USAID’s Building the Potential of Youth Quarterly Report

October 1, 2016 to December 31, 2016

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Agreement Number: AID-663-A-15-00006
Activity Start Date and End Date: January 1, 2015 to December 31, 2019
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List of Abbreviations and Acronyms

AWD   Acute Watery Diarrhea
BDS   Business Development Services
BYOB  Be Your Own Boss
CTC   Community Training Center
DECSI Dedebit Credit and Saving Institution
EDC   Education Development Center
ETB   Ethiopian Birr
FC    Facilitator for Change
FGD   Focus Group Discussion
FTC   Farmer Training Center
GBV   Gender-Based Violence
GOE   Government of Ethiopia
GO    Governmental Organization
HUNDEE HUNDEE-Oromo Grassroots Development Initiative
ICT   Information Communication Technology
IGA   Income Generating Activity
IR    Intermediate Result
KII   Key Informant Interview
LMA   Labor Market Assessment
M4CD  Mobile for Career Development
M&E   Monitoring and Evaluation
MEAL  Monitoring, Evaluation, Accountability and Learning
MoWCYA Ministry of Women, Children and Youth Affairs
MoWIE  Ministry of Water, Irrigation and Energy
MoYS  Ministry of Youth and Sport
MOU   Memorandum of Understanding
NGO   Non-Governmental Organizations
OLA   Out-of-School Literacy Assessment
PADet Professional Alliance for Development in Ethiopia
PAT   POTENTIAL Addis Team
PDP   Personal Development Plan
POTENTIAL USAID's Building the Potential of Youth
PYD   Positive Youth Development
REST  Relief Society of Tigray
SNNPR Southern Nations, Nationalities, and Peoples' Region
TOT   Training of Trainers
TTIs  Technical Training Institutions
TVET  Technical and Vocational Education and Training
TVEDO Technical, Vocational Enterprise Development Office
USAID United States Agency for International Development
USD   United States Dollar
VCI   Value Chain Identification
V/YSLA Village Youth Saving and Loan Association
WBL   Work-Based Learning
WO    Woreda Officers
WRN!  Work Ready Now!
WR+   Work Ready Plus
YES   Youth Economic Strengthening
YF    Youth Facilitator
YiA   Youth in Action
YSLA  Youth Saving and Loan Association
## 1. Summary Sheet

<table>
<thead>
<tr>
<th>Activity Name:</th>
<th>USAID's Building the Potential of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Start Date And End Date:</td>
<td>January 1, 2015 to December 31, 2019</td>
</tr>
</tbody>
</table>
| Name of Prime Implementing Partner: | Save the Children  
899 North Capitol St NE  
Washington, DC 20002  
Tel: 202-640-6600  
olaf.erz@savethechildren.org |
| Agreement Number: | AID-663-A-15-00006 |
| Name of Sub-Awardees: | Education Development Center, Inc. (EDC),  
HUNDEE-Oromo Grassroots Development Initiative (HUNDEE),  
Professional Alliance for Development in Ethiopia (PADet),  
Relief Society of Tigray (REST),  
Facilitator for Change Ethiopia (FCE) |
| Major Counterpart Organizations | |
| Geographic Coverage (cities and or regions): | Afar, Amhara, Oromia, SNNP, Somali, and Tigray |
| Reporting Period: | October 1, 2016 to December 31, 2016 |
2. Background Information

2.1 Program Description

Launched in 2015, the United States Agency for International Development’s (USAID’s) Building the Potential of Youth Activity (POTENTIAL) is implemented by Save the Children and its partners: Education Development Center, Inc. (EDC), HUNDEE-Oromo Grassroots Development Initiative (HUNDEE), Professional Alliance for Development in Ethiopia (PADet), Relief Society of Tigray (REST) and Facilitator for Change Ethiopia (FC).

The goal of the program is to assist unemployed and underemployed youth ages 15-29 to attain skills, knowledge, and social capital that lead to increased income and economic self-sufficiency, with a particular focus on girls and young women. This will be addressed by increasing youths’ access to skill-building and employment promotion services through:

a. targeted assessments to align training with market relevant skill needs;
b. tailored technical and life skills training to create viable livelihoods prospects; and
c. work-based learning.

POTENTIAL’s proposed strategies and approaches respond to unemployed and underemployed youths’ capacity needs, leverage existing youth development activities, and contribute to improving the quality and accountability of local training and business service providers by ensuring existing entities work in concert.

The program is designed to assist USAID Ethiopia meet its development objective:

“Unemployed and underemployed Ethiopian youth ages 15-29 in rural areas and towns attain the skills, knowledge, and social capital that lead to increased income and long-term economic self-sufficiency will be achieved by improving access for Ethiopians to basic education, TVET, and practical work experiences and bringing together local stakeholders such as TVET institutions, private sector, youth, and government.”

To reach the program goal, the following Intermediate Results will be achieved:

IR1: Rigorous evidence base developed to inform USAID and its development partners, including youth, Government of Ethiopia (GOE), and non-governmental organizations (NGOs), on appropriate, effective, and sustainable market-driven youth workforce development intervention;

IR2: Improved youth access to market relevant skills and experiences to support the transition to safe and viable employment; and

IR3: Coordinated delivery, among local institutions, of quality market driven services connecting underserved youth, especially women, to employment and income opportunities.

By the end of 2019, this activity will build the economic self-sufficiency of 34,537 youth across 30 woredas of Afar, Amhara, Oromia, SNNPR, Somali, and Tigray region.
2.2 List of Regions and Woredas

The program is now operational in all 30 target woredas, with activities starting in the remaining 11 woredas this quarter.

Table 1: List of Woredas Targeted by the POTENTIAL by Year

<table>
<thead>
<tr>
<th>No.</th>
<th>Region</th>
<th>POTENTIAL Woredas</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amhara</td>
<td>Debub Achefer</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Amhara</td>
<td>Semin Achefer</td>
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<tr>
<td>3</td>
<td>Amhara</td>
<td>Bahir-Dar Ketma Zuria</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Amhara</td>
<td>Dangela</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Amhara</td>
<td>Jawi</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Amhara</td>
<td>Dera</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Oromia</td>
<td>Ada’a</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Oromia</td>
<td>Liben Chukala</td>
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<tr>
<td>9</td>
<td>Oromia</td>
<td>Limu-Bibilo</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Oromia</td>
<td>Kofele</td>
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<tr>
<td>11</td>
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<td>Sinana</td>
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<td>13</td>
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<td>Welmera</td>
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<td>14</td>
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<td>Yabello</td>
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<tr>
<td>15</td>
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<td>Dire</td>
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</tr>
<tr>
<td>16</td>
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<td>Endegegn</td>
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<td>17</td>
<td>SNNPR</td>
<td>Mirab-Azernet</td>
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<td>18</td>
<td>SNNPR</td>
<td>Loma</td>
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<td>19</td>
<td>SNNPR</td>
<td>Yem Special Woreda</td>
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<td>20</td>
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<td>Hawassa Zuria</td>
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<td>21</td>
<td>Tigray</td>
<td>Raya Alamata</td>
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<td>22</td>
<td>Tigray</td>
<td>Ofla</td>
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<td>23</td>
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<td>Endemehoni</td>
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<td>24</td>
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<td>Jigjiga</td>
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<td>25</td>
<td>Somali</td>
<td>Babile</td>
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<td>26</td>
<td>Somali</td>
<td>Gode</td>
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<td>27</td>
<td>Somali</td>
<td>Kelafo</td>
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<td>28</td>
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<td>Chifra</td>
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<td>29</td>
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<td>30</td>
<td>Afar</td>
<td>Asayita</td>
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<td>X</td>
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<td><strong>8</strong></td>
<td><strong>11</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
3. Description of Activity Implementation

3.1 Progress Narrative (Executive Summary)

Program start-up activities and development of local context and beneficiary profiles

In the first quarter of Year 3, Building the Potential of Youth (POTENTIAL) entered eleven additional woredas, bringing the total number of operational woredas to 30 across the six implementation regions. Forty-four target kebeles were identified and prioritized for implementation in consultation with woreda administration offices. Launch workshops were held in eight out of the eleven new target woredas, and rapid assessments, value chain identification and labor market assessments were conducted in ten of the new woredas\(^1\). Findings from these assessments will be finalized and available by the end of February 2017.

In the reporting quarter, the purpose of the OLA was revised to address the needs of the program, and will now be administered to beneficiaries of the program after they are selected in order to determine whether youth should participate in WRN! or WR+.

Improving access to quality and relevant basic life, work readiness and employability skills training

This quarter, 1,582 youth (50% F) gained employability skills through their participation in the program’s trainings. 88 youth (65.9% F) completed the Aflateen training and 386 youth (47.7% F) completed the Positive Youth Development (PYD) trainings. In addition, we reached 1,368 youths (50.4% F) through Work Ready Now! (WRN!) trainings. Of these, 1,037 youth (47.9% F) passed through the regular WRN! training, while 131 youth (45.8% F) trained on WR+ curricula, for youth with lower literacy levels. 200 youth (68.5% F) are prospective graduates of TVETs/TTIs and received the training at their respective institutions.

Be Your Own Boss (BYOB) was delivered to 338 youth (41.4% F) based on their interest in self-employment following WRN! training. Following the BYOB training, 163 youth (42.3% F) were supported to enroll in TTIs/TVET’s to attend technical training in their preferred vocation. During the quarter, 257 youth (47.9% F) also took advantage of WBL opportunities in fields such as painting, woodwork, water irrigation, vegetables and cereals production. In addition, the program organized job-shadowing opportunities for 246 youth (48.4% F) at factories, small businesses, and modern farms involved in livestock production and management, vegetables production, seedling production, and bee keeping.

POTENTIAL linked 784 youth (40.6% F) to new or improved livelihoods. Out of these, 416 youth (36.8% F) started their own business and 246 youth (51.6% F) secured wage employment in different public and private institutions. Further, 122 youth (31.1% F) managed to obtain better employment.\(^2\) The fields of self-employment include among others laying cobblestone, vegetable production, modern farming, petty trade, animal rearing and fattening, local coffee and tea sale.

Improving access to quality career coaching and work-based learning services

During the reporting period, the program linked 947 youth (48.8% F) with volunteer mentors who were recruited from local communities and trained in mentoring, and the program provided coaching to 829 youth (53.6% F) to enhance their careers.

\(^1\) The planned assessment in Kelafo woreda in the Somali region was postponed due to cases of Acute Watery Diarrhea (AWD) and emergency response activities.

\(^2\) These estimates are based on partner reporting, and will be verified annually through outcome surveys.
Despite some challenges, the program made improvements with respect to the YES services. Six additional YES services were established, bringing the total number of operational YES services to 17. As part of the continuous support for YES service strategy and implementation, the fourth capacity building workshop was held in Addis Ababa over five days. The program also conducted a five-days training to familiarize fifteen program staff with the Youth Economic & Social Council (YESC) and Youth Economic & Social Group (YESG) modules. Following the trainings, 12 YESG consisting of 140 youth (48.6% F) were established.

Integration of gender-sensitive approaches and technology

This quarter, the program led one-day gender integration workshops in Amhara, Addis Ababa and SNNPR to ensure program activities are relevant and equally accessible to young women and men in the target areas. Fourteen new career development radio episodes were produced and broadcasted in Tigray, Amhara and SNNPR. To date, 20 episodes in total have aired.

Dissemination of evidence for program learning and course correction

Three woreda review meetings were held with 83 stakeholders (6 F) this quarter to update local stakeholders on POTENTIAL’s progress. Agreements were reached on future activities while considering emerging challenges and best practices at the regional, woreda and kebele level.

During the quarter, the program also shared findings from past labor market assessments with pertinent government sector offices and private business firms to ensure POTENTIAL’s trainings align with market demands. At the same time, the program continued to lobby for the inclusion of soft skills in the training curricula of TTIs/TVETs and held consultations with the Federal TVET Agency and the Federal Ministry of Youth and Sport.

Linkages to youth service providers and local industries

This quarter, the program initiated and signed MOUs with 12 public and private organizations, including regional and woreda governmental sector offices, universities and colleges, and private businesses. These entities offer skill building, job shadowing, work-based learning, apprenticeship, and job opportunities for participating youth.

Partnerships with financial institutions have continued to support young people’s access to credit. The program has an ongoing successful relationship with the Dedebit Credit and Saving Institution (DECSI) in Tigray, and this will be modeled for other regions.

A one-day training on partnership management with all PAT, Regional Managers and Woreda Officers was conducted. With the aim of boosting the partnerships with the private sector, EDC led a two-day meeting with SNNPR program implementers and 12 selected investors in the SNNP region. Participants included representatives from metal, plastic, soap, chip wood and textile and garment factories, a hotel, BGI Ethiopia, and milk and dairy production.

Challenges and Lessons Learned

Lack of youth access to arable land and credit have been key challenges this quarter, and the program is working with local government and communities to reduce these barriers for youth who wish to engage in self-employment opportunities. Additionally, a limited presence of private sector actors in some rural woredas has been a challenge for youth seeking wage employment, but the program is working with existing small business holders and local governments in these areas to explore potential employment opportunities for youth. Data entry has been a challenge, despite field staff commitment, with only 71% of youth profiles captured in our M&E system. This has been mainly due to lack of internet connectivity in some regions during the period, which has since been restored in most areas.

Regular monitoring visits, experience-sharing, and discussion forums have been found to be critical for tracking progress, sharing best practices, and making adjustments when necessary, and these activities will continue to be prioritized.
Please see the performance of the program per key indicators in the following table:

**Table 2: Indicator Performance Tracking Table, October – December 2016**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>FY 2017 Target</th>
<th>2017 Q1 Actual</th>
<th>% female</th>
<th>% of actual quarter to 2017 target</th>
<th>Cumulative actual to end of YII</th>
<th>Cumulative actual female to end of YII</th>
<th>LoP target</th>
<th>Cumulative to date actual</th>
<th>% female of cumulative actual</th>
<th>% of cumulative actual to LoP target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of youth completing POTENTIAL program components (Total reach)</td>
<td>9,000</td>
<td>1,582</td>
<td>50</td>
<td>18</td>
<td>7,332</td>
<td>3,192</td>
<td>34,537</td>
<td>8,914</td>
<td>45</td>
<td>26</td>
</tr>
<tr>
<td>Person hours of POTENTIAL program training completed</td>
<td>1,296,000</td>
<td>117,394</td>
<td>54</td>
<td>9</td>
<td>526,145</td>
<td>229,058</td>
<td>4,973,328</td>
<td>643,539</td>
<td>46</td>
<td>13</td>
</tr>
<tr>
<td>Number of job placements for youth facilitated by POTENTIAL and partner TTIs (Work based learning)</td>
<td>285</td>
<td>257</td>
<td>48</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>1,300</td>
<td>257</td>
<td>48</td>
<td>20</td>
</tr>
<tr>
<td>Number of public-private partnerships formed as a result of POTENTIAL assistance</td>
<td>22</td>
<td>0</td>
<td></td>
<td>0</td>
<td>70</td>
<td>57</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Number of POTENTIAL TTI partners with improved capacity to deliver training</td>
<td>11</td>
<td>0</td>
<td></td>
<td>0</td>
<td>30</td>
<td>11</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: In this quarter, the project recorded approximately 784 youth who obtained new or better employment through POTENTIAL, and 829 have been given coaching support. Please note that this data is indicative only and is collected depending on facilitator contact with youth after their training. Employment outcomes will be systematically measured and reported annually through the program’s outcomes surveys.
3.2 Implementation Status

3.2.1. Program Start-up Activities

Per the implementation plan, activities were to begin in 11 new woredas in Year 3. Accordingly, regional implementation partners held consultations with the respective regions, zones and target woredas to kick off program activities. In SNNPR, the Hawassa Zuria woreda of Sidama Zone, replaced the originally approved Hamer woreda of South Omo Zone as requested, justified and approved by the SNNP region. Agreements were amended with pertinent signatory bodies of the region.

Within the new target woredas, 44 kebeles were prioritized for the program implementation. The number of target woredas and kebeles are listed hereunder.

Table 3: No of Woredas and Kebeles added in Year 3

<table>
<thead>
<tr>
<th>No</th>
<th>Region</th>
<th>No. of New Target Woredas</th>
<th>No. of New Target Kebeles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oromia</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Amhara</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>SNNPR</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Tigray</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Somali</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Afar</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>44</strong></td>
<td></td>
</tr>
</tbody>
</table>

Regional implementers recruited one Woreda Officer and two Youth Facilitators for each new woreda, and introduced them to the local authorities. Launch workshops were held in eight woredas (Loma and Hawassa Zuria of SNNPR; Sinana, Agarfa, Limu-Bibilo and Kofele of Oromia; Ofala of Tigray, Chifra of Afar and Kelafo of Somali) with a total of 88 participants (14 F), drawn from regional, zonal, woreda and Kebele government sector offices. During the workshop, program objectives, mission, approach and deliverables were presented and discussed. In all workshops, woreda administrators and representatives highly welcomed the program and highlighted its importance for their community in general and youth in particular.

Further, the composition of selection committee members at kebele level and the youth selection criteria were discussed with local government representatives. Each kebele agreed and formed selection committees composed of at least seven members including kebele administration, civic associations and sector offices, and at least one female member. The program provided orientation to each committee member on the selection criteria of target youth. The committee selected the beneficiary youth in all the 11 new target woredas based on the agreed criteria, and further verification of the selected youth were also conducted by program staffs while considering gender balance, their appropriateness and readiness for career improvement.

In the reporting quarter, a five-day Training of Trainer workshop was conducted for 47 (25.5% F) new Woreda Officers and Youth Facilitators. The TOT was aimed at providing an overview of POTENTIAL, its focus, deliverables and modality of implementation to participants and introducing OLA and the work readiness packages WRN!, WBL, WR+. Please see the following table on the profile of training participants.
### Table 4: ToT Participants for New WOs, YFs, and YES service Coordinators

<table>
<thead>
<tr>
<th>Region</th>
<th>Woreda Officers</th>
<th>Youth Facilitators</th>
<th>YES Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
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<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Sub Total</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

3.2.2 Intermediate Result 1: Evidence base developed on youth workforce development interventions

3.2.1.1. Sub-Intermediate Result 1.1: Local context and beneficiary profile information base developed

**a. Rapid Assessment, Labor Market Assessment, Value Chain Identification**

Rapid, labor market, and value chain identification assessments were conducted in 10 of the 11 new target woredas this quarter. The planned assessment in Kelafo woreda in the Somali region was postponed due to cases of Acute Watery Diarrhea (AWD) and emergency response activities.

Prior to the assessments, the PAT trained 24 (5 F) data collectors in five regions on data collection, data sources and data collection tools. Participants were trained on the concepts of value chain identification, including opportunities, constraints, selection, development, and structures among others. The latest round of assessments combined certain tools from the rapid assessment and labor market assessments to serve both assessments.

Data collection was completed in nine woredas (Loma of SNNPR; Sinana, Agarfa, Limu-Bibilo and Kofele of Oromia; Jawi and Dangila of Amhara; Ofa of Tigray and Chifra of Afar), and data collection in Hawassa Zuria woreda of SNNPR is underway. The obtained data is currently being analyzed by the respective regional and woreda program staff and all assessment reports are expected to be submitted by the beginning of February 2017. PAT is extending the necessary technical support for data analysis and reporting. The assessment in Kelafo woreda of Somali region is planned for the beginning of February.

**b. Outcome Survey**

The first annual outcome surveys were conducted in twelve woredas in four regions (Bahir Dar Zuria, Dera, South Achefer and North Achefer of Amhara; Endegagn, Mierab Azernet and Yem Special Woreda of SNNPR; Raya Alamata and Endamehoni of Tigray, Jig-jiga, Gode and Babili of Somali) with youth that completed different program activities prior to June 30 2016. The outcome survey in Afar is anticipated to be completed by March 2017. The implementation of an outcome survey in Oromia will depend on the resolution of operational disruptions in that region, discussed elsewhere.
Data collection was completed in three rounds, although it was anticipated to be at same time. The data collection methodologies include individual youth interviews, key informant interviews and focus group discussions with youth.

**Table 5: List of Regions/ Woredas and Program Period Covered by the Outcome Survey**

<table>
<thead>
<tr>
<th>Region</th>
<th>Data Collection Period</th>
<th>No. of Woredas covered</th>
<th>Individual Youth</th>
<th>KII</th>
<th>FGD</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tigray</td>
<td>September 2016</td>
<td>2</td>
<td>435</td>
<td>15</td>
<td>14</td>
<td>Covered all target youth</td>
</tr>
<tr>
<td>SNNPR</td>
<td>September 2016</td>
<td>3</td>
<td>196</td>
<td>9</td>
<td>3</td>
<td>Sampled 80 per Woreda</td>
</tr>
<tr>
<td>Somali</td>
<td>October 2016</td>
<td>3</td>
<td>322</td>
<td>19</td>
<td>28</td>
<td>Sampled 50 % of target youth</td>
</tr>
<tr>
<td>Amhara</td>
<td>Nov. – Dec. 2016</td>
<td>4</td>
<td>1,094</td>
<td>20</td>
<td>24</td>
<td>Covered all target youth</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>2,047</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The surveys collected data on the outcome indicators: Employment, Income, Productive Assets, Social Capital, Internship/apprenticeship transitioning to employment, Workforce readiness skills, and Employer satisfaction. Currently, the data is under analysis and reports are expected by the end of January. The findings of the survey will be finalized and shared next quarter, and will inform regional implementers on their performance and will be used to take the required action to enhance program performance.

c. **Target Selection, Registration and Data Recording**

Based on the program’s selection criteria, 1,582 youth (50% F) were nominated by the selection committee from 25 target woredas, including six of the newly operational woredas. Thereafter the regional teams verified the appropriateness of the selected youth, and their profile was recorded both in hard and soft copy. (See sample profile format in Annex 4).

Regarding data on employment, more than 2,300 youth are recorded as employed (paid, self and also improved employment) up to September 30, 2016. Employment is an outcome indicator that is not easily captured by regular program data collection. Thus, going forward employment data will be systematically collected and reported on an annual basis through comprehensive outcome surveys.

However, program staff will continue to record employment that is facilitated directly through the program, for example when a young person is hired after the program connects them to an employment opportunity. In addition, field offices will continue recording employment data as much as possible to inform potential course corrections, and to supplement annual outcome surveys that
will systematically collect reliable program result data. Field offices have recorded 784 employed youth for this quarter.

d. Out of School Assessment (OLA)

In the reporting quarter, the purpose of the OLA was revised to address the needs of the program, and will now be administered to beneficiaries of the program after they are selected in order to determine whether youth should participate in WRN! or WR+. The OLA test will be administered to youth recruited for work readiness training with the level of primary education (Grades 1 – 8). 37 (7 F) youth facilitators were given a two-day refresher training on the redefined purpose of OLA. Following this, OLA was administered in one woreda of Tigray and will be conducted in other regions when selected youth are between the Grades 1-8 levels.

e. Gender Sensitization and Community Mobilization

A one-day annual gender integration workshop was conducted at the national level and in the Amhara and SNNP regions to raise further awareness about mainstreaming gender so that activities are tailored to be relevant and accessible to young women. In the workshop, participants presented their status, challenges and opportunities in regard to gender integration. Challenges to increasing the young women’s participation, especially in employment and YES services, were also raised and discussed. Young women’s challenges related to YES services included:

- socio-cultural barriers that mainly promote young men accessing youth centers;
- young women’s parents have negative attitudes towards young women going to the centers;
- young women especially in the rural areas are passive, shy, have less confidence and feelings of shame to go to youth centers;
- if the YES service center provides only male-oriented sport/leisure services that doesn’t consider young women’s interests;
- young women may fear sexual harassment on the way to the centers;
- young mothers with small children;
- low literacy levels;
- work burden at home.

Some of the steps that have proven helpful in overcoming the barriers listed above, and plans to adopt them across YES services are summarized below, (please see Annex 5 for additional detail):

- Creating awareness of the importance of YES services for empowering youth socially and economically at the community level through local meetings and gatherings;
- Ensure YESC are aware of the purpose of YES services for empowering young women;
- Raise awareness of sexual harassment and GBV among communities, as well as beneficiary youth for example through YESG conversations
- Provide safety tips, for example to encourage women to travel to YES services in groups or with relatives;
- Involve husbands in exploring how to support young mothers and engage other family members who can provide child care, and flexible in service delivery so mothers can come to the center with their children;
• Encourage families, husbands and religious leaders to share women’s workload in local community meetings and events;
• Support young women beneficiaries in developing confidence and negotiation skills through the program’s activities, including skill building trainings, coaching, and mentoring;
• Provide sport/leisure services considering young women’s interest in their local context and adapt the schedule to optimize the meaningful participation of young women and men;
• Adapt YES services to consider both varied literacy levels.

3.2.2.2. Sub-Intermediate Result 1.2: Evidence base developed for program learning and course correction,

a. Development of Program Implementation and Technical Manuals

With the aim of standardizing program performance, the team drafted a guide entitled “Building the Potential of Youth’s Livelihood Development Guide” based on the program components and lessons learned from the first two years. This guide will guide and standardize implementation across all target regions and woredas.

During the development process, the guide was shared with all program staff and further enriched based on the input provided. Production is currently in its final stage and the guide will be published and disseminated to all program staff within the coming quarter.

b. Identification and Documentation of Success Stories

During the reporting period, success stories from Endamehoni woreda of Tigray and Welmera woreda of Oromia regions were recorded. POTENTIAL now has a total of 18 success stories. Out of these, seven stories were documented and shared with all program staff of all regions so that each staff can be part of organizational learning and can upscale the lessons in future program implementation.

With the aim of establishing a Knowledge Management and Learning (KML) system for the program, a knowledge and learning assessment started during the reporting quarter in Tigray and Oromia. Upon the completion of the assessment, a knowledge management and learning system and tools will be developed for the program. The KML system would help us to acquire, capture, store, retrieve, share and utilize knowledge developed through the program and external sources on youth taskforce development in order to supposed IR1.

c. Review meetings with regional and local partners

During the reporting quarter, we conducted three review meetings in two woredas (Endamehoni and Raya Alamata of Tigray) and in Oromia (at regional staff level) with a total of 83 representatives (6 females) drawn from kebele administrations, Mayor’s offices, youth and sport offices, land administration offices, agriculture and rural development offices, micro and small enterprises offices, and microfinance institutions participated.

During these workshops, the achievements of year one and two in each target kebele were presented and discussed. One of the outcomes of these review meetings were that the achievement registered so far has motivated participants from the new target kebeles to implement the program at a higher standard. Issues related to child safeguarding, gender and private sector engagement were also presented and discussed. All participants expressed their commitment regarding their respective role in the implementation. The meetings concluded in both woredas with common understanding and by drawing and agreeing on future action points.
3.2.3 Intermediate Result 2: Improving youth access to market driven skills and experiences

3.2.1.2. Sub-Intermediate Result 2.1: Improving access to quality and relevant basic life, work readiness and employability skills training

a. Adapting Learning Curricula

The translation of the Aflateen and PYD manuals into Tigrigna, Af Somali, Afar Af, Afaan Oromoo, Amharic language was finalized and was further refined for the target group. These localized versions of the training modules will enable the trainees to easily grasp and internalize the contents of the modules, and even use them for reflection after the training is completed.

During the quarter, EDC also incorporated feedback on the WRN! and BYOB curricula, and revised them to incorporate the growing focus on the possibilities of wage employment in WRN!, and strengthened content on core business skills and some elements of the business handbook in BYOB. EDC also made revisions to ensure both are better adapted to local contexts and highlight the experiences and success stories of previous POTENTIAL participants.

b. Aflateen Training

In the reporting quarter, 88 youth (58 F) participated in Aflateen trainings in Oromia, Somali and Afar regions., a lower number than as there was limited need for this training in some regions and as many kebeles selected youth above the age of 18.

Aflateen is aimed at supporting young people aged 15-18 years to think critically, learn about rights and responsibilities, and gain financial knowledge and skills that enable them to achieve their dreams. It also assists them to reflect and make sense of life transitions and how to engage with their communities.

c. Positive Youth Development (PYD) Training

386 youth (184 F) in Tigray, Somali and Afar regions participated in PYD trainings. High turnover of youth facilitators in some regions contributed to lower numbers.

Positive Youth Development is a soft skills training for youth aged 15-29 years. The training provides insight into themselves and their communities. Youth identify their strengths and weaknesses, and the resources available around them. It supports beneficiary youth to assess the economic, social and cultural context of their communities that are foundational for understanding and accepting themselves and their communities. It also gives them chance to participate in social and economic activities of their communities and solve underlying issues in their communities. In addition, PYD complements and reinforces some of the topics covered in WRN!. 

Photo 1: Getachew, Temporary Facilitator, providing PYD training in Tigray Region
d. Work Ready Now! Training (WRN!)

In the reporting period, 1,037 youth (493 F) were engaged through WRN! across 25 woredas, including six new woredas in Tigray, Amhara and SNNPR. In addition, 131 youth (60 F) from Afar region received WRN+. 200 youth (137 F) from Oromia region were trained on WRN! while attending TVETs/TTIs. The cumulative total number of youth reached through WRN! training is now 1,368 youth (690 F).

WRN! is designed to build the soft skills of young people aged 15-29 that have reading and writing skills, to prepare them for the labor market that lead to either self-employment or wage/salary employment. WRN! comprises of broader soft skill topics on personal development, interpersonal communication, work habit and conduct, leadership and teamwork. WRN+ was adapted for youth with lower literacy and educational attainment levels.

Further, a TOT was held for new staff members for the Chifra woreda in Afar. Eight paid volunteers who completed grade 10 of secondary education and the WRN! training were given a three-day TOT to provide WRN+ to their fellow youth with close support and follow up by youth facilitators.

Comments collected from the trainees indicated that the trainings assisted them to identify their personal strengths and weaknesses, resources available within their communities, and local business opportunities. In addition, trainees developed personal development plans, communication skills, customer service skills, their work ethics, and learned more on writing application letters and CVs, leadership styles and advantages of working in teams among others.

Graduation ceremonies were organized in all kebeles for the trainees. Invited guests from kebeles, woreda sector offices and microfinance institutions attended and all trainees received certificates for successful completion of their trainings.
f. Be Your Own Boss Training (BYOB)

BYOB is provided following WRN! for youth interested in self-employment and starting a business. It assists youth to understand their business environment in more detail, how to see market competition, the relevance of saving for business growth, the investment risks and other entrepreneurial skills that are vital to run a healthy business.

During this reporting period, 338 youth (140 F) were trained on BYOB in SNNPR, Somali and Afar regions. The training enhanced youth’s motivation and confidence to start a business in their locality while considering some risks.

f. Provision of Hard Skill Training

This quarter seven young women started hairdressing training for three months in Tigray and will graduate in January. Further, 156 youth (62 F) in Oromia region are enrolled to receive market-relevant hard skills through short-term, 3-month long training courses, subsidized by POTENTIAL. The trainings are to be delivered in Bishoftu Polytechnic College, Adulala TVET Center, Oromia Pastoral and TVET College, Holeta Agricultural College and Merry Hairdressing and Cosmetology College in Ada’a, Liben Chukala, Yabello and Womera Woredas. Areas of focus include General Metal Fabrication and Assembling (GMFA), poultry, hairdressing, garment making, footwear, horticulture, animal fattening, bee keeping and dairy production. To date, every region has linked youth to hard skills training opportunities, and regional staff will continue to select and screen beneficiaries, identify of training institutions and facilitate access to relevant trainings.

g. Establishing and Strengthening Youth Economic Strengthening (YES) Services

Youth Economic Strengthening (YES) services are a key delivery and sustainability component of the program. Six YES centers were launched this reporting period; a total of 17 YES services are now serving their local target youth.

These new YES services were furnished with computers, photocopier, desk, chairs and shelves. Moreover, four youth centers were identified that need refurbishment to host the YES services. The center in Berga Kebele of the Aysaita woreda completed the refurbishment while the work for the remaining three centers will start in the coming quarter. The program is conducting feasibility studies to offer YES services to other youth establishments in order to ensure accessibility of the services to all target youth.
In addition to employment related information, most of these centers provide services like library and reading areas, indoor games services, photocopy services, computer training, access to satellite TV stations, sports and refreshments. With the aim of ensuring the sustainability of these services, in some woredas, the local governments agreed to take the lead and to cater for all requirements including protection of facility, water, electricity, internet connectivity and administering of the resources. For example, in Endagagn and M/Azarnet woredas of SNNPR, the program signed MOUs with the woreda youth and sport offices, in which they agree to cover the salary of the YES facilitators after 9 months; the program is working on signing similar agreements in other woredas as well. In some woredas, like Endamokoni Woreda in Tigray, the kebele administration has provided a center that comprises two new rooms and a training hall for the service, and furnished the center with chairs, books and one television.

However, in some woredas, the YES services are not fully functioning as planned for various reasons. For example in the Endamokoni woreda of Tigray, challenges include the provision of suitable services for income generation activities and internet service. POTENTIAL is discussing challenges with the woreda administration and how to address these; how to improve management of the center; and how to open up avenues for the inclusion of young women.

As part of the continuous development and support strategy for YES service, the fourth capacity building workshop was held in Addis Ababa over five days between November 28 and December 2 2016. The objectives of the workshop were:

(1) to enhance the coordinated service delivery of both the learning/skills building and business development service through the YES services;

(2) to develop youth community-managed business services to be offered at the centers; and

(3) to set and agree on key performance indicators in order to ensure YES activities and its goals are met and if needed support is being provided.

All regional managers and woreda officers participated in this workshop.

The program is working to set-up a book bank (soft and hard copies) at each center to provide reading and numeracy resources to youth by establishing reading and support corners. Books, manuals and other documents are being collected by the program team from woreda and regional partners and a youth service provider directory has been completed per region so that the youth can find relevant information to cater for their information needs. The services also include Business Development Services (BDS) and program team are compiling relevant content that can be uploaded to the program’s Mobile for Career Development (M4CD) application that can be accessed via computers, tablets or smartphones to make information more accessible to youth.

M4CD

The M4CD application software is an online and offline system that enables youth to access relevant career development information and tools and program staff to collect and analyze data on YES services and M4CD usage.

The application will allow youth to:
- Explore detailed career profiles;
- Complete a CV template that includes personal information, work experience, and education skills (and download as PDF)
- View open job positions/apprenticeships in their region
- Access literature and media on finding employment
- Learn more about starting their own business

The application will also support YES service facilitators to:
- Manage job vacancy postings and media files
- add, edit, or delete media files
- Enter intake form data from the daily service form
Photo 4: As an income generating strategy, the Meswaeti YES service sells refreshments to youth and community members.

Photo 5: Youth enjoying the leisure facilities at Endegagn YES Center.

Photo 6: YES service orientation in Endegagn Woreda, SNNPR.
h. Youth Economic and Social Group (YESG) Formation

Youth Economic and Social Group (YESG) are youth groups that support member youth to meet regularly and discuss economic and social issues and developments within the group. Where members readily interact with each other and express their thoughts, opinions and concerns it will assist the group members to better comprehend and analyze the themes and topics while sharing their own experiences. Together the group as a whole can find solutions to overcoming their challenges. In addition, YESG will be leveraged to form youth savings groups in order to help youth develop a savings habit and save money to support their employment pathways.

This quarter, a five-days training was given to 15 program staff on the two modules; Youth Economic & Social Council (YESC) and Youth Economic & Social Group (YESG) developed by Facilitator for Change (FC). To date, 12 YESG were established in SNNP and Tigray regions, consisting of 140 youth (68 F). Each YESG prepared its own bylaw, individual saving books and financial recording books. As per manual the YESG selected three members as management committee; a chairperson, secretary and cashier. These groups are proving to be a worthwhile undertaking as they ensure an open dialogue among the peers and further building their financial capacity through saving and becoming self-sufficient in giving credit services to their members and other interested community members.
i. Linking Youths to Various Livelihood Options

During the reporting period, the program supported 784 youth (40.6% F) to access new or improved employment opportunities. Of these, 416 youth (36.8% F) pursued self-employment, 246 youths (51.6% F) began wage employment and 122 youths (31.1% F) found better employment3. The fields of self-employment include laying cobblestone, vegetable production, modern farming, petty trade, animal rearing and fattening, local coffee and tea sale. Areas of wage employment include construction, shop keeping, woodwork, record keeping, gardener and daily laborer. The number of youth with new or better employment opportunities is summarized in the following graph:

3 Better employment refers to when youth who were previously employed, find a job with better pay and/or is safer. Better employment is defined by the youths themselves.
3.2.1.3. Sub-Intermediate Result 2.2: Improving access to quality career coaching and work-based learning services

a. Work Based Learning and Personal Development Plan

Work Based Learning exposes youth to a business environment prior to entering the labor market, in order to improve their understanding of business processes and environment better.

About 257 youth (47.9% females) participated in WBL opportunities after successfully completing WRN and BYOB trainings. The youth were placed in businesses including painting, woodwork, agriculture, water irrigation, and potato- and wheat production. Adjacent to WBL, the youth received support via continuous individual and group coaching. Most of the youths worked in their placement for 4-8 hours and some are paid for their work. Trainees spent 1 to 5 days in their work placement.

![Photo 8: Irrigation WBL in SNNPR](image)

b. Job shadowing:

During the reporting period, 246 youth (119 F) in Raya Alamata and Endamehoni of Tigray received practical knowledge and skills training in farms, factories and smallholders through on the job training. They learnt practical skills on livestock production and management, production of vegetables related to seedling production, and application of fertilizers, and bee keeping management. In addition, they learnt practical experience on work ethics and discipline including customer handling and profit making.

Job shadowing is another methodology of WBL to support the target youth. The advantage of job shadowing is that the time commitment is not more than five days and the youth prefer to devote their opportunity cost to more real work experience so that they can learn a lot in a small period of time. To stimulate the target youth for WBL practices, the program introduced at least one day of job-shadowing practices as part of the WRN! training. Beneficiary youth were exposed to real work experiences and obtained practical lessons from nearby farms, small holders and factories.

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4 Job-Shadowing: is a work experience option where trainees learn about a job by walking through the work day as a shadow to a competent worker.

On the job training: refers to Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

Job placement: the process by which educational institutions social service agencies, employment agencies and recruiters help their students, trainees and clients find work.
Photo 9: Job Shadowing Participants in Tigray

Photo 10: Job Shadowing Participants in Tigray

Photo 11: Job shadowing in Alamata and Endamehoni woredas
c. Coaching and Mentoring Services

Labor market assessment and the learning so far from program implementation reveals continued coaching and support is equally important to develop youth’s confidence in addition to skills training. Thus, the program works with stakeholders to ensure a holistic learning experience and a gateway to a good quality job by linking the youth with different supportive organization, private sectors and individuals. The purpose of providing coaching and mentoring is enhancing youth’s knowledge, attitude and skills through continuous advice, practice and follow up by individuals who are considered role models and whose engagement is exemplary. The Kebele development committee selected 30 exemplary individuals (23% F) and they participated in a two-day training on mentoring youth in Ayssaita and Dubti weredas of Afar region between November 19-22 2016.

During this reporting period, 947 youth (462 F) were linked to and received support from experienced mentors in Amhara, Tigray, Somali and SNNPR. These mentors are running businesses that youth are interested in engaging in themselves. On average, one mentor supports five young people. They usually meet in an interval of two weeks; they agree on ground rules, the day and time of the meetings, and the venue. In line with this, mentors are providing their real experiences and youth are looking up to them, as was verified by mentees during field monitoring. The good relationship among mentors and mentees made it possible to have an open discussion on how mentees respect and appreciate their mentors. The effort of community members to mentor the younger generation is encouraging. Nonetheless, at the 4th capacity building workshop held in Addis Ababa between November 28 and December 2 2016, it was agreed that close follow-up and support from program staff is needed to encourage the mentors to continue their service, to find methods to improve the quality of service provided, and to record and report on mentoring practices and processes. Further approaches need to be discovered and applied on how to increase the participation of females in mentoring services.

During the reporting period 829 youth (444 F) received coaching support through regular meetings either in groups, individually at the work place or in YES services. Identification of local resources, personal strengths and weaknesses, generation of business idea, setting goals and strategies, starting new businesses, secure employment, access training and education were some of the components of coaching process. The coaching specifically focuses on savings, bookkeeping, business planning, seasonal preparation in order for the youth to be prepared for opportunities that might arise. Some youth are already engaged in business while others are getting prepared to become a business owner. The coaching process assisted the youth in setting their visions, strategies and overall preparation of their Personal Development plans (PDP). As part of coaching process, beneficiary youth were supported to further develop their Personal Development Plans (PDP) after the WRN! training.
During the reporting period, EDC developed a tracking form for youth facilitators to track their interactions with youth, including action items, progress and challenges (see Annex 6). In addition, EDC also made revisions to improve the PDP template (see Annex 7).

d. Radio Program Production and Dissemination

Radio and ICT applications are important channels for educating large numbers of youth and their communities, and for sharing information on work ethics and habits for success. During the reporting quarter, radio program episodes continued to be produced and broadcasted in Amhara, Tigray and SNNPR. To date, the program has aired 20 episodes, with the content focusing mainly on the experiences youth gained from the training programs, progress on their livelihood engagements, contributions of local stakeholders to the program, with each episode highlighting key employability skills and positive behaviors (please see this quarter’s episodes in Annex 8).

At the time of reporting, more than 100 SMS with listener’s feedback and over 400 SMS with answers to questions posed during the episodes were compiled. The feedback has revealed that the radio shows provided lessons on real work experiences among youth beneficiaries of the program and the region at large. In addition, it created awareness among families of beneficiaries and communities on employability options for youth. It also reinforced the contribution of local stakeholders (local sector offices, microfinance institutions and administrators) in giving their support to the program.

In Afar and Oromia, appropriate radio stations regions were assessed against youths' preference and accessibility, and agreements were signed with Samara Area Community Radio Station in Afar and Oromia Radio and Television Station in Oromia.

3.2.4 Intermediate Result 3: Coordination of delivery, among local institutions, of quality market driven services

3.2.1.4. Sub-Intermediate Result 3.1: Increasing capacity of local training and business service providers

a. Provision of Training Grant to TTIs/ TVETs

During the reporting quarter, 1,454,480 ETB (=USD 63,500) was used for selected TTIs in the Oromia region to train 189 youth in agreed trades as identified by the youth and the regional team. Further, an MOU was signed with the Addadale Polytechnic College for carpentry training for youth within the Afar region. Training and other agreed services including coaching will start soon.

3.2.1.5. Sub-Intermediate Result 3.2: Coordinating and Networking of youth service providers and local industries

a. Establishing and Strengthening Linkage with other programs and partners

In the reporting quarter, fifteen new MOUs were signed with public as sector offices at the woreda and kebele levels are contributing technically and materially to the program. Kebele partners collaborated continuously in selecting beneficiary youth, providing orientations for beneficiary youth on available employment opportunities and services. Kebele administrations availed training halls free of charge, facilitated credit services and linked youth to employment opportunities. Most self- and wage employment opportunities were created through active involvement of the public sectors. For example, they facilitated credit services and market place for self-employed youths and directly employed youths in their vacant positions.

Partnership with private sectors

MOUs were signed with three private institutions. As per agreement, these companies are creating employment opportunities for young people as their roles are mainly in job creation and providing skills building and job shadowing. These companies are providing practical skills to the program
youth and beyond in a form of job shadowing. Firms in Tigray, like Raya Brewery, Habesha cement factory, Maychew particles board factory, and Maychew Agriculture College continue to create job opportunities for the youth. More youth were offered employment opportunities in the construction sector as well.

Financial institutions are a key player in the provision of credit to program youth. The Dedebit Credit and Saving Institution (DECSI) of Tigray is offering youth orientations on their internal policies, provision of credits and saving services. In addition, they explained the impact of their credit on businesses, as credit assisted owners to grow their business to become successful. These interactions enhanced the confidence of youth to start businesses and use the facilities of DECSI to obtain credit and saving services. In this quarter alone, DECSI provided credit services to a total number of 52 youth (9 F).

Table 6: List of Public and Private Partnership established in the Reporting Quarter

<table>
<thead>
<tr>
<th>No.</th>
<th>Region</th>
<th>Name of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Federal</td>
<td>Sugar Corporation</td>
</tr>
<tr>
<td>2</td>
<td>Amhara</td>
<td>North Achefer Youth Association</td>
</tr>
<tr>
<td>3</td>
<td>Somali</td>
<td>Region Youth and Sport, Youth Federation</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Jigjiga Woreda Administration</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Jigjiga Youth and Sport Office</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Babile Youth and Sport Office</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Gode Woreda Youth and Sport Office</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Gode Town Youth and Sport Office</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Gode Administrative Office</td>
</tr>
<tr>
<td>10</td>
<td>Tigray</td>
<td>Dedebit Credit and Saving Enterprise, Ofla Branch</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Dedebit Credit and Saving Enterprise, Hashenge kebele Branch</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Dedebit Credit and Saving Enterprise, Zota kebele Branch</td>
</tr>
</tbody>
</table>

With the aim of boosting the partnership of the program with the private sector, EDC led a two-day discussion meeting with 12 selected investors in SNNPR. Participants included representatives from metal, plastic, soap, chip wood and textile and garment factories, a hotel, BGI Ethiopia, and milk and dairy production. These business entities were selected because they have the potential and willingness to hire youth with the required skills. In the session, participants were briefed on what the program is doing with youth, with a focus on the soft skill training the program is providing. The aim was to show how important the program’s training curriculum is, especially in addressing the soft skill gaps so that youth can be of relevance for these companies. The feedback from the participants at the end of the workshop revealed that they were impressed by the program components, soft skill training, and showed interest in engaging with program.
3.3 Implementation Challenges

**Youth access to land**: As farmers already occupy most arable land in target woredas, it has been a challenge for youth to gain access to land to start their own livelihoods. Local authorities are trying their best to provide communal lands to youth for on- or off-farm activities, however the land available is often too small or not arable. As a result, many youth are forced to lease land at high prices to run on-farm activities. Given this, the program is consulting with the respective woredas so that youth can access communal land for their businesses; this approach was successful in some woredas like Endamehoni of Tigray. Furthermore, the program is also encouraging and supporting youth to engage in off-farm opportunities as well.

**Youth access to startup capital**: Changing young people’s mindset in relation to saving and access to start-up capital are ongoing challenges. Most of the beneficiary youth think that starting a business by saving money on their own may not be possible. They think they should receive credit of in the sum of thousands of Birr from the program or government to start their own business. However, the program has encouraged youth to consider to start by saving some of small amount the program provides for refreshments during training, or by joining the YESGs to save money through the group. However, it is acknowledged that challenges remain in saving and accessing credit. For example, in some regions youth are expected to save 20% of their desired loan amount, which has been a challenge for many youth. Some financial institutions, like DECSI of Tigray, provide credit for youth with the guarantee of their families or through an agreement with the Ministry of Agriculture who operates a guarantee fund in the region. Based on this experience, the program is trying to encourage other credit services in the other regions, including regional youth offices and microfinance institutions, to consider how to offer access to credit for youth who do not have sufficient funds for a deposit. A potential opportunity going forward is the federal government’s recent approval of approximately 10 billion birr for a revolving fund for youth.

**Data collection and encoding**: Capturing monitoring data requires continuous data collection and entry on the youth profiles and registration of youth in different activities. Although field staff are highly committed to collecting and entering data in the program’s Kobo tool box system, they are challenged by internet connectivity problems due to state of emergency called after the period of unrest, and some computability issues with tablets. This has delayed data collection and entry, resulting in a gap between data reported from partners and what is captured in the system. To date, the program has reached more than 8,800 youth, but only 71% of youth profiles have been recorded in the M&E system. Internet connectivity has been reactivated in most of the project implementation areas, and the data collection and entry software has been adapted to be functional for laptops as well as Android phones.

**Limited private sector in rural areas**: The lack of private sector actors in some rural woredas such as Endgegn, Yem, Babile, Semen and Debub Achifir is a challenge for reaching the program’s objective of creating employment opportunities for youth. Cognizant of this, the program has been acting in consultation with local government bodies to implement the planned activities through available government employment opportunities; assessing employee needs of current small business owners; and exploring upcoming private and government investment opportunities.
4. Integration of Cross-Cutting Issues and USAID Forward Priorities

4.1 Gender Equality and Female Empowerment

Gender equality and female empowerment approaches were incorporated in program activities under all IRs. The program incorporated gender-sensitive tools in assessments and tried to ensure equitable representation and participation of young men and women in the rapid and LMA assessments, as well as taking a gender perspective into account in analysis and interpretation of the assessment findings. For all activities, collected data is also disaggregated by sex.

Regarding trainings, facilitators were equipped with methods and approaches to take into account young women and men’s socio-cultural situations. Facilitators are to encourage female participants to remain active by making sure that they participate and contribute to discussions in small and large group works, be part of the review and summary of lessons/activities, give local examples and take part in role plays.

Regarding training schedules, it has been observed that the timing of the training is not rigid and many centers were giving the training in the morning time based on the agreement with the participants. In regards to location, all trainings were offered near participants’ local areas to accommodate young women’s often limited mobility and responsibilities at home.

A template for integrating gender equality concerns into major program activities were shared and as a result, feedbacks were collected from partners. This enables the program to see their gender integration status in major program activities such as in beneficiary selection process, assessments, physical accessibility to training locations, socio-cultural accessibility and safety issues. It also shows whether gender balance is achieved among youth beneficiaries in WRN training, BYOB training, Aflateen, hard skill trainings, livelihood, mentoring and coaching services in the quarter, and whether they are at an excellent, medium and low level.

As a result of these actions, the level of young women’s participation has made progress, and according to field observations, success stories and partners’ reports, there have been positive changes in young women and men’s behaviors. Based on partner’s reports, the following table shows the number of young females participating in the program’s major activities to date:

<table>
<thead>
<tr>
<th>No.</th>
<th>Major program activities</th>
<th>Participation of young women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soft skill trainings</td>
<td>51%</td>
</tr>
<tr>
<td>2</td>
<td>Technical training</td>
<td>42%</td>
</tr>
<tr>
<td>3</td>
<td>WBL</td>
<td>48%</td>
</tr>
<tr>
<td>4</td>
<td>Job shadowing</td>
<td>48%</td>
</tr>
<tr>
<td>5</td>
<td>Employment</td>
<td>42%</td>
</tr>
<tr>
<td>6</td>
<td>Mentoring service</td>
<td>49%</td>
</tr>
<tr>
<td>7</td>
<td>Coaching service</td>
<td>54%</td>
</tr>
<tr>
<td>8</td>
<td>YESG</td>
<td>49%</td>
</tr>
</tbody>
</table>

This quarter, monitoring visits to Afar, Tigray and Amhara regions were made to observe program implementation activities from the gender perspective. Gender equality in terms of beneficiary selection, conducting assessments, providing trainings, coaching, mentoring, WBL and forming youth groups has been achieved. However, gender-gaps have been observed in employment and participation in technical trainings.

Partners’ reports were reviewed and feedback from gender perspective provided in order to make sure that gender equality concerns are integrated in their activities and hence to be visible in their reports. In addition, the program team was working with partners at all levels to identify and offer equal opportunities such as discussing with Women and Children Affairs office at kebele and woreda level as well as kebele and woreda administration offices. Moreover, the program provided technical...
support to partners to ensure gender balance and advised to consult the Women and Children affairs offices at kebele level to keep the gender balance and further to promote women empowerment in the staff recruitment process for the newly joined woredas. Partners were made aware of gender balance in beneficiary recruitment process for the existing and newly joined woredas. The program makes continuous awareness-raising efforts with kebele selection committees in particular, and the community in general, which resulted in increased participation of women as trainees, beneficiaries and staff. Almost all regions except Tigray recruited women for being youth facilitators and woreda officers. They invited all women and men candidates for the posts using their HR manual that encourages females’ candidates’ who meet the requirements by adding 3 points to their result, however none of the females achieved the minimum requirement for the post.

4.2 Sustainability Mechanisms

The program incorporates the active participation of government sector offices, community and youth in all program processes, in order to increase their sense of ownership and empower them to continue the mission of the program.

In Endamehoni woreda of Tigray, more and more families are pledging their support, as they witness the changes made by previous beneficiaries of the program. This demonstrates that POTENTIAL, and in particular the training curricula, are well accepted and owned by the community.

Key partnerships have been formed with government ministries and agencies, and with non-government entities. Almost all program activities at woreda level were done in consultation with government stakeholders to promote sense of ownership and to support the achievements of governmental policies and strategies. Focal persons from pertinent government sector offices were assigned to follow program implementation and provided support and advice to program staff.

In some regions, YES services are owned and administered by governmental sector offices. So far, five woreda administration offices agreed to use their own budget to cover the salaries of five YES facilitators following the 6-9 month start-up period that is subsidized by POTENTIAL. Additionally, some YES services started income generating activities to become self-reliant. In order to reinforce the sustainability of the program, the program is introducing a cost-sharing plan within the coming quarters.

Ultimately, the program serves a facilitation role as it supports youth to do their part to find new or better employment, for example by providing or linking youth to follow-up services such as training or credit.

4.3 Policy and Governance Support

With the aim of enhancing effective youth-focused programming in Ethiopia, Save the Children has been working with Ministry of Youth and Sports for the establishment of a national task force that can support the current and upcoming youth programmes and strategies in the country. The mission of the partnership is to support the upcoming and current youth focused programmes and strategies to achieve greater impact and results through continuous consultation meetings, guidance and supervision by all pertinent actors. The government is also supporting such initiatives, as youth under/unemployment is a focus area of the government. Accordingly, the need for such a task force was agreed upon, and a technical working group was established to draft a formation manual for the task force. The technical team drafted the formation manual for the workforce, and shared it with pertinent stakeholders.

Save the Children is a member of the committee and is playing a key role to realize the taskforce. Such partnership is assumed to benefit POTENTIAL in the following ways:

- To improve its youth programming through learning from other stakeholders;
- To share our experiences and influence government policy and strategy on youth development;
- To bolster our partnership and communication with the Ministry and other stakeholders in the implementation of the program.

In addition, sector offices and kebele leaders are providing working areas for youth after training, based on their interest and business preference. At kebele level, those who were organized received communal farmland and in the town being working with trade and industry office some have got working place. In the effort to establish YES hub, woreda and Kebele officials are also showed their great support to provide office.

Another positive development in regards to policy and governance support is that the Ethiopian government has decide to facilitate youth loan access in all regions, through the establishment of a revolving fund worth approximately 10 billion Birr. This will be established from contributions from the federal and regional governments. The strategy and guidelines for this fund are currently under development, and POTENIAL will continue to monitor developments.

4.4 Public Private Partnership and Global Development Alliance (GDA) Impacts.

The public private partnership is a means through which the program enables target youth access to employment opportunities. In this reporting period, 12 private and public partnerships were established across the six regions. Based on the signed MOUs, youth were placed in WBL, input-output market linkages, financial services, and employment, and action plans are being developed for the next quarter.

In addition, to operationalize signed agreements with private sector actors, the program will be conducting surveys with employers to 1) identify what challenges they face; and 2) what kind of external support, both at the managerial and employee levels, is needed to overcome shortcomings. The purpose of the employers’ survey is to build on the current private sector relationships within the target regions in order to nurture partnerships that would lead to meaningful wage / paid employment for POTENTIAL target youth. Furthermore, we will strengthen the private sector partnerships by taking the MoU to the next steps to fulfill the objective of the partnership established.

Based on this, sample regions were identified (Tigray and Afar) and eight (8) companies were selected for a survey. The regional team were oriented on the tools and guidelines to conduct the surveys. The survey will be finalized in May 2017.

During the reporting period, 24 program staff (2 females) including Regional Managers and woreda Officers participated in a capacity development training on partnership development from 28 November- 02 December 2016 in Addis Ababa. The training focused on the partnership development concept and how to take the agreement to forward. After the training, the staff members became fully aware of the whole partnership cycle and thus were in the position to develop action plans for engaging new partners and taking forward existing ones.

5. Stakeholder Participation and Involvement

In the process of implementation, all signatory and non-signatory government offices were actively involved as youth employment is at top of the agenda of the government these days. Addressing the problems facing youth, also addresses the problems facing communities. Therefore, the program is assisting the government to decrease their workload by improving the behavior, attitude and communication capacities of youth, and encouraging them to look for resources in their vicinity in the intervention area.
As a result, government offices in the target woredas expressed their commitment in terms of the provision of cost-free working spaces, land, interest-free credit, training halls, office spaces, and sending their experts for follow-up support and advice.

Program stakeholders such as governmental, regional organizations, NGOs, private sector, academia, donors, etc. participated in program activities such as regional program launch workshops, regional review meetings. Similarly, woreda level stakeholders have been involved in the selection of intervention kebeles, selection and recruitment of youth, certification and awarding of youth, and woreda level review meetings. Woreda offices, kebele administrations and youth league members spearheaded the selection of youth beneficiaries, and program staff worked alongside government partners to confirm the appropriateness of the youth selected.

6. Management and Administration Issues

During the reporting period, two youth facilitators and one woreda officer were recruited for each new target woreda, and received induction and trainings on the different components of the program. Two additional staff members were hired at the Save the Children head office, the Knowledge Management & Learning Officer and a Data Entry and Editing Intern. Currently, the program is being run by 116 full time staff.

Moreover, the program organized visits for USAID and SCI staff members. USAID’s AOR, Tahir Gero, visited Endamehoni, Raya Alamata and Ofla Woreda between November 28-29 2016, PAT staff visited 10 woredas in the reporting quarter. The PAT team’s visits were aimed at assessing the level of private sector engagement and discuss on the way forward; assess the current status of YES services and create action plans for improvement; support mentors for better engagement in program implementation; and follow up on YESG and YESC progress. These visits provided the opportunities for better understanding and to receive comments and advice on how to address or improve operations under the different program components. They shared important lessons particularly in regard to the YES service and the diversification of employment opportunities.

In addition, the MEAL Specialist and the MEAL Officers conducted monitoring and follow up visits in all the woredas, and training for newly recruited staff. Woreda program officers provided monitoring support and advice to each kebele. During monitoring, technical supports was provided on the selection process of youth beneficiaries, methods of facilitating the training, conflict prevention, training materials utilization, linking trained youth to microfinance institutions and employment opportunities among others. During each monitoring visit, youth facilitators’ performance is evaluated using a checklist. Feedback is provided to regional partners and woreda staff during the post-monitoring discussion and common understanding of what was good or what needs improvement are reached at the time. Summarized reports were prepared and disseminated among all staff members for learning. In addition to the already applied tools, new monitoring tools are developed and the technical team will use them as appropriate. Currently, EDC team has drafted monitoring tools for: pre-and post testing WRN! skills/knowledge, and coaching data.

7. Lessons Learned

The program is continuing to see that when program initiatives are well accepted by communities, communities will contribute towards the implementation of the program. For example, community leaders contributed 421,985.88 Birr (19,181 USD) to the program in the form of hall rents and professional support.

The strong collaboration created among local stakeholders ensured coordinated and accessible service delivery to the target youth. For example, the close partnership between REST and DECSI enabled the target youth to access credit immediately after their trainings. The program’s
innovative and self-reflective approach has also been better internalized and accepted by woreda and Kebele partners and the community. For example, more and more families in Endamehoni woreda of Tigray is pledging for trainings from POTENTIAL and other supports from pertinent government sectors and financial institutions for their unemployed youngsters.

In order to achieve the program’s goals, conducting regular monitoring visits and experience-sharing and discussion forums plays a great role. It provides an opportunity to critically examine the progress of the program, draw out best practices and replicable experiences, and make adjustments to improve program performance and impact on the livelihood of youth participants in general and target community in particular.
8. Success Stories

“POTENTIAL’s 15 Days Training Shaped My Life More than My 10 Years of Schooling” Mengistu Hailemariam

Mengistu Hailemariam, 24, is a resident of Tsibet kebele, in Endamehoni woreda of Tigray. Though he completed grade 10, he failed to continue his education, and had to continue living with his family. Being dependent was painful to him, and he used to be in conflict with his parents. He then desperately fled to Mekele looking for work, and became a daily laborer. However, his income was not enough even for his daily subsistence. He recalled life in Mekele as very purposeless.

After spending a year in Mekele, he returned to his village and got married. However, he still had no land to plough, no animals to rear and no money to invest. He sold ‘Ensosila’ (local cosmetics), yet only made 400 Birr per month that was not enough to support his family. During that time, he had two babies, which felt like going from the frying pan to the fire to him.

While leading this impoverished life, Mengistu was selected by his kebele to participate in USAID’s Building the Potential of Youth program. He participated in the program’s training, commencing with Positive Youth Development, followed by Work Ready Now! and Be Your Own Boss. Following the trainings, and based on his Personal Development Plan, he took 15,000 Birr credit from Dedebit Credit and Saving Institute (DECSI), and engaged in rental farming, ‘Ensosila’ trade and sheep rearing businesses. In addition, he formed and is chairing the Youth Environmental Business Association.

Mengistu currently earns a minimum of 2,000 Birr every month from his businesses that is far higher than his previous income. Amazingly, his total assets have now reached a value of 70,000 Birr. In addition to paying back his credits and he saved 15,000 Birr in a local ‘equb’ (Local financial group) that will offer him 35,000 Birr. Mengistu attests that “My business has enabled me to properly use my mind, time and energy on a good cause”. His income has significantly improved the living conditions of his family and brought back his relationship with his parents. He is also covering his brothers and sisters’ living and educational cost expenses.

According to Mengistu “I have got my life back and am now one of the happiest people in my area”. He attributed his success to the three trainings he received: “the trainings have reinvented myself as a new man who has a vision for myself, my family and the community. He added, “The trainings have enabled me to develop a positive attitude, prepare for work, discover local business opportunities, and above all, to believe in myself and have a purpose in life”. He added, “The 15 days of POTENTIAL trainings shaped my life more than my 10 years of schooling did”. However, he acknowledges that his educational status helped with his selection for the program.

Mengistu plans to expand his businesses, and open a restaurant in Maichew, a nearby town. He also advises his fellow youth in the kebele to follow his suit. He adds with humor “I know my name is very familiar in the political arena, but my vision is to add the same name to the business sector through my hard work”. 
2. Addressing the Dual Problems of Youth Unemployment and Environmental Degradation through POTENTIAL

Lemlem Afaje Environmental Association is a group established by youth of Tsibet Kebele, Endemehoni woreda of Tigray. The group is comprised of 13 members, of whom nine are females. All of its members were unemployed and living with their families, and had completed grade 10th but with no opportunity to either pursue their education or start their own business.

Being aware of their situation, the Kebele administration targeted them for USAID’s Building the Potential of Youth program. Through the program, all of them participated in the Positive Youth Development, Work Ready Now! and Be Your Own Boss trainings. Following the trainings, the youth discovered a public forest in their kebele and noticed the possibility of engaging in environmental businesses and at the same time conserving the forest. Convinced by their initiative, the kebele administration allowed the youth to own and administer the forest.

The youth organized in a group, and were given training on seedling production. Then, they started producing seedlings and conserving the forest. The already available irrigation channel in the area assisted them to do their business all year. So far, they have sold trees and seedlings for Birr 15,000 and saved it in a bank. Owing to their conservation practice, the forest is now estimated to be worth 90,000 Birr. Most importantly, the engagement of the youth in such a business halted the serious deforestation trend in the kebele.

According to Assefu, deputy chair of the association, the trainings enabled them to develop strong self-awareness and self-confidence, and the importance of saving and credit. Demonstrating the value of the program to young women, she said that, “Had it not been for the program, I myself might have been forced to marry someone, because that was the only option for girls in the kebele”.

Another member, Halefom, asserts that the trainings are of immense blessings to him and his fellow youth.

All the youth agreed that the trainings influenced them positively, and opened new opportunities to support themselves and their families. Inspired by their progress, seven of them also accessed credit from DECSI and started their own businesses. The youth plan to sell the seedlings and some of the trees under their protection and start a bee-keeping business as well.
9. Planned Activities for Next Quarter

The following are the planned activities for the second quarter of Year 3.

IR1: Rigorous evidence base developed to inform USAID and its development partners, including youth, Government of Ethiopia (GOE), and non-governmental organizations (NGOs), on appropriate, effective, and sustainable market driven youth workforce development interventions.
   - Conduct one action research with two agreed topics and produce the reports that are of relevance to the MoYS, USAID and others;
   - Additional training entities will be identified to offer relevant skills training for the youth to be ready to enter into wage or self-employment;

IR2: Improved youth access to market relevant skills and experiences to support the transition to safe and viable employment.
   - Providing TOT for the New Woreda Officers and Youth Facilitators on BYOB, WBL and coaching curriculum and concepts for the new woreda officers and youth facilitators.
   - Revising and translating the manuals and guidelines on Work Ready Now, Work Ready Plus, Be Your Own Boss, Work-Based Learning, coaching and mentoring activities into all the program languages and distributed to the regional partners for use.
   - Train and engage 120 youth volunteers in different program activities;
   - Identify and train additional mentors among private sector and community leaders to provide supplementary youth mentoring;
   - Continue to provide mentoring service for 100 youth facilitators on different techniques of facilitation and techniques
   - Train 2,800 youth on Positive Youth Development and provide them with coaching supports
   - Implement work based learning for 300 youth and enable them have practical experience in formal and informal workplace and link them to employment
   - Establish and strengthen youth economic strengthening services
   - Organize and train 30 community level YES groups
   - Provide business development services to 1,500 youths
   - Establish 6 YESG
   - Organize regional gender sensitization workshop and community mobilization event at 30 woredas

IR3: Coordinated delivery, among local institutions, of quality market driven services connecting underserved youth, especially women, to employment and income opportunities.
   - Map and select 22 TTIs willing to adapt and offer market driven skills training
   - Train 22 staff from TVETs/ FTCs/ CTCs and local business service providers to participate in Work Ready Now training
   - Assess, select and negotiate with 30 TTIs to facilitate access to tailored short-term technical training courses
   - Advocate at TVET agency to institutionalize the program soft skills training package
   - Strengthen its linkages to other programs and partners by establishing partnerships with public and private sector stakeholders, training providers and financial service providers, and linking youth to relevant local services.
• Maintain the relationship with existing private and public sector partners and identify new partners in all regions and woredas.
• Host job/trade fairs in each region to showcase both youth and potential employers.
• Operationalize 30 local Economic and Social councils consisting of local leaders, employers, private sector, service providers and youth to advocate for youth education and employment interests and opportunities.
10. Annexes

Annex 1: Rapid and Labor Market Assessments Locations
Annex 2: Youth Economic and Social Council Manual
Annex 3: Youth Economic and Social Group Manual
Annex 4: Youth Intake Profile Form
Annex 5: Strategies to increase young women’s participation in accessing YES services
Annex 6: Coaching Tracking Form
Annex 7: Revised Personal Development Plan Template
Annex 8: Y3Q1 Radio Program Episodes