans” to reality—either working for others, developing their own micro enterprises, or shifting toward further education in public schools or TVETs.

The Youth Ready Program has been implemented in 26 woredas in four regions targeting 2,600 youth, with equal distribution of males and females. Of the 2,600 participants, more than 60 percent became self-employed, largely in the agri-business sector. About 15 percent began working for others, and about 15 percent enrolled in further education and/or training.

There are a number of aspects of the Youth Ready Program that should be noted:

- ✓ *Orientation at the Intake Period.* At orientation to the Youth Ready Program before the program begins, young people are asked what their expectations are for program. The program staff also solicits feedback about participants’ impressions of the program design and services; the feedback used for program improvement and to ensure relevancy to the needs and desires of participants.
- ✓ *Formation of Peer Cohort Groups.* Integral to the Youth Ready Program model is the formation of “mutually supportive and accountable peer cohort groups” that are tasked with establishing their own bylaws and electing leadership. The peer cohort groups form the nucleus for all learning activities, small group-led enterprises, and the formation of savings and loans groups.
- ✓ *Adult Mentors/Business Coaches.* Each peer cohort group selects an adult mentor who accompanies the group and each member during the yearlong program period. In addition, the adult mentors serve as small business coaches for enterprises started by the group or individuals.
- ✓ *Seed Money to Start Small Businesses.* The Youth Ready Program provides Livelihood Pathway Grants to provide young entrepreneurs with seed money to start their own businesses.
- ✓ *Wage Support for Apprenticeships.* For young people who seek to work for wages, the Youth Ready program provides them with wage support during the apprenticeship period.
- ✓ *Scholarships to Attend TVETs.* For young people who complete the Youth Ready Program and want more technical training, the program may provide scholarships to assist them in attending TVETs, especially those who live in rural kebeles distant from TVETs, which are typically in woredas.
- ✓ *Competency-Based Assessments.* The progress of participants through the Phase I learning and skills development period is measured through 21 competency-based assessments of “milestones” that demonstrate knowledge gains and skills acquisition.

- ✓ *Longitudinal Studies.* The Youth Ready Program conducts longitudinal studies on its program completers to determine the effectiveness of its programming, and whether or not it aligns with participants' expectations.

Beyond these aspects, the partnership between the Mastercard Foundation, Save the Children, and PADet in implementing the Youth Ready Program include:

- ✓ A more comprehensive program design targeting youth; and
- ✓ A greater access to a broad array of financial, technical, and human resources to more effectively implement youth development programming.

## PROMISING PARTNERSHIPS

The section presents three promising partnerships that support PYD programming. The following chart summarizes the key features of these partnerships; descriptions of each partnership and its unique success factors are included after the chart.

**Table 6. Promising Partnerships Identified**

Promising Partnership	Affiliated Organization(s)	Brief Description of Partnership	Key Partnership Features Relevant to PYD
Civil Society Support Program (CSSP) Partnership	British Council, Canadian International Development Agency, DFID, Embassy of Sweden, Embassy of the Netherlands, Irish Aid, and Royal Norwegian Embassy	Supports Ethiopian CSOs, including youth-led CSOs, by providing funding and capacity building opportunities	Indirectly supports youth, especially young women and vulnerable youth, to build skills and access educational opportunities
GOE Entrepreneurship Development Program Partnership	Ministry of Urban Development and Housing, UNDP	Leads GOE job creation efforts by providing technical assistance to GOE ministries and capacity building to entrepreneurs, through UNDP support	Strengthens the ability of a GOE ministry to offer entrepreneurship/ business development services to youth and to create jobs
MOYS, Alamata Office, and PADet, Alamata Office Partnership	MOYS, PADet	Coordinates efforts to support youth to access training and credit	Supports young people living in Alamata to build life and employability, workforce readiness, and entrepreneurship skills needed for employment or entrepreneurship

**Civil Society Support Program (CSSP) Partnership.**<sup>186</sup> Under the leadership of the British Council, the Canadian International Development Agency, DFID, Embassy of Sweden, Embassy of the Netherlands, Irish Aid, and Royal Norwegian Embassy have established a joint mechanism to provide funding and capacity building opportunities for a wide range of Ethiopian CSOs, including youth-led, community-based organizations and associations from all regions of Ethiopia.

The multi-donor CSSP partnership's capacity building and grant making program focuses on strengthening, supporting, and scaling up the reach of Ethiopian civil society organizations, including many that are youth-led. The CSOs typically work with hard-to-reach, socio-economically marginalized segments of Ethiopian society living in rural/remote regions of the country.

Many of the organizations receiving support from the CSSP focus on helping rural young women gain livelihood skills and promote gender equity; ensuring that rural girls have greater access to educational opportunities; working to improve the lives of female prisoners and their dependents; and protecting highly vulnerable children and young people, especially females, from exploitation and trafficking.

The CSSP partnership is an excellent model of a multi-donor managed fund designed to build the capacity and scaling up the impact of CSOs through a united and coordinated approach:

- ✓ By minimizing the duplication and overlap of programming efforts by individual donors;
- ✓ By reducing and consolidating grant management, administrative, and oversight systems and costs;
- ✓ By combining monitoring and evaluation systems to more efficiently measure overall organizational and programmatic changes; and
- ✓ By expanding the reach of each donor's limited resources through combined funding to make those resources go further.

**GOE Entrepreneurship Development Program Partnership.**<sup>187</sup> The Entrepreneurship Development Center (EnDC) is a unit within the Ministry of Urban Development and Housing established in 2013 with assistance from United Nations Development Program (UNDP). The UNDP provides funding, ongoing organizational capacity building training, and entrepreneurship training modules tailored to different population segments in Ethiopia for the EnDC.<sup>188</sup>

With satellite offices in five regions, the EnDC serves as the GOE's lead implementing agency to build the capacity of private sector entrepreneurs. GOE ministries and bureaus are tasked with creating jobs in the following five ways:

- ✓ Providing technical assistance to the GOE MOYS and the Ministry of Industry to improve their job creation efforts and entrepreneurship services delivery. With MOYS, the EnDC is working to strengthen its network of youth centers that have been identified as a potential infrastructure to provide entrepreneurship training to young people;
- ✓ Building the capacity of GOE agencies offering business development advisory services through training for teachers and student-centered facilitation skills training;
- ✓ Providing the following trainings tailored for specific segments of entrepreneurs:
  - An intensive six-day entrepreneurship training program with no eligibility criteria;
  - An entrepreneurship training program for individuals with low literacy levels;
  - An entrepreneurship training program for women;
  - An entrepreneurship training program for youth ages 18-30 years; and
  - An entrepreneurship training program for residents of rural areas.
- ✓ Enabling corporate executives to think like entrepreneurs who continuously introduce innovative improvements to their organizations through executive coaching, senior leadership trainings, and ongoing technical support;
- ✓ Working with GOE higher education institutions,<sup>189</sup> the EnDC established five Entrepreneurship Centers of Excellence to promote a culture of entrepreneurial development and learning to the students and faculty and to support the commercializing of research ideas and innovations being developed in the R&D facilities of the universities. EnDC is also working with the federal TVET

system to improve their entrepreneurship training courses and pedagogical methodologies used by adult facilitators to deliver content.

The EnDC/UNDP strategic partnership illustrates how an international UN organization can “birth” a GOE-affiliated implementing partner, build its technical capacity from the ground up, and provide ongoing technical assistance and funding as the GOE implementing partner begins to scale up its own entrepreneurship training programmatic outreach nationwide.

**The MOYS, Alamata Office, and PADet, Alamata Office Partnership.**<sup>190</sup> The partnership between the MOYS/Alamata Office and PADet/Alamata Office is a unique strategic alliance because it illustrates how a GOE agency and community-based youth development organization can work together in close coordination to help Ethiopian urban and rural young people ages 14-29 living in the Alamata woreda get the life and employability, workforce readiness, and entrepreneurship skills they need to get or create jobs.

Coordination occurs between the two organization in the following ways:

- ✓ MOYS identifies young people living in 15 kebeles of the Alamata woreda who are seeking employment, recruits and registers them, and refers them to PADet for employability training;
- ✓ PADet implements two youth development programs to teach literacy, numeracy, financial literacy, life and employability, work readiness, and entrepreneurship skills to prepare them for age-specific employment. For ages 14-18, PADet implements the Mastercard Foundation/Save the Children’s Youth in Action Program. For young people ages 18-29, PADet implements Save the Children’s POTENTIAL Program.<sup>191</sup>
- ✓ Young people wishing to gain technical/vocational skills are linked to the local TVET;
- ✓ Young people seeking short-term training on agricultural production and irrigation, animal fattening, and dairy farming are referred to the Alamata Office of the Ministry of Agriculture and Natural Resources for further training;
- ✓ Young people who complete their entrepreneurship training and seek financing for their business ideas are referred to the *Dedibit* Credit Association, which provides young people with loans through the GOE’s Youth Revolving Fund.

Cross training of staff of both organizations is a best practice for PYD. As a result, given that the MOYS is a relatively new ministry, the technical capacity of the staff to implement youth development programming is being professionalized on an ongoing basis. Other benefits to the two entities working together is that it improves coordination between the organizations, promotes programmatic complementarity, ensures greater geographical coverage, and minimizes a duplication of efforts if the two organizations were to work individually.

## VI. CONCLUSION

The purpose of this assessment was to understand the status and aspirations of Ethiopian youth ages 15-29 in their journey from adolescence to adulthood, using a PYD lens. In this regard, the YouthPower Learning team found that despite investments by the GOE in the education system and in creating economic opportunities, Ethiopian youth are still deeply dissatisfied with their daily life, because of a lack of the assets and agency to pursue opportunities, opportunities to contribute and take on leadership roles, and an enabling environment to support their development. A lack of economic opportunities is the primary driver of youth frustration—more than 25 percent of young people are unemployed, but the number of underemployed youth is likely much higher. Many Ethiopian youth spend their day wandering in search of work, oftentimes using substances like khat, marijuana, tobacco, and alcohol and watching football to pass the time. For youth in school, educational degrees do not provide sufficient leverage to propel them toward a meaningful career path, as even university graduates find themselves working in daily labor jobs despite their education. Young people, however, continue to aspire to return

to education, still believing that some education is still better than no education, but political affiliation has proven more advantageous than education.

Ethiopian youth are frustrated by the government, noting that corruption, nepotism, and discrimination in the system are rampant. Young people's voices are lacking in community-level decision-making processes, as youth may be seen as a source of insecurity (especially in refugee settings) or too prone to ask critical questions about proposed interventions. Due to government surveillance programs such as the "1 to 5," youth are fearful of being on the government's radar and afraid to participate in meetings for fear of imprisonment. Youth find it more tenable to let issues with the government drop, rather than exposing themselves by speaking out.

Young women are particularly vulnerable in Ethiopia. They are exposed to high levels of gender-based violence, such as female genital mutilation and domestic violence, and are often married before reaching adulthood. Young women often shoulder the burden of domestic labor, in many cases preventing them from achieving educational goals. To escape the confines of social and gender norms, some young women look to migrate to urban areas such as Addis Ababa or internationally to the Middle East in search of work and new opportunities. Unfortunately, young women are the main targets of human traffickers and are often exposed to emotional, physical, or sexual abuse.

Despite the dire situation of Ethiopian young people, there are number of promising policies, structures, programs, and partnerships that address the root causes of youth dissatisfaction and support the positive development of Ethiopian youth. Bilateral donor agencies have established mechanisms for knowledge sharing on youth issues, such as DFID's Youth Advisory Panel and USAID's Working Group on Youth. Policies and structures such as USAID's unrestricted budget policy that allows the PRIME program to adapt resiliency programming to meet the needs of vulnerable populations, and USAID's multi-technical office funding scheme that funds the POTENTIAL youth program present opportunities for USAID to further support Ethiopian youth. Furthermore, there are many examples of promising programs enacted by the GOE, bilateral and multilateral donors, NGOs, and CBOs that aim to meet the economic, social, and health needs of Ethiopian youth, some of which use a PYD approach. The POTENTIAL, SKY, and STEP programs are examples of programs working to support young people to secure decent livelihoods, whereas the Abebech Gobena Yehetsanat Kebekabena Limat Mahiber and the LI-WAY programs offer specific services for young women.

With a bulge of approximately 30 million young people, the government of Ethiopia cannot afford to disregard the interests and needs of youth aged 15-29. Such a large youth population entering its productive work years with limited prospects and facing seemingly insurmountable challenges could be a significant driver of unrest and instability for Ethiopia over the next decade and beyond. Alternatively, such a cohort could become a huge economic dividend for the country and help Ethiopia leap forward to a vibrant future. To turn that positive vision of the future into reality, what is needed now are strategic investments to create and scale up systems, infrastructure, and programs that help disadvantaged Ethiopian youth. Those types of investments would be targeted at building in Ethiopian youth the necessary life and employability skills to become productive adults, as well the knowledge, skills, and values to help build Ethiopia's economy and transform the country into a more livable society for the 21st century. Strategic investments will support youth in gaining the essential values needed to become engaged citizens in a pluralistic democracy and the resiliency they need to overcome difficult circumstances.



## VII. ANNEX

### ANNEX I. CAUSES OF YOUTH DISSATISFACTION IDENTIFIED BY STAKEHOLDERS

#### I. Root causes of dissatisfaction among some Ethiopian young people as reported by GOE Ministries and Agencies:<sup>192</sup>

- Persistent unemployment in local job markets is what causes the most dissatisfaction among Ethiopian youth people. There is a huge gap between the few employment opportunities being created and the vast demand for jobs by young people.
- Many young people feel that the GOE should be responsible for creating jobs. Some are dissatisfied with the government for all its expenditures in higher education, which does not seem to prepare graduates for jobs that suit their educational qualifications. This situation creates a huge lack of trust in the government.
- Some young people do not have a positive attitude toward work. For example, the GOE often identifies certain priority areas for job creation. However, many young people are not interested in working in some sectors where jobs are available.
- Many young people have high expectations of changing their life within a short span of time by engaging in “quick cash” business ventures. After a while, if their business ideas don’t make the kind of money they anticipated, they start to develop a sense of hopelessness.
- Because of their attitudes and poor workplace readiness—unrealistic expectations about pay or roles and responsibilities, or the need to be punctual, or even showing up for work—some unemployed youth are not suitable for employment in a formal workplace.
- Some TVET graduates are dissatisfied because of the poor teaching capabilities of their instructors and the lack of modern machinery and equipment to train on.
- Low wages for the few jobs available are a cause for dissatisfaction among many young people.
- For young people who wish to start a business, the government will only consider supporting enterprise teams of at least five or more individuals. However, most young people do not want to work in such groups, and would rather work alone. Furthermore, the enterprise teams must show a 20 percent savings set aside in their business plan to match the 80 percent loan amount provided by the MFI, in addition to collateral. Then there is the 17-step loan application process that is too time consuming and bureaucratic. In the end, their business idea and loan application might not be approved because it does not fall within woreda enterprise development priorities.
- The GOE’s specific interventions in the business development process are also another cause of dissatisfaction among some young people. For instance, the GOE tends to support business plans that involve the construction, manufacturing and urban agriculture sectors, for it believes that they are the best sectors to engage as many young people in work as possible. However, notwithstanding a business plan’s anticipated profitability, involvement in trade- and service-related business schemes is typically not encouraged.
- Many young people who have started business ventures are dissatisfied by the quality of technical support from GOE enterprise support agencies. There appears to be a shortage of qualified business venture advisors to help young people be successful in their business endeavors.
- Most rural young people want to engage in off-farm business alternatives, but the GOE continues to force them to engage in on-farm business activities.

- Some GOE officials argue that they are unable to fulfill the huge financial investment needed to launch youth-led enterprises in the off-farm sector where they live, which is another root cause of dissatisfaction among many rural young people. This makes them want to migrate from rural to urban areas.
- Getting access to work sites to set up a business is a very difficult process for young people.
- Ethnic discrimination is high in some regions and favoritism exists at the federal level for certain ethnic groups.
- Limited attention is paid by GOE stakeholders to the needs of young people and their affairs.

## **2. Root causes of dissatisfaction of some Ethiopian young people as reported by USAID/Ethiopia and other donors:<sup>193</sup>**

- Because of very limited opportunities for jobs, even for those who are educated and qualified, the lack of platforms to voice their concerns, and no obvious pathways to improve their prospects, many young people feel a sense of hopelessness and unhappiness, resulting in the need for a greater provision of psychosocial support in youth development programming.
- Many employment training projects targeting young people do not help them generate enough “quick cash” to cover their immediate needs (food, clothing, and personal expenses). Thus, they tend to pay much less attention to the benefits of longer-term job training programs to acquire livelihood skills that could give them a much higher income.
- Some young people do not see entrepreneurship as a possibility for employment because of so many barriers to starting an enterprise.
- Many young people feel they do not have any representation or say on economic, political, or social issues that affect their lives. They are simply not perceived as respected members of Ethiopian society and are still considered second-class citizens despite being more educated. They are ignored or considered by some officials to be sources of unrest and problems.
- Limited access to healthcare services and primary care professionals is a challenge for young people, especially for young women, because few healthcare services are considered “youth friendly.” And in general, there is a lack of knowledge regarding proper nutrition and the causes and prevention of communicable diseases.
- Thus far none of the GOE ministries have been very effective in creating jobs for young people.
- Access to land should not be the focus of any youth livelihood development programming because the national average land holding size per person in Ethiopia is 0.5 hectare. This is very small and may not be sufficient to provide food for the household let alone generate enough income for a household.
- Many more young people aspire to work for government agencies than there are opportunities for work in the public sector. Instead, the education system needs to be reformed to teach more young people to create their own jobs through entrepreneurship.
- Young people are not consulted about their views on the kind of jobs they would like to have and what kinds of support they need to get those jobs.

## **3. Root causes of dissatisfaction among some Ethiopian youth as reported by USAID/Ethiopia Implementing Partners and other Implementing Organizations:<sup>194</sup>**

- There are not enough jobs for young people. For the jobs that are available, youth lack marketable skills to get those jobs, or do not consider such jobs to be quality jobs.
- The quality of teaching in Ethiopia’s education system is considered poor by many young people. The system is thought to be ineffective in preparing youth for life and work because it is a

“white collar” curriculum that does not familiarize them with the work environment. Rather, it encourages them to become dependent on government employment.

- Government services for youth are poor and not youth friendly. For example, to access credit and/or land, the bureaucracy is ineffective and onerous. The woreda bureaucracy that is part of the process is also too sluggish and unresponsive to the ever-changing and expanding needs of the youth. And, some regions are favored over other regions in the distribution of financing for small enterprises.
- Many young people do not like to work in teams or small groups. They do not have the skills necessary to be interdependent and work together. This is a disadvantage with schemes like the loan services from MFIs that require them to work organized in groups of five.
- Youth exhibit a strong desire for instant gratification—to prosper fast, to earn “quick cash.” Current livelihood schemes do not enable them to earn fast enough to satisfy their income expectations.
- Many jobs that are available do not meet career and financial aspirations of young people. The majority of the jobs are low waged, which frustrates youth and causes high turnover rates in the workplace.
- Access to financing to start a business and the challenges in accessing the Youth Revolving Fund are significant causes of dissatisfaction among young people.
- The solution to creating more jobs is not in agriculture—the rural household is trapping its members because they don’t have the ability to earn a living from such small holdings.
- Lack of availability of land in the highland areas, but also in the low lands where larger land areas are needed to produce enough yield to support households are big concerns. The present hillside distribution schemes do not offer enough land, and the land that is offered is for hillside rehabilitation for cultivation involving terracing. Farming hillsides is considered by many youth to be tedious, labor intensive, and less productive. Many young people feel that there is not enough of a support package to enable them to succeed in farming under such conditions.
- Land acquisition for agriculture use is a huge issue for pastoralists, especially along the banks of water, and there are no compensatory measures for pastoralists displaced by the development of lands for agricultural production.
- Most rural youth work to support their households, but their work is not compensated.
- Unfair pricing of their commodities because of a lack of understanding or no access to market data on current pricing is a source of dissatisfaction for many young farmers.
- Because many rural youth lack opportunities to better themselves and do not see a future in agriculture, they also do not see a way out it either.
- The pressure to migrate from rural to urban centers, from urban to urban centers, and abroad is a huge challenge. Youth migrate from rural areas to urban areas in search of employment and when they cannot get jobs they get frustrated. The internal/external migration challenge is also a major contributing factor to the serious problem of trafficking thousands of young people, especially young women, to Arab countries. There is a glorification of life outside of Ethiopia and young people feel they can reduce their families’ economic burden by going abroad. The young are also migrating to bigger towns like Addis in search of jobs and ending up in the same debacle of poverty as when they lived in their kebeles.
- Corruption of GOE officials who control land access, and discrimination based on who you are and who you know, plays a role on whether a young person can acquire land.
- Lack of voice and representation regarding affairs that affect their lives is a big concern.

- Influences from national and international media create impractical and unachievable expectations on young people, and also create an elusive euphoria, making them believe in something they don't have, and probably cannot achieve—hence ending in their dissatisfaction.
- There is lack of services and space for youth for recreation, sports, and dialogue.
- Many young people lack critical thinking and problem-solving skills.
- Gender inequity and lack of female empowerment is a major source of dissatisfaction.
- The GOE is aware of the problems young people face to get ahead, but does not seem to be fully focused on how to solve the problem of helping youth get the skills and knowledge they need to get jobs.
- The number one cause of dissatisfaction among young people in Addis Ababa is unemployment—“there are no jobs, period.”
- More young people are graduating from universities than ever before, but there are not enough jobs being created for them to get employment.
- There is a huge gap between government employment opportunities and the number of young people demanding jobs, resulting in high unemployment rates. The belief of many youth that job creation is a mandate of the government is one of the main causes for dissatisfaction among many young people. Because of this view, they do not take personal responsibility for getting or creating jobs.
- The quality of the education system is a source of dissatisfaction because it does not prepare young people with the requisite life and employability skills or help with resume preparation and job placement.
- Many young people believe they can change their life for the better within a short span of time if they engage in businesses that help them amass “quick cash” rather than engage in longer-term/higher-return business ventures. They get frustrated when this does not occur.
- Some young people do not have a positive attitude toward work. For example, the GOE often identifies certain priority areas for job creation. However, many young people are not interested in working in some sectors where jobs may be available.
- Many young people have a real lack of in-demand marketable skills, which could help them sustain and improve their lives.
- The prerequisites for getting loans, such as collateral, 20 percent cash match, and a minimum of five people to form a business group for young people to start businesses are tiresome and bureaucratic.
- Typically, rural youth are not exposed to alternative means of income generation other than working on family lands or as herders, nor have they been able to adequately access market information for selling their yields.
- For young females, the challenges of getting a job are exacerbated because household responsibilities often interfere with school enrollment and attendance as well as their ability to attend livelihood skills trainings.
- The quality of training for many young people to get marketable skills is low, causing dissatisfaction.
- Young people don't have the space to express themselves and are not consulted on the policies that affect them, causing them to lack a voice in the decisions made by the government that affect them.

**ANNEX 2: INTERVIEWS CONDUCTED**

Abebech Govenat Yehetsamat Kebektsnat Limat  
 Social Enterprise CBO  
 Adama Polytechnic College  
 Adama Youth Federation  
 CARE Ethiopia  
 Catholic Relief Services Ethiopia  
 Disaster Prevention and Food Security Office,  
 South Wollo  
 Disaster Risk Management and Food Security  
 Office, Kombolcha  
 Disaster Risk Management Commission  
 Education Development Center (EDC)  
 Embassy of Ireland  
 Entrepreneurship Development Centre  
 Federal TVET Office  
 Federal Urban Job Creation and Food Security  
 Agency  
 GIZ  
 Graduation with Resilience to Achieve  
 Sustainable Development” project (GRAD)  
 Helvetas  
 Irish Aid  
 Jhpiego  
 Kombolcha Polytechnic College  
 Land Administration to Nurture Development  
 program  
 Ministry of Agriculture Extension Office for  
 Youth Livelihoods, South Wollo  
 Ministry of Disaster Risk Management and Food  
 Security Youth Livelihoods Program  
 Ministry of Labor and Social Affairs, Women  
 and Youth Office  
 Ministry of Youth and Sports  
 Ministry of Youth and Sports, Alamata  
 Ministry of Youth and Sports, Dire Dawa  
 Ministry of Youth and Sports, Woldia  
 One-Stop Shop, Kombolcha  
 PADet, Woldia  
 Pastoralist Areas Resilience Improvement  
 through Market Expansion (PRIME)  
 POTENTIAL Program  
 Relief Society of Tigray (REST)  
 Rural Job Opportunities Creation and Food  
 Security Office  
 Save the Children Ethiopia  
 Small and Micro Enterprise Bureau Office,  
 Hawassa  
 Small and Micro Enterprise Bureau Office,  
 Kombolcha  
 SNV Netherlands  
 Tigray Youth Association  
 TVET College of Mekelle  
 TVET College, Woldia  
 UK Department for International Development  
 Urban Job Opportunities Creation and Food  
 Security Office, Dilla  
 Urban Job Opportunities Creation and Food  
 Security Office, Hawassa  
 Urban Job Opportunities Creation and Food  
 Security Office, Shashemene  
 Urban Safety Net Program  
 USAID Assets and Livelihoods in Transition  
 Office  
 USAID Democracy and Governance Office  
 USAID Economic Growth and Trade Office  
 USAID Education and Youth Office  
 USAID Health Office  
 USAID Programs Office  
 World Bank, Agriculture Global Practices Office  
 World Vision  
 Youth in Action Program  
 Youth Network for Sustainable Development

### ANNEX 3. FOCUS GROUP DISCUSSION PROTOCOL

**Summary.** The SOW for the USAID/Ethiopia CSYA includes a request to hold FGDs in six regions in Ethiopia (Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray). The purpose of the FGDs is to allow the CSYA to benefit from the views of youth with respect to their needs, concerns, and priorities. Youth participation will provide critical inputs to the Cross-Sector Youth Situational Analysis and USAID Guiding Principles reports.

**Methodology.** The assessment methodology is semi-structured focus group discussions with youth ages 18-29, as to align with Institutional Review Board guidelines. To include experiences of the 15-17 year-old cohort in this assessment, youth FGD participants will be asked to comment on various topics about the experiences of youth ages 15-17 in their community.

The facilitation team will hold focus group discussions with an average of eight youth in each group, disaggregated by gender and by age cohorts as appropriate (e.g., ages 18-24 and 25-29). It is anticipated an estimated 24 focus groups sessions will be conducted to gather the required qualitative evidence of the study.

Region	Zone	Woreda	Number of focus group discussions to be held	
			Female 18-29	Male 18-29
Addis Ababa	Arada sub city and Addis Ketema	Arada and Addis Ketema	2	2
Amhara	South and North Wollo	Kombolcha and Woldia	2	2
Oromia	Misrak Shewa, West Arsi, and Jimma	Adama, Bishoftu, Jimma, and Shashemene	3	3
SNNPR	Gedeo and Wolayita	Awassa and Dilla	2	2
Dire Dawa	Dire Dawa	Dire Dawa	1	1
Tigray	South Tigray and Mekele	Alamata and Mekele	2	2
<b>Total by gender</b>			12	12
<b>Grand Total</b>			24	

**Criteria for Field Site Selection.** Six regions will be visited: Addis Ababa, Amhara, Oromia, SNNPR, Dire Dawa, and Tigray. Balance among urban, peri-urban, and rural areas, as well as proximity to and distance from transport hubs, will be considered. On average, the team will visit two sites in each region, visiting three sites in the Oromia region, per the request of USAID, and one site in Dire Dawa, due to USAID's limited presence in the region. The anticipated focus group sites are as follows: Adama, Addis Ababa-Addis Ketema, Addis Ababa-Arada, Alamata, Awassa, Dilla, Dire Dawa, Jimma, Kombolcha, Mekele, Shashemene, and Woldia.

**Criteria for Youth FGD Selection.** Youth ages 18-29, both male and female and living in urban, peri-urban, and rural areas in the six targeted regions specified in the CSYA Statement of Work, will be eligible to participate in focus groups. The assessment team will select youth participants with the help of local youth-serving CBOs and from areas where they typically congregate. Every effort will be made to ensure within focus groups, participants have similar backgrounds in terms of age, sex, socio/economic/demographic characteristics, and ethnicity, but across FGDs a variety of backgrounds are represented.

**Ethical Considerations.** Considerations for privacy and confidentiality are of the utmost importance to the data collection team. This study underwent a determination for its human subjects research status and is considered exempt human subject research according to our determination review with our research and ethic review partner, International Center for Research on Women.

Each participant will be informed that their participation is voluntary and they can end their participation at any time or skip any questions they do not wish to answer. All focus group participants will be asked to maintain the group confidentiality and will be informed that information shared during the group should not be shared with anyone outside of the FGD. Informed verbal consent will be obtained from each participant after a consent form is read to him or her. No identifying information will be collected from any participant and data collected will not be linked to individual participant.

The Team Leader and Deputy Team Leader will train the research team to ensure standardized, accurate, sensitive and safe focus group discussion facilitation techniques with the interviewers. The training sessions will cover the following topics: (1) background on the purpose of the study and on data collection and design; (2) a participatory review of the facilitation guide protocol and practice facilitation techniques in class, including role playing; (3) notetaking and recording; (4) the procedures for and importance of maintaining confidentiality; (5) sensitivity toward focus group participants; (6) protecting privacy of the participants; and (7) team safety.

**FGD Data Collection Team.** The data collection team will be led by the Deputy Team Leader, regularly monitored by the Assessment Team Lead. Joining the Deputy Team Lead will be four young people hired and trained to serve as focus group discussion facilitators and recorders. The primary responsibility of the youth researchers is to facilitate the discussion – they will be trained not to dominate the group with her/his perspectives and insights. The youth recorders' primary responsibility is to capture the responses of participants, especially direct quotes in the local language, and then to translate and record them electronically directly in English. In those situations where language fluency is not attainable, the data collection team will work with the field site to identify a translator and a note taker, taking measures to train these individuals on the tool, human research ethics, and notetaking techniques prior to the specific FGD.

To minimize task fatigue, the facilitator and recorder may switch roles from facilitator to recorder and visa-versa for specific focus group discussion sessions or on a daily basis in consultation with the Deputy Team Leader. At the completion of the focus group exercise, the facilitators will review the notes of the recorders and will sign off on the report of the interview as completed for submission to the Deputy Team Leader for his approval.

**Fieldwork & Logistics.** Details for the day-to-day schedule for the FGD data collection are still emerging, but it is anticipated the full-time youth researchers will be based in Addis Ababa during the first week to be trained in the interview protocols and data collection tools, conduct a pilot test of the FGD tool with Addis Ababa-based youth, and use the pilot experience to reflect, and revise the tool and data collection process, accordingly. Then, we anticipate that the field team will spend the following two weeks conducting FGDs with young people at field sites in selected regions.

**Analysis & Reporting.** Data analysis will be guided by the assessment objectives and the research questions. A thematic and content analysis of the FGD transcripts will be done daily by the Deputy Team Leader and the youth researchers to generate concepts, key themes, and patterns in accordance with the study objectives and research questions. The process of analysis will require summarizing, categorizing, and constantly comparing interview transcripts to derive patterns of response and identify common themes in the transcribed documents. The information gathered through the FGDs and key informant interviews, as well as participatory observation, will be compared and triangulated for divergence or convergence of ideas and/or for complementation. This will make it possible to verify consistency in findings from different data sources and for better understanding and interpretation of assessment findings.

**Focus Group Discussion Guide.** Focus group discussion guide and forms can be found in Annexes 2-4.

## ANNEX 4. YOUTH INTAKE AND EXIT INTERVIEW FORMS

<b>Session Number</b>			
<b>Date:</b>	<b>Region:</b>	<b>Woreda (district):</b>	
<b>Session:</b> ( ) Morning ( ) Afternoon	<b>Group gender:</b> ( ) Male ( ) Female	<b>Age cohort:<sup>195</sup></b> ( ) Ages 18-24 ( ) Ages 25-29	<b>Venue:</b>
<b>Name of Facilitator:</b>			

### Part I. Individual Intake Form

*[Before the start of the focus group, complete the intake form below for each youth participating in the focus group. The intake form should be completed for each participant individually, in a private place out of the hearing range of others.]*

<p><b>Introduction to Part I</b></p> <p>Thank you for agreeing to meet with us today. My name is _____ and my colleagues' name(s) is/are _____. We are part of the YouthPower Learning Assessment team. Together, we are conducting a study on Ethiopian youth, to better understand the economic, social, and political aspirations and challenges young people like you have. All of you have been asked to participate in this study because your knowledge, views, and experience as youth are very valuable and important to us.</p> <p>Our discussion today will take place in three parts. First, I am going to ask some questions to learn more about you. We will do this individually so that only I will hear your responses. Then, we will ask some questions about the lives of Ethiopian youth like you and particularly what aspirations and challenges young people like you have. We will do through a group discussion. Finally, at the end of the group discussion, I will individually ask you a few more questions about your goals for the future.</p> <p>During the three parts of our discussion, whatever information you provide will be kept strictly confidential and will not be attributed specifically to you. We will not be recording your name or any other identifiable information at any time. We ask that you not share who took part in this discussion or what others have said in this room with anyone outside of this room. However, we cannot promise others will not share what you have said during the discussion. We ask that you respond to the questions based on how you think youth in general would respond. Please do not share personal experiences when you respond to the questions.</p> <p>Participation in this discussion is voluntary, and you can choose not to answer any individual question or all of the questions. You can also stop the discussion or leave the group or individual interviews at any time. However, we hope you will participate in this discussion since your views are important.</p> <p>Will you join us today for this discussion? Please feel free to ask if you have any questions at any time, even before I start.</p> <p><i>[Note any questions raised by participants and your responses in the comments section below.]</i></p> <p>We anticipate our time together will be up to 90 minutes long. Refreshments will be served at the end.</p> <p><b>Comments:</b></p>
---



**Demographic Information**

I would like to ask you questions about your age, where you live, marital status, formal education, and employment status.

*[Fill in the intake form below individually for each participant.]*

**Sex:**

- ( ) Female
- ( ) Male

**Age:** \_\_\_\_\_

**What is your marital status?**

- ( ) Married
- ( ) Unmarried If Unmarried, have you been married previously? ( ) Yes ( ) No

**What formal educational level have you completed?**

(Grade) \_\_\_\_\_

**Are you currently enrolled in formal/informal education program:**

- ( ) Enrolled [in what?] \_\_\_\_\_
- ( ) Not enrolled

**What is your employment status:**

- ( ) Employed [doing what?] \_\_\_\_\_
- ( ) Not employed
- ( ) Looking for work
- ( ) Cannot work [please indicate reason why] \_\_\_\_\_

Aside from formal employment, in what other ways do you earn money:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On average, how much money do you earn a day? \_\_\_\_\_

**Information Technology**

**Do you own or have access to any of the following?**

- ( ) mobile phone access ( ) ownership
- ( ) computer access ( ) ownership
- ( ) internet access

### Part III. Exit Interview

*[After the focus group is complete, conduct brief exit interviews for each participant individually, in a private place out of the hearing range of others.]*

<p><b>Introduction to Part III</b></p> <p>During this last part of our discussion, I would like to ask you a few more questions about your goals for the future. Remember, whatever information you provide will be kept strictly confidential and will not be attributed specifically to you. You also do not need to answer any of these question and can stop our discussion at any time.</p> <p><i>[Fill in the exit interview form for each participant separately.]</i></p>
<p><b>Goals and Aspirations</b></p>
<p><b>(1) What are you hoping to achieve in the next three years?</b> <i>[Probe for youths' specific economic, social, and/or political aspirations.]</i></p>
<p><b>(2) Can you think of anything that would influence whether or not you will be able to achieve your three-year goals?</b> <i>[Probe for as necessary for challenges such as gender, age, and/or ethnic discrimination, political or social marginalization, lack of economic opportunities, lack of social services/social safety net, health factors]</i></p>
<p><b>(3) Have you ever thought to move away from here? Where?</b> <i>[Probe for where and then their rationale (why?)]</i></p>
<p><b>(4) As I mentioned earlier in our discussion, in our study we are trying to understand the situation of young people like you living in Ethiopia today. Is there anything else we need to know about what it's like to be a young person living in Ethiopia today?</b> <i>[Probe for rationale and other relevant information as youth share their thoughts.]</i></p>
<p><b>(5) Thank you very much for your thoughts and insights today. We have found your contributions valuable and informative. As we finish our discussion, do you have any questions for our team?</b> <i>[Note any questions raised by the participant and your responses in the comments section below.]</i></p>
<p><b>Comments:</b></p>

## ANNEX 5. INTERVIEW PROTOCOLS FOR FOCUS GROUP DISCUSSIONS

<b>Session Number</b>			
<b>Date:</b>	<b>Region:</b>	<b>Woreda (district):</b>	
<b>Session:</b> ( ) Morning ( ) Afternoon	<b>Group gender:</b> ( ) Male ( ) Female	<b>Age cohort:<sup>196</sup></b> ( ) Ages 18-24 ( ) Ages 25-29	<b>Venue:</b>
<b>Name of Facilitator:</b>		<b>Name of Recorder:</b>	

### Part II. Focus Group Discussion

*[After individually completing the intake form for each youth participant, use this questionnaire to conduct a brief focus group with the youth. When the focus group is complete, invite each young person to individually participate in a brief exit interview. Use the exit interview form in Section A for this.]*

#### Introduction to Part II

During this part of our discussion, we will ask all of you some questions about the lives of Ethiopian youth like you and particularly what aspirations and challenges young people like you have. Remember, we ask that you not share who took part in this discussion or what others have said in this room with anyone outside of this room. We also ask that you respond to the questions based on how you think youth in general would respond. Please do not share personal experiences when you respond to the questions.

Remember, participation in this discussion is voluntary, and you can choose not to answer any individual question or all of the questions. You can also stop the discussion or leave the group or individual interviews at any time. However, we hope you will participate in this discussion since your views are important.

Before we start, I have a ball that will help us have some fun during our conversation today!

*[Show the o-ball.]*

We can consider this ball our ‘microphone.’ The person who has the ball is the only one with the right to speak. You can ask for the ball if you want to say something or pass it to someone else in the group if you want to invite them to speak. I may also take the ball away from someone to invite someone else to contribute to the conversation. We look forward to this being a lively and energetic conversation where everyone feels safe and comfortable speaking.

Do you have any questions for us before we start?

*[Note any questions raised by participants and your responses in the comments section below.]*

#### Comments

#### Life in Your Community

**(I) How do young people like you who live here spend their day? How do young people ages 15-17 who live here spend their days?**

*[Probe as necessary for distinctions between youth cohorts (age, gender, ethnicities, religious affiliation, socio-economic status, educational attainment, etc.).]*

**For our next question, I want you to answer using small buttons. Each one of you will receive three buttons, but you don’t have to use them all.**

<p><i>[Give each young person three buttons.]</i></p> <p><b>(2) Think about how satisfied young people like you are with their daily life here. If young people are not satisfied with their daily life here, place one button in front of you. If young people are somewhat satisfied with their daily life here, place two buttons in front of you. If young people are satisfied with their daily life here, place three buttons in front of you.</b></p> <p><i>[Wait for youth to place their buttons in front of them, clarifying the directions as necessary. Before continuing to the next question, ensure the recorder notes how many youth chose 1, 2, and 3 buttons, respectively.]</i></p> <p><b>(3) Now, please explain why you chose one, two, or three buttons in response to this question.</b></p> <p><i>[Probe for rationale of youths' level of satisfaction with their current economic, social, and political situation. Then, probe for any differences that youth ages 15-17 might have regarding their level of satisfaction with their daily life in the community.]</i></p>
<p><b>(4) A) What are some of the challenges that young people like you face in getting ahead?</b></p> <p><i>[Probe as necessary for specific challenges around gender, age (including 15-17), and/or ethnic discrimination, political or social marginalization, lack of economic opportunities, lack of social services/social safety net, etc.]</i></p> <p><b>B) What do young people like you think are the root causes of dissatisfaction amongst some youth?</b></p>
<p><b>Education</b></p>
<p><b>(5) I'd like to think about your education now. How well does the educational system prepare youth like you to get ahead?</b></p> <p><i>[Probe for rationale and specificity around specific educational interventions that did or did not prepare youth to advance (e.g., formal education system, private or public skill-building programs, etc.)]</i></p>
<p><b>(6) We know that formal education is only one way to learn important skills. Let's talk about how young people like you in your community might have gained other important life skills, such as getting along with others, solving problems, communicating effectively, managing strong emotions, listening, and respecting others and self. Are there courses offered in this community that cover these topics? If yes, who offers these courses?</b></p> <p><i>[Probe for specific training courses and their providers that are available and if they know the specific soft skills covered in these programs.]</i></p>
<p><b>(7) What other skills might young people like you want to learn to help them get ahead?</b></p> <p><i>[Probe for rationale and specificity around specific skills, and for skills that youth ages 15-17 might want to gain.]</i></p>
<p><b>Livelihoods</b></p>
<p><b>(8) What opportunities are there for young people like you to earn money?</b></p> <p><i>[Probe as necessary for specific opportunities, sectors, and/or employers where youth in the community could generate money.]</i></p>
<p><b>(9) What challenges, if any, might young people like you face to earn money?</b></p> <p><i>[Probe as necessary for challenges such as lack of skills, access to credit, role models, social safety net, support/guidance from a mentor/friend, etc.]</i></p>
<p><b>(10) For young people ages 15-17, what challenges, if any, might they face to earn money?</b></p> <p><i>[Probe as necessary for challenges such as lack of skills, access to credit, role models, social safety net, support/guidance from a mentor/friend, etc.]</i></p>
<p><b>(11) Now we'd like to talk about some of the influences upon young people. To start, what influences the ability of young people like you to get ahead?</b></p> <p><i>[Probe for positive and negative influences upon youth – moving from the micro level (peers and family members) to community-level influences to the broader macro-level structures and systems.]</i></p>
<p><b>Health</b></p>
<p><b>(12) What influences the ability of young people like you to be healthy?</b></p> <p><i>[Probe for positive and negative influences upon youth's health – moving from the micro level (e.g., risky personal decision-making, peer pressure, family support) to community-level influences (e.g., role models) to the broader macro-level structures and systems (e.g., health clinics, availability of medications, etc.).]</i></p>

<p><b>(13) How youth-friendly are the health services offered to young people like you in your community?</b>  <i>[Probe for youth's rationale about friendliness of health services, identifying specific factors influencing their perceptions of the local health services.]</i></p>
<p><b>Civic Engagement</b></p>
<p><b>(14) What opportunities do young people like you have to engage in conversations with others who make decisions affecting their lives?</b>  <i>[Probe for rationale and specific examples of how young people are able to engage with familial decision-makers (e.g., parents, guardians, spouses) and more broadly in civil society and note any challenges to engaging with decision makers.]</i></p>
<p><b>(15) What opportunities exist at the community level to help young people like you engage in civic activities? What opportunities exist at the national level?</b>  <i>[Probe for specific mechanisms available locally, such as volunteering/community service events, community meetings or other opportunities to interact with community-level influencers (e.g., youth forums or advisory councils, local officials) to the broader macro-level structures and systems (e.g., national youth policies, youth parliamentarians.). Also note any challenges to engaging civically.]</i></p>
<p><b>(16) When young people like you are frustrated or have conflicts, how do they get resolved?</b>  <i>[Probe as necessary for specific examples of conflict resolution strategies, both peaceful (e.g., political engagement, mediation) and conflict-oriented (e.g., criminal activities, involvement in extremist groups).]</i></p>
<p><b>(17) In what ways do young people like you stay connected when there are internet shutdowns?</b>  <i>[Probe for specific mechanisms that youth use to connect to the internet during shutdowns.]</i></p>
<p><b>Wrap-up</b></p>
<p><b>(18) As I mentioned earlier in our discussion, in our study we are trying to understand the situation of young people like you living in Ethiopia today. Is there anything else we need to know about what it's like to be a young person living in Ethiopia today?</b>  <i>[Probe for rationale and other relevant information as youth share their thoughts with the group.]</i></p>
<p><b>(19) Thank you very much for your thoughts and insights today. We have found your contributions valuable and informative. As we finish our discussion, do you have any questions for our team?</b>  <i>[Note any questions raised by the participant and your responses in the comments section.]</i></p>
<p><b>Comments:</b></p>

## ANNEX 6. KEY INFORMANT INTERVIEW PROTOCOL

**Methodology.** Close-ended<sup>197</sup> or “starter” semi-structured open-ended questions<sup>198</sup>, followed by probing questions, will be used during the key informant interviews to add clarity and depth to interviewees’ responses.

**Proposed Institutions Where Key Informant Interviews Will Be Held.** Key informant interviews will be held with relevant staff at the following institutions that either support and/or provide programming for youth, ages 15-29 in the six target regions of Addis Ababa, Amhara, Oromia, Dire Dawa, SNNPR, and Tigray:

### 1) USAID/Ethiopia Technical Offices:

- Democracy, Human Rights and Governance
- Education and workforce development
- Agriculture and Food Security
- Economic Growth and Trade
- Health

### 2) International Donors:

- The European Union
- The UK Department of International Development
- German Embassy/GIZ
- Irish Aid
- The World Bank
- The Netherlands Development Organization (SNV)
- Helvetas (Swiss Intercooperation Skills for Youth Employment)

### 3) USAID/Ethiopia Implementing Partners:

- Building the Potential of Youth Program (POTENTIAL)
- Peace and Development Center, Life and Peace Institute
- SIPED-II, Pact
- Four Food for Peace Implementing Partners (DFSAs)
- Two Feed the Future Livelihoods for Resilience Partners
- Tigray Youth Association
- Pastoralist Areas Resilience Improvement and Market Expansion Program
- HRH for Health, Jhpiego
- OVC activity, FHI 360

### 4) GOE Institutions:

- Ministry of Federal Affairs (Democracy, Governance and Conflict counterpart Ministry)
- Federal Technical and Vocational Education and Training Agency
- Ministry of Disaster Risk Management and Food Security (DRMFS) (food security and productive safety net/youth livelihoods counterpart Ministry)
- Federal Ministry of Health, Youth Directorate

- Rural Job Opportunity Creation and Food Security Sector, MOA
- The Ministry of Youth and Sports
- Regional Education Bureau(s)
- Ministry of ICT
- The Ministry of Women and Children Affairs
- The Ministry of Labor and Social Affairs
- Regional Health Bureau(s)

#### **5) Network of Community-Based Organizations Serving Youth:**

- The Youth Network for Sustainable Development

**Logistics.** USAID/Ethiopia will provide a list of interview candidates and (as possible) their contact information representing the above institutions who could serve as “door openers,” resource persons, and/or key informant interviewees. USAID/Ethiopia will provide an “official letter” for identification purposes and may also provide an electronic introduction on behalf of the interviewer to senior level officials of particular institutions to help gain access.

In order to expedite data collection efforts, the list of questions to be covered will be submitted to key informants prior to any interview to allow for sufficient time to gather the requisite information.

USAID/Ethiopia staff members are most welcome to accompany the interviewer and participate in all interviews. Unless planned ahead of time, the Assessment Team Lead will lead all interviews, and USAID staff accompanying will be in listening mode.

**Number of Days Required to Conduct Interviews.** It is anticipated at least 24 different key informant interviews will be conducted with the entities identified above requiring at least eight to twelve days to complete. Some interviewees may need to be re-interviewed to clarify responses and/or provide information unavailable at the time of the original interview. It is possible more interviews will be scheduled with other institutions supporting/providing programming for youth as they become known.

**Key Informant Interview Form and Questions.** Key informant interview forms and questions can be found in Annex 4.

## ANNEX 7. INTERVIEW PROTOCOLS FOR KEY STAKEHOLDERS

### I. Questions For USAID/Ethiopia Technical Offices

#### I.1 Mission-Wide Questions

##### INTRODUCTION

My name is Jack Boyson and I am conducting a study on behalf of USAID/Ethiopia on institutions in Ethiopia that either support and/or provide services to young people, ages 15-29 in Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray Regions. During our time together, I'm going to ask you a series of questions related to:

- Youth programming offered by your office;
- The locations where youth programming by your office is being offered;
- A description of young people targeted;
- How young people are engaged;
- Partnerships with other organizations;
- What's working in your office's youth-related programming; and
- Planning for future programming for youth.

Thank you for agreeing to share your insights and information regarding what you are doing to improve the quality of life for Ethiopian youth. Do you have any questions you would like to ask me before we get started?

Let's begin by asking you:

##### POSITIVE YOUTH DEVELOPMENT

- What is your office's approach towards engaging with youth and developing youth programming?

##### YOUTH PROGRAMMING OFFERED BY YOUR TECHNICAL OFFICE:

- Describe the programming conducted by your office targeting young people, ages 15-29?
- List the names of program(s) offered;
- Identify implementing partner(s) and their contact information;
- *Obtain youth program descriptions (i.e., program summaries or grant agreement sections on youth), latest annual report sections on youth, or evaluation report sections on youth;*
- *Probe to see if the office's programming for youth covers any of the following themes: advocacy, civic engagement, community service, entrepreneurship, financial services, gender equity, healthy life styles, life and employability skills, mediation and conflict resolution, psychosocial support services, vocational/technical skills, youth leadership, other (list)?*

##### LOCATIONS:

- Where are the locations of your office's youth programming in following regions: Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray? *Identify and list by region and location and obtain a map illustrating locations if available.*



**CHARACTERISTICS OF THE PARTICIPANTS:**

- What are the characteristics of the young people, ages 15-29, who are targeted by your office's programming? (*Prompt for age, socio-economic background, educational level, ethnicity, and any eligibility requirements*).
- What do you think are the root causes of dissatisfaction amongst youth?

**YOUTH ENGAGEMENT:**

- What mechanisms are in place to promote youth leadership and engagement? How are youth involved in the design, implementation, and evaluation of the programs offered? *Then probe: what opportunities are available for youth to provide feedback on program design, delivery, and their effectiveness (i.e., student councils, focus groups, satisfaction surveys, etc.)?*

**COORDINATION WITH OTHER USAID/ETHIOPIA TECHNICAL OFFICES:**

- I understand there is a formal working group that focuses on youth programming; I'd like to learn more about it. Which technical offices are members of the working group? What is the purpose of the working group?
- What other mechanisms exist for inter-technical office coordination on youth programming?
- How does each USAID/Ethiopia Technical Office determine the geographical priorities of their youth initiatives in relation to other offices?
- How do USAID/Ethiopia Technical Offices share information with one another on what is working/what could be better?
- What is working with regards to inter-technical office coordination on youth programming?
- What could be better with regards to inter-technical office coordination on youth programming?

**PARTNERSHIPS WITH OTHER DONORS:**

- What other international donors does your office partner with on youth programming? Identify donor partner(s) and their key contact information.
- What is the nature of your office's relationship with particular donors? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

**COORDINATION WITH GOE INSTITUTIONS:**

- Which GOE Institutions does your office coordinate with/partnership with? *Identify GOE institutional partner(s) and their key contact information.*
- What is the nature of your office's relationship with GOE Institution(s)? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

**WHAT'S WORKING IN YOUTH PROGRAMMING:**

- What aspects and/or components of your office's youth programming do you consider to be satisfactory and are as effective as you think they should be? Please list and give a rationale why.

We've arrived at the last several questions in this interview. Now I'd like you to think about your office's programming for youth in the future.

**PLANNING FOR FUTURE PROGRAMMING FOR YOUTH:**

- If you were given the opportunity to make recommendations on what could be better regarding any aspect of your office's programming for youth, what would they be? Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways your office could improve the prospects and conditions of Ethiopian youth? Explain.

**CLOSING**

- Do you have any questions you would like to ask me before we end this interview?

Thank you for taking time to talk with me today and sharing your insights.

**I.2 Additional Questions for Economic Growth Office****COORDINATION WITH THE PRIVATE SECTOR:**

- What entities within the Ethiopian private sector does your office partner with on youth programming? *Identify private sector partner(s) and their key contact information.*
- What is the nature of your office's relationship with particular private sector partners? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

**I.3 Additional Questions for Democracy, Human Rights, and Governance Office**

- What are your mechanisms to engage young people in democracy, human rights, and governance (DRG) programming?
- What entities are you working with on youth DRG programming? *Identify private sector partner(s) and their key contact information.*
- What is the nature of your office's relationship with particular private sector partners? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

## 2. Questions For International Donors

### INTRODUCTION

My name is Jack Boyson and I am conducting a study on behalf of USAID/Ethiopia on institutions in Ethiopia that either support and/or provide services to young people, ages 15-29 in Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray Regions. During our time together, I'm going to ask you a series of questions related to:

- Youth programming offered by your organization/unit;
- The locations where youth programming by your organization/unit is being offered;
- A description of young people targeted;
- How young people are engaged;
- Partnerships with other organizations;
- What's working in your organization's/Unit's youth programming; and
- Planning for future programming for youth.

Thank you for agreeing to share your insights and information regarding what you are doing to improve the quality of life for Ethiopian youth. Do you have any questions you would like to ask me before we get started?

Let's begin by asking you:

### POSITIVE YOUTH DEVELOPMENT

- What is your organization's approach towards engaging with youth and developing youth programming?

### YOUTH PROGRAMMING OFFERED BY YOUR ORGANIZATION:

- Describe the programming supported by your organization targeting young people, ages 15-29?
- Identify and list the names of program(s) supported;
- Identify implementing partner(s) and their contact information;
- *Obtain youth programming descriptions (i.e., program summaries, sections of latest annual report dealing with youth, studies or evaluation reports on youth);*
- *Probe to see if the donor's programming for youth covers any of the following themes: advocacy, civic engagement, community service, entrepreneurship, financial services, gender equity, healthy life styles, life and employability skills, mediation and conflict resolution, psychosocial support services, vocational/technical skills, youth leadership, other (list)?*

### LOCATIONS:

- Where are the locations of the youth programming supported by your organization in following regions: Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray? *Identify and list by region and location and obtain a map illustrating locations if available.*

### CHARACTERISTICS OF THE PARTICIPANTS:

- What are the characteristics of the young people, ages 15-29, who are targeted by organization? *(Prompt for age, socio-economic background, educational level, ethnicity, and any eligibility requirements).*

- What do you think are the root causes of dissatisfaction amongst youth?

#### YOUTH ENGAGEMENT:

- What mechanisms does your organization have in place to promote youth leadership and engagement? How are youth involved in the design, implementation, and evaluation of the programs supported by the donor? *Then probe: what opportunities are available for youth to provide feedback on program design, delivery, and their effectiveness (i.e., student councils, focus groups, satisfaction surveys, etc.)?*

#### PARTNERSHIPS WITH OTHER DONORS i.e., USAID/Ethiopia, European Union, etc.:

- What other international donors does your organization partner with on youth programming? *Identify donor partner(s) and their key contact information.*
- What is the nature of your organization's relationship with other particular donors? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

#### COORDINATION WITH THE PRIVATE SECTOR:

- What entities within the Ethiopian private sector do you partner with on youth programming? *Identify private sector partner(s) and their key contact information.*
- What is the nature of your organization's relationship with particular private sector partners? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

#### COORDINATION WITH GOE INSTITUTIONS:

- Which GOE institutions does your organization coordinate with/partner with? *Identify GOE institutional partner(s) and their key contact information.*
- What is the nature of your relationship with GOE Institution(s)? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

#### WHAT'S WORKING IN YOUTH PROGRAMMING:

- What aspects and/or components of your organization's youth programming are considered to be satisfactory and are as effective as you think they should be? Please list and give a rationale why.

#### YOUTH PROGRAMMING RELATED TO DEMOCRACY AND GOVERNANCE

- What are your mechanisms to engage young people in civil society and civic engagement?

- What entities are you working with on these mechanisms? Identify private sector partner(s) and their key contact information.
- What is the nature of your Unit's relationship with particular private sector partners? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

We've arrived at the last several questions in this interview. Now I'd like you to think about your Unit's programming for youth in the future.

#### PLANNING FOR FUTURE PROGRAMMING FOR YOUTH:

- If you were given the opportunity to make recommendations on what could be better regarding any aspect of your organization's programming for youth to help them become more productive adults and engaged citizens, what would they be? Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways your organization could improve the prospects and conditions of Ethiopian youth? Explain and give a rationale.
- And how could your organization support the GOE to advance its youth-focused policies and programming?

#### CLOSING

- Do you have any questions you would like to ask me before we end this interview?

Thank you for taking time to talk with me today and sharing your insights.

### 3. Questions For USAID/Ethiopia Implementing Partners

#### 3.1 Questions for all Implementing Partners

##### INTRODUCTION

My name is Jack Boyson and I am conducting a study on behalf of USAID/Ethiopia on institutions in Ethiopia that either support and/or provide services to young people, ages 15-29 in Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray Regions. During our time together, I'm going to ask you a series of questions related to:

- Purpose and key objectives in serving youth;
- The range and types of services offered to youth;
- The locations where services are being provided to young people;
- A description of young people targeted;
- How young people are engaged by your institution;
- Various enrollment/completion/or placement rates;
- Linkages with the private sector, if applicable;
- Tracking and monitoring and evaluation systems;
- Partnerships with other organizations;
- What's working in your youth programming; and
- Thinking ahead about your future youth programming.

Thank you for agreeing to share your insights and information regarding what you are doing to improve the quality of life for Ethiopian youth. Do you have any questions you would like to ask me before we get started?

Let's begin by asking you:

##### POSITIVE YOUTH DEVELOPMENT

- What is your organization's approach towards engaging with youth and developing youth programming?

##### PURPOSE AND KEY OBJECTIVES:

- As an Implementing Partner of the *(give name of USAID/Ethiopia Technical Office)*, please describe the programming you offer for youth, ages 15-29.
- What are the overall purpose and key objectives of your organization's youth programming?
- *List and probe for clarification as needed.*

##### RANGE OF SERVICES OFFERED:

- Please list and describe the range of services provided to youth, ages 15-29, by your organization. *Follow up by asking if the organization offers youth programming in any of the following themes: advocacy, civic engagement, community service, entrepreneurship, financial services, gender equity, healthy life styles, life and employability skills, mediation and conflict resolution, psychosocial support services, vocational/technical skills, youth leadership, other (list)?*

- *Circle themes and request a list of topics covered/services offered.*

#### LOCATIONS:

- Where are youth serving programs operated by your organization located in following regions: Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray? *Identify and list by region and location and obtain a map illustrating locations if available.*

#### CHARACTERISTICS OF THE PARTICIPANTS:

- What are the characteristics of the young people who participate in your organization's programs? *(prompt for age, socio-economic background, educational level, ethnicity, and eligibility requirements).*
- What do you think are the root causes of dissatisfaction amongst youth?

#### YOUTH ENGAGEMENT:

- What mechanisms does your organization have in place to promote youth leadership and engagement? How are they involved in the design, implementation, and evaluation of the programs offered? *Then probe: what opportunities are available for youth to provide feedback on program design, delivery, and their effectiveness (i.e., student councils, focus groups, satisfaction surveys, etc.)?*

#### PARTICIPATION/COMPLETION/DROPOUT RATES:

- What are the latest available participation rates youth in programs operated by your organization by age, gender, and location?
- What are the latest available completion rates for participants by age, gender, and location?
- What are the latest available dropout rates by age, gender, and location?
- Please list the most common reasons participants give for dropping out.

*If the implementing partner of a particular USAID/Ethiopia Technical Office (for example, Democracy, Human Rights, and Governance) does not provide services to youth in either entrepreneurship, financial services, life and employability skills, and/or vocational technical skills training, skip to the 'Partnerships with other organizations' section and continue.*

#### MONITORING AND EVALUATION SYSTEMS:

- Please list and describe the components of any participant tracking and monitoring and evaluation system of the programs operated by your organization.

#### PARTNERSHIPS WITH OTHER ORGANIZATIONS

- What other organizations (CBOs/NGOs, associations, etc.) working with young people do you partner with?
- Please identify and describe the nature of the relationship, coordination efforts, and the services provided.
- Describe how successful the partnerships have been.

#### PARTNERSHIPS WITH OTHER DONORS:

- Does your organization receive matching external donor support to USAID/Ethiopia funding? If so, which donors support your organization? Describe the nature of the partnership. *Obtain contact information of the donor organization(s).*
- What is the nature of collaboration? Describe.
- Describe how successful the partnerships have been and what could be better.

#### COORDINATION WITH THE PRIVATE SECTOR:

- What entities within the Ethiopian private sector does your organization partner with on youth programming? *Identify private sector partner(s) and their key contact information.*
- What is the nature of your organization's relationship with particular private sector partners? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

#### COORDINATION WITH GOE INSTITUTIONS:

- Which GOE Institutions does your organization coordinate with/partnership with? *Identify GOE institutional partner(s) and their key contact information.*
- What is the nature of your organization's relationship with GOE Institution(s)? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

#### WHAT'S WORKING IN YOUTH PROGRAMMING:

- What aspects and/or components of your organization's youth programming do you consider to be satisfactory and are as effective as you think they should be? Please list and give a rationale why.

We've arrived at the last several questions in this interview. Now I'd like you to think about your organization's programming for youth in the future.

#### PLANNING FOR FUTURE PROGRAMMING FOR YOUTH:

- If you were given the opportunity to make recommendations on what could be better regarding any aspect of your organization's programming for youth to help them become more productive adults and engaged citizens, what would they be?
- Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways your organization could improve the prospects and conditions of Ethiopian youth? Explain.
- And how could USAID/Ethiopia best support organizations like yours to advance its youth-focused policies and programming?

#### CLOSING



- Do you have any questions you would like to ask me before we end this interview?

Thank you for taking time to talk with me today and sharing your insights.

### 3.2 Additional Questions for Livelihoods Projects

#### PLACEMENT RATES:

- Does your organization arrange to offer apprenticeship/internship opportunities for participants? If so, what are the latest available internship/apprenticeship rates by age, gender, and location? If not, why not?
- What are the latest available job placement rates for program completers by occupation (if available) age, gender, and location?
- How does your organization link graduates who wish to become entrepreneurs to financial services? If so, describe how and identify the name(s) of the organizations you have formal linkages with that provide financial services to your completers.

#### LONGITUDINAL STUDIES

- Does your organization conduct longitudinal studies on program completers?
- If yes, ask what types of data are tracked? *Prompt further with the following questions:*
  - For what length of time?
  - Graduate satisfaction rates with employers?
  - Employers' satisfaction rates with the qualifications and/or performance of new hires who are graduates from your institution?
  - Tracking of job changing and/or job permanence?
  - Tracking of trends in income generation?
  - Other aspects included in your longitudinal studies of graduates? Describe.

### 3.3. Additional Questions for OVC Projects

- What programmatic services, if any, are you offering to OVCs? What aspects or components of programming are considered to be satisfactory? Please list and give a rationale why.
- If you were given the opportunity to make recommendations on what could be better regarding any aspect of your organization's OVC programming for youth, what would they be? Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways your organization could improve the prospects and conditions of Ethiopian OVC youth? Explain.

### 3.4. Additional Questions for Health Projects

- Does your organization provide reproductive health and family planning services? If so, what communication strategies and programming approaches have proven most successful at supporting youth in the area of reproductive health and family planning?

### **3.5 Additional Questions for Democracy, Human Rights, and Governance Projects**

- What approach(es) does/do your organization/unit use to engage young people in civil society and civic engagement
- What entities are you working with? Please identify your partners and their key contact information.
- What is the nature of your organization's/unit's relationship with particular partners?
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

## 4. Questions For GOE Institutions

### INTRODUCTION

My name is Jack Boyson and I am conducting a study on behalf of USAID/Ethiopia on institutions in Ethiopia that either support and/or provide services to young people, ages 15-29 in Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray Regions. During our time together, I'm going to ask you a series of questions related to:

- Purpose and key objectives in serving youth;
- The range and types of programs offered to youth;
- The locations where services are being provided to young people;
- A description of young people targeted;
- How young people are engaged by your institution;
- Various enrollment/completion/or placement rates;
- Linkages with the private sector, if applicable;
- Tracking and monitoring and evaluation systems;
- Partnerships with other organizations;
- What's working in your youth programming; and
- Thinking ahead about your future youth programming.

Thank you for agreeing to share your insights and information regarding what you are doing to improve the quality of life for Ethiopian youth. Do you have any questions you would like to ask me before we get started?

Let's begin by asking you:

### POSITIVE YOUTH DEVELOPMENT

- What is your institution's approach towards engaging with youth and developing youth programming?

### PURPOSE AND KEY OBJECTIVES:

- Please describe the programming you offer for youth, ages 15-29?
- What are the overall purpose and key objectives of your institution's youth programming? *List and probe for clarification as needed.*

### RANGE OF SERVICES OFFERED:

- Please list and describe the range of services provided to youth, ages 15-29, by your institution. *Follow up by asking if the institution offers youth programming in any of the following themes: advocacy, civic engagement, community service, entrepreneurship, financial services, gender equity, healthy life styles, life and employability skills, mediation and conflict resolution, psychosocial support services, vocational/technical skills, youth leadership, other (list)?*
- *Circle themes and request a list of topics covered and/or services offered.*

**LINKAGES WITH THE PRIVATE SECTOR:**

- Describe the linkages your institution has with the private sector to understand skills demand and better prepare students for the labor market, for apprenticeships/internship placement, and job placement. *Probe for chambers of commerce, agrol/ industrial /processing associations, export associations, etc. and describe the nature of the relationships.*

**PARTNERSHIP WITH USAID/ETHIOPIA TECHNICAL OFFICES (if relevant):**

- Which USAID/Ethiopia Technical Offices does your institution partner with? *Identify USAID/Ethiopia Technical Office(s) and their key contact information.*
- What is the nature of your institution's relationship with a particular USAID/Ethiopia Technical Office? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

**PARTNERSHIPS WITH OTHER DONORS:**

- What other international donors does your institution partner with on youth programming? *Identify donor partner(s) and their key contact information.*
- What is the nature of your institution's relationship with particular donors? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

**COORDINATION WITH OTHER GOE INSTITUTIONS:**

- What entities within the GOE does your institution coordinate with/partnership with? *Identify GOE institutional partner(s) and their key contact information.*
- What is the nature of your organization's relationship with GOE Institution(s)? Describe.
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful has the partnership been thus far? What could be better?

**WHAT'S WORKING IN YOUTH PROGRAMMING:**

- What aspects and/or components of your institution's youth programming do you consider to be satisfactory and are as effective as you think they should be? Please list and give a rationale why.

We've arrived at the last several questions in this interview. Now I'd like you to think about your institution's programming for youth in the future.

**PLANNING FOR FUTURE PROGRAMMING FOR YOUTH:**

- If you were given the opportunity to make recommendations on what could be better regarding any aspect of your institution's programming for youth to help them become productive adults and engaged citizens, what would they be?

- Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways your institution could improve the prospects and conditions of Ethiopian youth? Explain.
- How could USAID/Ethiopia best support GOE institutions like yours to advance youth-focused policies and programming?

#### CLOSING

- Do you have any questions you would like to ask me before we end this interview?

Thank you for taking time to talk with me today and sharing your insights.

#### 4.2. Additional Questions for Program-Specific GOE Stakeholders

##### LOCATIONS:

- Where are youth serving programs operated by your institution located in following regions: Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray? *Identify and list by region and location and obtain a map illustrating locations if available.*

##### CHARACTERISTICS OF THE PARTICIPANTS:

- What are the characteristics of the young people who participate in your institution's programs? *(prompt for age, socio-economic background, educational level, ethnicity, and eligibility requirements).*
- What do you think are the root causes of dissatisfaction amongst youth?

##### YOUTH ENGAGEMENT:

- What mechanisms does your institution have in place to promote youth leadership and engagement? How are they involved in the design, implementation, and evaluation of the programs offered? *Then probe: what opportunities are available for youth to provide feedback on program design, delivery, and their effectiveness (i.e., student councils, focus groups, satisfaction surveys, etc.)?*

##### PARTICIPATION/COMPLETION/DROPOUT RATES:

- What are the latest available participation rates youth in programs operated by your institution by age, gender, and location?
- What are the latest available completion rates for participants by age, gender, and location?
- What are the latest available dropout rates by age, gender, and location?
- Please list the most common reasons participants give for dropping out.

##### PLACEMENT RATES:

- Does your institution offer apprenticeship/internship opportunities for participants? If so, what are the latest available internship/apprenticeship rates by age, gender, and location?
- What are the latest available job placement rates for program completers by occupation (if available) age, gender, and location?

- How does your institution link graduates who wish to become entrepreneurs to financial services? If so, describe how and identify the name(s) of the organizations you have formal linkages with that provide financial services to your completers.

#### LONGITUDINAL STUDIES

- Does your institution conduct longitudinal studies on program completers?
- If yes, ask what types of data are tracked? *Prompt further with the following questions:*
  - For what length of time?
  - Graduate satisfaction rates with employers?
  - Employers' satisfaction rates with the qualifications and/or performance of new hires who are graduates from your institution?
  - Tracking of job changing and/or job permanence?
  - Tracking of trends in income generation?
  - Other aspects that are included in your longitudinal studies of graduates? Describe.

#### MONITORING AND EVALUATION SYSTEMS:

- Please list and describe the components of any participant tracking and monitoring and evaluation system of the programs operated by your institution.

## 5. Questions For the Youth-Led Organizations Including Network For Sustainable Development

### INTRODUCTION

My name is Jack Boyson and I am conducting a study on behalf of USAID/Ethiopia on institutions in Ethiopia that either support and/or provide services to young people, ages 15-29 in Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray Regions. During our time together, I'm going to ask you a series of questions related to:

- Purpose and key objectives in serving youth;
- Number of member organizations
- The range and types of services offered to youth;
- The locations where services are being provided by member organizations to young people;
- A description of young people targeted;
- Tracking and monitoring and evaluation systems of member organizations;
- Partnerships with GOE and donor organizations;
- What's working in youth programming; and
- Thinking ahead about the future of youth programming.

Thank you for agreeing to share your insights and information regarding what you are doing to improve the quality of life for Ethiopian youth. Do you have any questions you would like to ask me before we get started?

Let's begin by asking you:

### POSITIVE YOUTH DEVELOPMENT

- What is your organization's approach towards engaging with youth and developing youth programming?

### PURPOSE AND KEY OBJECTIVES:

- What is the main purpose and key objectives of the Youth Network for Sustainable Development? *List and probe for clarification as needed.*
- As an umbrella organization, what kinds of services do you offer member organizations?

### MEMBER ORGANIZATIONS

- How many organizations are active members of the YNSS?
- How many are youth-led/how many are adult led?
- Which/how many member organizations offer youth programming in the following themes:
  - Advocacy;
  - Civic engagement and community service;
  - Gender equity;
  - Healthy life styles;
  - Life and employability skills;
  - Peer mediation and conflict resolution;

- Psychosocial support services;
- Youth leadership and empowerment; and
- Other?
- Which/how many member organizations are affiliated with government entities/not affiliated with government entities?

#### LOCATIONS:

- How many/which member organizations are located in following regions: Addis Ababa, Amhara, Dire Dawa, Oromia, SNNPR, and Tigray? *Identify and list by region and location and obtain a map illustrating locations if available.*

#### CHARACTERISTICS OF THE PARTICIPANTS:

- What are the characteristics of the young people who typically participate in the programs offered by member organizations? *(prompt for age, socio-economic background, educational level, ethnicity, and eligibility requirements).*
- What do you think are the root causes of dissatisfaction amongst youth?

#### YOUTH ENGAGEMENT:

- In the adult-led member organizations, what are mechanisms they have in place to promote youth leadership and engagement? How do they involve youth participants in the design, implementation, and evaluation of the programs offered? Describe.
- *Then probe: what opportunities are available for youth to provide feedback on program design, delivery, and their effectiveness (i.e., student councils, focus groups, satisfaction surveys, etc.)?*

#### PARTICIPATION/COMPLETION/DROPOUT RATES:

- Do member organizations track the following information?
  - Membership/participation rates of youth by age, gender, and location?
  - Completion rates of participants for any trainings offered by age, gender, and location?
  - Dropout rates by age, gender, and location and reasons why participants drop out.

#### MONITORING AND EVALUATION SYSTEMS:

- How do member organizations measure progress in their programming for youth? Do they typically have formal monitoring and evaluation systems? If so, how many?

#### PARTNERSHIPS WITH DONORS:

- Do your organization and/or member organizations receive any financial or technical support from any domestic and/or international donors? If so, which donors? Describe the nature of the partnerships. *Obtain contact information of the donor organization(s).*
- What is the nature of partnerships? Describe.
- Describe how successful the partnerships have been and what could be better.

#### COORDINATION WITH GOE INSTITUTIONS:



- Does your organization/member organizations typically coordinate with GOE Institutions? *If so, identify which GOE institutions and key contact information.*
- Describe the nature of the relationships of member organizations with GOE Institutions?
- How does coordination and collaboration occur?
- What mechanisms seem to work best?
- How successful have the partnerships been thus far? What could be better?

#### WHAT'S WORKING IN YOUTH PROGRAMMING:

- Of all the YNSD member organizations, which ones do you consider to be the most effective? Why? Please identify (list) and give a rationale on what basis you consider them to be effective.

We've arrived at the last several questions in this interview. Now I'd like you to think about your organization's programming for youth in the future.

#### PLANNING FOR FUTURE PROGRAMMING FOR YOUTH:

- If you were given the opportunity to make recommendations on what could be better regarding any aspect of programming for Ethiopian youth to help them become more productive adults and engaged citizens, what would they be? Please provide a rationale for each recommendation you may make.
- Thinking ahead for the next five years, what do you think would be the best ways to improve the prospects and conditions of Ethiopian youth? Explain.
- And how could USAID/Ethiopia best support organizations like yours and your network of youth-serving organizations to advance youth-focused policies and programming?

#### CLOSING

- Do you have any questions you would like to ask me before we end this interview?

Thank you for taking time to talk with me today and sharing your insights.

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<sup>132</sup> Youth responsibilities include: “i) be loyal to the Constitution, ii) actively participate in the national development and democratization process, iii) develop the culture of democratic thinking, iv) empowering ones capacity to work and shoulder responsibility, and v) become a citizen imbued with ethical values and dedication to work.”

<sup>133</sup> In some cases, key informants provided additional reference materials and/or cited references to webpages with more information.

<sup>134</sup> The PRIME program is implemented by Mercy Corps in partnership with Aged and Children’s Pastoralist Association, Action for Integrated and Sustainable Development, CARE, Haramaya University, Horn of Africa Voluntary Youth Committee, Kimetrica, SOS Sahel, and the Friendship Support Association. For more information on each member of the PRIME consortium, see: <https://prime-ethiopia.org/about/prime-consortium>.

<sup>135</sup> An exceptional approach to improving the money management skills of participants in the PRIME program, especially by young people, is the use of mobile phone banking systems such as “BelCash” and “Hello Cash.” For more information on mobile phone banking, see: <http://hellocash.et/personal/what-is-hellocash>.

<sup>136</sup> For more information on Mercy Corp’s PRIME program, see: <https://www.mercycorps.org/research-resources/enhancing-resilience-severe-drought-what-works>.

<sup>137</sup> The “Adaptive Learning Management Process” is described as a structured, iterative process of robust decision making in the face of uncertainty, with an aim to reducing uncertainty over time via meticulous structures, services, processes, and conditions monitoring. In this process, USAID/Ethiopia and Mercy Corp understood that there will be: a high level of experimentation and that some initiatives will work while others may not; involves rigorous monitoring processes that feed a continual flow of information that sheds light on volatile operating environments; and empowers organizations like Mercy Corp to change strategies, plans, and activities rapidly in response to new information and rapidly emerging changes in the operating environment. For more information, see: [https://usaidlearninglab.org/sites/default/files/resource/files/cla\\_case\\_competition\\_casestory\\_24\\_mercy\\_corps\\_ethiopia.pdf](https://usaidlearninglab.org/sites/default/files/resource/files/cla_case_competition_casestory_24_mercy_corps_ethiopia.pdf).

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<sup>142</sup> CARE serves as the prime implementing partner; the Relief Society of Tigray, Organization for Rehabilitation and Development in Oromia (ORDA), and Agri-Services Ethiopia serve as local implementing partners in the field; SNV Netherlands provides technical assistance in value chain assessments, private sector engagement, local labor market assessments, and capacity building assistance to CARE and its other partners in these areas; the Education Development Center provides support in developing the life and employability skills and entrepreneurship curriculums that focuses on personal development, interpersonal communication, and work habits and workplace behavior, teamwork and leadership, and how to be your own boss; Digital Green Growth provides CARE with video enhanced agriculture extension content and builds the capacity of local implementing partners in video dissemination and production materials in agriculture production and nutrition education; the International Development Irrigation (IDI) assists CARE with appropriate technology for water management and irrigation.

<sup>143</sup> For more information on the GOE’s PSNP Phase IV food security and livelihoods development program, see: [https://www.usaid.gov/sites/default/files/documents/1866/psnp\\_iv\\_programme\\_implementation\\_manual\\_14\\_dec\\_14.pdf](https://www.usaid.gov/sites/default/files/documents/1866/psnp_iv_programme_implementation_manual_14_dec_14.pdf).

<sup>144</sup> CARE/GRAD partnership is currently piloting youth “village economic and social associations” (VESA) in which it brings together about 15-20 peers and neighbors from the same kebele and trains them in livelihood, finance and leadership skills. The VESAs in the Amhara region have an additional component that focuses on preventing and dealing with early child marriage as this situation is highly prevalent in that region.

<sup>145</sup> For more information on the CARE’s Social Analysis and Action and Gender Equity and Diversity approaches, see: <http://www.care.org/our-work/womens-empowerment/cares-gender-training-expertise-best-best>.

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<sup>147</sup> For more information on the *POTENTIAL* Program, see: <http://www.federalgrants.com/POTENTIAL-46856.html> and <https://www.usaid.gov/ethiopia/education>.

<sup>148</sup> For more information on EDC's work in Ethiopia, see: <http://idd.edc.org/projects/potential>.

<sup>149</sup> For more information on HUNDEE Oromo Grassroots Development Initiative, see: <https://advocacy4oromia.org/oromia/hundee-oromo-grassroots-development-initiative/>.

<sup>150</sup> For more information on the Professional Alliance for Development in Ethiopia, see: [www.padet.org](http://www.padet.org).

<sup>151</sup> For more information on the Relief Society of Tigray, see: [www.resttigry.org](http://www.resttigry.org).

<sup>152</sup> For more information on Facilitator for Change Ethiopia, see: <http://www.fce-eth.org>.

<sup>153</sup> Save the Children serves as the lead implementing partner; Education Development Center, which developed *POTENTIAL*'s curriculum, provides ongoing technical support and training; and the HUNDEE-Oromo Grassroots Development Initiative, Professional Alliance for Development in Ethiopia, Relief Society of Tigray, and Facilitator for Change Ethiopia which are local implementing partners.

<sup>154</sup> From *Building the Potential of Youth in Ethiopia, Program Compendium and Reference Guide*, Save the Children.

<sup>155</sup> Note: the *POTENTIAL* curriculum has been adapted from content from a similar program described below entitled *Youth in Action*—another Save the Children youth development program.

<sup>156</sup> Information provided by a key informant.

<sup>157</sup> For more information, see: The Resilience through Enhanced Adaptation, Action-learning and Partnership Activity (REAAP) at <https://www.crs.org/our-work-overseas/program-areas/agriculture/reaap>.

For more information on CRS, see: <https://www.crs.org/our-work-overseas/program-areas/agriculture/reaap>

<sup>158</sup> For more information on the GOE's PSNP Phase IV food security and livelihoods development program, see: [https://www.usaid.gov/sites/default/files/documents/1866/psnp\\_iv\\_programme\\_implementation\\_manual\\_14\\_dec\\_14.pdf](https://www.usaid.gov/sites/default/files/documents/1866/psnp_iv_programme_implementation_manual_14_dec_14.pdf)

<sup>159</sup> For more information on Food for Peace and Feed the Future Program of USAID in Ethiopia, see: <https://www.usaid.gov/ethiopia/food-assistance> and <https://feedthefuture.gov/country/ethiopia>.

<sup>160</sup> For more information on the Center for Creative Leadership, see: <https://www.ccl.org/emea/our-locations/africa/>

<sup>161</sup> For more information on the Ethiopian Catholic Church's Social Development Coordinating Office of Harar, see: <https://rsr.akvo.org/en/organisation/528/>

<sup>162</sup> For more information on Handicap International/Ethiopia, see: <http://www.handicap-international.us/ethiopia>.

<sup>163</sup> For more information on CORDAID's work in Ethiopia with CRS, see: <https://www.cordaid.org/en/projects/afar-drought-response/>.

<sup>164</sup> In REAAP, CRS is the lead implementing partner; the Center for Creative Leadership provides services in leadership and life skills training for young women and youth; the Ethiopian Catholic Church-Social Development Coordinating Office is the local on-the-ground implementing partner; Handicap International/Ethiopia provides specialized services to the physically challenged; and CORDAID helps rural households affected by drought sustain their herds.

<sup>165</sup> For example, in March 2016, CRS conducted a youth employment assessment in East Haraghe Zone of the Oromia Region and the Sitti Zone of the Somali Region. And in September, CRS is just completing a gender and youth analysis in Oromia and Dire Dawa as part of its emerging Ethiopian Livelihoods and Resilience Programming.

<sup>166</sup> For more information on CRS's SILC Programming, see: <https://www.crs.org/stories/investing-growing-ethiopia-how-savings-groups-help-families-during-drought>.

<sup>167</sup> For more information on CRS's efforts to change traditional beliefs in gender roles and empower those with disabilities, see: <https://www.crs.org/stories/expanding-community-participation-ethiopia>.

<sup>168</sup> Ibid.

<sup>169</sup> For more information on the SKY Program, see: [https://ethiopia.helvetas.org/en/projects/skill\\_and\\_knowledge\\_for\\_youth/](https://ethiopia.helvetas.org/en/projects/skill_and_knowledge_for_youth/).

<sup>170</sup> The trainers are hired from such organizations as the Ethiopian Centre for Development, a local NGO that provides skills training; Mums for Mums, a local NGO that supports Helvetas on women empowerment issues; and the Digital Opportunity Trust (DOT), a Canadian NGO with an office in Bahir Dar that provides support in ICT, life skills and entrepreneurship training.

<sup>171</sup> For more information on GIZ's Sustainable Training and Education Program, see especially: <https://www.giz.de/en/worldwide/18871.html>; and also [https://www.giz.de/en/downloads/giz2016-en-STEP\\_Fact\\_Sheet.pdf](https://www.giz.de/en/downloads/giz2016-en-STEP_Fact_Sheet.pdf).

<sup>172</sup> For more information on Higher Education Relevance and Quality Agency, see: <https://www.herqa.edu.et>.

<sup>173</sup> For more information on the Federal TVET Agency, see: <http://www.moe.gov.et/tvet-sector>.

<sup>174</sup> The “cooperative vocational training” model involves using local companies in the training process, where 30% of the course content is delivered to TVET students in vocational schools and the remaining 70% is delivered at the workplace under the supervision of senior professionals. For more information on the “cooperative vocational training” model, see: <http://www.co-operation.org/what-is-cooperative-learning/> and [c.europa.eu/social/BlobServlet?docId=16360&langId=en](http://c.europa.eu/social/BlobServlet?docId=16360&langId=en), and <https://www.theigc.org/wp-content/uploads/2014/09/Krishnan-Shaorshadze-2013-Working-Paper.pdf>.

<sup>175</sup> For more information on trends in Ethiopia's labor market in its most promising sectors, see: <https://www.brookings.edu/blog/africa-in-focus/2016/08/17/trends-in-ethiopia-dynamic-labor-market/>.

<sup>176</sup> For more information on the Tigray Youth Association, see: [https://www.facebook.com/pg/TIGRAY-YOUTH-ASSOCIATION-900119783371995/about/?ref=page\\_internal](https://www.facebook.com/pg/TIGRAY-YOUTH-ASSOCIATION-900119783371995/about/?ref=page_internal)

<sup>177</sup> 88% of TYA's membership of about 500,000 live in rural areas of the Tigray Region.

<sup>178</sup> Freely edited summary from the Memorandum of the Tigray Youth Association.

<sup>179</sup> Information provided by a key informant.

<sup>180</sup> For more information on the Youth in Action Program, see: <http://www.mastercardfdn.org/save-the-children-in-partnership-with-the-mastercard-foundation-launches-youth-in-action-program/>, <http://padet.org>, and <http://youthinaction.savethechildren.ca/where-we-work/ethiopia/>.

<sup>181</sup> Information provided by a key informant.

<sup>182</sup> For more information on the Youth Ready Program, see: <http://www.wvi.ngo/sites/default/files/Youth%20Ready%20Quick%20Guide.pdf>.

<sup>183</sup> For more information on the *Read Right* model of literacy training, see: <http://www.readright.com>.

<sup>184</sup> For more information on the World Vision's Youth Livelihood and Empowerment Theory of Change, see: <https://www.worldvision.com.au/docs/default-source/seed-docs/youth-livelihoods/world-visions-youth-livelihood-and-empowerment-theory-of-change.pdf?sfvrsn=2>.

<sup>185</sup> For more information on World Vision's model of savings and loan groups, see: <http://www.wvi.org/development/publication/savings-groups-project-model>.

<sup>186</sup> For more information on the Civil Society Support Program, see: <https://ethiopia.britishcouncil.org/programmes/society/civil-society-support-programme>.

<sup>187</sup> For more information the Entrepreneurship Development Centre, see: <https://www.edcethiopia.org>.

<sup>188</sup> Other partnership members of EDC include the Addis Ababa Chamber of Commerce and Sectoral Association; blueMoon; Boston Partners, PLC; Center for Accelerated Women's Economic Empowerment (CAWEE); Enat Bank; Government of Canada; Microsoft East Africa; Office of the First Lady of the Federal Democratic Republic of Ethiopia; R&D Business Development Support Center; RENEW Strategies; [U.S Embassy in Ethiopia](#); United Nations Conference on Trade and Development (UNCTAD); and the Women Entrepreneurship Development Programme (WEDP).

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<sup>189</sup> Adama Science and Technology University; Addis Ababa University College of Business Economics; Bahir Dar University; Hawassa University; and Mekelle University.

<sup>190</sup> For more information on the Professional Alliance for Development, see <http://padet.org>.

<sup>191</sup> For more information on both Save the Children youth development programs, for *Youth in Action Program* see: <http://youthinaction.savethechildren.ca>; for the *POTENTIAL Program*, see above and the following: <https://ethiopia.savethechildren.net/news/potential-project-kick-meeting-held>

<sup>192</sup> Disaster Prevention Office for South Wollo; the Enterprise Development Center (Addis Ababa); Federal Urban Job Opportunity Creation and Food Security Agency; Ministry of Agriculture, South Wollo Office; Ministry of Labor and Social Affairs (Addis Ababa); Ministry of Youth and Sports Offices in Alamata, Dire Dawa, Headquarters (Addis Ababa), and Woldia; National Risk Management Commission (Addis Ababa); Small and Micro Enterprise Bureau Offices in Hawassa and Kombolcha; TVET Colleges in Adama, Kombolcha, and Woldia; Urban Job Opportunities Creation and Food Security Agency Offices in Dilla, Hawassa, and Shashemene;

<sup>193</sup> USAID/Ethiopia (Assets and Livelihoods in Transition Office; Democracy and Governance Office; Economic Growth and Trade Office; Education and Youth Office; Health Office; Programs Office), Agriculture Global Practices Office of the World Bank; Embassy of Ireland; UK Department for International Development; GIZ, Sustainable Training and Education Program

<sup>194</sup> CARE/Ethiopia; Catholic Relief Services; Education Development Center; Jphiego; LAND; Mercy Corps; the PRIME and POTENTIAL programs; Relief Society of Tigray; Save the Children; Tigray Youth Association; and World Vision; Abebeck Gobena Social Enterprise; Adama Youth Federation; Helvetas Swiss Intercooperation; PADet: Woldia Office; SNV Netherlands; Youth Network for Sustainable Development.

<sup>195</sup> Only youth ages 18-29 will be eligible to participate in focus groups,

<sup>196</sup> Only youth ages 18-29 will be eligible to participate in focus groups

<sup>197</sup> For example, “Does your organization provide life and employability skills training?” (yes/no)

<sup>198</sup> For example, “I see you offer life and employability skills training at your organization. What is the range of topics offered in your life and employability skill trainings? Describe each topic covered. (probe for clarity).